Architecture Program Report

University of Oklahoma

September, 2022

National Architectural Accrediting Board, Inc.

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**University of Oklahoma**
Name of Academic Unit	Division of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture Track: 150 semester undergraduate credit hours ☒ Master of Architecture Track: Undergraduate degree with architecture major + 60 graduate semester credit hours Track: Undergraduate degree with non-architecture major + 96 graduate semester credit hours Track: Accelerated Master's degree with 168 semester credit hours including 60 graduate semester credit hours ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2015
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Stephanie Pilat, Director
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Hans E. Butzer, Dean
Chief Academic Officer of the Institution	André-Denis Wright, Provost
President of the Institution	Joseph Harroz, Jr.
Individual submitting the APR	Stephanie Pilat, Director
Name and email address of individual to whom questions should be directed	Stephanie Pilat, spilat@ou.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

I.3.1 Statistical Reports

2015 Visiting Team Assessment: The institution has submitted Statistical Reports each year and these were certified by the institution's associate provost and director in a March 24, 2015 letter. However, the team's review of the Statistical Reports revealed inaccuracies regarding faculty education, faculty salaries, and student demographics. These inaccuracies occurred in multiple reports.

I.3.2 Annual Reports

2015 Visiting Team Assessment: The Annual Reports available through the NAAB website and through the APR include the statistical information (which, as described above, contained errors and omissions). Also available was one Focused Evaluation Report dated 2012. The APR states: "The NAAB response to the 2012 Focused Evaluation Report is not posted on NAABs website." Such a response was also not available to the team via the NAAB website. On the other hand, the NAAB did provide a one-page response to the 2011 Annual report. In it, 10 items received identical feedback: "The program provided no new information from that presented in the 2010 annual report." Three items are identified as being satisfied or having progress made. It appears that the 2010 Annual Report contained less information than the NAAB expected. Incidentally, the team also looked for narrative responses to deficiencies cited in the 2009 VTR, believing that a narrative would have been submitted each year in this regard. These were not available on the NAAB website or in the APR. This item is cited as not providing appropriate information due to inaccuracies in the statistical data.

Actions Taken: Since 2015, we have consistently submitted all Statistical and Annual Reports on time and in full. In 2017, we submitted updated and corrected statistical information to correct past errors. Since 2014, we have relied on professional staff in the University's Office of Institutional Research and Reporting (IRR) to collect and share data for our annual and statistical NAAB data submissions. The Division of Architecture leadership and staff review, verify, and upload this data from IRR annually. The professionalization of this task through the IRR Office has greatly improved the accuracy and consistency of our data.

STUDENT PERFORMANCE CRITERIA NOT MET

B.2 Accessibility

***2015 Visiting Team Assessment*:** This criterion is still **Not Met**. Some evidence of ability regarding accessibility was found at the B. Arch level in ARCH 4755: Design VII Systems and Content and ARCH G5055: Design X Comprehensive Architecture II, and at the M. Arch level in ARCH 5055: Design X Comprehensive Architecture II. However, student understanding appeared to be uneven and lacking in the many components of accessibility requirements. Consideration of universal accessibility design was not commonly apparent. Path of travel through a site, accessible parking, building egress, and restroom design were spotty and undeveloped.
This criterion calls for ***ability*** to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Actions Taken: To address the 2015 VTR concerns regarding uneven application of knowledge of accessibility, we have developed a coordinated sequence of lectures, assignments, and projects related to accessibility across our curriculum. We have revised project types and clarified expectations through a detailed grading rubric in our comprehensive studios (ARCH 4756/ARCH 5536/ARCH 5546). We have hired new faculty whose research centers on disability. For a full description of curriculum scaffolding and course materials related to accessibility, please see SC.1 and SC.3. At the program level, the NAAB feedback prompted us to reevaluate how and when we teach accessibility. We have:

- Purchased more wheelchairs, walkers, and vision impairment goggles to facilitate student engagement with these tools and developed exercises using them in Design III.
- Hired a new faculty member, Dr. Wanda Liebermann, in 2021, whose expertise centers on accessibility and design. She is currently completing a scholarly monograph under contract with Routledge, entitled *Architecture's Disability Problem.*

- Developed more explicit design studio rubrics and project briefs with accessibility integrated into design objectives that articulate exactly which aspects of accessibility must be demonstrated in relevant courses. These rubrics ensure every single project is clearly assessed on explicit criteria related to accessibility. See rubrics in Appendix B and C.
- Improved scaffolding of accessibility and universal design across our curriculum; introduced more readings, active learning exercises, films, and project collaborations to foster a greater sense of awareness and understanding among students of the ways in which architects design for individuals with physical, mobility, sensory, and cognitive disabilities.

Key studio courses in which an understanding of accessibility is demonstrated include:
ARCH 4756/5536. The semester-long project challenges students to design accessible housing in Norman, Oklahoma. A series of lectures, readings, and assignments, scaffold learning to ensure every student will design for accessibility. Faculty and peer reviews ensure each student develops iterations of their plans to address accessible design over the course of the semester. The grading rubric for this studio (see Appendix B) requires the following for a passing grade: “Project is designed for an inclusive and broad group of users varying in age and ability. Paths of travel throughout the site and building are accessible and clearly articulated. The seven principles of Universal Design are incorporated where applicable. Restrooms, egress, and exiting are planned for accessibility.”

ARCH 5546 – Graduate Architectural Design IV**.** In addition to Design VII-Systems and Context, all graduate students must again meet the same accessibility requirements articulated in the same rubrics in their studio the following semester. See Appendix B for grading rubric.

Please see SC.1 Health, Safety and Welfare, SC.3 Regulatory Context, and SC.6 Building Integration for additional evidence of accessibility and Universal Design.

B.3 Sustainability
***2015 Visiting Team Assessment*:** All students appear to have an understanding of wind roses, the need to consider sun-angle diagrams, and the existence of LEED checklists; however, there was not enough indication of how sun and daylighting, wind, and other environmental factors influence design decisions. Work provided to the team did not adequately reflect ability with regard to environmental conservation or the ability to produce designs that reduce environmental impacts into the future.
This criterion demands ***ability*** to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

Actions Taken: To specifically address the 2015 VTR concern about students’ ability to apply their knowledge of sustainability in their design projects, we have made significant revisions to our site design and comprehensive design studios as well as to our courses on environmental systems and building technology. We have re-oriented our comprehensive design studios (4756/5536 and 5546) to center on the AIA/ACSA Committee on the Environment (COTE) competition. In ARCH 4756/ARCH 5536 students are challenged to design accessible housing using the COTE framework. In ARCH 5546 Graduate Architectural Design IV, students design an environmental center on a complex natural landscape. These studios are organized to take students step-by-step through a sequence of design assignments that prompt students to develop designs responsive to ecosystems, equity, water conservation, economy, material resource conservation, well-being, energy conservation, and more. This process ensures that every student gradually builds up the necessary complexity of their sustainable design strategies through an iterative process with rigorous and regular feedback over the course of the semester. The grading rubrics for these comprehensive studios explicitly require students to apply their knowledge of sustainability to their design projects and demonstrate competencies in sustainable design practices and principles to pass these courses. Moreover, the introduction of Cove Tools in these design studios ensures that students are able to quickly assess design options relative to sustainable design goals such as energy usage. Through building performance analysis, students demonstrate how their decisions were directly impacted by sustainability concerns.

Since 2015, Dr. Lee Fithian and Professor Dan Butko have reinvented key courses in our curriculum that center on environmental sustainability and systems. Unlike prior instructors in these courses, Dr. Lee Fithian and Professor Butko are licensed architects and LEED AP. Dr. Fithian also holds a doctorate in Engineering and is a National Environmental Leadership Program Fellow. Additionally, we have hired two new tenure-track faculty, Youngjin Hwang and Shakil Shimul, who are both currently finishing doctorates focused on sustainable building technology. They will begin teaching sustainability courses Methods V and Methods VII in fall of 2022. For more on how sustainability is integrated into our curriculum see PC. 3 and SC.4.

B.4 Site Design
***2015 Visiting Team Assessment*:** The team was not able to locate student work that involved complex site conditions. As a result, the ability to respond to the site characteristics listed above was not evident. Abilities with regard to other aspects of site design, such as parking and travel to and through a site, were inconsistently reflected in student work.
This criterion demands ***ability*** to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

In 2015-16 we revised our curricula to better identify exactly which studios would address complex site conditions in rural, urban, or suburban sites in response to NAAB assessment. Urban sites in Norman or Oklahoma City are typically flat, necessitating intentional planning to ensure every student engages sites with complex topography and natural landscapes.

Bachelor of Architecture Program. ARCH 3556 Design V has been designated as the site design studio in the Bachelor of Architecture program. We have developed a focused curriculum through a structured sequence of lectures, assignments, and reviews centered on site grading, site analysis, and site design. We have added landscape architects as guest lecturers and instructors. A sequence of lectures and assignments challenge students to apply their knowledge of site grading, drainage, and analysis in concert with passive environmental design strategies. Students apply the skills learned in their accompanying Methods coursework in their studio projects through analyses of wind and natural ventilation, solar orientation and daylighting, and passive heating and cooling strategies. Throughout the semester students have a series of lectures, assignments, and project reviews centered on developing their site design skills. A recent project in this studio included a café, shop, and outdoor pavilion on the shores of Norman's Lake Thunderbird, a site with complex topography and a rich natural and cultural landscape. For a more detailed description of assignments in Design V, see SC.5 and SC.6.

Master of Architecture Program. ARCH 5546 – Graduate Design IV challenges graduate students to develop a comprehensive building proposal on a complex natural site. Located on the edge of Norman and Moore, in the center of tornado alley, the site is also on a flood plain. This site location and complexity ensures students demonstrate their ability to engage a complex natural landscape with dramatic topography. Students are challenged to design the Resiliency Education & Architectural Learning (REAL) Center. Student learning is sequenced to gradually include structure, enclosure systems, environmental impacts, wall assemblies, and mechanical systems. For a more detailed description of assignments in Graduate Design IV see SC.5 and SC.6.

2015 VTR CAUSES OF CONCERN

Student Project Display Area
***2015 Visiting Team Assessment*:** Students were united in their desire to have spaces where they could hang drawings to view, reference, and display during the design process. Faculty members and the division's Professional Advisory Board shared similar concerns over the lack of pin-up space.

Actions Taken: Since 2015, we have made upgrades in every studio to ensure generous amounts of pin-up space. First, studio desks have been outfitted with 18-inch-high Homasote pin-up boards on the edge of each desk. This allows each student to have their own dedicated space to pin up materials and sketches. Second, more pin-up space has been added throughout the studios. Nearly every single available wall in a studio is now covered in pin-up surfaces that are typically eight feet high, in contrast to the older pin-up boards that we just three feet high. In many studios we have fabricated custom sliding panels covered in Homasote so that studio

instructors may adapt the spaces as needed. These provide smaller enclosed spaces for reviews when needed. Finally, we have transformed many of the corridors of Gould Hall into pin-up and review space. In all, 95 sheets of Homasote (4'x8') have been purchased and installed throughout the building for a net gain of approximately 3,040 square feet of pin-up space.

Ownership of Space

***2015 Visiting Team Assessment*:** Studio, lecture, and common spaces provided throughout this new facility are cutting edge and are greatly appreciated by students and faculty. However, cultivating a healthy and productive sense of pride and ownership on the part of the architecture students requires that students and faculty have an adequate ability to both "use" and maintain the studio spaces as needed to work comfortably and to produce the necessary architectural models, drawings, and creative experiments.

Actions Taken: Since 2016, we have gained a much-improved sense of ownership in the building. Dean Butzer relaxed strict and punitive space use practices and instead encourages a sense of ownership. Students now routinely inhabit the hallways for small group discussions, and even feel empowered to create their own guerrilla displays in the building. Faculty have increasingly found creative ways to use the public spaces of the building for installations and display. In 2017, for example, Professors Tiziana Proietti and Michael Hoffner created an interactive art installation in the gallery of Gould Hall dedicated to our history, the American School.

Financial Autonomy

***2015 Visiting Team Assessment*:** The institution distributes funds to the College of Architecture. The college's dean allocates resources to the program, but maintains control of finances for all five divisions of the college. The dean also maintains control of roughly $16,000 collected each year from architecture students for the Consolidated Course Fee, which appears to go into one large pot that is allocated at the dean's discretion. Fortunately, at this time, the architecture program has a great deal of input as to what kinds of resources, programs, and travel activities it would like the dean to fund. With past deans, this apparently was not always the case – and the existing system still has the potential to cause difficulty for the program. However, this level of budgetary autonomy appears to parallel that of other divisions of this size in the institution. There seems to be recent improvement in budgetary transparency for faculty members who are planning field trips and special programs. The team encourages continued refinement of the system for viewing and tracking budgets and expenditures.

Actions Taken: The Division of Architecture's financial autonomy has improved in three principal ways since 2015. First, our annual Maintenance and Operations budget is now adjusted annually based on the number of full-time faculty in our division. Thus, as the faculty and student numbers increase, the budget increases accordingly. Second, in 2021, the dean instituted a course fee-sharing initiative that gives 10 percent of the fees generated by the Division of Architecture back to the division. This has allowed us, for example, to fund our new student-to-student mentoring program. Third, the College received a $5 million naming gift from Christopher C. Gibbs. The Division of Architecture is awarded a percentage of the interest from this gift, which amounts to approximately $90,000 each year. These funds are divided into 35% for faculty support; 50% for student support in the form of scholarships, and 15% in program support for activities such as field trips and competitions. The architecture faculty collectively agreed to use the Gibbs faculty apportionment to create the Gibbs Research Fellowship, a rotating research fellowship, awarded through blind peer review, which provides $5,000 per year for three years in research support. While progress has been made, division faculty recognize the need for greater autonomy and have included in their new strategic plan a goal of becoming an academic department.

Adequate Faculty Numbers

***2015 Visiting Team Assessment*:** Faculty members face increasing expectations to produce high-quality, funded, and publishable research – while maintaining high numbers of student contact hours each semester. Architecture students insist that they are benefiting immensely from their faculty's high level of availability and willingness to help whenever called upon. The dean has a plan to fill one currently vacant faculty line this year and another next year. However, with additional retirements possible, it will be important to provide replacements. The current uncertainty and instability regarding funding for Graduate Assistants is an additional cause for concern on the part of the team.

Actions Taken: The University hired 7.5 new tenure-track architecture faculty since 2015, for a net gain of 5.5. We are searching for one more tenure- track faculty in the fall of 2022. In addition to these tenure-track lines, we

have developed three two-year teaching fellowships named after Violeta Autumn, Herb Greene, and Robert Wesley. We hired three new lecturers in 2022. A new teaching load policy instituted by the dean in 2022, offers the possibility for architecture faculty teaching loads to range from 12-15 credit hours, which would reduce the course load of many faculty.

Faculty Recognition
***2015 Visiting Team Assessment*:** The architecture program has created an annual evaluation sheet that appears to be fair and provide transparency. It has also established a new administrative structure.

Actions Taken: Since 2015, we have introduced four initiatives designed to fairly evaluate and recognize faculty work. 1) Faculty of the college came together in 2019 to create a shared set of Annual Faculty Evaluation Criteria (AFEC) for all faculty. Given that all faculty in the college vote on tenure and promotion cases, sharing criteria was an important way to create equity across the college in terms of expectations and evaluations. 2) In 2017, the College revised the submission and evaluation process for our Program for Research Enhancement (PRE) grants. All PRE applications now undergo blind review by scholars and designers outside the college. Creative practice work is now eligible, which has improved support for design faculty. 3) The Division of Architecture uses funds from the new $5 million Gibbs endowment to support the Gibbs Research Fellowship Program described above. The award process includes a blind peer review by scholars and designers outside the College, ensuring that every applicant gets meaningful feedback. 4) Using funds raised through events, we have introduced the Publication and Award incentive program, which provides bonuses to faculty who publish peer-reviewed articles or win awards. Related documents can be found here.

Life-cycle cost analysis
***2015 Visiting Team Assessment*:** (Student Performance Criterion B.7 Financial Considerations) Although the financial considerations criterion is met in 2015, direct student output illustrating and understanding of life-cycle cost analysis (LCA) was sparse. More emphasis should be placed on LCA in coming years.

Actions Taken: Since 2015, we have redesigned how we teach life-cycle cost analysis to ensure all students demonstrate their understanding through assignments and projects. Students' understanding is developed through a sequence of three courses: ARCH 4723/5723 – Methods VII; ARCH 4756/5536-Design VII/Grad Design III; and ARCH 4923/5923 – Methods IX. In Methods VII and Design Studio VII/Grad Design III, we have sought to incorporate a greater emphasis on life-cycle cost analysis, through assignments and through the final project, which is framed and evaluated on the basis of the COTE criteria. The introduction of Tally software and Cove Tools building performance analysis software in these courses has helped students grasp the connection between their design proposals and life-cycle costs. Lectures and homework in Methods VII, for example, address a wide range of issues tied to financial considerations including scheduling, environmental and financial impacts of material choices, industry innovations, carbon footprint, material transportation costs, and durability. These lectures and assignments are complemented by ARCH 4756/5536, taken in the same semester. Students are challenged to apply their understanding of financial considerations through their design project. In these courses we often engage Construction Science faculty from our college as guest lecturers and project reviewers. A collaborative assignment between architecture and construction science students and faculty helps students understand cost factors during the design phases. The collaboration teams consist of Construction Sciences students in their Pre-Construction Services course with architecture students in ARCH 4756. In teams these students explore pre-construction pricing based on building and occupancy types, location, and structure and skin materials. The collaboration, which spans a few class periods mid-semester, helps students from both majors to more fully understand how both disciplines approach projects, what they need by certain milestones, and how to be better stewards of resources and finances. In ARCH 5923 Methods IX, we build on this expertise in the context of professional practice. Lectures and assignments on business and project management practices challenge students to develop an understanding of their obligations as professionals to manage building costs not only in the short term but throughout the life of a building. Examples of life-cycle cost and its analysis are considered relative to project specifications.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

Our review of the new 2020 NAAB Conditions for Accreditation identified four key elements that best distinguish them from the 2014 Conditions:

1. an emphasis on a program's responsibility to define their own distinct agenda and goals;
2. an increased expectation that programs will develop and implement internal assessment practices to evaluate their own progress in meeting goals;
3. increased emphasis on research, knowledge, and innovation;
4. the expectation that building performance analysis is integral to the design process.

Defining what makes us distinct: The American School. In response to the new 2020 NAAB Conditions for Accreditation broad goals to "encourage distinctiveness among programs" and "allow program flexibility that adapts to a dynamic context," we have undertaken three key efforts to define what distinguishes the OU architecture program today and in the future. First, we have built on our ongoing collaborative research efforts to better understand our history as the American School. As a faculty, we collectively narrowed in on the key American School characteristics of design that we aim to carry forward: resourcefulness, contextualism, and experimentation. Building on our American School efforts, in 2020-21, the architecture faculty came together to develop a new American School Curriculum for the 21st Century outlining our own curriculum goals, aims, and learning objectives. These goals dovetail with the NAAB 2020 Program and Student Criteria. Furthermore, in the 2021-22 academic year, we undertook strategic planning leading to the adoption of our Strategic Plan. These detailed visions for the future development of our program respond to the 2020 emphasis on a program's responsibility to define their own agenda and goals.

Internal Assessment Practices

With our curriculum goals articulated, in 2021-22, we created four new faculty assessment teams to evaluate how well we are meeting our new curricular goals as well as NAAB criteria. In the fall of 2022, these teams presented their findings to our faculty as a whole and worked with faculty to make improvements to courses. These teams add to our existing assessment practices, which include annual University program assessments, and the on-going work of our Curriculum Committee. For more detail on our various assessment practices see SC.1 and Section 5.3 Curricular Development.

Strategic Planning

In the spring of 2022, our new Strategic Plan was formally adopted through a faculty vote. The plan includes Key Performance Indicators (KPIs) that we will utilize to measure our progress in meeting our goals. See here for the Division of Architecture Strategic Plan, 2022-27.

Increased Emphasis on Research, Knowledge, and Innovation

The NAAB 2020 goal to "promote excellence and innovation" is reflected in the emphasis on evidence-based design in both our new curriculum and our Strategic Plan. For example, Objective 1 of our Strategic Plan is to "Grow our national reputation as the American School, become a program known for excellence in evidence-based design, research, and creative activity." Working towards this goal, we redeveloped our Professional Project Research course (ARCH 6590) to be a research methods course tailored to designers and the design process. Developed by Dr. Keith Gåddie and Dr. Xiaobo Quan, this course now challenges all students in our graduate program to engage a wide range of research theories and methods. In the B.Arch program, we have maintained an emphasis on research and writing in the required history theory four-course sequence. These courses ensure every student engages in the step-by-step process of developing research papers. Architectural Theory and Criticism (ARCH 4543/5543), which is required for all B.Arch and M.Arch students, includes a course module on research methods in design. Since our last accreditation visit, our resources available to support faculty and students engaged in research have grown dramatically, due to the Gibbs endowment and the University's renewed commitment to research. See more detail in PC.5 Research and Innovation.

Integrating Building Performance Analysis

Finally, in response to the 2020 NAAB Conditions emphasis on using explicit criteria to assess design decisions (SC.4) and “consideration of the measurable impacts of their design decisions” (SC.5) and the “measurable outcomes of building performance” (SC.6) we have introduced Cove Tools building performance analysis software in Methods IV, Methods V, Methods VII, and applied it in design studios from third year on. Whereas we previously taught a suite of different building performance analysis software tools, it proved difficult for students to consistently use these tools in their studio projects. Moreover, for design purposes, students needed to be able to understand daylighting, ventilation, and heat gain as interacting factors, rather than analyzing each independently. After reviewing the available building performance analyses packages, we selected Cove Tools as best meeting our curricular needs for building performance analysis as a design tool. We still teach Climate Consultant software and other tools in select courses. But every upper year level studio is expected to now integrate Cove Tools building performance analysis into the design process. This has helped us ensure we are teaching the latest “methods and criteria architects use to assess those technologies against the design, economics and performance objectives of projects” (SC.4 Technical Knowledge) as well as “How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcome of building performance” (SC.6 Building Integration).

Herb Greene, Prairie House, Norman, Oklahoma, 1960-61.

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:
The University of Oklahoma is located in Norman, Oklahoma, roughly 20 miles south of the state capital, Oklahoma City. The University was founded in 1890 by an act of the first legislature of the Territory of Oklahoma. Seventeen years before Oklahoma became a state, this act established that the purpose of the University was "to provide the means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial, and professional pursuits." Beginning in the fall of 1892, the University started accepting students, and four years later awarded its first undergraduate degree. In 1900, the University conferred its first Master of Art degree, while its first Master of Science degree was conferred in 1906. Its first Doctor of Medicine degrees were conferred in 1911, while its first Doctor of Philosophy degree was conferred in 1929.

The University of Oklahoma enrolls nearly 30,000 students between its three campuses and its off-campus outreach program. The three campuses are: the Norman Campus, the Tulsa Campus, and the Health Sciences Center in Oklahoma City. The Norman campus enrolls nearly 22,000 undergraduate students in 170 different undergraduate degree programs and over 120 graduate degree programs. Among the University's 20 degree-granting colleges are Allied Health, Architecture, Arts and Sciences, Atmospheric and Geographic Sciences, Business, Continuing Education, Dentistry, Earth and Energy, Education, Engineering, Fine Arts, Graduate, Journalism and Mass Communication, Honors, International Studies, Law, Liberal Studies, Medicine, Nursing, Pharmacy, and Public Health.

Approximately 56% of the University's students are from the State of Oklahoma. The remaining 44% of the student body represents the other 49 states, four U.S. territories, and 100 countries. Approximately sixty percent of students are White, 11% are Hispanic or Latinx, 5% are Black or African American, 6% are Asian, and 4% are American Indian or Alaska Native.

Today the state of Oklahoma has roughly 3.9 million residents spread out across 68 thousand square miles. The state's population density in 2020 was just 58 people per square mile. Due largely to forced migrations such as the Trail of Tears, dozens of Native American tribes were relocated to Oklahoma during the nineteenth century. Today, 9.4% of residents of Oklahoma are American Indian or Alaska Native. Oklahoma is home to 39 federally recognized tribal nations today, and The University of Oklahoma is home to one of the leading programs in Native American Studies in the nation. The University of Oklahoma Press (OU Press) is a leading publisher of Native American and Indigenous studies.

Oklahoma is internationally known for severe weather and environmental catastrophes. It is remembered as a place where humans struggled to adapt to the impacts of manmade climate change during the Dust Bowl period. Significantly, unsustainable farming practices combined with an intense period of drought in the 1930s created one of the worst environmental disasters in U.S. history. Severe dust storms eroded the topsoil critical to farming in the state leaving thousands of residents without a way to sustain themselves. Today, Oklahoma is still known as part of tornado alley, due to its severe weather. The University of Oklahoma is home to the National Weather Service and one of the best meteorology programs in the nation.

The University of Oklahoma Purpose and Plan

As the flagship public research institution in the state, the University of Oklahoma has defined its purpose simply: "We change lives." In 2020, the University introduced the new Lead On Strategic Plan centered on five pillars:

1. Become a Top-Tier Public Research University
2. Prepare Students for a Life of Success, Meaning, Service, and Positive Impact
3. Make OU's Excellence Affordable and Attainable
4. Become a Place of Belonging and Emotional Growth for All Students, Faculty, Staff, and Alumni
5. Enrich and Positively Impact Oklahoma, the Nation, and the World through Research and Creative Activity

Complementing the Lead On, University Plan is the Vice Provost for Research's Strategic Research Verticals which define where our University will focus its research efforts in the next decade. Grand global challenges are defined as: Growing Geopolitical Instability & Threats to Democracy; Climate Change & Environmental Degradation; Exponential Acceleration of Global Technology Development; Global Rise of Inequities & Social Injustice; Emerging Infectious Diseases and the Rise of Global Pandemics. To address these challenges, the Strategic Research Verticals are defined as key areas in which to focus our effort and have maximum impact. The four OU Strategic Research Verticals are:

1. Aerospace, Defense, and Global Security;
2. Energy, Environment, and Sustainability;
3. The Future of Health and Society;
4. Community and Society Transformation.

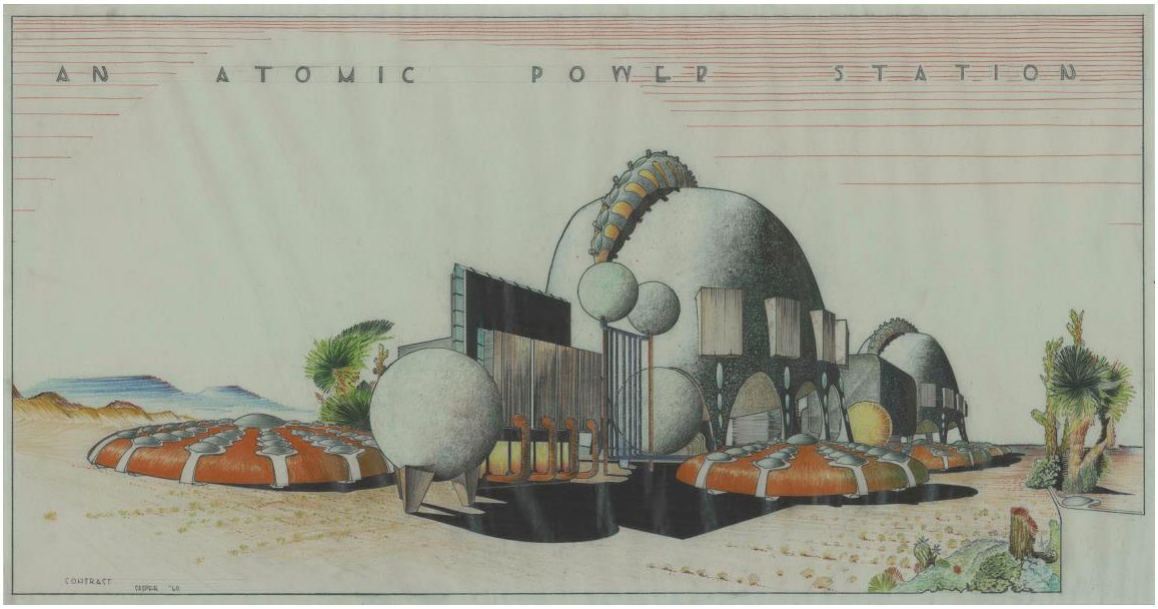
The University is creating new research centers to foster interdisciplinary research endeavors related to these Strategic Verticals. Division of Architecture faculty have developed collaborations with the Institute for Resilient Environmental and Energy Systems (IREES) and the Institute for Community and Society Transformation (ICAST). For example, both institutes were participants and sponsors for the spring 2022 Resilient Futures symposium organized by Division of Architecture faculty Angela Person and Stephanie Pilat. ICAST is also a sponsor of the Carceral Studies Consortium, which has been led by Architecture faculty, and the Gibbs Design Activism Award, which supports student-led design and research projects in the College of Architecture.

The Gibbs College of Architecture

Encompassing five academic divisions and two academic programs, the Gibbs College of Architecture (GCA) is home to disciplines spanning the reach of the built environment. These include the divisions of Interior Design,

Construction Science, Architecture, Landscape Architecture and Planning as well as programs in Urban Design and Environmental Design. The unique combination of disciplinary expertise in the GCA provides students and faculty with innumerable opportunities to work across disciplines. Architecture students and faculty regularly collaborate with Construction Science students and faculty on design-build projects, for example. Many courses in the GCA intentionally serve more than one discipline and work to foster understanding and common ground. The GCA vision is “Design in Action: We imagine a future in which all communities are designed for resiliency and empowered to maximize their social, economic, and environmental well-being.” The 2018 GCA Strategic Plan outlines six key goals:

1. Expand support for student excellence that advances College outcomes.
2. Expand support for excellence in research, community engagement, and creative activity in our areas of focus.
3. Foster an environment of diversity, equality, inclusion, and opportunity.
4. Build capacity to support the work of faculty, staff, and students.
5. Communicate a strong college identity.
6. Expand and manage financial resources to support strategic investments.



John Casper, An Atomic Power Station, student project completed at OU, ca. 1960.

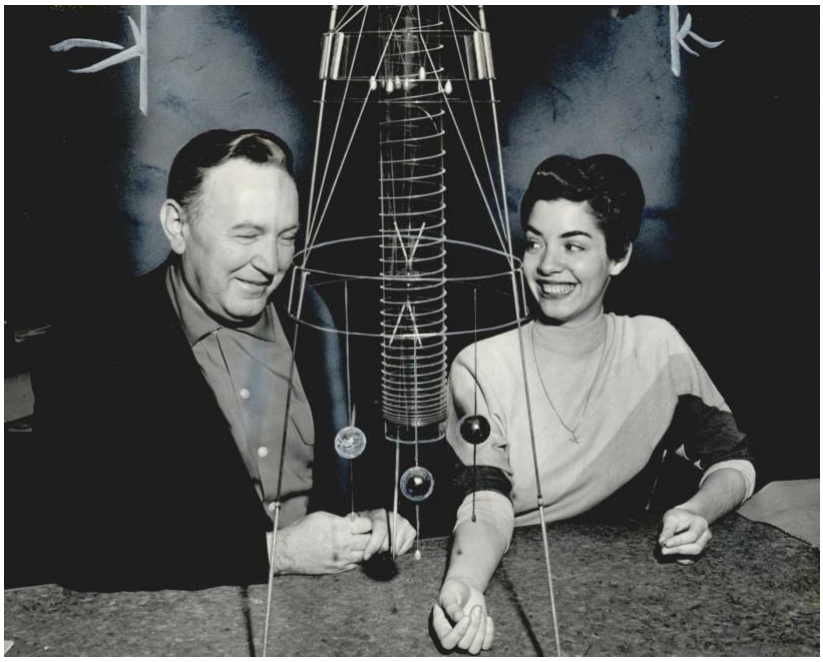
The American School Project

In 2016, after Hans E. Butzer was appointed dean and Stephanie Pilat was appointed director of the Division of Architecture, they began the process of reconsidering the history of the architecture program at OU. Since 2016, students, faculty, staff, and colleagues across campus have rediscovered the history of the American School and its relevance to us today. These efforts have brought together over 100 students, faculty, and staff from across campus on this collaborative project. The American School project budget of approximately $500,000 was funded by the National Endowment for the Arts, the Gibbs College of Architecture, the OU Vice Provost for Research, the OU Provost’s Office, the Division of Architecture Professional Advisory Board, the OU Libraries, the OU Fred Jones Jr. Museum of Art, and private donors. These efforts have culminated in:

- The creation of the American School Archive through a partnership with the OU Libraries;
- One major exhibition completed in 2020 at the Fred Jones Jr. Museum of Art with a virtual tour of the exhibition is found here;
- An installation at the Venice Biennale in 2018;
- An exhibition in OU’s Bizzell Library in 2018;
- An award-winning peer-reviewed catalog, *RENEGADES: Bruce Goff and the American School of Architecture*, published with OU Press in 2020;

- Three special topics courses focused on American School history;
- Two day-long symposia and one multi-day conference, the 2020 Schools of Thought conference, which brought together over 100 international scholars of pedagogy.

The following overview of the American School history is excerpted from a recently published essay, “Do Not Try to Remember” by Stephanie Pilat, Angela Person, and Hans Butzer in *Radical Pedagogies*, edited by Beatriz Colomina, Ignacio G. Galan, Evangelos Kotsioris and Anna-Maria Meister, MIT Press, 2022.



Bruce Goff with Julia Urrutia, Norman, Oklahoma, 1955.

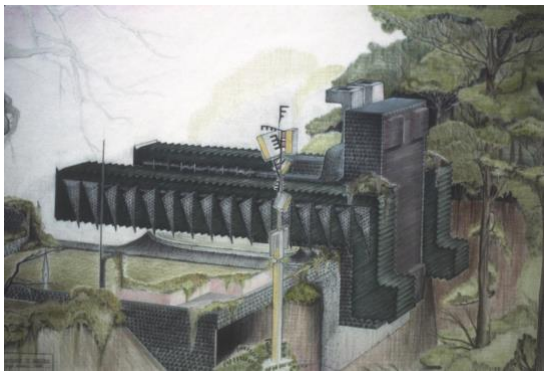
Do Not Try to Remember: The American School

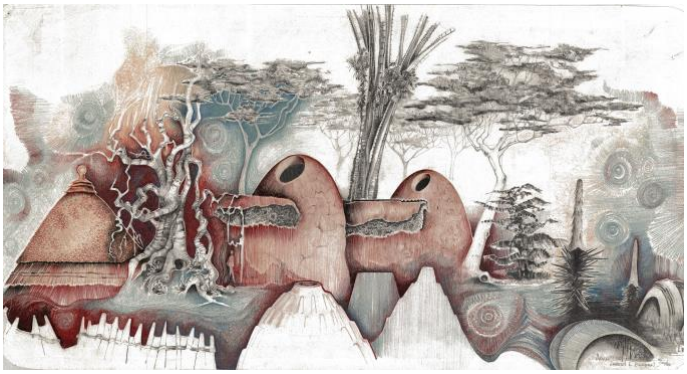
“A new school, probably the only indigenous one in the United States” is how architect Donald MacDonald, FAIA, characterized the school of design that developed under the guidance of Bruce Goff and Herb Greene at the University of Oklahoma in the 1940s, ‘50s and ‘60s. At that time, most architecture schools in the United States followed a curriculum modelled on either the French Beaux Arts School or the German Bauhaus School. On one hand, the French model centered on studies of classical principles of design and entailed meticulous copying of the great classical architecture of Greece and Rome. On the other hand, schools such as the Illinois Institute of Technology and the Harvard Graduate School of Design adapted the Bauhaus curriculum model—known for embracing industry and abstraction in art, architecture, and design—to the American context. As Susan King explained, “In the minds of the Ivy Leaguers and big city critics, the jump was from Beaux Arts to Bauhaus because it allowed them to retain their umbilical cord to Europe. The American School cut that umbilical cord.” The University of Oklahoma School of Architecture stood apart from these two trends and cultivated an original and authentically American approach to architecture and pedagogy: the American School.

Under the leadership of Bruce Goff (1904-1982); Herb Greene (b. 1929); E. Fay Jones (1921-2004); Mendel Glickman (1895-1967), Elizabeth Bauer Mock Kassler (1911-98); and many others, OU faculty developed a design curriculum that emphasized individual creativity and experimentation. The faculty rejected the rote copying of historical styles as well as the abstract minimalist approach popular elsewhere. Under Goff, who led the school from 1947-55, and the faculty he recruited to OU, students were taught to look to sources beyond the accepted canon of western architecture and to find inspiration in everyday objects, the natural landscape, and non-western cultures such as the designs of Native American tribes. Calling this approach “The American School,” MacDonald described how at OU there emerged “a truly American ethic, which is being formulated without the usual influence of the European or Asian architectural forms and methodologies common on the East

and West coasts of the United States." In part, this rejection of existing pedagogical models in favor of experimentation reflected Goff's own training. He was never formally educated in architecture; rather he learned architecture by doing it, having started in practice at the age of twelve.

The student work produced at OU provides the strongest argument for the originality and significance of the pedagogical experiment that unfolded under Goff, Greene, and their colleagues. A 1957 publication of the National Association of Architecture Students (NASA) illustrates most clearly just how different the OU student work was from other schools of the era. Whereas boxy, rational, and efficient forms characterize the student work from nearly every other school, the OU student work is marked by wildly organic and otherworldly forms. From compositional exercises to serious building proposals, the American School student work is above all imaginative and individualistic; it often appears as the landscape of fantasies—bizarre, even surreal. Yet, it was also highly pragmatic and sensitive to the peculiarities of place and people. When students arrived in the design studio, they were instructed to start fresh. Citing the richness of the world's great architecture, Goff explained, "I believe we should know a great deal about all of them and learn what we can from all of them but forget it all when we need to create an architecture of our own. Do not try to remember." Whereas other schools encouraged students to begin a design with classical columns and temple fronts or with modernist grids and pilotis, both avenues were forbidden at OU. Students were also discouraged from imitating the favorite designs of their instructor or architect. In fact, students were discouraged from beginning any design project with an end already in mind. Instead, they were encouraged to begin by trusting and cultivating their own creative instincts.



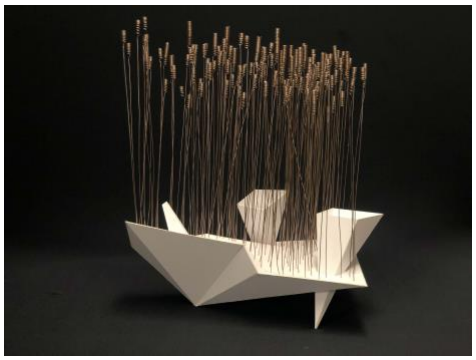


Left: Robert Faust, Orchestration of Materials, Fourth-Year Studio assignment, Bruce Goff instructor, ca. 1954.
Right: Ernest Burden, Untitled, advanced study of materials, assignment for Architecture 250, ca. 1955.

The individualistic approach of the American School opposed the master-disciple structure employed at other contemporary schools as well as at experimental schools such as Taliesin. Rather than copy the work of the master or their favorite styles, students were sincerely encouraged to develop their own approach at OU. Even imitating Goff or Greene's work was unthinkable. The faculty were viewed more as mentors and guides rather than all-knowing authorities. Goff eschewed academic hierarchies in favor of a more collegial attitude towards his students. This egalitarian approach contradicted the worshipful attitude towards faculty elsewhere. As Jeffrey Cook described the role of Goff and Greene, "They are not leaders or godheads in any other way than being fine architects whose work we admire." The pedestal, or rather altar, on which faculty had existed for centuries in the academy was missing from the studios at OU.

In the absence of historical models to re-appropriate or contemporary masters to imitate, American School students drew inspiration from five key things: "people, place, time, materials, and spirit." The local conditions—the existing landscape, the climate, and local materials—provided a foundation for innovative designs without formal constraints. Individual clients and the programs they desired helped inspire designers to create original works for each and every project. While the works of the American School are contextual in relation to their sites and cultural contexts, they never look like the historical buildings of such contexts. The formal experimentation of American School projects emerges from attention to the unique aspects of each project. The fantastic environments imagined on paper and realized in built works around the world by American School architects are characterized by complex geometries, attention to context, and material resourcefulness.

The University of Oklahoma faculty were not alone in searching to develop an architecture curriculum that was reflective of the particular time and place—an architecture that was both contemporary and American. Indeed, OU was one of a number of what might be called American Schools of the era including: U.C. Berkeley under W. Wurster; North Carolina State under H. Kamphoeffner; and the University of Texas at Austin under H. H. Harris. Among these diverse American schools of architecture, the emphasis on individual creativity distinguishes what emerged at OU. Goff's own practice was a model for such radical creativity. As Charles Jencks described, "Goff is so extreme that he makes the rest of the avant-garde look like a bunch of prep-school conformists wearing the same school tie." Despite the originality of the American School approach, it was largely overlooked in histories of pedagogy until recently. In the mid-twentieth century, however, the work of the American School garnered international attention and drew students from near and far to study at OU: from Norway, Bolivia, Turkey, Canada, Venezuela and beyond. Students transferred to Oklahoma from other American universities after viewing traveling exhibitions of OU student work. These students later helped spread the American School legacy around the world. Some students of the American School, such as Herb Greene and Robert Faust, developed their own approaches to design and teaching. (Pilat, Person, and Butzer, "Do Not Try to Remember," Colomina, Galan, Kotsioris, Meister, editors, *Radical Pedagogies,* MIT Press, 2022: 54-57)



The American School today: Second-year student designs for insect habitats, 2018-22.

Relevance of the American School Today

Throughout the process of rediscovering our history we have regularly asked ourselves: what does this mean for the present and future of architecture at OU? Through a series of discussions in faculty meetings over the past six years, we have identified three key characteristics of the American School which are still relevant and embraced today: material resourcefulness, contextualism, and experimentation. While the work of our students today may look quite different from that of the Goff-era, we still aim to instill an ethos in our students centered on responding to "people, place, materials, time, and spirit." We still teach students that buildings should be developed in response to the particular conditions of the site and landscape as well as the individual users' needs rather than universal sites and clients. Threaded throughout our curriculum and teaching today is a commitment to material resourcefulness and sustainability. And we still aim for every student to develop their own identity as a designer. Our faculty worked collectively to develop a twenty-first-century American School curriculum founded on these ideals.

The American School Curriculum: Goals, Aims, and Objectives

In 2020-21, we dedicated our faculty meetings to collectively articulating our own set of curricular goals, aims, and objectives led by Curriculum Committee Chair, Dr. Andrés Cavieres. Our curriculum is defined by four key goals, each of which is further defined through aims and learning objectives. As it outlines:

"The curriculum of the Division of Architecture at the University of Oklahoma grows out of our American School history, which emerged in the mid-twentieth century, under the leadership of architects Bruce Goff, Herb Greene, and a talented roster of faculty. Together this group developed a design curriculum that emphasized individual creativity and experimentation. They modelled a radical empathy, which taught students to trust their own creative instincts, while paying close attention to their clients' desires and the natural context. The work of

American School architects is grounded in a respect for context, a material resourcefulness, and a commitment to experimentation and innovative problem solving. Today, we continue to embrace the spirit of the American School. We aim to educate students to be resourceful—always considering how to make the most with the least impact on the natural environment. Experimentation is advanced today through a research orientation in our curriculum, which instills in students an aspiration to innovate and produce new knowledge. Contextualism, defined as a deeply felt respect for specific contexts, climates, cultures, and people, remains a central tenet of our ethos. Finally, like the Renegades of the American School, we do not seek to produce disciples; we aspire to help each student develop their own talents as individuals in an environment which cultivates confidence and creativity."

Our four overarching curricular goals are:

1. **Design Thinking:** To graduate students who are creative, collaborative, and resourceful problem solvers who draw on existing knowledge and contexts to imagine visionary solutions.
2. **Design Contexts, Analyses, and Integration:** To graduate students with an awareness of how the decisions they make as designers impact society and the environment today and decades from now, as well as communities near and far.
3. **History, Theory, and Research:** To graduate students who are able to critically evaluate information, sources, and research, and have a broad understanding of global architectural history.
4. **Approach to Practice:** To graduate students who understand how to develop an approach to practice reflective of their values and seek to expand the role of the architect in shaping the built environment to better serve communities in need.

The Division of Architecture Strategic Plan, 2022-27

The Division of Architecture developed and formally adopted a new Strategic Plan during the 2021-22 academic year. Nested within the University's Lead On framework, the five top-level objectives of the Division of Architecture plan correspond to the University's pillars imagined at the scale of a program. Its five objectives are:

- Objective 1: Grow our national reputation as the American School, become a program known for excellence in evidence-based design, research, and creative activity.
- Objective 2: To graduate students who are creative, collaborative, and resourceful with an awareness of how the decisions they make as designers impact communities near and far and the environment today and centuries from now.
- Objective 3: Broaden the reach of the educational opportunities offered by the Division of Architecture to ensure greater affordability and accessibility as the need for higher education expands.
- Objective 4: Foster a culture of belonging for all students, faculty, and staff so that the future of our professions better represents the range of communities they serve.
- Objective 5: Grow interdisciplinary research and creative activity to address global challenges and foster social and environmental resiliency, health, and justice.

Formally adopted in the late spring of 2022, we will begin the process of implementing this plan in the fall of 2022.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

University Context

The Division of Architecture benefits from its place within the larger University context as well as its home within the GCA and Gould Hall. At the broadest scale, we engage across OU's campuses in research and teaching efforts. We regularly partner on service-learning projects with our Tulsa Urban Design Studio led by architect Shawn Schaefer. In the 2021-22 academic year, for example, graduate students in Design IX and X led by Dr. Cavieres and Dr. Quan, collaborated with the Tulsa program on master planning for the Cathedral District in Tulsa. Our faculty regularly serve as fellows of the Tulsa Urban Design program, which fosters collaborative

research projects between GCA faculty and the Tulsa program. Our faculty have also developed research collaborations with the OU Health Sciences campus. Professor Dave Boeck, for example, has collaborated with Dr. Carrie Ciro in the Department of Rehabilitation Sciences, on studies related to aging in place. The college's newest initiative, The Gibbs Design Activism Awards (GDAA), is underwriting a graduate interior design student research project that partners with a local non-governmental agency to study placemaking practices of Afghan refugees newly settled in Oklahoma.

Across the Norman campus, our faculty and students take full advantage of opportunities to collaborate in research, teaching, and service. Our faculty are known for being creative, collaborative, and action-oriented and have thus led many cross-campus initiatives. Dr. Angela Person, for example, led the OU Carceral Studies Consortium (CSC) for three years, during which time she grew it from four members to over 50 members. The CSC now hosts a regular podcast and newsletter, provides awards for student research on carceral studies, and grants to faculty. For the American School Project, our team developed collaborations with the University Libraries to create the American School Archive and organize an exhibition in the main library. We partnered with the OU Fred Jones Jr. Museum of Art to develop the 2020 *Renegades* exhibition and with the OU Press to publish the award-winning catalog. We are also known for being supportive team players and are regularly called upon to collaborate in initiatives led by others on campus. Our faculty and students collaborated, for example to make the Muscogee (Creek) Tribal Town Futurity: Spatial Storytelling with Emergent Technologies exhibition led by Dr. Laura Harjo, a reality. Architecture faculty Chris Morrey and Angela Person and architectural doctoral student Felipe Flores all played key supporting roles in the development and fabrication of the exhibition.

Our faculty play an active role on university committees and in university governance. Dr. Lee Fithian currently serves as a faculty senator representing the GCA on the Faculty Senate. Dr. Fithian has also served on the Arts & Humanities Council Board as well as the Campus Promotion and Tenure Committee. Dr. Khosrow Bozorgi has served on the OU Libraries Committee. Professor Dan Butko served on an Academic Program Review team for the College of Fine Arts. These are just a few of the ways in which our faculty regularly serve the larger University community.

Our faculty, staff, and students have been honored with some of the University's highest awards. Division of Architecture staff assistant, Camille Germany, was honored with the Staff Senate Merit Award in 2022. In 2019, Professor Tony Cricchio was awarded the OU Good Teaching Award and Professor Ron Frantz was awarded the Provost's Community Engaged Service-Learning Teaching Award. Assistant Professors Deborah Richards and Dr. Tamar Zinguer have both been awarded OU Arts & Humanities Forum Public Fellowships. Dr. Angela Person and Dr. Stephanie Pilat were awarded the University's highest award for research and creative activity in the humanities for their American School work in 2021. Dr. Stephanie Pilat was awarded an OU Edith Kinney Gaylord Professorship in 2016. Graduate student Donovan Linsey was awarded a University Outstanding Graduate Teaching Award in 2022. Undergraduate student Zach Maggia was the recipient of the University's Office of Undergraduate Research Mentored Research Award for his acoustics research with Professor Dan Butko. Four division of architecture faculty have been granted Vice President for Research and Partnerships: Research Council Faculty Investment Program (FIP) awards of up to $15,000 since 2020.

Gibbs College of Architecture

Our faculty regularly partner with colleagues in the GCA on research and teaching initiatives. Dr. Fithian, for example, partnered with Dr. Wenwen Cheng from the division of Landscape Architecture as well as others across campus on a Big Idea Challenge Grant entitled, "X-GEM Future Community Sustainability via Greenhouse Gas Emission Monitoring." Faculty from Construction Science, Landscape Architecture, and Interior Design played key roles in the American School project including leading the virtual modelling team (Elizabeth Pober of Interior Design), authoring essays (Tom Woodfin of Landscape Architecture) and overseeing the construction of the 2020 exhibition (Bryan Bloom of Construction Science). Architecture faculty Dr. Angela Person co-leads the Environmental Sustainability Working Group with meteorologist and cultural geographer Dr. Randy Peppler.

GCA leadership actively work to provide opportunities for multidisciplinary collaborations across campus. GCA Director of Research Initiatives and Strategic Planning Angela Person serves as a liaison between Associate Deans for Research and the Vice Provost for Research Office. She regularly works to connect faculty to new

opportunities and collaborators through formal and informal means. For example, she co-organized the Resilient Futures symposium in the spring of 2022, which brought together scholars researching climate change, migration, and habitation from across the OU campus. This event provided architecture faculty such as Dr. Cianfarani and Dr. Fithian with opportunities to share their research and connect with potential collaborators across campus.

Community Contexts

The Institute for Quality Communities, housed within the GCA, is the service-learning arm of the college. The IQC undertakes urban design and planning projects in partnership with communities across the state of Oklahoma each year. Architecture students and faculty regularly partner with the IQC faculty and staff on these endeavors. In 2021, for example, community leaders in Norman approached the IQC with the hopes of generating ideas for how to revitalize Norman's largest park and water resource, Lake Thunderbird. The IQC partnered with architecture faculty and students in Design V, the third-year site design studio. The IQC led in the development of participatory community engaged sessions with stakeholders. Architecture students drew on these voices to develop their proposals for Lake Thunderbird.

The IQC also stepped in to help architecture students unable to find cooperative education internship positions in the spring of 2021 when few firms were hiring interns due to the pandemic. Previously IQC staff had worked with four communities across the state to help define priorities and develop project briefs for their communities. The IQC paired students with faculty and local architect mentors to develop design proposals for these four communities in need. They provided the funding to create internship opportunities and served communities across the state, including the following: Midwest City, OKC's Asian District, Edmond, and Langston.

Assistant Professor Deborah Richards and the Institute for Quality Communities Assistant Director Vanessa Morrison have been working with the African American community in Northeast Oklahoma City (NEOKC) for years. Deeply committed to developing longstanding relationships and partnerships with this community, Morrison and Richards have undertaken a number of projects and taught courses in support of NEOKC. In 2018, they helped lead the NEOKC Storytelling Project, which founded a body of work connecting storytelling to urban design and planning. In partnership with Dr. Andrea Benjamin they co-led the NEOKC Think Tank, where they worked with students to develop a podcast focused on the NEOKC food landscape. In 2021 they co-founded a non-profit community design practice, Open Design Collective, to collaborate with communities to co-design culturally specific places. Open Design is currently working on a community-led masterplan for a NEOKC historically black neighborhood that was affected by racist planning policy and social structures. Richards, Morrison, additional OU faculty, and community partners have recently been awarded an NSF Civic Innovation Challenge grant for their project called The Legacy Building Toolset based in NEOKC. The Legacy Building Toolset is a digital platform, centered on interactive data visualizations, that allows community members to collectively explore identity, the meaning of place, and create and engage with community assets.

Professor Dave Boeck plays an active role in the planning and design community within the city of Norman. Boeck has served on Norman's Planning Council for years, for example. Professor Tony Cricchio serves on the Board of the Firehouse Arts Center, a local non-profit organization. Dr. Fithian serves on the Oklahoma Uniform Building Code Commission –IECC Technical Committee.

Industry Partnerships

Many of our faculty have developed strong industry partnerships to support their research and teaching. Professor Dan Butko, for example, has partnered with Coreslab to develop acoustical concrete. Professor Shideh Shadravan's research on resilient residential construction has been supported by partnerships with the insurance industry. Dr. Andrés Cavieres's research on the design of novel hardware solutions for fast, simple and low-cost deployment of large-scale photovoltaic energy systems has evolved through key partnerships. This research has been supported by the Office of Technology Commercialization at OU, and the Department of Energy, among others, totaling more than $530,000 dollars in funding. Interdisciplinary collaborations have been conducted with the Gallogly College of Engineering at OU, the Sandia National Labs, and several global companies in the solar industry. Dr. Cavieres's work in this field has led to several patents, five already granted, with an additional four patents under review. Finally, two start-ups have been created specifically to commercialize these technologies (https://questrenewables.com and https://vesprsolar.com).

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:
Recognizing the importance of learning about the built environment from first-hand experiences outside the classroom, we have developed a robust sequence of field trips, a lecture series, as well as individual and collective opportunities to learn outside the classroom. Field trips are an integral and intentional part of the architecture curriculum. In addition to typical site visits, students travel around the region and beyond to see great works of architecture firsthand. First-year students typically participate in a day-long bus tour to either Tulsa or Fort Worth. In Tulsa, students participate in walking tours of the historic center led by the Tulsa Foundation for Architecture and visit the new $500M park, the Gathering Place. Second-year students typically visit Dallas and/or Fort Worth or Northwest Arkansas, where they visit the work of E. Fay Jones and Marlon Blackwell. In the spring of the third year, many students participate in a semester-long study abroad program in Rome. The students who remain in Norman typically take a week-long field trip to Chicago or New York City as part of the semester's emphasis on urbanism. Fourth-year trips have often taken students to Kansas City or to see specific examples of sustainable design relevant to their comprehensive studio project such as the COTE award-winning Josey Pavilion in North Texas. In their final semester, graduate students and fifth-year undergraduates typically take a week-long trip to either Denver or Chicago. They visit firms as well as historic and contemporary architecture. While the COVID-19 pandemic slowed these opportunities for a few years, in the spring of 2022 we relaunched a robust field trip program. First- and second-year students went to Fort Worth, where they visited Louis Kahn's Kimbell Art Museum and Tadao Ando's Modern Art Museum. Third-year students spent a week in New York City, where they had guided walking tours led by a local architect and visited offices including Deborah Berke & Partners, Tsien & Williams and SHOP. Fifth-year students spent a week in Seattle, where they toured recent housing developments and new office buildings as part of their studio research. Graduate students spent a week in Chicago, where they took guided walking tours and visited offices such as Gensler.

In addition to these full-day or longer field trips, many courses integrate shorter experiences outside of the classroom. Modern and Contemporary Architecture, for example, includes an annual field trip to visit Bruce Goff's Ledbetter House, just a 10-minute walk from Gould Hall. In the spring of 2022, a group of first-year students in Tamar Zinguer's section of Design II visited Herb Greene's Prairie House, where their project site was located. Structures and Methods courses often incorporate visits to job sites so that students may see firsthand how buildings go together. Architectural history courses include assignments that require students to conduct visual and formal analysis of selected buildings on the OU campus.

Study Abroad programs are highly valued, encouraged, and supported at the University of Oklahoma. In the Division of Architecture, we have hosted a spring semester Rome program since 2013. Architecture and Interior Design students in their third-year spring semester study all their required courses in Rome. The program is led by Academic Initiatives Abroad Director and architect Scott Schlimgen. It includes a rich roster of site visits and travel within Italy. In the past decade, the GCA has also hosted study abroad summer programs to Zambia, Uganda, Arezzo, and within the US to Taliesin West. OU's College of International Studies Education Abroad Office also supports a wide variety of summer study abroad programs across the world. OU has two International Study Centers: one in Arezzo, Italy, and another in Puebla, Mexico.

As noted above, our students regularly collaborate in service learning and community engagement projects within Oklahoma through partnerships with our Institute for Quality Communities and Tulsa Urban Design Studio. In Rome, for example, our students worked with city officials to study how to make visits to the Colosseum more accessible for all. In addition, the Gibbs Design Activism Awards program is designed to support student-led research and design initiatives that partner with local community organizations. Our students regularly participate in competitions such as the Urban Land Institute (ULI), the U.S. Department of Housing and Urban Development competitions and the Design Build Institute of America (DBIA) construction science and architecture student collaborative competitions. OU students have placed in the ULI and DBIA competitions.

Our Bruce Goff Creative Chair Lecture series brings designers and scholars to OU each year to give lectures and lead workshops. Goff Chairs have included renowned architects such as Odile Decq, Patrick Tighe, Marlon Blackwell, Sheila Kennedy, Jesus Vassallo, Leslie Bernstein, Miguel Olivares, and Deborah Berke. Scholars such as Barry Bergdoll, Christopher Mead, Kathryn Anthony, Tito Alegría, Billy Fleming, Irene Hwang, Saskia Sassen, Beatriz Colomina, and Itohan Osayimwese have shared their research through the Goff series. In the spring of 2023, Jeff Mansfield, an architect leading MASS Design Group's Deaf Space and Disability Justice Lab will visit OU as a Bruce Goff Creative Chair.

Professionally, architecture students in the 5-year B.Arch track are required to complete a semester of cooperative education experience by working in an office during the spring semester of their fourth year. Internship coordinators Lisa Chronister and Dan Butko help prepare students for these experiences and help connect students and firms.

Our students are engaged in the professional world through the student organizations allied with the profession. We have an active AIAS chapter and current graduate student Donovan Linsey also serves on the AIA Central Oklahoma Board of Directors. Our National Organization of Minority Architecture Students (NOMAS) chapter is actively engaged in the annual design competition and conference sponsored by NOMA.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

The American School of Architecture cultivates designers known for balancing creativity and innovation with resourcefulness and pragmatism. Sensitive to the impacts of climate change, we draw lessons from Oklahoma's cultural context and natural landscape. Our research and creative practices inspire students and faculty to work together to envision a future where communities are healthy, resilient, and just.

Our curriculum grows out of our American School history, which emerged in the middle of the twentieth century, under the leadership of architect Bruce Goff and a talented roster of faculty. They developed a curriculum that emphasized individual creativity and experimentation. They modelled a radical empathy, which taught students to trust their own creative instincts. The work of American School architects is grounded in a respect for context, a material resourcefulness, and a commitment to experimentation and innovative problem solving. Today, we continue to embrace the spirit of the American School. We aim to educate students to be resourceful—always considering how to make the most with the least impact on the natural environment. Experimentation is advanced today through a research orientation in our curriculum, which instills in students an aspiration to innovate and produce new knowledge. Contextualism, defined as a deeply felt respect for specific contexts, climates, cultures, and people, remains a central tenet of our ethos. Finally, like the Renegades of the American School, rather than seeking to produce disciples; we aspire to help each student develop their own talents as individuals in an environment which cultivates confidence and creativity.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:
Drawing on our American School history, we seek to instill an understanding of and respect for the capacity of architectural design to create communities that are healthy, resilient, and just. Today we embrace and build on the American School architects' respect for context, material resourcefulness, and experimental problem solving. These aims are reflected in our American School Curriculum's primary goals. First among these goals is design thinking; we aspire "to graduate students who are creative, collaborative, and resourceful problem solvers who draw on existing knowledge and contexts to imagine visionary solutions." To this end, we recognize that central to designing for communities is the development of students' soft skills such as self-awareness, collaboration, listening, and communication. We teach students how to research, document, and listen before generating design solutions to a problem. Through lectures, seminars, and studios, we develop and continually reinforce an understanding of the architects' responsibility to respect their context, which includes the communities in which they work and their histories as well as environmental contexts.

An ethical commitment to resourcefulness is often translated into material resourcefulness in design studios. Students in advanced design studios are required to consider the long-term financial and environmental implications of their design choices. As our second curriculum goal states, we aspire "to graduate students with an awareness of how the decisions they make as designers impact society and the environment today and decades from now, as well as communities near and far." To this end, we equip all our students with a core set of technical skills ranging from an understanding of health, safety and welfare, and regulatory contexts to site design and building performance analysis.

The core of our design curriculum is defined by a parallel set of design studios and methods courses. The methods courses directly inform design studios with issues of fundamental design, materials, environmental technologies, the craft of manual and digital fabrication, professional ethics, and the realities of architectural practice. In the third year, for example, Methods V, an environmental systems course, is reinforced through the incorporation of such strategies in studio projects. In the spring of the third year, an urban design course, Methods VI, complements a studio centered on accessible housing in an urban context.

We believe it is imperative to connect our students with examples of excellence in design in order to illustrate the pedagogical intentions of our curriculum. Central Oklahoma, Oklahoma City in particular, is experiencing an architectural renaissance. The construction of many award-winning and otherwise significant designs in the past twenty-five years has allowed our students to appreciate first-hand the transformative power of architecture. Studio-led field trips to projects such as the Oklahoma City National Memorial, the new Scissortail Park, the Devon Tower, or the Oklahoma City Skydance Bridge makes tangible their social and environmental impact. Similarly, field trips to destinations such as Dallas, Fort Worth, Austin, Fayetteville (AR), Kansas City, New York, and Chicago provide first-hand experiences of transformative and inspiring architecture.

Faculty model our design values through their own research and practice. We are fortunate to have a faculty comprised of both award-winning practitioners and researchers. Dean Hans E. Butzer's award-winning practice, BAU, is recognized for developing context specific design solutions sensitive to time, people, and place such as the Oklahoma City National Memorial. Assistant Professor Deborah Richards's firm Script Architecture models resourcefulness, experimentation, and contextualism by using data and scripting to develop designs that integrate client needs and aspirations into scripts and code to generate designs.

Assistant Professor Amy Leveno's firm Official Architects is known for creative, playful, and site-specific responses to clients' needs. Associate Professor Dan Butko's work straddles the line between practice and research; his expertise in acoustics has led to collaborations with designers such as Marlon Blackwell as well as industry partners such as Coreslab. Butko's acoustical concrete research was recently recognized and awarded a Research and Development Award by *Architect* magazine.

Because we believe great architecture is a means to improving the quality of life for current and future generations, we seek to ensure students understand the agency and responsibility of architects. We are fortunate to instill these design values within the interdisciplinary environment of the Gibbs College of Architecture. Key to the education of an architect is developing an understanding of how architects can help solve large complex social problems and why and when another discipline's expertise is required. Educating students in a college with Interior Design, Landscape Architecture, Regional and City Planning, and Construction Science allows us to instill in students a respect for the disciplinary expertise of these professions. Architects can best understand their own agency as actors in the built environment when they grasp the limits of their expertise as well as its depth. Associate Professor Dr. Lee Fithian, an architect with a doctorate in engineering, is modelling the type of interdisciplinary research necessary to solve complex environmental design problems. Working with an interdisciplinary team of researchers across the OU campus, Dr. Fithian's work explores how the design of green building facades may facilitate cleaning air in urban canyons and serves as a testament to the value of interdisciplinarity expertise and teams.

To summarize, the hallmarks of our approach to design are:

- a commitment to resourcefulness, contextualism, and experimentation in design;
- our belief that we, as educators, do not seek to produce disciples; we aspire to help each student develop their own talents as individuals in an environment which cultivates confidence and creativity;
- our belief that the highest purpose of design is to create communities that are healthy, resilient, and just.

The evidence of this approach to design is found throughout our design studios. We believe we have succeeded, for example, when every student project looks different rather than following the style preferred by a certain instructor. Success is evident when students can clearly articulate the process through which they researched a design problem, listened to a user, and responded to the environmental conditions of a site. Students' ability to critically connect a design problem such as accessible housing in Oklahoma City to broader social and economic issues while at the same time respecting the limitations of architecture demonstrates success in guiding students towards the creation of better communities. Our approach to design is thus reflected in the work our students produce. We do not aspire to be a school known for the most dramatic, expensive, and fanciful forms, even though one might find fantastic forms in our history. We do not aspire to be a school that produces a recognizable style, such that anyone can look at our students' portfolios and immediately identify them as OU students. Rather we hope that our student work reflects an ethos, a commitment to using the power of individual creativity, but not a style.

Long-Range Planning

Our long-range planning efforts ensure we will continue to embrace the value of design in our teaching, research, and service efforts. The Division of Architecture 2022-27 Strategic Plan includes strategies, tactics, and KPIs to articulate our path forward and measure our progress (see Appendix D). Objective 2 of the Strategic Plan, for example, is "To graduate students who are creative, collaborative, and resourceful with an awareness of how the decisions they make as designers impact communities near and far and the environment today and centuries from now." How we will work towards this goal is outlined in four strategies further defined by tactics and KPIs.

In addition to our Strategic Plan, our roster of assessments range in scale and focus from the University's high-level annual assessments and our four faculty assessment teams work on areas of our curriculum, to the Curriculum Committee's more focused and topic-oriented assessments. For more detail on our various assessment practices see Section 5.3 Curricular Development.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:
Ethics and sustainability are key lenses through which we have developed our curriculum. From the very first lecture course, Methods I, to the final professional practice course, Methods X, design and practice are integrated with environmental stewardship and professional responsibility. Personal conduct within the societal context is addressed in the first semester beginning with the University's Student Code of Conduct. Respecting diversity and fostering collaborative learning environments advance the belief that how we treat others and prioritize their needs are not only guiding principles for a student but also for a practitioner and citizen of the world. Nearly every course in our curriculum touches upon these two facets of architects' responsibilities—environmental and professional ethics. In Architectural Theory and Criticism, for example, students engage with readings on environmental justice. In Modern and Contemporary Architecture students screen the film *The Pruitt-Igoe Myth* and discuss the professional role and responsibilities of architects in facilitating both the dreams and demise of the mid-century housing project.

Our environmental systems courses (Methods IV, Methods V, Methods VII, Methods VIII and Advanced Sustainable and Resilient Systems) play a central role in developing students understanding and abilities for translating environmental understanding into design strategies. We deliberately teach students about passive climate control strategies related to building site, orientation, daylighting, passive ventilation, solar power, before teaching them about active systems. This reflects our desire to instill in our students an approach to designing for environmental stewardship that begins by employing as many passive strategies as possible and views active strategies as a last resort. In these courses, students develop an understanding of building material choices effects on the natural environment as well as the laborers engaged in manufacturing and future users. Students learn about vernacular materials and climate control strategies. The fundamental principles of health, safety, and welfare as well as the regulatory contexts which govern them are introduced and reinforced in these courses. Thus, these courses facilitate an integrated understanding of environmental stewardship, human comfort and health, safety, welfare, and professional ethics and responsibilities.

Design studio projects engage sites that present students with challenges relative to both environmental stewardship and professional responsibility at a range of scales and contexts. Design studios led by Deborah Richards, have often worked with the predominantly African American community of Northeast Oklahoma City. Richards has developed long-standing community relationships in NEOKC, which have facilitated trust-building and collaboration in this context. In other studios, students are often tasked with engaging Oklahoma's most challenging natural contexts. One of our two AIA Committee on the Environment (COTE) competition studios, Graduate Design IV, asks students to design an education center on a site bordering Norman and Moore, Oklahoma. Not only is the site in a flood plain, it sits in the center of tornado alley, necessitating students to think carefully about how to design in a way that is environmentally sensitive as well as offering protection for human life through the incorporation of a FEMA shelter. The other two COTE competition studios, Design VII/Graduate Design III, challenge our students to develop accessible housing designs for downtown Norman, reflecting an understanding of the architect's professional responsibility to positively impact the health, safety, and welfare of all people. The work produced in our COTE studios has been recognized with student awards: Donovan Linsey's project was selected for inclusion in the AIA 2020 Emerging Professional exhibition and Cole Mohedano project won the AIA Central Oklahoma Design Award in the Student Unbuilt Category.

Our two required professional practice courses develop students' understanding of their professional responsibilities not only to their clients, but importantly to future users as well as communities. Students learn, for example, about professional oaths, contracts, and licensure requirements. Distinguished guest lecturers share their firsthand experience of professional practice. Regular partnerships with the U.S. State Department in our professional practice courses through the Diplomacy Lab challenge students to use their research skills and expertise to address real-world problems defined by the State Department. Professor Marjorie Callahan has continually developed our professional practice courses to foster a strong connection

to best practices. She draws on her own decades of experience as an architect and practitioner as well as a rich array of service appointments specific to the development of professional practice courses. She has served as an NCARB Scholar for Practice. She was a committee member of the ARE 5.0 Strategic Planning Committee, she chaired an AIA-NCARB-NAAB Practice Academy Selection Committee, she participated in AIA Continuing Education Strategic Planning and has been a member of the AIA Knowledge Community on Practice. Through these national service appointments, Professor Callahan has ensured that her course materials remain relevant and connected to developments in practice, NCARB, and the ARE.

Long-range Planning

Our long-range planning and assessment efforts ensure we will continue to embrace the value of Environmental Stewardship and Professional Responsibility in our teaching, research, and service efforts. The Division of Architecture 2022-27 Strategic Plan includes strategies, tactics, and KPIs to articulate our path forward and measure our progress (see Appendix D). Objective 2 of the Strategic Plan, for example, is "To graduate students who are creative, collaborative, and resourceful with an awareness of how the decisions they make as designers impact communities near and far and the environment today and centuries from now." How we will work towards this goal is outlined in four strategies further defined by tactics and KPIs. See Appendix D for the full strategic plan.

In addition to our Strategic Plan, our roster of assessments range in scale and focus from the University's high-level annual assessments and our four faculty assessment teams work on areas of our curriculum, to the Curriculum Committee's assessments. Our Building Technology Assessment Team's work considers environmental stewardship while our Professional Practice and Research Methods Assessment Team reviews professional responsibility. For more detail on our various assessment practices see Section 5.3 Curricular Development.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

The University of Oklahoma, the Gibbs College of Architecture, and the Division of Architecture are committed to fostering a positive learning, working, and research environment based on equity, inclusiveness, and diversity to its students, faculty, and staff. The Division of Architecture faculty educate students about the architects' role in fostering equity, diversity, and inclusion through our teaching and the culture we create. To this end, our faculty have undertaken efforts to review and adapt their course syllabi to be more inclusive and critical of the role of bias in the built environment. From our first lecture course, Methods I, students learn about bias and read excerpts from the book *Blind Spot* (Banaji & Greenwald, 2016). Furthermore, they take Harvard's Project Implicit Association Tests to reveal their own possible biases. We continue our long-standing efforts to engage a wide range of community partners in our studio projects. Recently, for example, these have included engaging ABLE, a local non-profit organization dedicated to serving the disabled community in our comprehensive studio, Design VII/Graduate Design III. Special topics studios have centered on intergenerational housing and spaces of incarceration. Our required Architectural Theory and Criticism course engages postcolonial studies, feminist theories, disability studies scholarship, LGBTQ literature, as well as recent scholarship on environmental racism.

The Gibbs College of Architecture has long been a leader on the OU campus with regard to Equity, Diversity, and Inclusion efforts. In 2020, after the death of George Floyd, the GCA reflected on our role in fostering a more equitable, diverse, and inclusive world and redoubled our efforts. A survey was circulated to the GCA community asking for input on how to develop new initiatives and phases in our work. The GCA *Taking Action to Create an Anti-Racist, Diverse, and Equitable Community Plan* was developed in response to our shared recognition that we need to do more to promote a just world.

Ten Proposed Actions were identified in the Gibbs College of Architecture *Taking Action Plan*:

1. Move beyond rhetoric; make deliberate choices about how we use resources to identify and combat white supremacy
2. Offer training and require accountability for faculty, students, staff, and administration to create supportive classroom experiences and shared governance systems in the College
3. Review and adapt existing course syllabi for more inclusive and critical content
4. Host underrepresented guests on campus from industry, practice, and academia
5. Engage alumni of color more effectively
6. Develop new courses and prioritize existing offerings that highlight underrepresented experiences of the built environment, contributions to the built environment by underrepresented identities, and ways to combat the legacy of white supremacy in the built environment
7. Offer more engagement opportunities or real-world studio projects through meaningful partnerships with communities and neighborhoods of color. Adequately prepare faculty, students, and administration for those interactions.
8. Make design studio projects more inclusive, relatable, and socially relevant to underrepresented communities
9. Recruit, hire, support, and retain underrepresented faculty and staff
10. Enhance recruitment of underrepresented students, fundraise for underrepresented student support, and create a more supportive environment

Over the past two years, GCA faculty, leadership, and students have been engaged in advancing these proposed actions through concentrated and planned events, outreach, and actions. Led by the dean's office, these have included the communications team efforts to better highlight the experiences and successes of underrepresented groups and alumni; biannual faculty trainings on topics such as Unlearning Racism, Unlearning Bias, and Unlearning Sexism, a syllabus audit workshop, and more. ACSA Director of Research and Information Kendall Nicholson led division leadership in a review of our policies, which highlighted how we could, for example, create broader pathways to success for those from underrepresented groups.

The GCA's newest initiative, the Gibbs Design Activism Awards (GDAA), launched in 2021, supports student-led, ground-up projects that critically engage questions of social justice, community activism, current politics, and environmental design at Gould Hall, on the OU Campus, and across Oklahoma. In its inaugural year grants were made to two student projects: Queer Homes, which will explore the role and impact of LGBTQ architects on the design of iconic residential architecture; and a second project which conducts ethnographic research on how recent Afghan refugees relocated to Oklahoma adapt their assigned housing to reflect their home culture.

The University of Oklahoma's Institutional Equity Office outlines its Equal Opportunity Policy and University's commitment to affirmative action and the prohibition of discrimination. The University's Student Code outlines guidelines for student conduct as well as policies for providing students' procedures that facilitate fair treatment of others and ethical conduct.

Long-range Planning

At both the college and divisions level, our long-range planning and assessment efforts ensure we will continue to embrace the value of Equity, Diversity, and Inclusion in our teaching, research, and service efforts. The GCA *Taking Action Plan* has defined a clear path forward, actions we must take, and assessments to measure our progress. The Division of Architecture 2022-27 Strategic Plan includes a focus on belonging and inclusion. In addition to our Strategic Plan, our curriculum translates these values into clear learning objectives and priorities. Our roster of curricular assessments range in scale and focus from the University's high-level annual assessments and our four faculty assessment teams work on areas of our curriculum, to the Curriculum Committee's assessments.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:
As a public research university, producing new knowledge is among our most important responsibilities to the state of Oklahoma and the communities we serve in the profession and beyond. As our first Strategic Plan objective explains, we aspire to "Grow our national reputation as the American School, become a program known for excellence in evidence-based design, research, and creative activity." We believe that both design and research provide the means to innovate and create new knowledge. We understand the design process itself as often constituting a form of applied research through which designers critically define problems, undertake precedent research, and test solutions through iteration. Our approach to teaching design aims to develop students' self-awareness of their own ability to create new knowledge through a critical design process.

We engage students in the production of knowledge and innovation in formal courses as well as supplemental experiences. In Methods I, for example, students work collaboratively to research and define a design problem in their own immediate environment and develop proposed solutions. By foregrounding research tools such as surveys, observation, and documentation, students develop an understanding of the integral role research plays in the design process from their very first courses. In more advanced courses, students learn about the latest developments in research and are challenged to apply understanding in design studio projects. Nearly every studio, for example, includes precedent analysis and site research as fundamental parts of the design process. As noted earlier, we have recently redeveloped our Professional Project Research course (ARCH 6590) to be a research methods course tailored to designers and the design process. Developed by Dr. Keith Gåddie and Dr. Xiaobo Quan, this course now challenges all students in our graduate program to engage a wide range of research theories and methods. In the B.Arch program, we have maintained an emphasis on research and writing in the required history theory four-course sequence. These courses ensure that every student engages in the step-by-step process of developing research papers. Architectural Theory and Criticism (ARCH 4543/5543), which is required for all B.Arch and M.Arch students, includes a course module on research methods in design. We are working to create a program and curriculum that is known for a genuine and rigorous engagement with research. We believe the future of architectural design will move away from the model of creation guided by a sole architectural genius and singular inspired concept. Rather the future of the profession that we seek to prepare students for is one in which architectural design is both creative and evidence-based and architects are astute producers and interpreters of new knowledge. We believe designers should begin the design process with research including a literature review, precedent studies, site analysis, and, where practical, community engagement.

Our faculty are actively producing new knowledge and developing innovations whether as designers, researchers, or both. Associate Professors Dr. Andrés Cavieres and Dr. Shideh Shadravan both have developed long-standing industry partnerships for their research. Dr. Cavieres has numerous patents for his solar panel technology developments supported by Department of Energy grants and industry partnerships. Dr. Shadravan's work testing residential wall construction fasteners against hurricane-strength winds has long been supported by the insurance industry. Dr. Tiziana Proietti's research connects neuroscience and architecture to understand human perceptions of proportion. In these cases, and many others, faculty often employ students as research assistants in their labs. Moreover, elective course offerings serve to provide faculty with an outlet to bring their innovation and research knowledge into the classroom. In 2021, for example, Dr. Cavieres taught an elective seminar in which students designed and built outdoor study pods for use during the pandemic that were powered by solar energy. Dr. Proietti has taught a course on neuroscience and architecture through which students engage in her ongoing research projects and questions. An American School seminar led by Dean Butzer, Architect Michael Hoffner, and Dr. Luca Guido challenged students and faculty to collaboratively design and build an exhibition showcasing the history of the American School for the 2018 Venice Architecture Biennale. Students often work with our faculty on research projects either as paid research assistantships. Students may also undertake their own research projects with faculty support through directed readings courses. Professor Butko's expertise in acoustical design has led to five OU architecture students being awarded the Acoustical Society of America's Newman medal.

Long-range Planning

Our long-range planning and assessment efforts ensure we will continue to embrace the value of Knowledge and Innovation in our teaching, research, and service efforts. The Division of Architecture 2022-27 Strategic Plan prioritizes the development of new knowledge through research and creative activity and the teaching of evidence-based design. Objectives 1 and 5 of the Strategic Plan, for example, center on research and creative activity. In addition to our Strategic Plan, our roster of assessments range in scale and focus from the University's high-level annual assessments and our four faculty assessment teams work on areas of our curriculum, to the Curriculum Committee's assessments. Each of our Assessment Team's work touches on facets of knowledge and innovation. For more detail on our various assessment practices see Section 5.3 Curricular Development.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

The Division of Architecture is committed to educating students to be collaborators, leaders, and engaged citizens mindful of their responsibilities to the communities they serve. As our statement of purpose notes, "Our research and creative practices inspire students and faculty to work *together* to envision a future where communities are healthy, resilient, and just." With the Gibbs College of Architecture as our home, we feel fortunate to have opportunities to collaborate across disciplines including Interior Design, Construction Science, Landscape Architecture, Environmental Design, Urban Design, and Regional and City Planning within our own building. Moreover, our two community-oriented and outreach programs in the college, the Institute for Quality Communities, and the Tulsa Urban Design Studio present regular opportunities for thoughtful, carefully planned community-engaged, service-learning projects. The Gibbs Design Activism Awards supports student proposals that create partnerships with new and existing activist and community non-profit groups in Oklahoma to create new programs that advance aims of the organization and integrate them into Gibbs College.

In our curriculum, we have engaged in collaborative activities at every year level, (though the pandemic interfered with many of our planned activities in the past two years). In general, in the first and second year of our curriculum, we aim to bring students across the college's disciplines together with the aim of creating a sense of community. To this end, activities are often socially oriented. In 2019, for example, we organized a bus trip to Dallas and Fort Worth for students in architecture, interior design, and construction science. Interdisciplinary groups of students had to complete a scavenger hunt in the city. These structured but playful collaborations foster a sense of community and break down disciplinary boundaries. Later in our curriculum, once students have developed a foundational awareness and understanding of their own discipline as well as key skills sets, we introduce community-engaged learning and more focused collaborations. In the fall of 2021, for example, third-year architecture students worked with the Institute for Quality Communities and Norman city leaders on the design of a new building and outdoor spaces at Lake Thunderbird in Norman. By the third-year, students have developed the design skills and professionalism to listen carefully to community partners and develop imaginative, responsive-designed proposals. Previous third-year collaborations have often partnered with our Tulsa Urban Design Studio and graduate students in the Master of Urban Design program as well. Urban design graduate students, for example, organized a design competition for re-imagining Tulsa's four-mile stretch of Route 66 in which architecture students participated. Of note, the ideas generated from that work are still inspiring redevelopment in Tulsa today.

Later in the program, we encourage students to collaborate with peers in the college and across campus in a range of ways. Our students frequently participate in the Urban Land Institute annual competition in January, which requires them to form interdisciplinary teams. In courses, upper-year levels students collaborate with communities and across disciplines in a variety of ways. In Deborah Richards's fifth-year studio, for example, students collaborated with community partners in Northeast Oklahoma City, a predominantly African American community. Richards's longtime work and relationships in this community served to facilitate studio efforts. In our graduate studios Design IX and Design X, students work collaboratively in teams on an urban design proposal in the fall. Community members are always engaged as part of the studio research and

process. In 2021-22, for example, these studios worked with our Tulsa Urban Design Studio faculty Shawn Schaefer to research and reimagine Tulsa's Cathedral District.

Leadership and collaboration are, in our view, inextricably bound together. Thus, our efforts to teach the skills of leadership and collaboration are intertwined throughout our curriculum. In Methods I, for example, students take self-assessments that help them understand themselves better before engaging in a collaborative design problem project. In Modern and Contemporary Architecture, student teams are challenged to define their roles on a group project to intentionally help shape expectations and group dynamics.

In the professional practice courses, Methods IX and Methods X, leadership in practice and beyond is a focus (see more detail on this in PC.6 Leadership and Collaboration and SC.2 Professional Practice). Taken in a student's final year, however, collaboration skills and experiences have been developed leading up to these courses. This structure reflects our belief that a student's collaborative skills must be developed before they can aspire to leadership.

Long-range Planning

Our long-range planning and assessment efforts ensure we will continue to embrace the values of Leadership, Collaboration, and Community Engagement in our teaching, research, and service efforts. The Division of Architecture 2022-27 Strategic Plan includes strategies, tactics, and KPIs to articulate our path forward and measure our progress (see Appendix D). Strategic Plan KPI measurements and regular curriculum assessments at all levels will ensure we continue to value Leadership, Collaboration, and Community Engagement. For more detail on our various assessment practices see Section 5.3 Curricular Development.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

Our approach to lifelong learning is shaped, in part, by our American School history. Goff himself never attended architecture school; he learned design through practice having started working in an office at age twelve. When a client offered him the chance to attend the École des Beaux-Arts in Paris, he declined. His mentor Frank Lloyd Wright cautioned him against formal study, warning that it would erase any trace of his distinct individual creativity. Instead, Goff learned and was guided by his own curiosity and love of art, music, and design. Today our approach to teaching and our commitment to lifelong learning reflects this history. We understand that the most important aspect of our work as teachers is not to transfer our mastery of facts to students but rather to help them develop their own interests—whether those are in sustainability, design-build, architectural theory, or elsewhere. Most importantly we seek to fuel their curiosity, love of learning, and critical thinking to develop expertise in any field.

As outlined in our Studio Culture Policy, our learning culture seeks to empower students to become lifelong learners through deliberate practice. In their first Methods I lecture course students develop awareness of their role and responsibility in the learning process as well as their capacity to develop expertise in architecture or nearly any other field through deliberate practice. Our faculty serve as models for lifelong learning through their research and design practices. Each month the GCA organizes a Pecha Kucha-style sharing of faculty research and design at lunchtime, the Brown Bag Lunch Talk Series. We also regularly engage students in faculty learning endeavors by hosting symposia and conferences. In March of 2020, for example, we hosted an international conference on design pedagogy, Schools of Thought: Rethinking Architectural Pedagogy, connected to our own research on the American School of Architecture. The conference drew over 100 international scholars and designers engaged in contemporary questions about design pedagogy. It included keynote lectures by Dr. Sharon Sutton and Professor Joan Ockman. The Schools of Thought proceedings were later edited and published. Through these events students and other

faculty are able to learn about ongoing projects in the college and see firsthand the many ways in which faculty continue to learn, grow, and produce new knowledge.

Our new curriculum learning objectives are scaffolded to progressively develop critical thinking and lifelong learning skills. Using Bloom's Taxonomy of Learning, we challenge students to move from the basic levels of remembering and understanding through applying and analyzing and finally to evaluating and creating. This correlates in our curriculum to the types of assessments utilized. Exams comprised of multiple-choice questions are more common early on in the curriculum, when student learning is focused on remembering and understanding. In the final years and graduate program, students are more typically completing projects, writing research papers, making presentations and, of course, creating through design. In some courses, students are challenged to both understand key content and be equipped to be critical of that same content. For example, in Modern and Contemporary Architecture, students learn about key projects, figures, and theories of the modern era. The final paper and project, however, challenge them to critique the canon they have just learned and suggest other projects, figures, or theories that should be included. Seminar-style discussion-oriented courses such as Architectural Theory and Criticism and Methods VIII Building Performance Analytics center on critical engagement with recent scholarship and research. Seminar courses help shift thinking away from learning as solely related to memorizing facts and towards learning as a process of discovery guided by curiosity, criticality, and expanded through discussion. In the final two Methods courses, Methods IX and Methods X, a series of guest lectures by practitioners brings the world of practice into the classroom. Practitioners' own reflections and examples help to highlight the importance of lifelong learning and development in practice.

In addition to required coursework, field trips and study abroad programs help develop students' curiosity and awareness of the world as their classroom. Threaded throughout our curriculum are a menu of field trips ranging from a single class period to a week in Chicago, Denver, and New York City. Our flagship semester-long Rome Study Abroad program is complemented by a rich menu of global opportunities offered through the University's Study Abroad Office. We seek to instill in our students a deep understanding of the responsibility of an architect to continually learn through observation and analysis of the world around them.

Long-range Planning

Our long-range planning and assessment efforts ensure we will continue to embrace the value of Lifelong Learning in our teaching, research, and service efforts. The Division of Architecture 2022-27 Strategic Plan includes strategies, tactics and KPIs to articulate our path forward and measure our progress (see Appendix D). Objective 2 of the Strategic Plan, for example, is "Ensure students develop critical thinking skills, cultural competencies, media literacy, data and software skills, and an awareness of how design decisions impact communities and the environment." Furthermore, Strategy 2.3 is "To enhance the global awareness of students by ensuring every student has an opportunity to participate in travel study programs."

In addition to our Strategic Plan, our roster of assessments range in scale and focus from the University's high-level annual assessments and our four faculty assessment teams work on areas of our curriculum, to the Curriculum Committee's assessments. Each of our Assessment Teams work touches on facets of lifelong learning, whether in the design studio by keeping up-to-date on precedents and research or in the professional practice courses by staying current with the latest developments in business management, contracts, and leadership. For more detail on our various assessment practices see Section 5.3 Curricular Development.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

Our Programs and Curriculum

Over the past eight years, we have worked intentionally to define two distinct paths towards the profession with our Bachelor of Architecture and Master of Architecture degree paths.

Our 5-year Bachelor of Architecture degree prepares students for a professional career in a collaborative practice. To this end, the degree includes a semester-long cooperative education internship experience in the eighth semester. The B.Arch is also distinguished by two options studios in the final year, which give students an opportunity to explore and experiment in their final year. These options studios are proposed by faculty and often closely aligned with faculty research interests. For example, in fall of 2021, Professors Marjorie Callahan and Keith Gåddie led an options studio centered on spaces of incarceration, which is the focus of Professor Callahan's research. Students worked collaboratively to develop a new design for the Oklahoma City Jail and exhibited their work at the MainSite Gallery in Norman.

Our Master of Architecture degree program is distinguished from the B.Arch through a greater emphasis on research, urban design, and evidence-based design. Central to this distinction is the course ARCH 6590 Professional Project Research, solely for Master of Architecture students. This course, taught by Dr. Xiaobo Quan and Dr. Keith Gåddie, provides an overview of research methods correlated to the phases of a design and construction project. This course introduces students to research methods such as interviewing, surveys, and building performance analysis and provides an understanding of how each may be relevant in architectural practice at different phases of a design project. Taken in the spring before their final year, this course also prepares students for the two-semester research studio sequence in their final year (6956 and 6056). Led by Dr. Andrés Cavieres and Dr. Xiaobo Quan, the final two studios for master's students challenge students to work collaboratively in the fall to develop urban design proposals for a select area of a city such as Norman, Oklahoma City, or Tulsa. In the spring semester, students develop individual evidence-based design projects within the proposed urban plan drawing on the research methods learned in ARCH 6590 the previous year.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

Alignment with Division of Architecture Curricular Goals

The architecture program is committed to ensuring students understand both the path to licensure and the wide range of careers made possible with an architecture degree. One of our four Curricular Goals is "To graduate students who understand how to develop an approach to practice reflective of their values and seek to expand the role of the architect in shaping the built environment to better serve communities in need." This goal is further defined by Aim 13: "Students will be able to explain how they aspire to position their work in society and how they aspire to practice." To meet the NAAB Career Paths requirement as well as our own goals and aims, we have developed the following sequence of assignments and activities in the undergraduate and graduate degree programs.

Bachelor of Architecture

ARCH 1163 – Methods I – Materiality of Place. In Methods I (M1), we introduce students to a range of available career opportunities in two primary ways. First, lectures introduce students to alumni from a diverse range of backgrounds in terms of gender and ethnicity, as well as types of practice—for example, alumni with their own design-build firms, alumni who founded experimental practices, alumni who work for large practices, alumni who focus on community engagement, and more. When possible, we host alumni panel discussions, encouraging students to hear first-hand from our program graduates about their paths to licensure and how they leveraged their architectural education to enter different parts of practice.

Second, M1 includes a series of lectures about diverse architectural practices from around the world. Each of these eight lectures look at architectural practice from different angles, organized into three thematic categories: Entrepreneurial Practice, Contextual Practice, and Resourceful Practice. Within these categories, examples of work presented in the lectures is further broken down into projects that engage topography, space and light, culture and identity, technology, and more. Presenting these diverse types of projects in lecture format, followed by reflective writing activities, is done with the purpose of educating first-year students on possible career paths. Students reflect on these lectures and articulate their own beliefs about what it means to be an "impactful architect" in weekly writing assignments.

ARCH 4160 – Internship - Cooperative Education Program. Students enrolled in the B.Arch program fulfill a 320-hour cooperative education requirement with a firm during their eighth semester. Students apply lessons learned from the first seven semesters while also learning through daily operations with colleagues and consultants, client meetings, budget and cost exercises, project phases, deliverables, and other valuable exposure to the profession. Students then return for their final two semesters in the B.Arch program and are able to approach course assignments with the added benefits of the experience they gained during the internship.

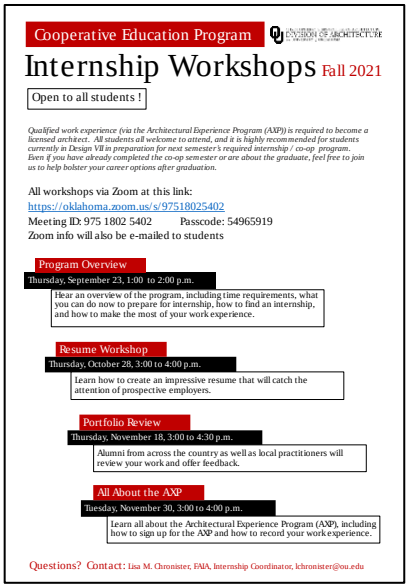
Professional Mentoring Program. During the third year of the B.Arch, students are paired up with professional mentors to help bolster knowledge of the profession. This pairing is organized by our Professional Advisory Board, a group of dedicated architects from the region. They organize a meet and greet session in the Gould Hall Gallery. In the fall of 2021, this in-person gathering brought together over 30 local professionals with around 50 students. Additional professionals signed on to be mentors but were not present. After the gallery session, students invited professionals back to their studio to share their work.

Fall Internship Workshop Series. Every fall AXP Coordinator Lisa Chronister, FAIA, organizes a series of workshops to help prepare students for spring semester cooperative education experiences and summer internships. A set of four workshops engage students in: an overview of the internship program; a resume review; a portfolio review; and an overview of AXP program with NCARB licensing advisor and Affiliate faculty Morgan Jones, AIA. Lisa Chronister also serves as the liaison between firms looking for student interns and students looking for cooperative education positions. Professor Dan Butko serves as the internal coordinator for AXP and internships and maintains a Canvas site for job openings and communications with students.

ARCH 4923 Methods IX – Entrepreneurial Architect & Leadership. In Methods IX, in an assignment titled "Licensure," students explore the state of their choice regarding their Board of Architect's regulations and policies. A lecture on licensure precedes this work but it is during the class period that students discover the differences between state laws and licensure. Additionally, in this class, lectures and readings on AIA Guidelines for Undertaking Pro Bono Service Activities and International Practice are presented. Readings from the AIA Case Studies in the Study and Practice of Architecture are assigned as preparation for the student final project, a collaborative case study of a practice. Diplomacy Lab collaborations with the U.S. State Department in Methods IX and X bring students into regular contact with architects engaged in federal government and leadership.

ARCH 4053 Methods X – Tools of Practice.
In Methods X, students are exposed to different career paths by way of invited speakers, student team presentations on exploration of various career paths and firm types as well as engaging in-class activities on developing your own brand/marketing/business plan. Spring 2022 guest speakers included: Executive

Director of the Oklahoma Board of Licensed Architects and Landscape Architects, Leslie Hanska; architects Cheryl Lockstone & Barrett Williamsom; architect Larry MacIntosh, FAIA; Regina and Matt Duller from the U.S. State Department; Nima Ferdosi, an alumnus now working in Chicago; Diplomat in Residence Amanda Johnson, U.S. State Department; John Ward, TAP Architects; landscape architect Brent Wall, Laud Studio; Tony Wu, Pelli, Clarke, Pelli Architects; and Money Coach Cami Sheaffer, CFHC, M.Ed. Students complete reflective writing assignments on what they learned from each presentation.



Left: Fall 2021 Internship Workshop poster. Right: students and faculty gather in the gallery for our professional mentoring kick-off meeting in the fall of 2021.

Master of Architecture

Professional Mentoring Program. During the first year of the M.Arch, students are paired up with professional mentors to help bolster knowledge of the profession. This pairing is organized by our Professional Advisory Board, a group of dedicated architects from the region. They organize a meet and greet session in the Gould Hall Gallery. In the fall of 2021, this in-person gathering brought together over 30 local professionals with around 50 students. Additional professionals signed on to be mentors but were not present. After the gallery session, students invited professionals back to their studio to share their work.

Fall Internship Workshop Series. Every fall AXP Coordinator Lisa Chronister, FAIA, organizes a series of workshops to help prepare students for summer internships. A set of four workshops engage students in: an overview of the internship program; a resume review; a portfolio review; and an overview of AXP program with NCARB licensing advisor and Affiliate faculty Morgan Jones, AIA. Lisa Chronister also serves as the liaison between firms looking for student interns and students looking for cooperative education positions. Professor Dan Butko serves as the internal coordinator for AXP and internships and maintains a Canvas site for job openings and communications with students.

ARCH 5923 Methods IX – Entrepreneurial Architect & Leadership (cross listed with 4923). In Methods IX, in an assignment titled “Licensure,” students explore the state of their choice regarding their Board of Architect’s regulations and policies. A lecture on licensure precedes this work but it is during the class period that students discover the differences between state laws and licensure. Additionally, in this class, lectures and readings on AIA Guidelines for Undertaking Pro Bono Service Activities and International Practice are presented. Readings from the AIA Case Studies in the Study and Practice of Architecture are assigned as preparation for the student final project, a collaborative case study of a practice. Diplomacy Lab

collaborations with the U.S. State Department in Methods IX and X bring students into regular contact with architects engaged in federal government and leadership.

ARCH 5053 Methods X – Tools of Practice (cross listed with 4053). In Methods X, students are exposed to different career paths by way of invited speakers, student team presentations on exploration of various career paths and firm types as well as engaging in-class activities on developing your own brand/marketing/business plan. Spring 2022 guest speakers included: Executive Director of the Oklahoma Board of Licensed Architects and Landscape Architects, Leslie Hanska; architects Cheryl Lockstone & Barrett Williamsom; architect Larry MacIntosh, FAIA; Regina and Matt Duller from the U.S. State Department; Nima Ferdosi, an alumnus now working in Chicago; Diplomat in Residence Amanda Johnson, U.S. State Department; John Ward, TAP Architects; landscape architect Brent Wall, Laud Studio; Tony Wu, Pelli, Clarke, Pelli Architects; and Money Coach Cami Sheaffer, CFHC, M.Ed. Students complete reflective writing assignments on what they learned from each presentation.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:
As described in Section 2 Shared Values of the Discipline and Profession, our approach to design builds on our American School history. One way in which we instill in students an understanding of the role of design is through our faculty. We count ourselves fortunate to be in a College of Architecture led by an award-winning architect, Hans E. Butzer, FAIA. Dean Butzer co-teaches the first lecture course for our first-year students, Methods I. Our faculty's work spans the spectrum from the parametric modelling and scripting design work of Assistant Professor Deborah Richards, AIA, to the aging-in-place expertise of Associate Professor Dave Boeck, AIA. We are fortunate to have sculptor Chris Morrey as an integral part of our first-year teaching team as well as Dr. Xiaobo Quan, an expert on healthcare design and research methods in architecture, teaching our graduate courses. Together our diverse roster of faculty models the many facets of the design of the built environment and the range of processes employed in different settings and scales of development.

Alignment with Division of Architecture Curricular Goals
Teaching design thinking is central to our program and curriculum. Design thinking is the first of our four curriculum goals: "To graduate students who are creative, collaborative, and resourceful problem solvers who draw on existing knowledge and contexts to imagine visionary solutions." This goal is further defined by the following aims and objectives:

- Soft Skills. Students will be able to use "soft skills" important to collaborative design and programming, such as empathy, awareness, listening, and observation. Learning objectives: bias awareness; collaboration; listening and observation; design presentation; and research to inform design.
- Hard Skills. Students will demonstrate a core set of "hard skills" in representation and modeling. Learning objectives: architectural drawing and modelling; digital modelling; information graphics; building simulation; and tool evaluation.
- Architectural Problems. Students will be able to define "architectural problems," develop conceptual solutions, and translate concepts into designs while integrating systems, regulatory requirements, and function. Learning objectives: design problem characterization; analogical reasoning; design concept; design proposal; and design process.

Design Contexts, Analyses, and Integration, the second of our four curriculum goals, builds on the first and challenges students to engage the complexity of design from the technical, regulatory, and human factors perspectives. It also engages a range of scales of design from urban design to universal design. Goal 2 is "To graduate students with an awareness of how the decisions they make as designers impact society and the environment today and decades from now, as well as communities near and far." This goal is defined by the following aims and learning objectives:

- Technical Skills. Students will demonstrate a core set of domain-specific technical design skills. Learning objectives: site design; regulatory context; health, safety, and welfare; urban design; universal design; and design synthesis.

- Understanding Building Systems and Technology. Students will demonstrate an understanding of established and emerging building systems, technologies, assemblies of building construction, and how choices about these systems should be made in response to an understanding of particular users and contexts.
- Performance Analytics and Systems Integration. Students will be able to evaluate design decisions using building performance analytics and building simulations. Students will be able to apply knowledge gained from such analysis to the systems integration in their designs.

In what follows, we describe a select list of design studio courses in which the role of the design process and the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities is best illustrated. It must be noted, however, that many more courses in our curriculum instill this understanding in students. The five courses in Architectural History, Theory, and Criticism, for example, teach students that the built environment is the result of diverse human and non-human factors and, in the case of Architectural Theory and Criticism, explores the cultural and political discourses that shape architectural outcomes. HOBE I and II (ARCH 2243 and 2343) require a final Positions Paper research project, which asks students to develop an argument about a building or complex that associates two or more actions, people, and events that produced it. The assignment's premise is that "all great constructs are the result of power, prayer, or politics and are demonstrably social acts," which students take as a launching point for their own inquiries. Architectural Theory and Criticism (ARCH 4553) incorporates readings that emphasize the broad, heterogenous, and contingent process of design and development, linking architecture to developments across geographical and political scales, including discussions of the history of zoning (Rothstein, *The Color of Law*), the development of different construction and fabrication technologies (Antoine Picon, "Technology, Virtuality, Materiality" in *Sage Handbook of Architectural Theory*, edited by C. Greig Crysler, and Stephen Cairns, Hilde Heynen, 501-512. London: Sage, 2012), the ethics of construction labor (Wilson, Mabel O, Jordan Carver and Kadambari Baxi. 2015. "Who Builds Your Architecture? – An Advocacy Project".), and how wider cultural upheavals manifest in architectural responses. The final project, Understanding Architectural Controversies, asks students to unearth these complexities through case study research. Modern and Contemporary Architecture (ARCH 4443) focuses on the modern project of architecture, from detail to grand urban plans, emphasizing the increasing interconnectedness of global design and construction, while also recognizing specific themes of modernity disseminated and adapted around the globe.

Furthermore, our Methods, Systems, and Structures courses focus on the physical and material properties of building components which become floors, walls, roofs, and overall building enclosures. The sequence of these courses introduces, reinforces, and develops student abilities to relate individual pieces of architecture to the larger surrounding built environment. Linear and nonlinear progression of scales and scopes helps students see the big picture of historical significance, infrastructure, environment, and human interaction.

Bachelor of Architecture

ARCH 2356 Design III – Crafting Place. This first-semester, second-year studio centers on the issue of programming from an introductory and conceptual standpoint. In the first project a sequence of assignments challenge students to design a new habitat that closely reflects their occupant's specific needs. Students first describe and document the needs of their occupant, an insect, and its typical habitat. Students then analyze the organization, structure, and form of the habitat. Thus, this sequence of assignments helps students understand the ways in which built environments address occupants' needs as well as natural contexts. The role of the design process and methods for integrating different considerations and needs are further developed in the second project, the Norman Equine Assisted Therapy Center. Here students are challenged to develop a project for humans and animals on a site in Norman. Students must consider elements such as the quality of light, structure and skin, the sequence of spaces, the relationship to the land and site, accessibility for all users, and acoustics.

ARCH 2456 Design IV – Materials and Making. Designing in an urban context and integrating structures are the central aims of this second-year design studio in which students design the Norman Center for Urban Farming. Site research and analysis assignments ask students to research and analyze a site through a

study of the location, context, zoning, built environment context, circulation, climate, sensory context, and cultural context.

ARCH 3556 Design V – Architectural Making I. This third-year studio centers on the issue of site design and challenges students to develop a small building, parking, and outdoor spaces on a complex natural site. A Precedent Analysis assignment asks students to undertake research on a project that includes a complex natural landscape and present their findings. A site mapping, research and analysis assignment challenges students to carefully observe and document their own site in terms of natural systems, infrastructure, human activity, and experience. The Design Problem Characterization and Concept Development assignment asks student to define the key architectural problem and associated issue for their project. Once they define their problem, they must identify precedents and develop their concept based on an analogy. A technical review requires students to integrate multiple factors such as structure and materials, at a range of scales from the site to accessible restrooms.

ARCH 3656 Design VI – Architectural Making II. This studio challenges students to design in a complex urban context either in Rome, for students enrolled in our semester-long study abroad, or in Oklahoma City.

ARCH 4756 Design VII– Systems and Context (cross listed with 5536) In this comprehensive design studio, students employ a clear design process to develop a building and site proposal that is responsive to user needs, integrates structure and mechanical systems, is respectful of context and uses sustainable design strategies. A materials research assignments ask students to explore the possibilities of mass timber and CLT through a short collaborative charette. A site research analysis assignment challenges students to research, document and analyze the site in terms of climate, history, ecology, topography, accessibility, building and zoning codes, economics, water and more. After this foundational research and analysis, students then develop their conceptual designs taking this context into account. A concept design assignment asks students to develop different massing models on site. Each massing option is analyzed relative to circulation, accessibility, views, solar orientation, shading, daylighting, and more. Thus, students demonstrate how they are integrating multiple factors at a range of scales. Students use building performance analysis software to evaluate design options and guide decisions.

Master of Architecture

ARCH 5536 Graduate Design III (cross listed with 4756). In this comprehensive design studio, students employ a clear design process to develop a building and site proposal that is responsive to user needs, integrates structure and mechanical systems, is respectful of context and uses sustainable design strategies. Assignments cover topics including Universal Design, Structural Systems, Housing Precedent Research, Site Research and Analysis, and a LEED Site Assessment. Students use building performance analysis software to develop massing schemes and iterations of their designs. Each massing option is analyzed relative to circulation, accessibility, views, solar orientation, shading, daylighting, and more. Thus, students demonstrate how they are integrating multiple factors at a range of scales. Students use building performance analysis software to evaluate design options and guide decisions.

ARCH 5546 Graduate Architectural Design IV. This comprehensive design studio for graduate students builds on their experience from ARCH 5536 and challenges them a second time to employ a clear design process to develop a design proposal. An additional challenge comes from a more complex natural site. A Resilient Design Precedent Study assignment entails research, documentation, analysis, and presentation of precedents relative to the AIA Committee on the Environment (COTE) measures. Another assignment challenges students to work collaboratively in teams to research and analyze their own site with regard to multiple factors ranging from vegetation, wildlife, and ecosystems to codes, zoning, and severe weather patterns. A sequence of assignments requires that each student synthesize their research and analysis through the development of a concept statement, program, site analysis, and mappings for their project that reflects the multiple factors identified. Student learning is structured to progressively include structure, enclosure systems, wall assemblies, and mechanical systems. Students use building performance analysis software to evaluate design options and guide decisions.

ARCH 6956 Design IX – Comprehensive Architecture I. Whereas ARCH 5536 and 5546 center on comprehensive building design, the fall semester of the final year of the graduate program zooms out to focus on research and urban design. This emphasis helps ensure students engage design at a range of scales from the design of details and wall sections to urban design and master planning. Students work in teams in ARCH 6956 to undertake research and analysis of their site and its context. The midterm presentations require student teams to present their research findings based on data and analysis, a concept statement, and diagrams as well as a preliminary master plan. Students' urban analysis considers the following: history, existing conditions, zoning, design guidelines, and circulation. Through this research and analysis students identify specific problems related to the area such as wealth distribution gaps, investment in services, allocation of parks and greenspace, and dis/connection between districts. The process of working through research and data collection to problem definition and design concept ensures students experience firsthand the role a research-oriented and evidence-based design process has on urban development.

ARCH 6056 Design X - Comprehensive Architecture II. This studio course builds on Design IX; students select one site from their team's master plan for which they develop a program and design proposal individually. Drawing on their research and master plan from the previous semester, students work to integrate that research into a design proposal at the scale of the building. As the final deliverables assignment illustrates, students must demonstrate how the research and urban design informed their design process and end result. Students use building performance analysis software to evaluate design options and guide decisions.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:
Our division's statement of purpose holds the architects' responsibility to ecological knowledge as central: "The American School of Architecture cultivates designers known for balancing creativity and innovation with resourcefulness and pragmatism. Sensitive to the impacts of climate change, we draw lessons from Oklahoma's cultural context and natural landscape. Our research and creative practices inspire students and faculty to work together to envision a future where communities are healthy, resilient, and just."

This commitment to Ecological Knowledge and Responsibility is evident in a range of faculty research endeavors. Dr. Shideh Shadravan, a structural engineer, researches how to make residential home construction more resilient during severe storms. Dr. Lee Fithian is developing green façade prototypes that help clean the air in urban canyons. Dr. Andrés Cavieres has worked with industry partners VesprSolar to develop solar panel technology. Dr. Angela Person co-leads the OU Environmental Sustainability Working Group (ESWG). Since the summer of 2017, the Environmental Sustainability Working Group has been awarded over $20,000 in funding to provide opportunities for 16 undergraduate students from across campus to carry out mentored research relating to environmental stewardship. Under the direction of climate scientist Dr. Randy Peppler and Person, the ESWG's student-led research on climate change risk perception, communication, and organizational responses has been presented at national and regional conferences, including the Dimensions of Political Ecology Conference (DOPE), American Association of Geographers' (AAG) annual meeting, American Meteorological Society (AMS) annual meeting, and others. In the spring of 2022, Dr. Person, Dr. Pilat, and doctoral student Felipe Flores organized a day-long symposium, Resilient Futures, which brought together climate scientists, geographers, meteorologists, landscape architects, journalists, and social workers as part of a special elective course. Together, these experts from across campus began interdisciplinary discussions of how we might collectively address not just climate change but the human migrations caused by climate change and the need for new ways of living on the planet.

Our commitment to ecological knowledge and responsibility evident in these research and teaching efforts are further articulated in the Division of Architecture's Strategic Plan Objective 5: "Grow interdisciplinary research and creative activity to address global challenges and foster social and environmental resiliency, health, and justice." As evident with the Resilient Futures course and symposium, we will draw on OU's internationally recognized expertise in climate, weather, international studies, and more.

Alignment with Division of Architecture Curricular Goals

Our American School Curriculum outlines how we envision putting our commitment to ecological knowledge and responsibility into practice through our teaching. As our second curricular goal articulates, we aim "To graduate students with an awareness of how the decisions they make as designers impact society and the environment today and decades from now, as well as communities near and far." To do this we work to ensure every student has knowledge of the ways in which built and natural environments intersect, the technical skills necessary to design responsibly, an understanding of building systems and technology, and skills in performance analytics and systems integration. Given the rapid pace of change in our knowledge and tools related to building performance analytics, we have recently introduced new software, Cove Tools, to help ensure that building performance analysis is an integrated part of the design studios at the upper year levels.

Bachelor of Architecture

ARCH 2463 Methods IV- Sustainable and Resilient Systems I. This course introduces students to the ways in which climate, ecology, human comfort, site contexts, and buildings intersect. It includes an introduction to psychometrics, passive environmental strategies, climate change, daylighting, site design, Net Zero design, energy codes and guidelines, and mechanical heating and cooling. Homework assignments assess students' understanding of photovoltaic panels, the living building challenge, the Energy Use Index, and many more concepts related to passive and active environmental systems. Climate Consultant and Cove Tools software are integrated into the class assignments ensuring every student develops skills to apply these tools in their design process. For a Case Study assignment students work in teams to assess a precedent in terms of climate and environmental conditions, sustainability, accessibility and more. Teams must model and analyze their case studies using Cove Tools to assess whether published information aligns with building performance analysis. Another Case Study assignment builds on this and challenges students to analyze their own studio project with regards to climate, site design, and building performance analysis. This course exemplifies our program's emphasis on teaching students to implement what can seem like abstract knowledge from lecture and seminar courses directly in studio practice.

ARCH 4563 Methods V – Sustainable and Resilient Systems II. Building on Methods IV, this course introduces building systems including plumbing, lighting, and other auxiliary systems. Weekly readings from the required textbook Norbert Lechner, *Heating, Cooling, Lighting: Sustainable Design Methods of Architects,* cover topics including the following: sustainable design and energy sources, thermal comfort, climate, passive solar design, and more. Case Study assignments require students to analyze buildings with regard to their environmental systems design and integration as well as accessibility and sustainability. Homework assignments require students to undertake building performance analyses of projects using Cove Tools and reflect on how the data generated differed from publications or assumptions about the building.

ARCH 2356 Design III – Crafting Place. This first-semester, second-year studio develops student understanding of the relationship between ecology and inhabitation. The first project, Entomological Programming, provides students with a holistic understanding of the dynamic relationship between animals and environments, or inhabitants and habitats by asking them to study and analyze a bug and its home. Students then design a new insect habitat based on their observations and analysis. The second project, the Norman Equine Assisted Therapy Center, further develops students understanding of how humans, animals, and the natural landscape interrelate, and the role design plays in serving humans and animals alike.

ARCH 3556 Design V – Architectural Making I. This third-year studio centers on the issue of site design and challenges students to develop a small building, parking, and outdoor spaces on a complex natural site. With an emphasis on site design, the main project and many of the assignments in this studio help to foster a

deeper understanding of the relationship between humankind, design, and the natural environment. Taken in tandem with ARCH 4563 Methods V – Sustainable and Resilient Systems II, students are challenged to apply their knowledge of sustainable design to their site and building design. Cove Tools enables students to develop their designs based on evidence of environmental impacts.

ARCH 4723 Methods VII – Advanced Systems (cross listed with 5723). This course complements the comprehensive studio, Design VII, and challenges students to develop an advanced understanding of the integration of sustainable design principles, structural and mechanical systems, and building envelopes with codes and regulations. Like the associated studio, it focuses on the Committee on the Environment (COTE) or Framework for Design Excellence ten measures including Design for Integration, Design for Ecosystems, Design for Water, and Design for Energy. One assignment, for example, challenges students to articulate in a narrative and graphics how their studio project integrates site conditions and climate proactively. Another assignment challenges students to articulate how they are designing for ecosystems.

ARCH 4756 Design VII – Systems and Context (cross listed with 5536). In this comprehensive design studio, students develop design proposals within the AIA COTE Framework for Design Excellence. One assignment, for example, asks student to reflect on how their use of Cove Tools building performance analysis informed decisions about their designs such as form, orientation, shading, etc. The final project for the course includes the development of two competition boards for entry into the COTE competition that emphasize the design's sustainable features. Students must demonstrate how their design was developed in response to climate, topography, ecology, water, and more.

Master of Architecture

ARCH 5723 Methods VII – Advanced Systems (cross listed with 4723). This course complements the comprehensive studio, Design VII, and challenges students to develop an advanced understanding of the integration of sustainable design principles, structural and mechanical systems, and building envelopes with codes and regulations. Like the associated studio, it focuses on the Committee on the Environment (COTE) or Framework for Design Excellence ten measures including Design for Integration, Design for Ecosystems, Design for Water, and Design for Energy. One assignment, for example, challenges students to articulate in a narrative and graphics how their studio project integrates site conditions and climate proactively. Another assignment challenges students to articulate how they are designing for ecosystems.

ARCH 5536 Graduate Design III (cross listed with 4756). In this comprehensive design studio, students develop design proposals within the AIA COTE Framework for Design Excellence. One assignment, for example, asks student to reflect on how their use of Cove Tools building performance analysis informed decisions about their designs such as form, orientation, shading, etc. The final project for the course includes the development of two competition boards for entry into the COTE competition that emphasize the design's sustainable features. Students must demonstrate how their design was developed in response to climate, topography, ecology, water, and more.

ARCH 5546 Graduate Architectural Design IV. This comprehensive design studio challenges graduate students to design a small building on a complex natural site using sustainable design strategies and following the AIA COTE Framework for Design Excellence. A Resilient Design Precedent Study assignment entails research, documentation, analysis, and presentation of precedents relative to the AIA Committee on the Environment (COTE) measures. Another assignment challenges students to work collaboratively in teams to research and analyze their own site with regard to multiple factors ranging from vegetation, wildlife, and ecosystems to codes, zoning, and severe weather patterns. Students use building performance analysis software to evaluate design options and guide decisions.

Supplemental for the Master of Architecture

ARCH 5463 – Advanced Sustainable and Resilient Systems. This course for students in the 7-semester master's track introduces students to both passive and active environmental systems, sustainable design principles, human comfort and building codes and regulations. In Assignment 1, for example, students utilize

Climate Consultant software to analyze sites in terms of wind, light, and heating and cooling needs. Assignment 6 challenges students to develop strategies for making their building Net Zero.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:
Threaded throughout our curriculum is a deep respect for the role of a global and critical understanding of architectural history and theory. Our undergraduates take four semester-long required courses, while our graduate students take 1-3 semester-long required history theory courses depending on their undergraduate education. The history, theory, and criticism courses investigate architecture and urbanism as historical phenomena, shaped by ecological, cultural, social, economic, and technical factors, defined by time and place. The teaching approach is informed by an interdisciplinary social historical lens, providing students a conceptual framework to develop critical ways of thinking about architectural history. We foster a collaborative and lively learning environment, based on interactive presentations, open and critical discussion of reading assignments, visual material, and research projects. Our third Curriculum Goal centers on history, theory, and research. It is "To graduate students who are able to critically evaluate information, sources and research, and have a broad understanding of global architectural history and theory." Relevant Aims and Learning Objectives include:

- Aim: Students will be able to explain that historical narratives are not fixed and the ways in which history is documented and preserved reflects power, privilege, and cultural bias.
- Aim: Students will be able to explain influential design principles, theories, and projects from global contexts.
- Aim: Students will be able to describe, analyze, and express architectural concepts, analyses, and criticism through various mediums including writing, oral presentations, and multi-media presentations.

<u>Bachelor of Architecture</u>

Arch 2243 History of the Built Environment I (HOBE I) and ARCH 2343 History of the Built Environment II (HOBE II). This two-semester course sequence, taken by students in their second year, presents a global history of architecture from prehistory through the mid-nineteenth century. Weekly readings in HOBE I and HOBE II are structured around *A Global History of Architecture*, 3rd ed., by Ching, Jarzombek, Prakash, a text that emphasizes the linkages, differences, and relationships between architectural movements across time and space. The third edition now includes a greater emphasis on developments in non-Western cultures, particularly South Asia, Southeast Asia, Pre-Columbian America, and Africa. Assignments and quizzes assess students understanding of the global history presented in readings and lectures. A final Connections Positions Paper enables students to investigate projects situated in diverse social, cultural, and economic systems.

ARCH 4453 Modern and Contemporary Architecture (cross listed with 5453) focuses primarily on the modern movement in architecture and urbanism while also asking student to develop a critique of the modern movement's traditional Western-centric architectural history. For example, Deborah Silverman's essay "Art Nouveau, Art of Darkness" provides the context for a discussion on the Congolese influences in Belgian Art Nouveau owing to the violent colonization of the Congo. The final project and paper assignment challenges students to critique and revise the canon of modern architecture. In groups, students select a topic of their choice and work collaboratively to develop storymaps, timelines, and research papers arguing for the inclusion of an underrepresented project, perspective, or architect in the canon of architectural history. By writing new histories, students reconsider the history of theory and understand the meaning of historiography itself. One group, for example, argued for the inclusion of the work of Tammy Eagle Bull, a Native American architect, in the canon of architectural history, while another project argued for the significance of the Cape Dutch style of South Africa.

ARCH 4543 Architectural Theory and Criticism (cross listed with 5543) challenges students to read, reflect on, and discuss theoretical texts that engage social, cultural, and economic forces globally. Taught as a seminar, the course incorporates theoretical texts from the field of architecture as well as recent and classic scholarship on topics such as race and architecture (Irene Cheng, *Race and Modern Architecture*), nationalism (Benedict Anderson, *Imagined Communities* and Eric Hobsbawm's *Invention of Tradition*), post-colonialism (Edward Said, *Orientalism*), gender and the built environment (Dolores Hayden), and environmental justice (Rob Nixon, *Slow Violence*). Students' final project challenges them to research and present through a poster, presentation, and research paper on a contemporary architectural controversy.

Master of Architecture

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Master of Architecture Supplemental Courses and Experiences

ARCH 5143 Architecture History. This course for students in the 7-semester program uses Richard Ingersoll's *World Architecture: A Cross-Cultural History*, 2nd ed., which, following in the groundbreaking tradition of the architectural historian Spiro Kostof, emphasizes the cultural context of buildings, not only their style and form. Assignments such as weekly writing exercises and a final paper allow students to select topics from around the globe and emphasize the cultural, political, and technological factors that shape forms of human settlement throughout time and across different cultural locations.

ARCH 5453 Modern and Contemporary Architecture (cross listed with 4453). This course for students in the 7-semester program focuses primarily on the modern movement in architecture and urbanism while also asking student to develop a critique of the modern movement's traditional Western-centric architectural history. For example, Deborah Silverman's essay "Art Nouveau, Art of Darkness" provides the context for a discussion on the Congolese influences in Belgian Art Nouveau owing to the violent colonization of the Congo. The final project and paper assignment challenges students to critique and revise the canon of modern architecture. In groups, students select a topic of their choice and work collaboratively to develop storymaps, timelines, and research papers arguing for the inclusion of an underrepresented project, perspective, or architect in the canon of architectural history. By writing new histories, students reconsider the history of theory and understand the meaning of historiography itself. One group, for example, argued for the inclusion of the work of Tammy Eagle Bull, a Native American architect, in the canon of architectural history, while another project argued for the significance of the Cape Dutch style of South Africa.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:
The OU Lead On, University Strategic Plan introduced in 2020, prioritizes research. Of the five strategic plan pillars, the first is to "Become a Top-Tier Public Research University." The fifth pillar is to "Enrich and positively impact Oklahoma, the nation and the world through research and creative activity." This plan is further developed in the Vice Provost for Research's Strategic Research Verticals which define where our University aims to focus its research efforts in the next decade.

The Division of Architecture's 2022 Strategic Plan framework nests within the University's Lead On Strategic Plan and connects to the relevant Strategic Research Verticals. Adopted in the late spring of 2022, we will

begin the process of implementing this plan in the fall of 2022. Most relevant to research and innovation are our objectives 1 and 5:

1. Grow our national reputation as the American School, become a program known for excellence in evidence-based design, research, and creative activity.
5. Grow interdisciplinary research and creative activity to address global challenges and foster social and environmental resiliency.

With a faculty heavily engaged in research activities, our environment provides students with a rich array of opportunities to participate in research endeavors. The University's Honors College provides funding for undergraduate students to support faculty research work through the Undergraduate Research Opportunities Program. Students receive a $1,000 grant each semester to assist faculty in research endeavors. Students also regularly work as assistants in our Creating_Making Lab where they assist faculty and students alike on various projects. Faculty such as Dr. Shideh Shadravan and Dr. Tiziana Proietti have a long track record of hiring students to assist with research projects in their labs. In the case of Dr. Shadravan, a structural engineer, this has entailed building mock-ups of residential walls and blowing hurricane strength wind at them until failure to test various connection types. In the case of Dr. Proietti, students working in her Sense|Base Lab help design and carry out experiments testing human perceptions of proportion. In many cases faculty offer elective courses connected to their research to provide even greater opportunities for student engagement. In the case of the multi-year American School research project, for example, three separate elective courses provided students with a chance to research and exhibit the history of the American School. In one case, students worked with Dean Butzer, Dr. Luca Guido, and Professor Michael Hoffner to design and build an installation on this history for the 2018 Venice Biennale.

In addition to opportunities to assist faculty with research, students now have a new opportunity to develop their own funded research projects. The Gibbs Design Activism Awards is a new initiative that provides grants to students for their innovative research and design ideas, cultivating in them the abilities for critical thinking, taking initiative, grant writing, and self-directed work in areas of contemporary political, social, and cultural interest. In spring 2022, two $3,000 grants were awarded, determined by a cross-disciplinary, cross-campus faculty committee, to students for their original research, and there is funding for next cycle to award several more student research-design projects of this scope and greater.

Alignment with Curricular Goals

Our Strategic Plan builds on the curricular goals we collectively articulated in 2020-21. In particular, the emphasis on evidence-based design in Objective 1 of the Strategic Plan is echoed in our curricular learning objective 1.5: "Research to inform design. Students will identify and use appropriate qualitative or quantitative methods to research historical, social, scientific, and geographic contexts and gather data to inform design decisions." Aim 6 and its associated learning objectives further articulate research and innovation in the context of building performance tools: "Aim: Performance Analytics and Systems Integration. Students will be able to evaluate design decisions using building performance analytics and building simulations. Students will be able to apply knowledge gained from such analysis to the systems integration in their designs."

Courses in History, Theory, and Criticism introduce students to the history of the built environment, addressing questions of evolving technologies, the impact of the increasingly globalized world of finance and ideas, and the ways these aspects influence design ideas, construction methodologies, and the nature of architectural practice and business. Innovation in this curriculum area is focused primarily on intellectual innovations that instill in students new ways of viewing design and the built environment. This includes a comparison of traditional historical ideas and methodologies as well as cutting-edge theoretical concepts from post-colonial studies, science and technology studies, cultural geography, disability studies, etc. which have in recent years provided fertile new ideas for architectural historians to connect design practices and built landscapes to relevant themes. Our term research assignments like Re-Writing the History of Architecture and Understanding Architectural Controversies ask students to conduct research that apply to real-world problems in the field and demonstrate an understanding of them through these frameworks.

Nearly every design studio in our curriculum incorporates a range of research methods such as precedent studies, site analysis, and materials research. In what follows selected examples illustrate how key courses, in addition to studios, prepare students to engage and participate in architectural research to test and evaluate innovations in the field.

Bachelor of Architecture

ARCH 1163 Methods I – Materiality of Place. In Methods I (M1), students are introduced to how research informs design through an 11-week team project. They work in teams of 5-6 to design a response to a local design question they identify on campus or in the surrounding area. The teams identify their design question by working with community stakeholders through feedback mechanisms like surveys, panel discussions, and interactive displays. This project encourages the open-mindedness necessary for evidence-based design; students are encouraged not to come to the table with pre-set solutions to design questions. Instead, they learn to first collect observations, interview people, and research precedents.

ARCH 4543 Architectural Theory and Criticism (cross listed with 5543). This course includes a module on research methods relevant to architecture and design. Students' readings include texts on methods such as Jane M. Jacobs, Stephen Cairns, and Ignaz Strebel, "Doing Building Work: Methods at the Interface of Geography and Architecture." The major project assignment for the course is a map and essay on an architectural controversy. The Research Methods assignment challenges students to develop a list of potential sources including drawings and maps as well as scholarship and a list of human and non-human actors who influenced the project. Other assignments scaffolded to develop the project and its attendant paper include an annotated bibliography, a draft of the paper, and a map.

Master of Architecture

ARCH 5543 Architectural Theory and Criticism (cross listed with 4543). This course includes a module on research methods relevant to architecture and design. Students' readings include texts on methods such as Jane M. Jacobs, Stephen Cairns, and Ignaz Strebel, "Doing Building Work: Methods at the Interface of Geography and Architecture." The major project assignment for the course is a map and essay on an architectural controversy. The Research Methods assignment challenges students to develop a list of potential sources including drawings and maps as well as scholarship and a list of human and non-human actors who influenced the project. Other assignments scaffolded to develop the project and its attendant paper include an annotated bibliography, a draft of the paper, and a map.

ARCH 6590 Professional Project Research. This course provides an in depth understanding of relevant research methods and tools for architects correlated with the phases of design and construction. Groat and Wang's *Architectural Research Methods*, Zeisel's *Inquiry by Design* and Leedy and Omrod's, *Practical Research* are required texts for the course. Through lectures and assignments students learn about design research methods such as literature reviews, precedent analyses, participant observation, and much more. Over the course of the semester students complete a sequence of five assignments which challenge them to review 1-8 peer-reviewed articles in a short essay and make a presentation of their literature review to the class. The semester-long project challenges students to write a research proposal for a design research project.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:
Educating students to be outstanding leaders and collaborators is an objective threaded throughout our new American School Curricular Goals. For example, our first goal is "To graduate students who are creative, collaborative, and resourceful problem solvers who draw on existing knowledge and contexts to imagine visionary solutions." To this end we have incorporated lessons on bias awareness, collaboration, listening and observation into our curriculum. Every design studio in the graduate program and beginning in the

second year of the undergraduate program includes stakeholder and constituent research and often interviews as well as research and analysis of physical and social contexts. Moreover, our Methods IX Entrepreneurial Architect & Leadership course (ARCH 4923/5923), which all students in the undergraduate and graduate degree tracks are required to take provides students with perspectives on leadership from the profession as well as other allied fields and government bodies including the U.S. State Department. The new Gibbs Design Activism Awards supports projects that engage with community organizations. To prepare students and their projects, faculty from the Institute for Quality Communities will provide workshops on how to appropriately engage with diverse community stakeholders.

Bachelor of Architecture

ARCH 1163 Methods I – Materiality of Place introduces all first-year students to leadership and collaboration in the context of architectural education and practice. Collaboration in architectural practice is addressed in the M1 curriculum in two primary ways. First, collaboration is introduced through a series of lectures about diverse architectural practices from around the world. Each of these eight lectures begins by introducing the firm and its team members, intentionally reinforcing the idea that the excellent work of the firm (ex., ELEMENTAL S.A.) is not made possible only by the principals or partners (ex., Alejandro Aravena), but by the whole group of team members partnering at each stage of the design process. The second way in which collaboration is addressed in the M1 curriculum is through a progressively phased 11-week, team-based project. The students work in teams of 5-6 students to design a response to a local design question they identify on campus or the immediate surrounding area. The teams identify their design question by working with community stakeholders through feedback mechanisms like surveys, panel discussions, and interactive displays. The teams also identify team “values” that bind them together, regularly check in on how they’re feeling about project development, set group and individual milestones, and present their work back to community stakeholders at the end of the semester.

ARCH 3556 Design V – Architectural Making I provides engagement with diverse stakeholder constituents and dynamic physical and social contexts through a community engaged project. For example, in 2021, students worked with Norman city and community leaders to develop an understanding of the needs for and perceptions of Lake Thunderbird. As evident in the Lake Thunderbird Stakeholder Community Engagement Session assignment students worked in teams to interview stakeholders. In their Research and Analysis Assignment they further developed their understanding of the physical and social context of the site. The interviews and site research led into the Design Problem Characterization and Concept Development assignment which challenges students to define key architectural problems and identify the relevant set of associated issues. Together this sequence of assignments, stakeholder engagement, and collaborative sessions forms the basis for students’ design proposals for the site.

Note: studios after the first year incorporate collaborative work and research on the physical and social contexts in which the project is located.

ARCH 4453 Modern and Contemporary Architecture (cross listed with 5453) incorporates a collaborative final project, paper, and presentation. Students are challenged to work in teams with clearly defined roles, organize themselves, schedule team meetings, and assign tasks. Each group must present their project to the class at the end of the semester.

ARCH 4543 Architectural Theory and Criticism (cross listed with 5543). Weekly reading groups in Architectural Theory and Criticism discuss specific pre-given questions, agree upon shared themes, and synthesize them into a collective response which is presented by a rotating designated group member. In addition, the final project, Understanding Architectural Controversies, is predicated on the idea that urban and architectural developments are complex heterogenous assemblies of human and non-human actors, which they are tasked with investigating.

ARCH 4923 Methods IX – Entrepreneurial Architect & Leadership (cross listed with 5923). This course includes students from architecture, landscape architecture, and interior design, which helps to foster an understanding of the roles and responsibilities of these professions. Students are taught to understand

various methods for selecting consultants and assembling teams, identifying work plans, project schedules, and project delivery methods. This course draws on key texts including: Carraher, et al. *Leading Collaborative Architectural Practice*; Pressman, *Professional Practice 101;* and *The AIA Professional Practice Handbook.* It also references a study of leadership co-authored by the instructor: Callahan & Reisweber, *Sooner State of Mind: Forging Leadership Legacies North of the Red River*. Lectures, readings, discussions, and assignment topics include the Entrepreneurial Leader, Professional Oaths, Decision-making Capabilities, Persuasion & Marketing, Negotiating, Economic Forecasting, Construction Law, AIA Contracts, Dispute Resolution, and more. Through readings and assignments such as the "Research on Project Manager Responsibilities," students learn about the typical roles within practice including what differentiates firm partners from project managers, project architects and interns. Students learn about the fundamental characteristics of leadership and why mentoring is critical to leader development in a lecture entitled "Mentors and Leadership." Students are then prompted to reflect on influential leaders in their own lives and connect these examples to readings and lectures. This course challenges students to understand the multidisciplinary contexts of practice by understanding the architect's role as well as that of contractors, clients, and consultants. In a unit on Construction Administration, for example, students are challenged to understand the role and responsibility of the architect in the submittal process, change orders, and construction change directives as well as that of the consultants, general contractor, and sub-contractors.

ARCH 4053 Methods X – Tools of Practice (cross listed with 5053). The second course in our professional practice sequence further develops students' awareness of collaboration and leadership in the profession. Lectures, readings, discussion, and assignment topics include business principles, professional liability, human resources, staff development and retention, crossing disciplines, public life, and more. Through readings, lectures, and assignments, students explore team dynamics, and self-evaluation of soft skills. Reflective writing assignments challenge students to process and make connections between readings and lectures and their own experiences. In-class activities put soft skills into practice through exercises on listening, leadership, and team building. The expectation for leaders to be advocates for the profession is modelled in action through an annual field trip coordinated in partnership with the Oklahoma Board of Architects, Landscape Architects, and Registered Commercial Interior Designers to the State Capitol to meet with legislators. Frequent collaborations with the U.S. State Department's Diplomacy Lab in this class and field trips to the State Department in Washington, D.C. have highlighted modes of leadership and practice outside the realm of the traditional architectural firm.

Master of Architecture

ARCH 5543 Architectural Theory and Criticism (cross listed with 4543). Weekly reading groups in Architectural Theory and Criticism discuss specific pre-given questions, agree upon shared themes, and synthesize them into a collective response which is presented by a rotating designated group member. In addition, the final project, Understanding Architectural Controversies, is predicated on the idea that urban and architectural developments are complex heterogenous assemblies of human and non-human actors, which they are tasked with investigating.

ARCH 5923 Methods IX – Entrepreneurial Architect & Leadership (cross listed with 4923). This course includes students from architecture, landscape architecture, and interior design, which helps to foster an understanding of the roles and responsibilities of these professions. Students are taught to understand various methods for selecting consultants and assembling teams, identifying work plans, project schedules, and project delivery methods. This course draws on key texts including: Carraher, et al. *Leading Collaborative Architectural Practice*; Pressman, *Professional Practice 101;* and *The AIA Professional Practice Handbook.* It also references a study of leadership co-authored by the instructor: Callahan & Reisweber, *Sooner State of Mind: Forging Leadership Legacies North of the Red River*. Lectures, readings, discussions, and assignment topics include the Entrepreneurial Leader, Professional Oaths, Decision-making Capabilities, Persuasion & Marketing, Negotiating, Economic Forecasting, Construction Law, AIA Contracts, Dispute Resolution, and more. Through readings and assignments such as the "Research on Project Manager Responsibilities," students learn about the typical roles within practice including what differentiates firm partners from project managers, project architects and interns. Students learn about the fundamental characteristics of leadership and why mentoring is critical to leader development in a lecture

entitled “Mentors and Leadership.” Students are then prompted to reflect on influential leaders in their own lives and connect these examples to readings and lectures. This course challenges students to understand the multidisciplinary contexts of practice by understanding the architect’s role as well as that of contractors, clients, and consultants. In a unit on Construction Administration, for example, students are challenged to understand the role and responsibility of the architect in the submittal process, change orders, and construction change directives as well as that of the consultants, general contractor, and sub-contractors.

ARCH 5053 Methods X – Tools of Practice (cross listed with 4053). The second course in our professional practice sequence further develops students’ awareness of collaboration and leadership in the profession. Lectures, readings, discussion, and assignment topics include business principles, professional liability, human resources, staff development and retention, crossing disciplines, public life, and more. Through readings, lectures, and assignments, students explore team dynamics, and self-evaluation of soft skills. Reflective writing assignments challenge students to process and make connections between readings and lectures and their own experiences. In-class activities put soft skills into practice through exercises on listening, leadership, and team building. The expectation for leaders to be advocates for the profession is modelled in action through an annual field trip coordinated in partnership with the Oklahoma Board of Architects, Landscape Architects, and Registered Commercial Interior Designers to the State Capitol to meet with legislators. Frequent collaborations with the U.S. State Department’s Diplomacy Lab in this class and field trips to the State Department in Washington, D.C. have highlighted modes of leadership and practice outside the realm of the traditional architectural firm.

ARCH 6956 Design IX – Comprehensive Architecture I includes a sequence of assignments that challenge students to undertake collaborative research on the site and context for their project and then design a collaborative master plan. The final review presentation is also collaborative, ensuring students work cohesively as a group throughout the semester.

Master of Architecture Supplemental Courses and Experiences

ARCH 5453 Modern and Contemporary Architecture (cross listed with 4453) incorporates a collaborative final project, paper, and presentation. Students are challenged to work in teams with clearly defined roles, organize themselves, schedule team meetings, and assign tasks. Each group must present their project to the class at the end of the semester.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:
Promoting an inclusive, positive, and respectful environment is a high-value priority for faculty, staff, and students in the Division of Architecture. In 2021-22 we organized a series of lectures, discussions, and opportunities for student feedback in order to revise our Studio Culture Policy, which reflects our shared values. We invited leading scholar of design review culture, Dr. Kathryn Anthony (University of Illinois Urbana-Champaign) to help facilitate and lead these conversations. In the fall of 2021, she presented a Goff lecture, “Rethinking the Review: Reflecting on the 30th Anniversary of Design Juries on Trial, a Reset for a New Generation” on her lifetime of research and work to change the traditional culture of architectural education and advocate for more positive and inclusive learning environments. She engaged students in a lively discussion afterwards.

Faculty and Staff
Our Faculty Mentoring Program helps ensure nearly every faculty member has mentors to support their development. Every faculty member is assigned at least two mentors and encouraged to select at least one more on their own. Associate Professors are assigned Full Professors as mentors to help ensure they have support on their promotion path to full professorship. The University’s Center for Faculty Excellence and Writing Center offer an extensive calendar of workshops, writing groups, panel discussions, networking, and support events for faculty. These include support for teaching, research, manuscript and grant writing,

leadership development, and community engagement. OU Human Resources offers dozens of workshops on time management, emotional intelligence, managing stress, effective communication, conflict resolution, the New Leader Development Program, collaboration, and many more topics. Additionally, all OU faculty have access to LinkedIn Learning. Our division's Faculty Development Committee hosts regular events including casual potlucks and frequent informal gatherings on the patio of a local restaurant to which all faculty and staff are invited. They often organize special workshops such as one on Academic Book Proposals and another on how to make course materials accessible. They also organize an annual awards program for faculty and staff in the division, which includes awards for teaching, research, staff, and best collaborator from another division in the College.

Bachelor of Architecture

In our undergraduate program, our culture of learning and teaching is supported by a strong faculty culture, the work of our Student Development Committee, cohesive curriculum and a range of student support services. Every undergraduate student has a dedicated professional academic advisor to guide them through their educational journey. The architecture student advisor is Erin Nance. In 2021-22, recognizing the need for mentoring in studio, our Student Development Committee introduced a new student-to-student mentoring program. Today, each studio is assigned an upper year level or graduate student mentor. These mentors assist students with typical studio issues such as software issues, drawing or modelling techniques, and more.

In the spring of 2022, Dr. Kathryn Anthony led two Studio Culture Discussions with students on Zoom (here and here). We invited student feedback on our existing Studio Culture Policy through these discussions and through posters in studios inviting commentary. Faculty members of our Student Development Committee Professors Dan Butko and Amy Leveno then worked with Director Pilat to integrate feedback into a revised Studio Culture Policy. This was presented to students and faculty at the end of the semester. The new Studio Culture Policy reflects our American School history, outlines clear expectations for both students and faculty, includes relevant hotline numbers and integrates the concept of deliberate practice as articulated in Ericsson and Pool, *Peak: Secrets from the New Science of Expertise,* 2016. The reference to deliberate practice builds on faculty reading and discussions related to *Peak* over the past six years. Other key texts engaged by faculty through organized reading groups or faculty meeting discussions include Ambrose et al. *How Learning Works*: *Seven Research-Based Principles for Smart Teaching*, 2010, Claude Steele, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, 2011, and Joe Feldman, *Grading for Equity: What It Is, Why It Matters, and How it Can Transform Schools and Classrooms*, 2018. These readings and discussions have grounded our approach to creating inclusive learning environments in recent research.

Master of Architecture

A positive and respectful learning environment for graduate students is ensured in four key ways. First, our graduate liaison and Associate Director, Dr. Shideh Shadravan recruits new students, oversees the admissions process and advises students once they enter our program. Following the tradition of former graduate liaison Marjorie Callahan, Dr. Shadravan hosts informal listening sessions throughout each semester which allows students to share concerns and keep her updated on their well-being. Second, our summer design studio introduces students in our 7-semester program to OU, our studio culture, software typically used, and Canvas, our learning management system. Third, each fall, we offer a series of graduate student orientation workshops. The first of these is held before school starts in the fall and introduces graduate students to the college and its disciplines. Fourth, a series of architecture student workshops is then organized by an advanced doctoral student and/or faculty member. These serve as mentoring sessions and introduce students to key topics such as academic integrity, international student services and more.

In the spring of 2022, Dr. Kathryn Anthony led two Studio Culture Discussions with students on Zoom (here and here). We invited student feedback on our existing Studio Culture Policy through these discussions and through posters in studios inviting commentary. Faculty members of our Student Development Committee Professors Dan Butko and Amy Leveno then worked with Director Pilat to integrate feedback into a revised Studio Culture Policy. This was presented to students and faculty at the end of the semester. The new

Studio Culture Policy reflects our American School history, outlines clear expectations for both students and faculty, includes relevant hotline numbers and integrates the concept of deliberate practice as articulated in Ericsson and Pool, *Peak: Secrets from the New Science of Expertise,* 2016. The reference to deliberate practice builds on faculty reading and discussions related to *Peak* over the past six years. Other key texts engaged by faculty through organized reading groups or faculty meeting discussions include Ambrose et al. *How Learning Works*: *Seven Research-Based Principles for Smart Teaching*, 2010, Claude Steele, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, 2011, and Joe Feldman, *Grading for Equity: What It Is, Why It Matters, and How it Can Transform Schools and Classrooms*, 2018. These readings and discussions have helped ground our approach to creating inclusive and positive learning environments in research.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:
The Division of Architecture faculty and staff are committed to educating students about the architect's role in fostering equity, diversity and inclusion through our teaching and the culture we create. We have integrated this commitment into our Strategic Plan and Curriculum in a wide range of ways. At the college level, the GCA Taking Action to Create an Anti-Racist, Diverse, and Equitable Community Plan guides this work at the College level. The GCA regularly engages faculty in work to improve equity and inclusion through trainings and workshops. At the beginning of every semester the dean organizes a meeting for all the faculty of the College with guest speakers or trainings. In the fall of 2021, for example, Dr. Teara Lander and Brittany Carradine from OU Office of Diversity, Equity, and Inclusion presented to faculty and staff. In 2022, Drs. Aujean Lee and Charlie Warnken presented "Advancing the Taking Action Plan" to faculty and staff.

University and College Activities and Resources include:
The University's Office of Diversity, Equity, and Inclusion regularly hosts workshop series including Unlearning Sexism, Unlearning Racism, Unlearning Classism, and Unlearning Ableism. Inclusive Pedagogy workshops organized by the OU Center for Faculty Excellence help faculty ensure they are delivering course material in ways that are accessible and foster a sense of belonging among students.

The Gibbs Design Activism Awards (GDAA) is a new grant initiative that supports student-led design and research projects that critically engage topics of community, social, and economic concern within the built environment—at Gibbs College, on the University of Oklahoma (OU) Campus, and across Oklahoma. The GDAA is consistent with OU's Lead On Plan to advance principles of equity, diversity, and belonging specifically articulated in Pillars 4 and 5. The GDAA was made possible with support from the OU Institute for Community and Society Transformation and the Institute for Quality Communities. Student projects may address economic, social, cultural, and public health challenges and problems which manifest in physical space and the built environment. Proposals that address underrepresented and underserved groups and communities in the design fields are especially welcome.

Selected Recent Activities in the College of Architecture
Recent lectures, activities, and events reflective of our commitment to fostering students' understanding of diverse social and cultural contexts include:

- Spring 2021 Latin American Architecture and Urban Development Goff Lecture Series organized by Professor René Peralta;
- February 2021 Jennifer Rittler presentation and interactive discussion organized by Professor Dave Boeck;
- April 2021 R. Steven Lewis presentation "Architecture in the Age of Justice, Equity, Diversity, and Inclusion" organized by Professor Dave Boeck;
- 2021 Naming of Teaching Fellowships for Violeta Autumn and Robert L Wesley;
- Fall 2021 Accessibility Review on Campus (Second-year B.Arch Students)
- October 2021 Goff Lecturer Kathryn Anthony: "Rethinking the Review" workshop
- Fall 2021 Supported the HUD Innovation in Affordable Housing student competition + site visit

- October 2021 Goff Lecturer Karen Kubey: “Housing & Health”
- April 2022 Goff Lecturer Jesús Vassallo: “Affordable Housing Design”
- Design VII worked with local non-profit ABLE to design inclusive housing serving a community of varying abilities
- Gibbs College hosted a symposium “Understanding Inequity, Advancing Equity”
- March 2022, Goff Lecture “Exaction: Territories of Austerity, Bias, Dross” – Presented by C. Greig Crysler, UC-Berkeley, and Shiloh Krupar, Georgetown University

The Division of Architecture’s Strategic Plan and Curriculum Goals outline strategies for action at the program level. Recognizing our responsibility to play a role in helping the profession become more diverse, inclusive, and equitable, our Strategic Plan objectives, strategies and tactics include:

- Broaden the reach of the educational opportunities offered by the Division of Architecture to ensure greater affordability and accessibility as the need for higher education expands.
- Foster a culture of belonging for all students, faculty, and staff so that the future of our professions better represents the range of communities they serve.
- Identify points in the curriculum where greater student support is needed and develop initiatives to help students at risk through targeted interventions and support.
- Develop and implement a comprehensive program to help first-generation students and students from groups underrepresented in architecture gain the mentoring and support needed to succeed.

Given that the Strategic Plan was approved by faculty in the spring of 2022, we will begin our work of implementing these goals in the fall of 2022. We have already, however, met with Dean Butzer to discuss potential funding for a program to help at-risk students. The Division’s Curricular Goals also reflect our commitment to deepening students’ understanding of diverse cultural and social contexts and design environments that support equity and inclusion. Please see Appendix E for the full list of goals, aims, and learning objectives.

Bachelor of Architecture

ARCH 1163 Methods I – Design Fundamentals. Inclusivity and empathy in architectural practice are addressed in the M1 curriculum in two primary ways. First, the curriculum requires that students read excerpts from the book *Blind Spots* (Banaji & Greenwald, 2016), which is followed by a discussion of where implicit biases come from, how they can affect design outcomes, and how biases might be accounted for. Students also take Harvard’s Project Implicit’s Implicit Association Tests as a means of revealing possible biases they may hold without knowing. These readings, activities, and discussions are important for teaching students to understand that the communities and clients they will serve as architects might have different backgrounds and experiences from their own, and that consciously acknowledging our own lack of awareness may influence to be better designers. Second, the course has a class dedicated to social equity in design, with a lecture that allows students to learn the meaning of the term “equity” and examples of design projects that have sought inclusive, equitable outcomes through engaging communities. In particular, the students learn about Samuel Mockbee’s Rural Studio and MASS Design Group’s community engagement projects.

Arch 2243 History of the Built Environment I (HOBE I) and ARCH 2343 History of the Built Environment II (HOBE II). These global history courses culminate with research papers that enable students to select projects with special emphasis on topics about diverse contexts, technologies, and geographies.

ARCH 4453 Modern and Contemporary Architecture (cross listed with 5453). The final project and paper for this course invites students to challenge the canon of architectural history and select an underrepresented story—project, person or perspective—in modern architecture to research and present. As we continue to incorporate a wider range of sites, cultures, and theoretical stances for examining the built environment, we invite our students to propose projects of interest to them, either related to their topical curiosity and/or connected to cultural heritage or interest. In this way, the history, theory, criticism course

content is developed through a reciprocal process of learning that expands the area's focus to nurture students from a wide range of different backgrounds.

ARCH 4543 Architectural Theory and Criticism (cross listed with 5543). Assignments and discussions in Architectural Theory and Criticism engage students to exchange ideas and analyze themes of equity, diversity, and inclusion in the built environment, from the scale of objects, interiors, buildings, and the urban scale. Readings on racism and the history of zoning, financing, and the architectural canon spark debates about how inequities are still present and ways that students can rethink this legacy to incorporate a broader range of values in their design process. Examples of this are how to expand the narrow conceptions of embodiment along axes of gender, race, and sexuality (to name a few), which are addressed in readings such as Dolores Hayden's "What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work," Joel Sander's "From Stud to Stalled! Architecture in Transition," and Rob Imrie's "Architects' Conceptions of the Human Body." These accessible readings respond to the needs of, and resonate with, our increasingly diverse and politically engaged student body. Here too, the history, theory, criticism course content is developed through a reciprocal process of learning that expands the area's focus to nurture students from a wide range of different backgrounds.

ARCH 4923 Methods IX and ARCH 4053 Methods X (cross listed with 5923 and 5053). The professional practice course sequence features a curated series of guest lectures from practice, academia, and other professions intended to deepen students' awareness of diverse social and cultural contexts in the professional world. Recent examples include Kendall Nicholson from ACSA and Barrett Williamson and Cheryl Lockstone's discussion of Native American practice. This course has also included a field trip to Washington, D.C., where students visit the National Museum of the American Indian.

Master of Architecture

ARCH 5543 Architectural Theory and Criticism (cross listed with 4543). Assignments and discussions in Architectural Theory and Criticism engage students to exchange ideas and analyze themes of equity, diversity, and inclusion in the built environment, from the scale of objects, interiors, buildings, and the urban scale. Readings on racism and the history of zoning, financing, and the architectural canon spark debates about how inequities are still present and ways that students can rethink this legacy to incorporate a broader range of values in their design process. Examples of this are how to expand the narrow conceptions of embodiment along axes of gender, race, and sexuality (to name a few), which are addressed in readings such as Dolores Hayden's "What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work," Joel Sander's "From Stud to Stalled! Architecture in Transition," and Rob Imrie's "Architects' Conceptions of the Human Body." These accessible readings respond to the needs of, and resonate with, our increasingly diverse and politically engaged student body. Here too, the history, theory, criticism course content is developed through a reciprocal process of learning that expands the area's focus to nurture students from a wide range of different backgrounds.

ARCH 5923 Methods IX and ARCH 5053 Methods X (cross listed with 4923 and 4053). The professional practice course sequence features a curated series of guest lectures from practice, academia, and other professions intended to deepen students' awareness of diverse social and cultural contexts in the professional world. Recent examples include Kendall Nicholson from ACSA and Barrett Williamson and Cheryl Lockstone's discussion of Native American practice. This course has also included a field trip to Washington, D.C., where students visit the National Museum of the American Indian.

ARCH 6956 Design IX and ARCH 6056 Design X. Our final year graduate level studios center attention on a neighborhood or district in Oklahoma. Students are required to undertake research on demographics, economics, history, and more, before starting their design process. This process ensures that cultural and social awareness is developed as a basis for informing thoughtful, appropriate, and critical design responses.

Master of Architecture Supplemental Courses and Experiences

ARCH 5453 Modern and Contemporary Architecture (cross listed with 4453). The final project and paper for this course invites students to challenge the canon of architectural history and select an underrepresented story—project, person, or perspective—in modern architecture to research and present. As we continue to incorporate a wider range of sites, cultures, and theoretical stances for examining the built environment, we invite our students to propose projects of interest to them, either related to their topical curiosity and/or connected to cultural heritage or interest. In this way, the history, theory, criticism course content is developed through a reciprocal process of learning that expands the area's focus to nurture students from a wide range of different backgrounds.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

Developing students' understanding of the architect's role in designing for health, safety, and welfare at multiple scales is central to our pedagogical approach here at OU. While much of the evidence of this commitment is found in our environmental systems and design studio courses, the awareness of the architect's responsibility begins in the very first semester's Methods I course for first-year undergraduate students and in Graduate Methods III and Methods VII for graduate students. Before engaging students in the technical manifestations of our responsibility for health, safety, and welfare, we aim to first engender an understanding that architecture is not an autonomous art, it is rather a discipline with a tremendous responsibility to society, a responsibility to provide for and protect occupants and communities. As the second of our new curricular goals articulates, we aim "To graduate students with an awareness of how the decisions they make as designers impact society and the environment today and decades from now, as well as communities near and far." This goal is further defined by three aims, which are broken down into 17 learning objectives, some of which are drawn from NAAB criteria for clarity purposes. Most relevant to the NAAB definition of health, safety, and welfare in the built environment are these two learning objectives:

- Health, Safety, and Welfare in the Built Environment. Students will understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (NAAB SC.1)
- Universal Design. Students will be able to explain the intentions of Universal Design and apply key accessibility design guidelines to the design of paths of travel, parking, and restroom design. Students will be able to recognize and explain how finish and fixture choices may impact accessibility.

Lectures, assignments, readings, and projects are scaffolded throughout our undergraduate and graduate curriculum to develop students' awareness, understanding, and ability to recognize the need for and apply these principles. In what follows, we outline how specific courses and assignments ensure students understand the impact and symbiotic relationships of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. Given that the last accreditation review identified "Accessibility" as a criterion not met, we have highlighted here specific course content that addresses accessibility and Universal Design with the demarcation: (A).

Bachelor of Architecture

ARCH 2356 Design III – Crafting Place. This first-semester, second-year studio centers on the issue of programming from an introductory and conceptual standpoint. This provides the first design studio introduction to basic concepts of universal design. Relevant content includes:

- Lecture on Barrier Free Design introduces Universal Design, Barrier Free Design, and ADA.
- Readings including: A Simple Accessibility Guide and What is Universal Design and who benefits? (A).

- Universal Design Scavenger Hunt exercise challenges students in groups to explore the OU campus using a wheelchair, a walker, and vision impairment glasses. They study areas of concern including accessible routes, restroom layouts, fixtures and accessories, floor surfaces, elevation changes, protruding objects, signage, elevators, and seating (A).
- The In-Class Charette: Universal Design Ramps assignment asks students to design improved access to one site on campus through the addition of one or more carefully designed accessible ramps. The teams create a model, a series of drawings, and a short narrative description of their proposal (A).
- The main semester project has been redefined since our last accreditation to be an Equine Assisted Therapy Center located in Norman. This reflects the semester-long focus on programming by challenging students to design spaces for occupants with unique needs, in this case, children with disabilities and horses. It also introduces students to the basics of site design for cars, horses, and humans. (A)

ARCH 2463 Methods IV—Sustainable Systems I. This second-year course introduces students to the ways in which climate, ecology, human comfort, site contexts, and buildings intersect. Relevant content includes:

- Lectures and readings on Building Codes and Design Guidelines introduce students to health, safety, and welfare, the IBC and ADA, egress, and fire and smoke protection. The midterm and final exams assess student learning of these materials. (A)
- Readings from the textbook by Norbert Lechner, *Heating, Cooling, Lighting: Sustainable Design Methods for Architects* examine the responsibilities of the architect to health, safety, and welfare, in light of vernacular building traditions, sustainable design strategies, energy, the relationship between building design and human comfort, and much more.
- Homework in this course asks students to review their project from the previous semester, the Equine Assisted Therapy Center, and identify 10 key items related to site design and accessibility issues and needs. The list must be accompanied by drawings or a series of annotations on the drawings, students mark up their designs from the previous semester relative to egress, site design, and ADA compliance (A).
- Two case study assignments challenge students to work in teams to assess existing buildings through the use of drawings, Climate Consultant data, photos and written narratives.
- Case study 3 assignment challenges students to review their studio projects for accessibility and life safety issues. Students define the required minimum dimensions for ramps, stairs, egress, paths, and restrooms and submit drawings demonstrating how their projects meet these requirements (A).
- Class readings include: The Department of Justice, 2010 ADA Standards for Accessible Design and The Institute for Human Centered Design, Integrating Energy Modeling in the Design Process, ADA Checklist for Existing Facilities, 2016 (A) and reference readings include the IBC and the Norman Zoning Ordinance.
- Case Study projects challenge students to evaluate precedents with regard to “accessibility and life safety—including basic pertinent building and zoning codes.” (A)
- Lectures and readings such as “The Nine Foundations of a Healthy Building” introduce students to the relationship between human health and the built environment including: ventilation, air quality, lighting, safety, and more.
- The concept of biophilic design is introduced in Methods IV through the Terrapin Report, *14 Patterns of Biophilic Design: Improving Health and Well-Being in the Built Environment,* and reinforced in Methods V, Methods VII and Design VII.

ARCH 4563 Methods V – Sustainable Systems II. Building on Methods IV, this third-year course covers building codes, accessibility, life-safety, building systems including plumbing, lighting, and other auxiliary systems. Relevant content includes:

- Lectures and readings review building codes, ADA, and life-safety issues such as fire rating and egress. The midterm and final review assess student learning (A).
- Case studies 1-4 challenge students to evaluate precedents relative to a series of issues including “accessibility and life safety—including basic pertinent building codes and zoning.” (A)

- Homework 8, quizzes, and exams assess student understanding of a range of health, safety, and welfare issues including: fire ratings, flame spread ratings, life-safety plans, egress, sprinklers, minimum door clearances, accessible handrail and guardrail dimensions, occupancy limits, construction types, and more (A).
- Case study 3 challenges students to document the ways in which three different buildings meet accessibility and life-safety requirements and document through photographs and diagrams how at least one building on campus or in Norman meets or fails to meet accessibility and safety requirements (A).
- Midterm and final exams assess students' understanding of ADA and life safety requirements including ramp slopes, egress stairs, restroom design, guardrail heights, and more (A).

ARCH 3556 Design V - Architectural Making I. This third-year site design studio challenges students to apply their understanding of health, life-safety, and welfare considerations through their semester-long design project. Students design a small building on a complex natural site. Relevant content includes:

- Assignment 6: Building Code Analysis challenges students to apply their understanding of health, life-safety, and welfare with regard to occupancy classifications and loads, possible construction types, fire egress, fixture counts, and egress numbers and widths (A).
- As illustrated in section SC. 5, the final project grading rubric explicitly define the expectations for how projects meet health, life-safety, and welfare requirements in section: Functional Requirements; Site Design and Site Plan; and Universal Design. Final project deliverables require students to integrate accessible paths of travel, egress plans, and accessible restrooms (A).
- In-class assignments further develop students' awareness and facilitate the application of health, life safety and welfare learning objectives. (see Assignments A-F). (A)

ARCH 4723 Methods VII – Advanced Systems (cross listed with 5723). This course supports the comprehensive design studio, Design VII, and reinforces students' understanding of the intersections between design and the regulatory contexts, health, safety, and welfare, and building technology perspective. Students demonstrate ability with regards to health, safety, and welfare in the accompanying design studio, ARCH 4756. Relevant content includes:

- A series of case study assignments challenge students to analyze buildings and projects relative to health, safety, and welfare.
- Homework assignments require students to consider inclusion and access for the AIA COTE measures Design for Equitable Communities and Change.
- Homework assignment "Design for Resources" asks students to consider material selection relative to life-cycle, embodied energy, carbon and waste.
- A homework assignment centered on designing for water challenges students to consider the conservation and management of water and the design impacts.
- The midterm and final exam assess students understanding of building codes, environmental systems, toxic materials, fire protection such as sprinkler systems, the UN Sustainable Goals, climate change, and more.
- Class readings include: The Department of Justice, *2010 ADA Standards for Accessible Design* (A).
- Midterm and final exams assess students' understanding of health, safety, and welfare at multiple scales from materials and fire protection to accessibility and life-safety requirements.

ARCH 4756 Design VII – Systems and Context (cross listed with 5536). This studio centers on the AIA COTE competition measures, challenges students to develop a mixed-use building with accessible and sustainable housing design proposals for downtown Norman. At least one of each housing unit type must be accessible and adhere to Universal Design principles wherever possible. All units must be visitable. Relevant content includes:

- A site research and analysis assignment challenges students to document and analyze the site in terms of building and zoning codes, accessibility, and history as well as climate, ecology, topography

and more. Thus health, safety and welfare considerations are foregrounded before students begin designing.
- The Site Mapping and Concept Design Assignments asks students to put their understanding of health, life safety, and welfare concepts into practice in their own projects. They must develop a schematic design and analyze it relative to solar orientation, shading, ventilation, rainwater capture, as well as circulation relative to accessibility.
- The Technical Review requires students to demonstrate how their designs are addressing health, safety and welfare through egress plans, accessible paths of travel, parking and more.
- Midterm and final project deliverables include demonstrating accessible parking and paths of travel to and through the building, and accessible restroom plans. The grading rubric makes explicit minimum requirements to pass related to code-compliant accessibility (A).
- The final project grading rubric explicitly outlines the ways in which students are expected to translate their understanding of health, life safety, and welfare into their design projects. In addition to the project rubric, students are evaluated against a NAAB specific rubric which evaluates whether students are meeting specific NAAB criteria associated with this comprehensive design studio. Student work found to be lacking in meeting any of the NAAB criteria is required to be revised, resubmitted, and re-assessed as meeting these criteria to pass the course (A).

ARCH 4333 – Advanced Structures (cross listed with 5333). Building on Structures I and Structures II, this courses challenges students to apply their understanding of structural principles to the design of concrete. It covers structural concrete, loads, analyses of tension and compression members, design for beams and columns. Designed for architects, the course emphasizes principles of structural design as they relate to health, safety, and welfare.

Bachelor of Architecture Supplemental Experiences

In the spring semester of the third-year, students may choose to study abroad in Rome. While the urban design emphasis of Design VI and Methods VI in Rome and Norman are similar, we aim to give the Rome program some flexibility to take advantage of the opportunities of the Eternal City. For this reason, we list here coursework taken in Design VI and Methods VI in Norman as supplemental experience since the sites and projects are different in Rome and Norman.

ARCH 3656 Design VI – Architectural Making II. The semester-long project in Design VI focuses on developing inclusive housing on an urban infill lot in Oklahoma City. As the project brief notes, “The adjective *inclusive* applied to housing aims to identify a residential development that welcomes everyone. For this project, students will design indoor and outdoor environments to be useable by all people to the greatest extent possible, without the need of adaptation or specialized design.” Spaces must be designed to meet Universal Design guidelines whenever possible. Relevant content includes:
- A Context and Site Analysis assignment asks students to research and document site context and history including climate and relevant governing regulations and laws.
- Lecture “Inclusion: Disabled Access and Universal Design” by Dr. Liebermann reviews the history and key concepts related to accessible design at the site and building design level. In addition, code-required elements such as accessible curbs, ramps, door swings, parking, turning radius, and restroom design are all reviewed (A).
- Building Code Assignment challenges students to do a basic code review for their project including occupancy classification, construction types, heights, fire-rating, occupant load, egress widths and exiting, accessibility and relative to the principles of Universal Design (A).
- Structure & Enclosure & Circulation assignment challenges students to develop accessible paths of travel outside and inside the building (A).
- Final project rubric evaluates designs on the basis of health, safety, and welfare as well as accessibility (A).

ARCH 4663 – Methods VI – Urban Design Methodologies. This course introduces students to the principles and practices of urban design. Relevant content includes:

- Lectures emphasize accessibility in urban design of streets, crossings, and public spaces (A).
- Diagramming Social Behavior and Urban Condition Analysis assignments ask students to observe how people use public spaces and how street design facilitates or impedes use by various groups.
- Reading examples include “The Right to Public Space” by Gregory Smithson (A).

Master of Architecture

ARCH 5723 – Methods VII – Advanced Systems (cross listed with 4723). This course supports the comprehensive design studio, Graduate Design III, and reinforces students’ understanding of the intersections between design and the regulatory contexts, health, safety, and welfare, and building technology perspective. Students demonstrate ability with regards to health, safety, and welfare in the accompanying design studio, ARCH 5536. Relevant content includes:

- A series of case study assignments challenge students to analyze buildings and projects relative to health, safety, and welfare.
- The final deliverables assess students understanding of building codes, ADA compliance, site design, and sustainability measures.
- Class readings include: “Affordable Housing and Accessible Units,” and “A Green New Deal for Housing,” (A).
- Assignments such as the Affordable Housing Case Study assess students’ understanding of accessible dwelling units and affordability. (A).
- The “Follow Up- Accessible Housing Units” assignment requires students to undertake peer reviews of one another’s projects relative to accessibility and then complete changes as needed. (A)

ARCH 5536 Graduate Design III (cross listed with 4756). This studio centered on the AIA COTE competition, challenges students to develop accessible and sustainable housing design proposals for downtown Norman. At least one of each unit type must be accessible and adhere to Universal Design principles wherever possible. All units must be visitable. Relevant content includes:

- A universal design assignment challenges students to document and analyze a site on campus for ADA compliance and universal design principles. (A)
- A Housing Precedent Analysis assignment challenges students to analyze a precedent for accessibility, circulation and more.
- A Structural system design assignment requires students to review building codes for occupancy classification, heights, and construction types allowable.
- Midterm and final project deliverables require students to demonstrate efforts to provide for health, safety, and welfare of occupants through code compliance as well as efforts to provide for security, privacy and comfort.
- The final project grading rubric (Appendix B) explicitly outlines the ways in which students are expected to translate their understanding of health, life safety, and welfare into their design projects. In addition to the project rubric, students are evaluated against a NAAB specific rubric which evaluates whether students are meeting specific NAAB criteria associated with this comprehensive design studio. Student work found to be lacking in meeting any of the NAAB criteria is required to be revised, resubmitted, and re-assessed as meeting these criteria to pass the course (A).

ARCH 5546 – Graduate Design IV. This comprehensive design studio for graduate students repeats many of the same learning objectives from Graduate Design III on a more complex natural site with a different program. It centers on the AIA COTE Student competition. Relevant content includes:

- Assignment 1 challenges students to undertake a precedent study and consider the ways in which a LEED, WELL, LBC or COTE award-winning project integrates site conditions, access, structure, mechanical, and materials while meeting codes and zoning regulations and sustainable design goals (A).
- Assignment 2 challenges students to research codes, zoning, climate, and ecosystems and more on their own site in order to best understand the context for health, life safety, and welfare.
- Assignment 3, the program, specifically requires students to develop a project in consideration of parking and site access requirements, IBC and ADA requirements, and COTE criteria. Among key COTE criteria

are those related to health, safety, and welfare at a range of scales: Design for Equitable Communities, Design for Ecosystems, Design for Water, Design for Energy, and Design for Well-being (A).
- Midterm and final review requirements include site integration, accessible paths of travel, accessible parking, egress, exiting, and restroom design. These are reflected in the deliverables and grading rubric (A).
- The April Design Development Review assesses designs on the basis of accessibility including ramps, guardrails and handrails, and accessible restroom plans showing turning radius, vertical and horizontal circulation, and egress with travel directions and distances (A).

ARCH 6956 Design IX – Comprehensive Architecture I and ARCH 6056 Design X - Comprehensive Architecture II. In this two-semester sequence of graduate level studios, students are challenged to undertake research of an area of a city and develop a master plan in teams. As the final graduate-level studios, students are expected to apply the understanding of health, safety, welfare, and accessibility to the design of their building from the urban to the architectural scale. Relevant content includes:

- First-semester midterm deliverables require students to present their research, a precedent analysis, and initial proposal ideas through a series of diagrams and models.
- Student research includes history, geography, environment, social, demographic, economic, and technological conditions, and contexts. For example, the Urban Analysis and Problem Conceptualization assignment requires students to assess the area relative to walkability and the pedestrian scale. This research informs the development of the master plan. Each student then selects a site from the master plan and develops a program for it.
- The final review deliverables for the first semester require students to share a pre-recorded video of their research, precedent analysis and master planning. Students share their individual site plan including highlighting circulation and accessibility on site.
- By the final review of the second semester, students have developed schematic designs for their buildings that meet basic building code and ADA requirements (A).

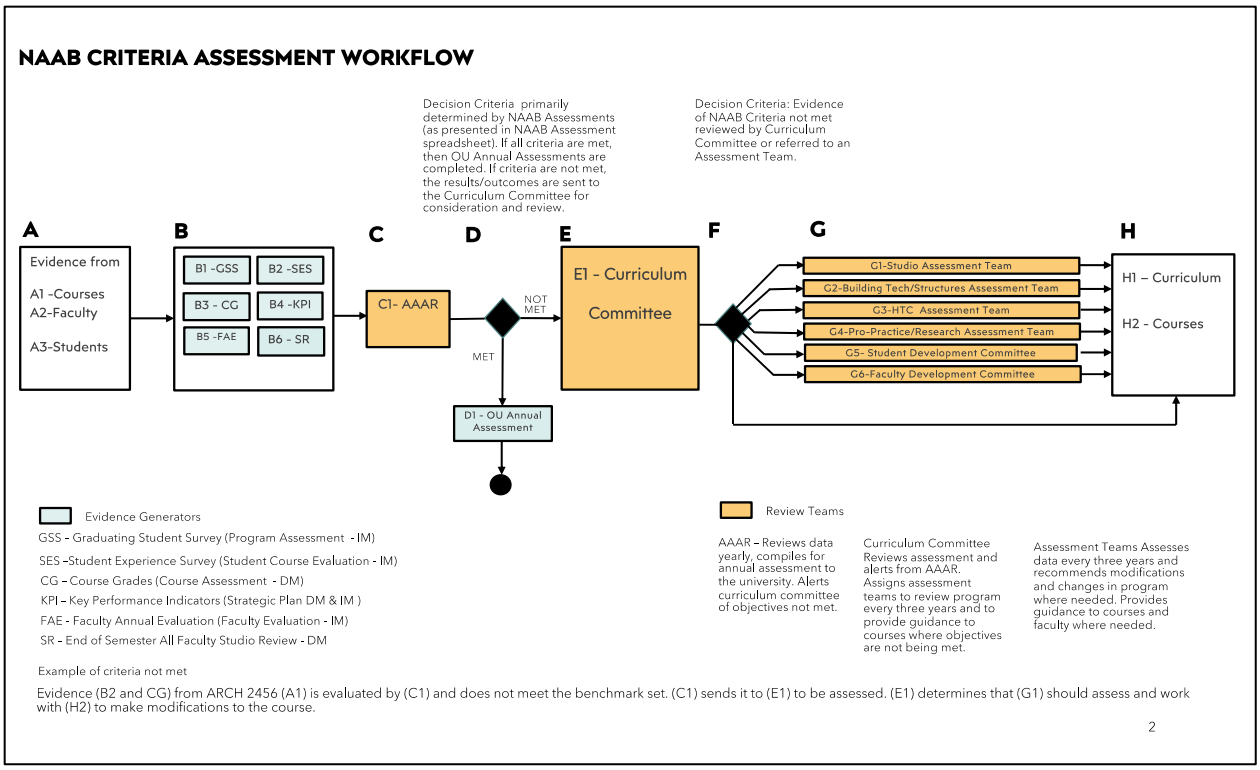
ARCH 5333 – Advanced Structures (cross listed with 4333). Building on Structures I and Structures II, this courses challenges students to apply their understanding of structural principles to the design of concrete. It covers structural concrete, loads, analyses of tension and compression members, design for beams and columns. Designed for architects, the course emphasizes principles of structural design as they relate to health, safety, and welfare.

Master of Architecture Supplemental Courses and Experiences

ARCH 5463 – Advanced Sustainable and Resilient Systems. This course in the 7-semester master's track introduces students to both passive and active environmental systems, sustainable design principles, human comfort, and building codes and regulations. Relevant content includes:

- Universal Design / ADA Accessible Path assignment challenges students to analyze pathways and entrances to Gould Hall for accessibility (A).
- A two-week long curriculum unit on ADA, Egress, Occupancy, Fire Separation, and Acoustics includes a lecture and reading on ADA assessed through a take-home quiz (A).

Assessment



Division of Architecture faculty have multiple means through which they regularly assess student learning relative to health, safety, and welfare in the built environment. These are:

1. At the end of each academic year the Director, Associate Director and Student Advisor (the Annual Architecture Administration Review team or AAAR) review course grades and other key evidence such as student surveys to assess whether NAAB criteria are being met according to pre-established measures. As illustrated in the NAAB Criteria Assessment Workflow diagram in section 5 of this report, if NAAB criteria are not being met, the AAAR usually refers the issue to the Curriculum Committee. Depending on the issue, the Curriculum Committee may refer the matter to one of our assessment teams, the Student Development Committee or the Faculty Development Committee. The NAAB criteria measures, assessment types, benchmarks, results and changes are laid out in detail in the NAAB Assessment spreadsheet and in the individual PC and SC evidence folders.
2. Curriculum Committee. Our faculty led curriculum committee, currently chaired by Dr. Andrés Cavieres, has been in existence for over ten years. The committee meets every other week during the semester. They regularly review student work and recommend updates to the curriculum as needed. At the end of each semester, they engage all faculty in collecting and reviewing student work.
3. Assessment Teams. Inspired by the NAAB 2020 Conditions and its emphasis on defining our own goals and assessing how we meet them, we created four different curriculum area assessment teams to review how areas of our curriculum are meeting learning objectives every three to four years and recommend changes. The areas are Design Studios; History and Theory; Professional Practice and Research Methods; and Building Technology, Structures, and Sustainability.
4. University Assessments. As required by the University, we complete program assessments each year that evaluate our highest-level priorities overall including four student learning outcomes and two program effectiveness outcomes. We report results each year as well as reflect on how we will use these results to inform our work moving forward.

In addition to these three means of assessment, our faculty have collaborated with Dr. Sharon Kuska from the University of Nebraska to assess our structures curriculum. Given that we have only one structural engineer assigned to teach our three structures courses, we sought expertise from an experienced faculty member at a peer institution. In 2021, Dr. Kuska reviewed course materials for our structures courses and

provided extensive feedback to Dr. Shadravan. She also shared her feedback via zoom with our faculty. Dr. Shadravan has already incorporated this feedback into her structures courses. For more on our assessment practices please see Section 5.3 Curricular Development.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:
The Division of Architecture is committed to educating students who have the awareness and expertise to be change agents in the built environment as well as creative designers. Under the heading of Approach to Practice, the fourth of our curriculum goals is: "To graduate students who understand how to develop an approach to practice reflective of their values and seek to expand the role of the architect in shaping the built environment to better serve communities in need." This goal is further defined by the following learning objectives.

- Professional Practice. Students will be able to explain professional ethics, the regulatory requirements, and the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.
- Self-Positioning. Students will develop their own approach to design that reflects social and environmental awareness as well as their own values and aspirations.
- Social Equity. Students will be able to describe how policy and the built environment can affect individuals and groups of people over time.
- Professionalism and business communication. Students will be able to recognize expectations for professional conduct and apply that understanding to business communications.

Bachelor of Architecture

Cooperative Education Experience. In the spring of the fourth year, students in the Bachelor of Architecture degree path have the opportunity to complete a cooperative education semester. A series of workshops the previous semester help ensure they are prepared for interviewing, completing AXP hours, and working in an office. This requirement provides students with firsthand experience of the professional realm.

ARCH 4923 Methods IX – Entrepreneurial Architect & Leadership (cross listed with 5923). This course introduces all students to professional practice in the United States including professional ethics and regulatory requirements. Relevant content includes:

- A Licensure Assignment challenges students to research and document the requirements for architectural licensure in different states. This ensures students understand how and why state requirements may vary.
- Required texts include: Carraher, Smith and Delisle, *Leading Collaborative Architectural Practice;* Pressman, FAIA, *Professional Practice 101;* and *The AIA Student Edition of the Professional Practice Handbook.*
- Lecture topics include: Professional Oaths, Licensure & Regulations, Persuasion & Marketing, Negotiating, Defining Project Services, Construction Law, AIA Contracts, Public vs. Private Owners, Basic Services of an Architect, Bidding + Close-Out, Additional Services and Compensation, How to Get Work, Changes in Work and Stopping Work, Owner Wants to Make Changes to Your Contract, Project Management Fee Structure, Project Controls, Change Orders and Scope Creep, Certificate of Payment, Project Management Wisdom, Building Code Regulations, Cost Estimating, Scheduling, Leadership, and more. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.
- A final exam assesses students' understanding of lectures and readings.

ARCH 4053 Methods X – Tools of Practice (cross listed with 5053). Building on Methods IX, this course zooms in on the fundamental business processes relevant to architectural practice in the United States

including how to start a business, accounting, compensation, risk management, and more. Relevant content includes:

- Required texts include Josh Kaufman, *The Personal MBA: Master the Art of Business,* and *The AIA Student Edition of the Professional Practice Handbook.*
- Guest speakers in this class provide professional insights into realms of practice well beyond traditional firms. Spring 2022 guest speakers included: Executive Director of the Oklahoma Board of Licensed Architects and Landscape Architects Leslie Hanska; architects Cheryl Lockstone and Barrett Williamson; architect Larry MacIntosh, FAIA; Regina and Matt Duller from the U.S. State Department; Nima Ferdosi, an alumnus now working in Chicago; Diplomat in Residence Amanda Johnson, U.S. State Department; John Ward, TAP Architects; landscape architect Brent Wall, Laud Studio; Tony Wu, Pelli, Clarke, Pelli Architects; and Money Coach Cami Sheaffer, CFHC, M.Ed.
- Lecture topics include Business Principles, the Business of Architecture, Building Value through Pay & Compensation, Strategic Planning & Management, Lifecycle Facility Management, Accounting, Professional Liability and Risk Management, Human Resources, Staff Development & Retention, Starting a Business, Trends or Incentives in the Construction Industry, Grant Writing, and Public Life. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.
- Lectures alternate with student presentations on topics such as: Creating Value in the Business of Architecture, Financials Systems, Risk Management, Human Resources, Productivity and Effectiveness; Logic and Communication; Best Practices; Professional Ethics and Leadership; Business Mindset; Reflections on Redesigning Practice. Students work collaboratively in groups to research these topics and make presentations to the class. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.
- An annual field trip to the Oklahoma State Capitol each spring is coordinated to align with the Oklahoma AIA "Oklahoma Roam the Dome" event. Students and architects from across the state converge on the state capitol and meet with legislators to advocate for the profession. This provides students and architects with a chance to meet and interact with their elected officials and advocate for any bills or issues that affect the profession or the built environment.

ARCH 4543 Architectural Theory and Criticism (cross listed with 5543). Students are assigned a module on professional ethics for which they write a reading response, collectively work through in class, and/or lead a discussion session. Readings include: Jeremy Till, "Imperfect Ethics," Mabel O. Wilson, Jordan Carver and Kadambari Baxi, "Who Builds Your Architecture? – An Advocacy Project;" and Nishat Awan, Tatjana Schneider and Jeremy Till, excerpts from *Spatial Agency: Other Ways of Doing Architecture.*

Master of Architecture

ARCH 5923 Methods IX – Entrepreneurial Architect & Leadership (cross listed with 4923). This course introduces all students to professional practice in the United States including professional ethics and regulatory requirements. Relevant content includes:

- A Licensure Assignment challenges students to research and document the requirements for architectural licensure in different states. This ensures students understand how and why state requirements may vary.
- Required texts include: Carraher, Smith and Delisle, *Leading Collaborative Architectural Practice;* Pressman, FAIA, *Professional Practice 101;* and *The AIA Student Edition of the Professional Practice Handbook.*
- Lecture topics include: Professional Oaths, Licensure & Regulations, Persuasion & Marketing, Negotiating, Defining Project Services, Construction Law, AIA Contracts, Public vs. Private Owners, Basic Services of an Architect, Bidding + Close-Out, Additional Services and Compensation, How to Get Work, Changes in Work and Stopping Work, Owner Wants to Make Changes to Your Contract, Project Management Fee Structure, Project Controls, Change Orders and Scope Creep, Certificate of Payment, Project Management Wisdom, Building Code Regulations, Cost Estimating, Scheduling, Leadership, and more. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.
- A final exam assesses students' understanding of lectures and readings.

ARCH 5053 Methods X – Tools of Practice (cross listed with 4053). Building on Methods IX, this course zooms in on the fundamental business processes relevant to architectural practice in the United States including how to start a business, accounting, compensation, risk management, and more. Relevant content includes:

- Required texts include Josh Kaufman, *The Personal MBA: Master the Art of Business,* and *The AIA Student Edition of the Professional Practice Handbook.*
- Guest speakers in this class provide professional insights into realms of practice well beyond traditional firms. Spring 2022 guest speakers included: Executive Director of the Oklahoma Board of Licensed Architects and Landscape Architects Leslie Hanska; architects Cheryl Lockstone and Barrett Williamson; architect Larry MacIntosh, FAIA; Regina and Matt Duller from the U.S. State Department; Nima Ferdosi, an alumnus now working in Chicago; Diplomat in Residence Amanda Johnson, U.S. State Department; John Ward, TAP Architects; landscape architect Brent Wall, Laud Studio; Tony Wu, Pelli, Clarke, Pelli Architects; and Money Coach Cami Sheaffer, CFHC, M.Ed.
- Lecture topics include Business Principles, the Business of Architecture, Building Value through Pay & Compensation, Strategic Planning & Management, Lifecycle Facility Management, Accounting, Professional Liability and Risk Management, Human Resources, Staff Development & Retention, Starting a Business, Trends or Incentives in the Construction Industry, Grant Writing, and Public Life. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.
- Lectures alternate with student presentations on topics such as: Creating Value in the Business of Architecture, Financials Systems, Risk Management, Human Resources, Productivity and Effectiveness; Logic and Communication; Best Practices; Professional Ethics and Leadership; Business Mindset; Reflections on Redesigning Practice. Students work collaboratively in groups to research these topics and make presentations to the class. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.
- An annual field trip to the Oklahoma State Capitol each spring is coordinated to align with the Oklahoma AIA "Oklahoma Roam the Dome" event. Students and architects from across the state converge on the state capitol and meet with legislators to advocate for the profession. This provides students and architects with a chance to meet and interact with their elected officials and advocate for any bills or issues that affect the profession or the built environment.

ARCH 5543 Architectural Theory and Criticism (cross listed with 4543). Students are assigned a module on professional ethics for which they write a reading response, collectively work through in class, and/or lead a discussion session. Readings include: Jeremy Till, "Imperfect Ethics," Mabel O. Wilson, Jordan Carver and Kadambari Baxi, "Who Builds Your Architecture? – An Advocacy Project;" and Nishat Awan, Tatjana Schneider and Jeremy Till, excerpts from *Spatial Agency: Other Ways of Doing Architecture.*

Supplemental Experiences

Professional Mentoring Program. As noted above, during the third year of the B.Arch and first year of the M.Arch, students are paired up with professional mentors to help bolster knowledge of the profession. This pairing is organized by our Professional Advisory Board, a group of dedicated architects from the region. See more in PC.1. Career Paths.

Fall Internship Workshop Series. Every fall AXP Coordinator Lisa Chronister, FAIA, organizes a series of workshops to help prepare students for internships. Included in these workshops is an overview of AXP program with NCARB licensing advisor and Affiliate faculty Morgan Jones, AIA.

Assessment

Division of Architecture faculty have multiple means through which they regularly assess student learning relative to professional practice. These are: Annual Architecture Administrative Review, our Curriculum Committee, our Assessment Teams, one of which is specifically focused on professional practice and

research methods, and our University Assessments. For more on our assessment practices see SC.1 and Section 5.3 Curricular Development.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:
As noted, above, we seek to educate students to be empowered not only as creative designers but also as nimble agents of change in the realm of the built environment. Understanding the regulatory context, the laws, codes, and guidelines, in which we operate is central to this aim. Under the heading of Approach to Practice, our fourth curriculum goal is: "To graduate students who understand how to develop an approach to practice reflective of their values and seek to expand the role of the architect in shaping the built environment to better serve communities in need." Learning objective 13.5 states that "Students will be able to explain professional ethics, the regulatory requirements, and the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects." More specifically, we embrace and echo NAAB SC.3 in the following learning objectives:

- Regulatory Context. Students will be able to propose design solutions respectful of relevant codes, regulations, principles of life-safety, and accessibility standards. Students will understand the process through which architects work to comply with such laws and regulations. (NAAB SC.3)
- Universal Design. Students will be able to explain the intentions and ethos of Universal Design and, in addition, apply required accessibility design guidelines to the design of paths of travel, parking, and restroom design. Students will be able to recognize and explain how finish and fixture choices may impact accessibility.

Developing students' awareness of the regulatory contexts in which they operate is achieved through required coursework as well as our professional mentoring program, the cooperative education program, the Goff lecture series, and other special events. In what follows, we outline how specific courses and assignments ensure students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Bachelor of Architecture

ARCH 2363 Materials and Form (Methods III) introduces students to building codes and construction types. The course was developed by Professor Butko but is now typically taught by Construction Science Professor Bryan Bloom for both architecture, architectural engineering, and construction science students. Relevant content includes:

- Course textbooks are Allen and Iano, editors, *The Fundamentals of Building Construction,* and Francis Ching, *Building Construction Illustrated,* 5th ed.
- An assignment on Building Codes assesses students' understanding of when building codes might apply and what they might govern including fire, egress, and height limitations. How building codes relate to material choices, and floor and wall assemblies is introduced.
- Four exams and a series of quizzes over the course of the semester assess students' understanding of how building codes intersect with building materials and construction methods.

ARCH 2356 Design III – Crafting Place provides the first introduction to basic concepts of Universal Design and ADA. See SC.1 for a list of lectures, readings, activities, and assignments (A).

ARCH 2463 Methods IV—Sustainable Systems I introduces students to regulatory contexts including life safety, zoning, and land use. Building on Design III, this course develops students' understanding of accessibility guidelines, ADA, and Universal Design. Relevant content includes:

- Lectures and readings on building codes and guidelines introduce students to the IBC and ADA, fire egress, and protection. The midterm and final assess student learning of these materials (A).

- Class readings include: The Department of Justice, *2010 ADA Standards for Accessible Design* and The Institute for Human Centered Design*, ADA Checklist for Existing Facilities, 2*016 (A) and reference readings include the IBC and the Norman Zoning Ordinance (A).
- Homework 1 in this course asks students to review their project from the previous semester, the Equine Assisted Therapy Center, and list 10 key items related to site design and accessibility issues and needs. The list must be accompanied by drawings or a series of annotations on the drawings (A).
- Homework 3 requires students to specifically mark up their designs from the previous semester relative to egress, site design, and ADA-compliance (A).
- Case Study projects challenge students to evaluate precedents with regard to "accessibility and life safety—including basic pertinent building and zoning codes." (A)

ARCH 4563 Methods V – Sustainable Systems II. Building on Methods IV, this course further develops students' understanding of the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. Relevant content includes:

- Lectures and readings review building codes, ADA, and life-safety issues such as fire rating and egress. The midterm and final review assess student learning (A).
- Case studies 1-4 challenge students to evaluate precedents relative to a series of issues including "accessibility and life safety—including basic pertinent building and zoning codes." (A)
- Homework 8, quizzes, and exams assess student understanding of a range of health, safety, and welfare issues including: fire ratings, flame spread ratings, life-safety plans, egress, sprinklers, minimum door clearances, accessible handrail and guardrail dimensions, occupancy limits, construction types, and more (A).
- Case study 3 challenges students to document the ways in which three different buildings meet accessibility and life-safety requirements and document through photographs and diagrams how at least one building on campus or in Norman meets or fails to meet accessibility and safety requirements (A).
- The final exam assesses students' understanding of health, safety, and welfare at multiple scales from materials and fire protection to accessibility and life-safety requirements. (A)

ARCH 3556 Design V - Architectural Making I. Design V challenges students to apply their understanding of regulatory contexts through their semester-long design project. Students design a small building on a complex natural site. Relevant content includes:

- Assignment 1.5: Site Mapping, Research and Analysis asks students to research and understand the complex regulatory context of Lake Thunderbird. Three different Native American Tribes, two cities and the state share oversight of the Lake and surroundings.
- Assignment 6: Building Code Analysis challenges students to apply their understanding of the IBC and zoning regulations. They are challenged to do a basic code analysis, including identifying occupancy classifications and loads, possible construction types, fire egress, fixture counts and egress numbers, and egress and corridor widths (A).
- As illustrated in section SC. 5, the final project grading rubric explicitly defines the expectations for how projects meet regulatory requirements in: Functional Requirements; Site Design and Site Plan; and Universal Design (A).

ARCH 4723 Methods VII – Advanced Systems (cross listed with 5723). This course supports the comprehensive design studio, Design VII, and reinforces students' understanding of the intersections between design and the regulatory contexts. In addition to regulatory requirements, the course also covers acoustical criteria, passive design strategies, and energy guidelines and goals. Relevant content includes:

- Case study assignments challenges students to evaluate projects relative to regulatory contexts.
- The midterm and final exam assess students' understanding of regulatory contexts such as energy guidelines.
- Readings include: The 14 Patterns of Biophilic Design, which includes a focus on the integration of accessibility (A).

- Midterm and final exam assess students' understanding of regulatory contexts, ADA requirements, and life safety including ramp slopes, egress, restroom design, guardrail heights, and more (A).
- An emphasis on the AIA COTE measures in this course helps develop students' understanding of the ways in which design can and should aspire to do more than simply meet regulatory requirements. Homework assignments were based on COTE measures and addressed codes, accessibility, equity, resources and more.

ARCH 4756 Design VII – Systems and Context (cross listed with 5536). This studio centers on the AIA COTE Student competition. The studio challenges students to develop accessible and sustainable housing design proposals for downtown Norman. As noted in the project program, at least one of each unit type must be accessible. Students are encouraged to adhere to Universal Design principles wherever possible. All units must be visitable. Midterm and final project deliverables include demonstrating accessible parking and paths of travel to and through the building, and accessible restroom plans. The grading rubric makes explicit minimum requirements to pass related to accessibility. Relevant content includes:

- A site research and analysis assignment challenges students to document and analyze the regulatory context including understanding local zoning and building codes as well as accessibility considerations. (A)
- The final project grading rubric explicitly describes expectations for students' designs to meet all relevant regulatory requirements. In addition to the project rubric, students are evaluated against a NAAB specific rubric which evaluates whether students are meeting specific NAAB criteria associated with this comprehensive design studio. Student work found to be lacking in meeting any of the NAAB criteria is required to be revised, resubmitted, and re-assessed as meeting these criteria to pass the course (A).

ARCH 4923 Methods IX – Entrepreneurial Architect & Leadership (cross listed with 5923). This course introduces all students to professional practice in the United States including professional ethics, regulatory requirements, and the legal frameworks for practice. Relevant content includes:

- A Licensure Assignment challenges students to research and document the requirements for architectural licensure in different states. This ensures students understand how and why state requirements may vary.
- Required texts relevant to regulatory contexts include Pressman, FAIA, *Professional Practice 101;* and *The AIA Student Edition of the Professional Practice Handbook.*
- Lecture topics relevant to regulatory contexts include: Professional Oaths, Licensure and Regulations, Defining Project Services, Construction Law, AIA Contracts, Public vs. Private Owners, Basic Services of an Architect, Bidding and Close-Out, Additional Services and Compensation, How to Get Work, Changes in Work and Stopping Work, Owner Wants to Make Changes to your Contract, Project Management Fee Structure, Project Controls, Change Orders and Scope Creep, Certificate of Payment, Building Code Regulations, and more. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.
- A final exam assesses students' understanding of lectures and readings.

ARCH 4053 Methods X – Tools of Practice (cross listed with 5053). Building on Methods IX, this course keys in on the fundamental business processes relevant to architectural practice in the United States including how to start a business, accounting, compensation, risk management, and more. Relevant content includes:

- Required texts relevant to regulatory contexts include: *The AIA Student Edition of the Professional Practice Handbook.*
- Guest speakers in this class provide professional insights into realms of practice well beyond traditional firms.
- Lecture topics relevant to regulatory contexts include Professional Liability and Risk Management, Human Resources, and Trends or Incentives in the Construction Industry. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.

- Lectures alternate with student presentations on topics such as: Risk Management; Human Resources; Best Practices; and Professional Ethics and Leadership. Students work collaboratively in groups to research these topics and make presentations to the class. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.
- An annual field trip to the Oklahoma State capitol each spring is coordinated to align with the Oklahoma AIA "Oklahoma Roam the Dome" event. Students and architects from across the state converge on the state capitol and meet with legislators to advocate for the profession. This provides students and architects with a chance to meet and interact with their elected officials and advocate for any bills or issues that affect the profession or the built environment. Moreover, this experience provides students with a firsthand experience of the ways in which a governing body, the Oklahoma legislature, influences the daily practices and regulatory context of architects.

Bachelor of Architecture Supplemental Experiences and Courses

Two courses in the sixth semester of the undergraduate program—Methods VI and Design VI are offered in two different formats. One pairing is offered in Rome as part of our study abroad semester, and the other is offered in Norman. We encourage the Rome courses to be flexible to take advantage of opportunities and site study experiences in the Eternal City. The Norman campus courses are described below as supplemental experiences since not every student takes these exact versions of these courses.

ARCH 3656 Design VI – Architectural Making II (Norman campus). In this design studio, the semester-long project focuses on developing inclusive housing on an urban infill lot in Oklahoma City. As the project brief notes, "The adjective *inclusive* applied to housing aims to identify a residential development that welcomes everyone. For this project, students will design indoor and outdoor environments to be useable by all people to the greatest extent possible, without the need of adaptation or specialized design." Spaces must be designed to meet Universal Design guidelines whenever possible. Relevant content includes:

- A Context and Site Analysis assignment asks students to research and document site context and history including climate and relevant governing regulations and laws.
- Lecture "Inclusion: Disabled Access and Universal Design" by Dr. Liebermann reviews the history and key concepts related to accessible design at the site and building design level. Accessible curbs, ramps, door swings, parking, turning radius, and restroom design are also all reviewed (A).
- Building Code Assignment challenges students to do a basic code review for their project including occupancy classification, construction types, heights, fire-rating, occupant load, egress widths and exiting, and accessibility relative to the principles of Universal Design (A).

ARCH 4663 – Methods VI – Urban Design Methodologies. This course introduces students to the principles and practices of urban design. Relevant content includes:

- Lectures emphasize accessibility in urban design of streets, crossings, and public spaces (A).
- Diagramming Social Behavior and Urban Condition Analysis assignments ask students to observe how people use public spaces and how street design facilitates or impeded use by various groups.
- Reading examples include "The Right to Public Space" by Gregory Smithson (A).

Master of Architecture

ARCH 5723 Methods VII – Advanced Systems (cross listed with 4723). This course supports the comprehensive design studio, Design VII, and reinforces students' understanding of the intersections between design and the regulatory contexts. In addition to regulatory requirements, the course also covers acoustical criteria, passive design strategies, and energy guidelines and goals. Relevant content includes:

- Case study assignments challenges students to evaluate projects relative to regulatory contexts.
- A Building Code Analysis Assignment takes students through a code analysis for their studio project step by step including egress widths, occupancy loads, exiting and more.
- Midterm and final deliverables assess students' understanding of regulatory contexts, ADA requirements, and building performance analysis (A).

- An emphasis on the AIA COTE measures in this course helps develop students' understanding of the ways in which design and regulatory requirements intersect.
- The intersections between urban policy, zoning, gentrification and climate change are engaged through readings, such as "Contradictions of the Climate-Friendly City: New Perspectives on Eco-Gentrification and Housing Justice" and a reading reflection essay assignment.
- The "Follow Up- Accessible Housing Units" assignment requires students to undertake peer reviews of one another's projects relative to ADA compliance and then complete changes as needed. (A)

ARCH 5536 Graduate Design III (cross listed with 4756). This studio centers on the AIA COTE competition. The studio challenges students to develop accessible and sustainable housing design proposals for downtown Norman. As noted in the project program, at least one of each unit type must be accessible. Students are encouraged to adhere to Universal Design principles wherever possible. All units must be visitable. Midterm and final project deliverables include demonstrating accessible parking and paths of travel to and through the building, and accessible restroom plans. The grading rubric makes explicit minimum requirements to pass related to accessibility. Relevant content includes:

- A universal design assignment challenges students to document and analyze a site on campus for ADA compliance and universal design principles. (A)
- A Housing Precedent Analysis assignment challenges students to analyze a precedent for accessibility, circulation and more.
- A Structural system design assignment requires students to review building codes for occupancy classification, heights, and construction types allowable.
- Midterm and final project deliverables require students to demonstrate efforts to provide for health, safety, and welfare of occupants through code compliance as well as efforts to provide for security, privacy and comfort.
- The final project grading rubric (Appendix B) explicitly outlines the ways in which students are expected to translate their understanding of health, life safety, and welfare into their design projects. In addition to the project rubric, students are evaluated against a NAAB specific rubric which evaluates whether students are meeting specific NAAB criteria associated with this comprehensive design studio. Student work found to be lacking in meeting any of the NAAB criteria is required to be revised, resubmitted, and re-assessed as meeting these criteria to pass the course (A).

ARCH 5923 Methods IX – Entrepreneurial Architect & Leadership (cross listed with 4923). This course introduces all students to professional practice in the United States including professional ethics, regulatory requirements, and the legal frameworks for practice. Relevant content includes:

- A Licensure Assignment challenges students to research and document the requirements for architectural licensure in different states. This ensures students understand how and why state requirements may vary.
- Required texts relevant to regulatory contexts include Pressman, FAIA, *Professional Practice 101;* and *The AIA Student Edition of the Professional Practice Handbook.*
- Lecture topics relevant to regulatory contexts include: Professional Oaths, Licensure and Regulations, Defining Project Services, Construction Law, AIA Contracts, Public vs. Private Owners, Basic Services of an Architect, Bidding and Close-Out, Additional Services and Compensation, How to Get Work, Changes in Work and Stopping Work, Owner Wants to Make Changes to your Contract, Project Management Fee Structure, Project Controls, Change Orders and Scope Creep, Certificate of Payment, Building Code Regulations, and more. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.
- A final exam assesses students' understanding of lectures and readings.

ARCH 5053 Methods X – Tools of Practice (cross listed with 4053). Building on Methods IX, this course keys in on the fundamental business processes relevant to architectural practice in the United States including how to start a business, accounting, compensation, risk management, and more. Relevant content includes:

- Required texts relevant to regulatory contexts include: *The AIA Student Edition of the Professional Practice Handbook.*
- Guest speakers in this class provide professional insights into realms of practice well beyond traditional firms.
- Lecture topics relevant to regulatory contexts include Professional Liability and Risk Management, Human Resources, and Trends or Incentives in the Construction Industry. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.
- Lectures alternate with student presentations on topics such as: Risk Management; Human Resources; Best Practices; and Professional Ethics and Leadership. Students work collaboratively in groups to research these topics and make presentations to the class. Daily reflection essays ensure students process and consider each lecture topic relative to their own professional development.
- An annual field trip to the Oklahoma State capitol each spring is coordinated to align with the Oklahoma AIA "Roam the Dome" event. Students and architects from across the state converge on the state capitol and meet with legislators to advocate for the profession. This provides students and architects with a chance to meet and interact with their elected officials and advocate for any bills or issues that affect the profession or the built environment. Moreover, this experience provides students with a firsthand experience of the ways in which a governing body, the Oklahoma legislature, influences the daily practices and regulatory context of architects.

ARCH 5546 – Graduate Design IV. This comprehensive design studio for graduate students repeats many of the same learning objectives from Graduate Design III on a more complex natural site with a different program. Relevant content includes:

- Assignment 1 challenges students to undertake a precedent study and consider the ways in which a LEED or COTE award-winning project meets codes and zoning regulations.
- Assignment 2 challenges students to undertake research related to codes and zoning for their own site in order to understand the regulatory context.
- Assignment 3, the project program, specifically requires students to develop a project in consideration of parking and site access requirements, IBC and ADA requirements, and COTE criteria. Among key COTE criteria are those related to health, safety, and welfare at a range of scales: Design for Equitable Communities, Design for Ecosystems, Design for Water, Design for Energy, and Design for Well-being.
- Midterm and final review requirements include accessible paths of travel, accessible parking, egress, and exiting, and restroom design. These are reflected in the deliverables and grading rubric (A).
- The April Design Development Review assess designs on the basis of accessibility including ramps, accessible restroom plans showing turning radius, vertical and horizontal circulation, and egress with travel directions and distances (A).

Master of Architecture Supplemental Experiences and Courses

ARCH 5463 – Advanced Sustainable and Resilient Systems. This course provides an introduction to regulatory contexts and the fundamental principles of life safety, land use and accessibility for graduate students in the 7-semester program. This course prepares students for more in-depth engagement in 5723.

Assessment

Division of Architecture faculty have multiple means through which they regularly assess student learning relative to regulatory context. These are our Annual Architecture Administration Review, our Curriculum Committee, our Assessment Teams, and our University Assessments. The Assessment Area team dedicated to reviewing our Professional Practice coursework plays a central role in assessing student learning relative to regulatory context. For more on assessments, see SC.1 and Section 5.3 Curricular Development.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:
Our faculty and the curriculum they have co-created emphasize the role of technical expertise in design. Our first strategic plan goal outlines our aim to "become a program known for excellence in evidence-based design." Our curriculum further describes the broad context in which a respect for technical knowledge is established, "We aim to educate students to be resourceful—always considering how to make the most with the least impact on the natural environment. Experimentation is advanced today through a research orientation in our curriculum, which instills in students an aspiration to innovate and produce new knowledge. Contextualism, defined as a deeply felt respect for specific contexts, climates, cultures, and people, remains a central tenet of our ethos." To achieve these aims, our second curriculum goal, "Design Contexts, Analyses, and Integration" further aspires "To graduate students with an awareness of how the decisions they make as designers impact society and the environment today and decades from now, as well as communities near and far." Our faculty draw on their years of experience in practice and their ongoing research into the technical aspects of building design and construction.

Bachelor of Architecture

ARCH 2363 Materials and Form (Methods III) introduces students to building construction and materials with regard to form, strength, durability, workability, structure, connection, surfaces, and edges. Building technology and details related to wood, masonry, metal, and concrete are included. Building codes and regulations are introduced. Building envelope systems and wall and building assemblies are introduced. The course is typically taught by Construction Science Professor Bryan Bloom for both architecture, architectural engineering, and construction science students. Relevant content includes:

- Course textbooks are Allen and Iano, editors, *The Fundamentals of Building Construction,* 6th ed.*,* and Francis Ching, *Building Construction Illustrated,* 5th ed*.*
- Lecture topics include Mobilization, Demolition, Earthwork; Concrete Construction; Sitecast and Precast Applications; Masonry Construction and Assemblies; Structural Steel Construction; Light Gauge Steel Construction; Wood, Heavy Timber, Light-Frame Construction; Roofing Types; Roofing Assemblies, glass, openings, and finishes such as gypsum board, tile, paint, and more.
- A series of assignments provide guided engagements with material covered in readings and lectures. Assignment 6, for example, challenges students to tour the OU campus and observe and analyze masonry construction details.
- Four exams and a series of quizzes over the course of the semester assess student understanding of building materials and construction methods.
- Field trips to construction sites help students better visualize and understand the technical aspects of building design and construction.

ARCH 2463 Methods IV- Sustainable and Resilient Systems I. This course introduces students to the ways in which climate, ecology, human comfort, site contexts, and buildings intersect. It includes an introduction to psychrometry, passive environmental strategies, climate change, daylighting, site design, Net Zero design, energy codes and guidelines, and basic mechanical heating and cooling. Relevant content includes:

- The required textbook for this course is Norbert Lechner, *Heating, Cooling, Lighting: Sustainable Design Methods for Architects.*
- Lecture topics include Climate and Psychrometry; Accessibility and Universal Design; software such as Climate Consultant and Cove Tools; Climate Change; Physics of Heat Flow; Solar Geometry; Passive Heating; Passive Cooling; Daylighting; Energy Codes and Guidelines; HVAC and Plumbing Systems; Net Zero; and more.
- Climate Consultant and Cove Tools software are integrated into the class assignments ensuring every student develops skills with these tools. Cove Tools Assignment 3, for example, ensures

students develop their understanding of how to assess design decisions and building technology alongside economics and performance objectives.
- A midterm and final exam assess students' understanding of passive and active design for environmental systems.
- Homework assignments such as Homework 2, assess students' understanding of photovoltaic panels, the living building challenge, the Energy Use Index, and many more concepts related to passive and active environmental systems.
- Case Study assignments challenge students to analyze a case study in terms of climate and environmental conditions, sustainability, accessibility, and more. Case Study 3, for example, challenges students to analyze their own studio project in terms of structures, exterior envelope and weathering strategies, sustainability, interior finishes and fire ratings, accessibility, life safety, and building performance analysis.

ARCH 4563 Methods V – Sustainable and Resilient Systems II. Building on Methods IV, this course introduces building systems including plumbing, lighting, and other auxiliary systems. Relevant content includes:
- Weekly readings from the required textbook Norbert Lechner, *Heating Cooling Lighting: Sustainable Design Methods for Architects,* cover such topics as the following sustainable design and energy sources, thermal comfort, climate, passive solar design, and more.
- Case Study Assignments 1, 2, and 3 require students to analyze buildings with regard to their environmental systems design and integration as well as accessibility and sustainability.
- Homework assignments assess students' understanding of building systems, building performance analysis, and material assemblies. Homework 5, for example, requires students to undertake building performance analyses of projects using Cove Tools and reflect on how the data generated differed from publications or assumptions about the building.

ARCH 4723 Methods VII – Advanced Systems (cross listed with 5723). This course complements the comprehensive studio, Design VII / G3, and challenges students to develop an advanced understanding of the integration of sustainable design principles, structural and mechanical systems, and building envelopes with codes and regulations. Ten homework assignments focus on the Committee on the Environment (COTE) or Framework for Design Excellence's 10 measures including Design for Integration, Design for Ecosystems, Design for Water, and Design for Energy. Relevant content includes:
- All assignments in the course develop students' understandings of established and emerging systems and technologies.
- Select assignments develop students' understanding of building assemblies. A Knuckle Model assignment, for example, challenges students to develop a corner detail condition for their studio project through modelling. The model must show the assemblies of building construction, structural and mechanical systems, and the building envelope.
- A series of case study assignments challenge students to evaluate the materials, assemblies, envelopes and systems of buildings and projects relative to the AIA ten measures of excellence.
- The integration of Cove Tools and Tally software provides students with a tool for analyzing technical aspects of design relative to performance objectives such as daylight analysis, solar radiation analysis, life-cycle analysis, carbon dioxide equivalencies and more.

ARCH 4756 Design VII – Systems and Context (cross listed with 5536). In this comprehensive design studio, students develop design proposals within the AIA COTE or Framework for Design Excellence. Relevant content includes:
- The CLT Design Study Assignment challenges students to research and analyze the properties and possibilities of cross-laminated timber. They then design a small structure that uses CLTs as a team.
- A Programming through Organizational Elements/Structural Systems assignment asks students to develop structural schemes to help organize their program and massing.
- Lectures on acoustical design and assignments challenge students to develop their projects with awareness of interior and exterior acoustical principles.

- The Technical Review in November challenges students to focus attention on the technical aspects of their design proposal. Review deliverables include a demonstration of how the design integrates site conditions, programmatic requirements, accessibility, material assemblies, building envelope, and structural and mechanical systems.
- An Exterior Enclosure/Skin/Facades assignment requires students to develop and draw their enclosure systems. This is followed by a Wall (and Floor) Assemblies assignment.
- An HVAC / MEP assignment requires students to do schematic diagrams of their mechanical systems.
- A knuckle model assignment completed in tandem with Method VII challenges students to develop one area of their design with regard to how materials, structure and systems are integrated.
- Midterm and final project deliverables include wall sections, egress plans, ADA compliance, structural and mechanical diagrams, or designs. These demonstrate student understanding of established and emerging technology and assemblies of construction.
- The final project for the course helps students develop competition boards for entry into the COTE student competition, which clearly highlight the ways in which the design navigated the 10 different measures of COTE.

ARCH 4333 – Advanced Structures (cross listed with 5333). Building on Structures I and Structures II, this courses challenges students to apply their understanding of structural principles to the design of concrete. It covers structural concrete, loads, analyses of tension and compression members, design for beams and columns. This course ensures students understand structural systems, structural technology and the methods of structural design and construction.

Master of Architecture

ARCH 5723 Methods VII – Advanced Systems (cross listed with 4723). This course complements the comprehensive studio, Design VII / G3, and challenges students to develop an advanced understanding of the integration of sustainable design principles, structural and mechanical systems, and building envelopes with codes and regulations. Like the associated studio it focuses on the Committee on the Environment (COTE) or Framework for Design Excellence's 10 measures including Design for Integration, Design for Ecosystems, Design for Water, and Design for Energy. Relevant content includes:

- All assignments in the course develop students' understandings of established and emerging systems and technologies. Assignments challenge students, for example, to design for daylighting through section and to consider materials and embodied energy.
- The Wall Assembly R-Value Calculations and ASHRAE AEDG Prescriptive Method Assignment requires students to research R-value requirements for their Climate Zone and develop a schematic wall assembly.
- A series of case study assignments challenge students to evaluate the materials, assemblies, envelopes and systems of buildings and projects relative to the AIA ten measures of excellence.
- The integration of Cove Tools provides students with a tool for analyzing technical aspects of design relative to performance objectives.

ARCH 5536 Graduate Design III (cross listed with 4756). In this comprehensive design studio, students develop design proposals within the AIA COTE or Framework for Design Excellence. Relevant content includes:

- A Mass + Form + Program + Site + Circulation + Performance Analysis assignment challenges students to integrate site analysis, circulation, passive systems, massing and building performance analysis.
- A Structural system design assignment requires students to select a structural system and develop preliminary layouts of members. It also asks them to review building codes for occupancy classification, heights, and construction types allowable.
- A Wall Assembly Composite Drawing assignment challenges students to draw and detail a detail of their wall assembly.

- Midterm and final project deliverables require students to demonstrate structural system, materials, site design, wall assemblies, and compliance with codes.
- The final project grading rubric (Appendix B) explicitly outlines the ways in which students are expected to translate their understanding of health, life safety, and welfare into their design projects. In addition to the project rubric, students are evaluated against a NAAB specific rubric which evaluates whether students are meeting specific NAAB criteria associated with this comprehensive design studio. Student work found to be lacking in meeting any of the NAAB criteria is required to be revised, resubmitted, and re-assessed as meeting these criteria to pass the course (A).

ARCH 5546 – Graduate Design IV. This comprehensive design studio for graduate students repeats many of the same learning objectives from Graduate Design III on a more complex natural site with a different program. It centers on the AIA COTE competition.

- Assignment 3.2 challenges students to develop structural design concepts. Students must draw foundation plans, floor framing plans, roof framing plans and structural sections.
- Assignment 3.4 Wall and Floor Assemblies challenges students to demonstrate the ways in which building components come together in their building and address issues such as durability, thermal resistance, acoustics and fire resistance through a detailed wall section and details.
- Assignment 3.5 challenges students to develop conceptual MEP systems designs through a narrative and diagrams.
- The final review requires students to demonstrate the integration of building technology into their design including: site design, structures, wall assemblies, environmental systems, building envelope, and materials.

ARCH 5333 – Advanced Structures (cross listed with 4333). Building on Structures I and Structures II, this courses challenges students to apply their understanding of structural principles to the design of concrete. It covers structural concrete, loads, analyses of tension and compression members, design for beams and columns. This course ensures students understand structural systems, structural technology and the methods of structural design and construction.

Master of Architecture Supplemental Experiences and Courses

ARCH 5463 Advanced Sustainable and Resilient Systems. This course for students in the 7-semester master's track introduces students to technical knowledge related to environmental systems and the criteria architects use to assess design decisions.

Assessment

Division of Architecture faculty have multiple means through which they regularly assess student learning relative to technical knowledge in the built environment. These are our Annual Architecture Administration Review, our Curriculum Committee, our Assessment Teams, and our University Assessments. For more on these see SC.1 and Section 5.3 Curricular Development.

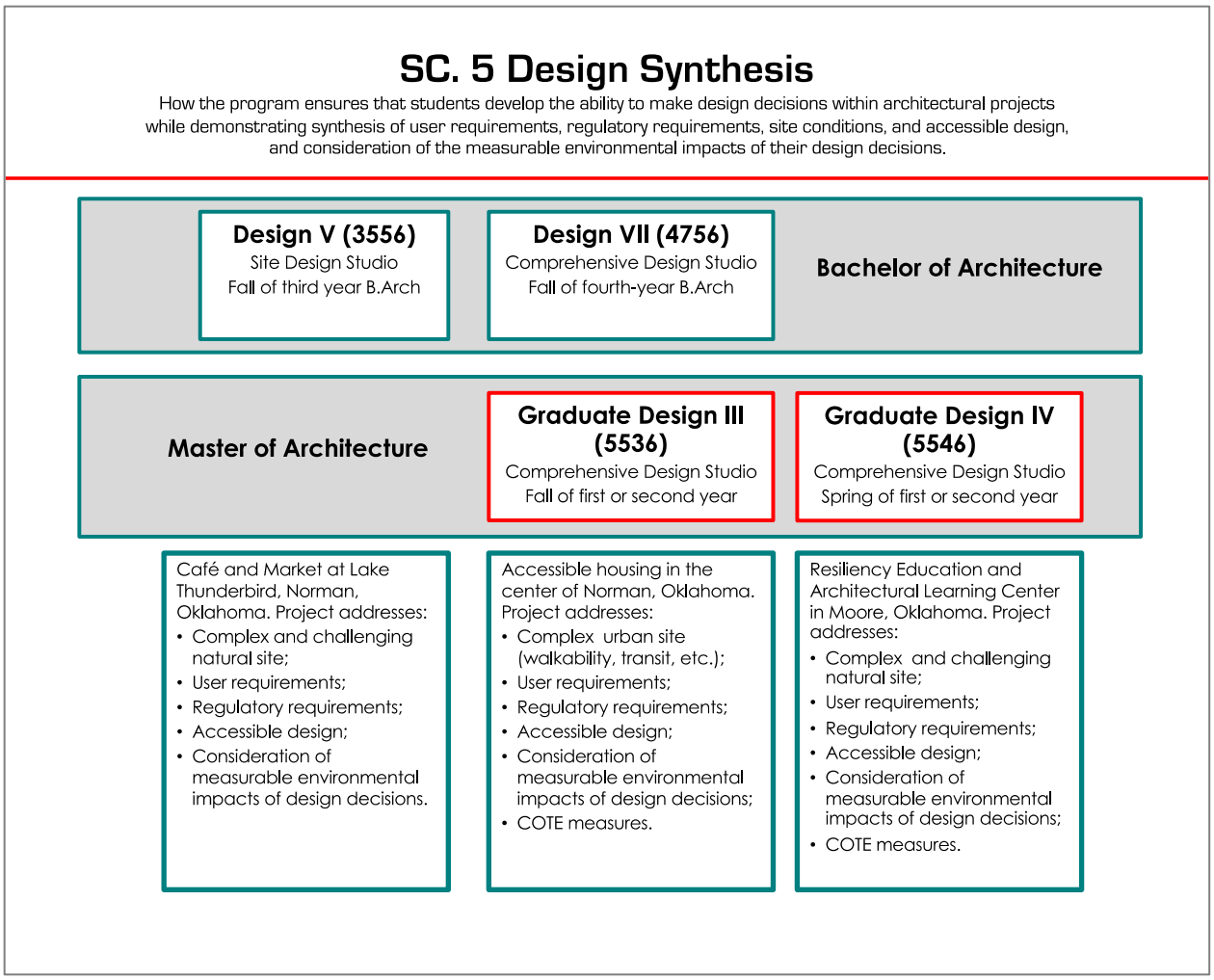
For ARCH 4756/5536 Design VII, a team of faculty review all student work at least 10 days before the end of the semester for NAAB criteria. Using our shared NAAB rubric, we identify on each project any areas in which students are not meeting the criteria. We then give students until the end of exam week to revise their projects to clearly demonstrate that they are meeting all NAAB criteria as defined in our rubric. In addition, our faculty have collaborated with Dr. Sharon Kuska from the University of Nebraska to assess our structures curriculum. Given that we have only one structural engineer assigned to teach our three structures courses, we sought expertise from an experienced faculty member at a peer institution. In 2021, Dr. Kuska reviewed course materials for our structures courses and provided extensive feedback to Dr. Shadravan. She also shared her feedback via zoom with our faculty. Dr. Shadravan has already incorporated this feedback into her structures' courses.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory

requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:
At OU, we are committed to preparing students to engage in the professional world of design, which requires the ability to synthesize complex project requirements with building codes and zoning requirements, accessible design guidelines, sustainability goals, and a deep respect for the local site conditions, and user needs. Our first Curricular Goal reflects this approach: To graduate students who are creative, collaborative, and resourceful problem solvers who draw on existing knowledge and contexts to imagine visionary solutions." The American School of Architecture is distinguished by the commitment to designing for particular sites and users rather than universal ones. Today, students are encouraged to develop design responses that genuinely respond to the local conditions of a site, the history of a place and people, and the needs of the users. In addition to this sincere call to listen and observe we expect that students know about and use all the tools at their disposal to meet the challenges of our current moment. In the last two years, for example, we have introduced Cove Tools in lectures, seminars, and design studios to help ensure that our students are engaging building performance analysis as part of the design process to inform their decisions.

Evidence of Design Synthesis can be found in two studio courses for our B.Arch program and two studios for our M.Arch program. In Oklahoma, it can be difficult to identify sites that engage both urban issues such as walkability and public transit, which are key considerations for the COTE measures and competition and, at the same time, present a challenging topography to allow students to demonstrate their site design skills. Given this challenge, we have spread SC.5 across two studio courses for the bachelor's and master's degree tracks. One studio project engages a challenging natural site while the other engages an urban site. This division ensures students are able to make design decisions in complex urban and natural contexts.



Bachelor of Architecture

ARCH 3556 Design V - Architectural Making I. This third-year level design studio centers on site design and accessibility. Students develop a small building proposal on a complex natural site at Lake Thunderbird on the east side of Norman. They must design parking, paths of travel to the building, and accessible paths of travel through the building including restroom planning. They must integrate structure into their projects. A sequence of in-class assignments (A-F) and weekly assignments structure student project development to carefully integrate user requirements, site, regulatory requirements, accessibility, and environmental impacts.

- Assignment A challenges students to develop their soft skills including collaboration, listening, and observation. In small groups students engage community representatives to understand how they currently use Lake Thunderbird, what vision they have for the site, safety issues, and potential improvements and activities.
- A lecture on site design is followed by two in-class activities. First, students go out to the South Oval on campus and are challenged to draw from experience the contour lines of a recessed seating area. This ensures students immediately translate the lessons from the lecture into practice. Returning to the studio, they are then challenged with an in-class Site Grading Assignment. Using an ARE practice exam question, students must regrade a parking lot so that the water on site drains to a designated spot. This sequence of lecture, observation, and documentation and then application of understanding ensures students have developed the basic ability to design site grading and drainage. This helps prepare them to take on the more complex topography challenges at Lake Thunderbird.

- A guest lecture on Universal Design by Dr. Suchi Bhattacharjee followed by a reflective writing assignment ensures students have a broad and holistic understanding of accessibility as well as a detailed understanding of key design guidelines. Readings assigned include: "A Simple Guide to Using the ADA Standards for Accessible Design Guidelines" and "Chapter 4: Inclusive Design" from *Human Factors in the Built Environment*. Students then document and observe sites on campus to understand how these guidelines are or are not put into practice and write a reflective essay on their observations (A).
- Assignment 5: Structural Design Concept challenges students to develop three schematic ideas for the structural system in their building. Students receive feedback from faculty to help them decide on the best system and develop schematic ideas for member sizing and spacing.
- Assignment 6: Building Code Analysis challenges students to do a basic code review and identify occupancy classifications, possible construction types, and associated height and story limitations, occupancy loads, egress widths, travel distances, room exit requirements, minimum corridor widths, escape and rescue planning, and accessible routes of travel and entrances (A).
- Assignment F: In-Class Site Design and Accessible Paths of Travel asks students to evaluate one another's projects for compliance with ADA guidelines. Using an ADA Checklist and the 2010 ADA Standards, students evaluate their peers' building approach and entrance, which includes parking spaces and dimensions, ramp slopes, and accessible paths of travel (A).
- The integration of Cove Tools Building Performance Analysis software into this studio enables students to study design options relative to their impacts on the natural environment and energy usage among other things.
- The final project deliverables and presentations demonstrate students' ability to synthesize user requirements, regulatory requirements, site conditions, accessible design guidelines, and environmental impacts. The grading rubric for this course (see Appendix C) clearly articulates how we translate SC.5 into project requirements and what minimum standards for passing are.

ARCH 4756 Design VII – Systems and Context (cross listed with 5536). This comprehensive design studio challenges students to design accessible housing in downtown Norman, Oklahoma. The AIA COTE competition measures are integrated into this studio ensuring that every student has a holistic understanding of design excellence. A series of lectures, readings, and assignments phased over the course of the semester ensure every student develops a progressively more holistic design. These designs are developed to meet a complex set of requirements and integrate structural and environmental systems as well as site design, accessibility, and other user requirements.

- A site research and analysis assignment challenges students to document and analyze the site in terms of economics, demographics, transit, building and zoning codes, accessibility, and history as well as climate, ecology, and topography.
- A sequence of assignments challenges students to develop their concept and schematic designs with consideration for user needs, site conditions, materials and assemblies, structural and mechanical systems and design excellence.
- The Technical Review in November challenges students to focus attention on the technical aspects of their design proposal. Review deliverables include a demonstration of how the design integrates site conditions, programmatic requirements, accessibility, material assemblies, building envelope, and structural and mechanical systems.
- A two-part knuckle model assignment completed in tandem with Methods VII challenges students to develop one area of their design with regard to how materials, structure and systems are integrated.
- The integration of Cove Tools and Tally software taught in Methods VII in this studio ensures that considerations of ventilation, daylighting, energy, etc. are integral to the design process.
- Final Project Deliverables allow students to demonstrate how they have synthesized user requirements, regulatory requirements, site conditions, accessible design guidelines, and environmental impacts. The grading rubric for this course (See Appendix B) clearly articulates how we translate SC.5 into project requirements and what defines minimum standards for passing the course. The grading rubric is divided into three sections: design, representation, and NAAB. For the NAAB SC.5 evaluation, student work is classified as either meeting or not meeting this criterion.

Master of Architecture

ARCH 5536 Graduate Design III (cross listed with 4756). This comprehensive design studio challenges students to design accessible housing in downtown Norman, Oklahoma. The AIA COTE competition measures are integrated into this studio ensuring that every student has a holistic understanding of design excellence. A series of lectures, readings, and assignments phased over the course of the semester ensure every student develops a progressively more holistic design. These designs are developed to meet a complex set of requirements and integrate structural and environmental systems as well as site design, accessibility, and other user requirements.

- Housing Precedent Analysis assignment challenges students to document and analyze recent examples of housing projects.
- The integration of Cove Tools and an assignment asking students to reflect on how building performance analysis informed their design ensures that considerations of ventilation, daylighting, energy, etc. are integral to the design process. This assignment ensures students articulate how their design evolved in response to measurable environmental impacts of design decisions using building performance analysis tools.
- Midterm and Final Project Deliverables require students to demonstrate how they have synthesized user requirements, regulatory requirements, site conditions, accessible design guidelines, and environmental impacts. The grading rubric for this course (See Appendix B) clearly articulates how we translate SC.5 into project requirements and what defines minimum standards for passing the course. The grading rubric is divided into three sections: design, representation, and NAAB. For the NAAB SC.5 evaluation, student work is classified as either meeting or not meeting this criterion.

ARCH 5546 – Graduate Design IV. Building on 5536, this course again challenges graduate students to develop a comprehensive building proposal, this time, on a complex natural site. Located on the edge of Norman and Moore, in the center of tornado alley and adjacent to Interstate 35, the densely vegetated site includes a flood plain. This site choice ensures students the opportunity to demonstrate their ability to engage a complex natural landscape with dramatic topography; they must consider the role of large growth trees, underbrush, and cedar trees, which present fire hazards. Landscape architects guest lecture on how to promote eco-positive strategies such as bioswales and minimize building footprints to support certain vegetation. Students are challenged to design the Resiliency Education and Architectural Learning Center (REAL). Student learning is developed in a progression that includes structure, enclosure systems, environmental impacts, wall assemblies and mechanical systems.

- Assignment 1 Resilient Design Precedent Study entails research, documentation, analysis, and presentation of precedents relative to the AIA Committee on the Environment (COTE) measures.
- Assignment 2 challenges students to work collaboratively in teams to research and analyze their own site with regard to multiple factors ranging from vegetation, wildlife, and ecosystems to codes, zoning, and severe weather patterns.
- Assignments 3.0-3.5 requires that each student synthesize their research and analysis through the development of a mission statement, program, site analysis, and mappings for their project that reflects the multiple factors identified.
- Assignment 4 defines the final project deliverables. These allow students to demonstrate how they have synthesized user requirements, regulatory requirements, site conditions, accessible design guidelines, and environmental impacts. The grading rubric for this course is the same as the one referenced above for Design VII. It clearly articulates how we translate SC.5 into project requirements and what minimum standards for passing are. For the NAAB SC.5 evaluation, student work is classified as either meeting or not meeting this criterion. For the full rubric see Appendix B.

Supplemental Experiences and Courses

In addition to these required courses, our Goff lecture series, guest lectures in class, virtual and physical field trips, construction site visits, building product manufacturers and fabricators visits, and various events reinforce the perspective that good design is always responsive to user needs, regulatory requirements, site conditions, accessible design guidelines, and environmental impacts.

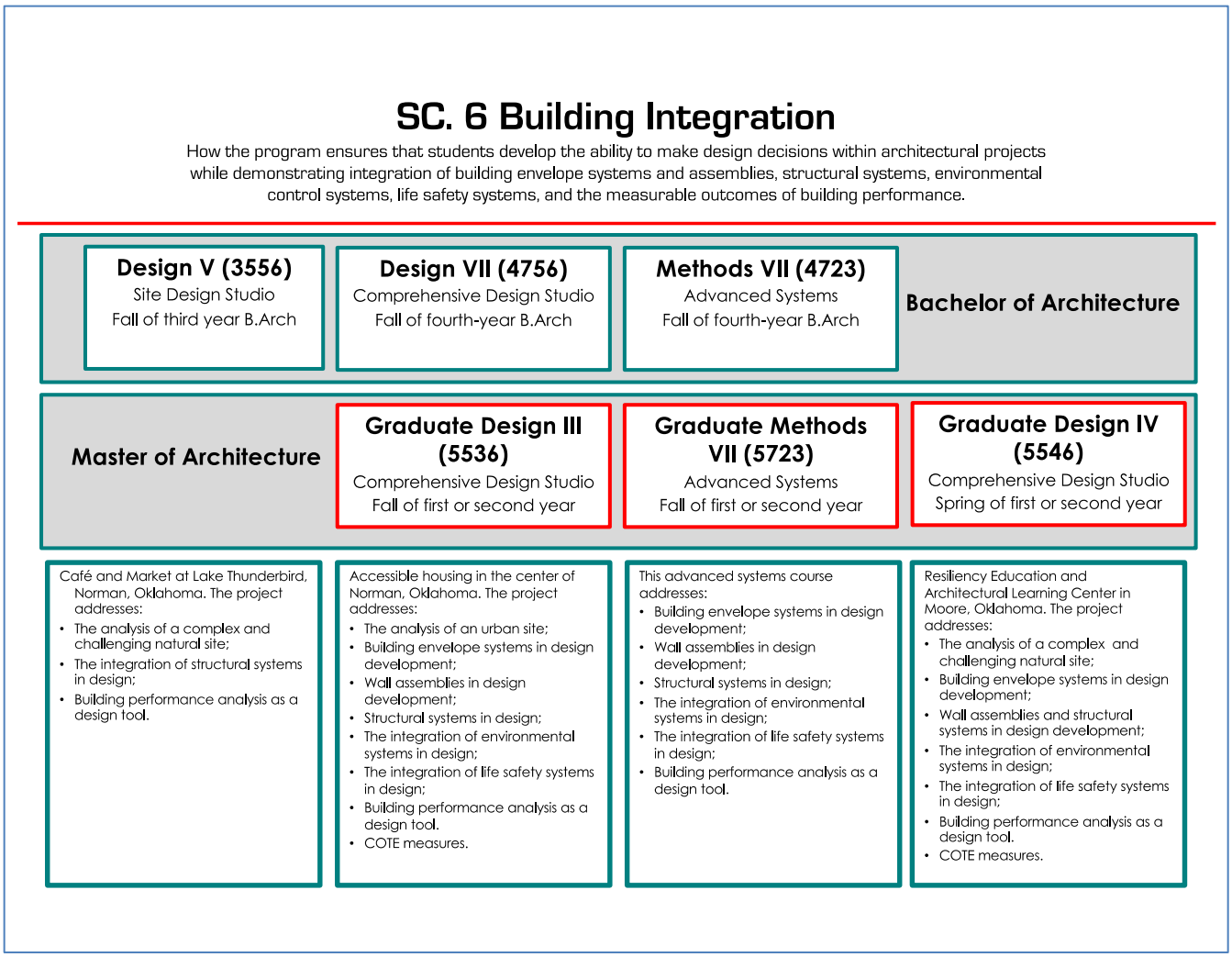
Assessment
Division of Architecture faculty have multiple means through which they regularly assess student learning relative to health, safety, and welfare in the built environment. These are our Annual Architecture Administration Review, our Curriculum Committee, our Assessment Teams, and our University Assessments. For more on these see SC.1 and Section 5.3 Curricular Development.

In addition to these assessments, for ARCH 4756/5536 a team of faculty review all student work at least 10 days before the end of the semester for NAAB criteria. Using our shared NAAB rubric, we identify in each project any areas in which students are not meeting the criteria. We then provide students an additional week to revise their projects to clearly demonstrate that they are meeting all NAAB criteria as defined in our rubric.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:
Our faculty are deeply committed to developing students' ability to integrate all facets of building systems and technology into the design process. We are proud of the diversity of experience and expertise among our faculty and value the ways in which these perspectives inform the integration of building systems. We currently count among our faculty two licensed structural engineers (Shadravan and Pektas), an architect with a doctoral degree in engineering (Fithian), an award-winning practitioner-researcher and expert on acoustical design (Butko), award-winning practitioners known for advancing design technology (Butzer, Richards, Leveno), an inventor of solar panel technology and expert in design computation and knowledge representation (Cavieres), an expert in healthcare facility design (Quan), and a former International Code Council (ICC) certified inspector and commercial plans reviewer (S.Callahan). In the fall of 2022, we welcome two new faculty with expertise in environmental systems and building technology (Hwang and Shimul).

In both applied research and design, our faculty have established leading roles in integrating the latest materials, building components and systems, technology, and data into the design process. Dean Butzer's firm BAU designed the first WELL certified building in the state of Oklahoma, the new Dolese Headquarters. He was also part of a team that was among the first to integrate scripting and digital fabrication into the design of the Skydance Bridge, which opened in 2012. Architect Deborah Richards's firm Script Architecture is known for integrating data and generative code into the design process. Dr. Andrés Cavieres's research on solar panel clips has generated numerous patents, industry partnerships, and grants from the Department of Energy. Professor and architect Dan Butko's research on acoustical concrete was awarded an R & D Award from Architect Magazine and a national award from the American Concrete Institute. Dr. Shadravan has spent years testing the resistance of residential wall construction to hurricane strength winds through funded research and industry partnerships. Dr. Lee Fithian's current research examines how living walls incorporated into façade designs can be used to clean the air in urban canyons. We note the experience and expertise of our faculty to demonstrate that we believe that the development of good design is a primary objective, propelled by a deep understanding of materials, assemblies, building systems, and performance analysis. The breadth and depth of our shared building technology and sustainability expertise ensure that design studios are environments in which systems integration, building materials, construction methods, and building performance analysis are respected and valued as integral to the design process.



Bachelor of Architecture

ARCH 3556 Design V - Architectural Making I. This third-year level design studio centers on site design and accessibility. Students develop a small building proposal on a complex natural site at Lake Thunderbird on the east side of Norman. They must design parking, paths of travel to the building, and accessible paths of travel through the building including restroom planning. They must integrate structure into their projects. A sequence of in-class assignments (A-F) and weekly assignments structure student project development to carefully integrate user requirements, site, regulatory requirements, accessibility, and environmental impacts.

- Students demonstrate ability in site design in this studio through a series of lectures, in-class activities and assignments. Note that Design V is specifically included here as evidence of SC.6 because it demonstrates site design on a challenging natural site, whereas ARCH 4756 demonstrates ability in an urban context.
- The final project deliverables and presentations demonstrate students' ability relative to site design, passive environmental control strategies, and building performance analysis.

ARCH 4723 Methods VII – Advanced Systems (cross listed with 5723). This course complements the comprehensive studio and challenges students to develop an advanced understanding of the integration of sustainable design principles, structural and mechanical systems, and building envelopes with codes and regulations. Like the associated studio it focuses on the Committee on the Environment (COTE) or

Framework for Design Excellence's 10 measures including Design for Integration, Design for Ecosystems, Design for Water, Design for Energy, and more.

- Case study and precedent analysis assignments develop students' understandings of how building envelopes and assemblies, structural systems, environmental control systems, life safety systems and building performance intersect in design.
- Ten COTE related homework assignments challenge students to consider COTE measures as they develop their studio project.
- A two-part knuckle model assignment engages design integration at the level of skin, structure, and systems. Students are challenged to develop the envelope, assemblies, and systems integration for comprehensive studio projects through this three-dimensional wall section/knuckle model.
- The incorporation of the AIA Framework for Design Excellence's 10 measures ensures students understand the range of complex considerations that inform design decisions. Students engage measures such as Design for Ecosystems, Design for Energy, Design for Integration and more.
- The integration of Cove Tools and Tally software provide students with tools for analyzing technical aspects of design relative to performance objectives and life-cycle analysis.

ARCH 4756 Design VII – Systems and Context (cross listed with 5536). In this comprehensive design studio, students develop design proposals within the AIA COTE Framework for Design Excellence. Relevant content includes:

- A series of carefully scaffolded assignments helps students develop their designs to integrate passive and active systems, structure, materials, wall assemblies, and enclosures over the course of the semester. Preliminary assignments challenge students to tackle key aspects of the design; through iterations over the course of the semester students revise their projects and demonstrate understanding.
- The Technical Review in November challenges students to focus attention on the technical aspects of their design proposal. Review deliverables include a demonstration of how the design integrates site conditions, programmatic requirements, accessibility, material assemblies, building envelope, and structural and mechanical systems.
- A two-part knuckle model assignment completed in tandem with Methods VII challenges students to develop one area of their design with regard to how materials, structure and systems are integrated.
- The integration of Cove Tools and Tally software taught in Methods VII and applied in studio projects ensures that considerations of ventilation, daylighting, energy, etc. are integral to the design process.
- Final Project Deliverables allow students to demonstrate how they have integrated structural systems, site and environmental criteria, building and zoning codes, ADA, fire ratings and egress, passive and active mechanical systems, life safety systems, material assemblies, building envelope design, and building performance analysis into their designs. The grading rubric for this course (See Appendix B) clearly articulates how we translate SC.6 into project requirements and what defines minimum standards for passing the course. The grading rubric is divided into three sections: design, representation, and NAAB. For the NAAB SC.6 evaluation, student work is classified as either meeting or not meeting this criterion.

<u>Master of Architecture</u>

ARCH 5723 Methods VII – Advanced Systems (cross listed with 4723). This course complements the comprehensive studio and challenges students to develop an advanced understanding of the integration of sustainable design principles, structural and mechanical systems, and building envelopes with codes and regulations. Like the associated studio it focuses on the Committee on the Environment (COTE) or Framework for Design Excellence's 10 measures including Design for Integration, Design for Ecosystems, Design for Water, Design for Energy, and more.

- Case study and precedent analysis assignments develop students' understandings of how building envelopes and assemblies, structural systems, environmental control systems, life safety systems and building performance intersect in design.

- A Building Code Analysis Assignment takes students through a code analysis for their studio project step by step including egress widths, occupancy loads, exiting and more.
- The incorporation of the AIA Framework for Design Excellence's 10 measures ensures students understand the range of complex considerations that inform design decisions. Students engage measures such as Design for Ecosystems, Design for Energy, Design for Integration and more.
- The integration of Cove Tools provides students with a tool for analyzing technical aspects of design relative to performance objectives.
- The Wall Assembly R-Value Calculations and ASHRAE AEDG Prescriptive Method Assignment requires students to research R-value requirements for their Climate Zone and develop a schematic wall assembly.
- The "Follow Up- Accessible Housing Units" assignment requires students to undertake peer reviews of one another's projects relative to ADA compliance and then complete changes as needed. (A)

ARCH 5536 Graduate Design III (cross listed with 4756). In this comprehensive design studio, students develop design proposals within the AIA COTE Framework for Design Excellence. Relevant content includes:

- The integration of Cove Tools and an assignment asking students to reflect on how building performance analysis informed their design ensures that considerations of ventilation, daylighting, energy, etc. are integral to the design process. This assignment ensures students articulate how their design evolved in response to measurable environmental impacts of design decisions using building performance analysis tools.
- A Wall Assembly Composite Drawing assignment challenges students to draw and detail a detail of their wall assembly.
- A Structural system design assignment requires students to review building codes for occupancy classification, heights, and construction types allowable.
- Final Project Deliverables allow students to demonstrate how they have integrated structural systems, mechanical systems, life safety systems, material assemblies, building envelope design, and building performance analysis into their designs. The grading rubric for this course (See Appendix B) clearly articulates how we translate SC.6 into project requirements and what defines minimum standards for passing the course. The grading rubric is divided into three sections: design, representation, and NAAB. For the NAAB SC.5 evaluation, student work is classified as either meeting or not meeting this criterion.

ARCH 5546 Graduate Design IV. Building on 5536, this course again challenges graduate students to develop a comprehensive building proposal, this time on a complex natural site. Located on the edge of Norman and Moore, in the center of tornado alley, the site includes a flood plain. This site choice ensures students the opportunity to demonstrate their ability to engage a complex natural landscape with dramatic topography. Students are challenged to design the Resiliency Education and Architectural Learning Center (REAL). Student learning is scaffolded to gradually include structure, enclosure systems, environmental impacts, wall assemblies, and mechanical systems. Relevant content includes:

- A Precedent Study assignment asks students to research environmentally responsive and/or COTE/LBC/LEED projects.
- A research assignment challenges students to undertake extensive multi-faceted research on the site including history, codes, environmental and site conditions, and more.
- The Assignment 3 series scaffolds student learning and project development from concept through design development taking into consideration site, systems, skin, structure, passive and active systems, and more.
- Assignment 4 defines the extensive final project deliverables. Students must demonstrate how they integrate building envelope systems and assemblies, building and zoning codes, structural systems, mechanical systems, life- safety requirements as well as how their designs were developed in response to building performance analysis. Students must show site plans, floor plans, including ADA compliance, egress, HVAC and structural system, enclosure, and building systems through an iterative digital knuckle model.

- The grading rubric for this course clearly articulates how we translate SC.6 into project requirements and what minimum standards for passing are. For the NAAB SC.6 evaluation, student work is classified as either meeting or not meeting this criterion. For the full rubric see Appendix B.

Assessment

Division of Architecture faculty have multiple means through which they regularly assess student learning relative to health, safety, and welfare in the built environment: our Annual Architecture Administration Review, our Curriculum Committee, our Assessment Teams, and our University Assessments. For more see SC.1 and Section 5.3 Curricular Development. In addition to these assessments, for ARCH 4756/5536, a team of faculty review all student work at least 10 days before the end of the semester for NAAB criteria. Using our shared NAAB rubric, we identify on each project any areas in which students are not meeting the criteria. We then give students an additional week to revise their projects to clearly demonstrate that they are meeting NAAB criteria as defined in our rubric.

4—Curricular Framework

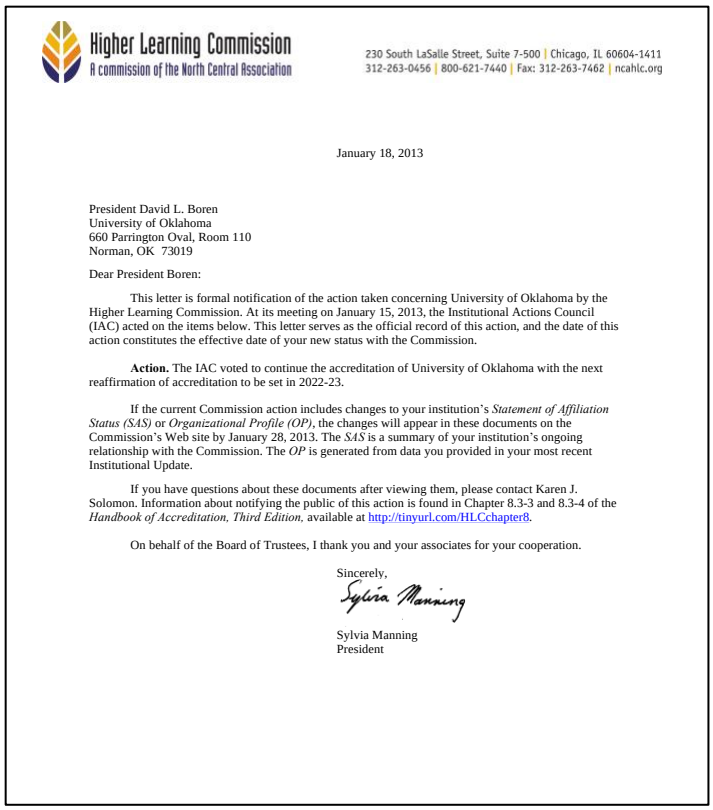
This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

The University of Oklahoma is voluntarily accredited by the Higher Learning Commission (HLC). In 2013, the HLC's Institutional Actions Council voted to continue the accreditation of the University of Oklahoma. See the letter linked below. The next HLC reaffirmation of accreditation is set for 2022-23. For more information on OU's accreditation see: https://www.ou.edu/accreditation



Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

January 18, 2013

President David L. Boren
University of Oklahoma
660 Parrington Oval, Room 110
Norman, OK 73019

Dear President Boren:

This letter is formal notification of the action taken concerning University of Oklahoma by the Higher Learning Commission. At its meeting on January 15, 2013, the Institutional Actions Council (IAC) acted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

Action. The IAC voted to continue the accreditation of University of Oklahoma with the next reaffirmation of accreditation to be set in 2022-23.

If the current Commission action includes changes to your institution's *Statement of Affiliation Status (SAS)* or *Organizational Profile (OP)*, the changes will appear in these documents on the Commission's Web site by January 28, 2013. The *SAS* is a summary of your institution's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent Institutional Update.

If you have questions about these documents after viewing them, please contact Karen J. Solomon. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition,* available at http://tinyurl.com/HLCchapter8.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning

Sylvia Manning
President

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

Degree Paths

We offer the following paths to the Bachelor and Master of Architecture degree:

- A 5-year path to the Bachelor of Architecture
- a 5-year path to a Bachelor of Architectural Studies + Master of Architecture;
- a 4-semester path to a Master of Architecture for those with undergraduate degrees in architecture or closely related fields such as environmental design;
- a 7-semester path to a Master of Architecture for those with bachelor's degrees in other fields.

See all degree checksheets in Appendix A and publicly available on OU's website. *Note that the first number of a course number typically corresponds to anticipated year level; the second number typically corresponds to the semester within the degree path and the last number in a course number is typically the credit hours except for 4970/5970/6590, which are usually 3-credit hour courses.*

Bachelor of Architecture Professional Studies Courses

Methods			
ARCH	1163	Methods I - Materiality of Place	3
ARCH	1263	Methods II - Pattern of Architecture	3
ARCH	2363	(Methods III) Materials and Form	3
ARCH	2463	Methods IV- Sustainable and Resilient Systems I	3
ARCH	4563	Methods V- Sustainable and Resilient Systems II	3
ARCH	4663	Methods VI- Urban Design Methodologies	3
ARCH	4723	Methods VII - Advanced Systems	3
ARCH	4923	Methods IX - Entrepreneurial Architect and Leadership	3
ARCH	4056	Methods X - Tools of Practice	3
History/Theory			
ARCH	2243	History of the Built Environment I (Core IV)	3
ARCH	2343	History of the Built Environment II (Core IV)	3
ARCH	4453	Modern and Contemporary Architecture	3
ARCH	4543	Architectural Theory and Criticism	3
Structures			
ARCH	4193	Architectural Structures I	3
ARCH	4233	Architectural Structures II	3
ARCH	4533	Advanced Structures	3
Studio			
ARCH	1155	Design I- Design Fundamentals	5
ARCH	1255	Design II - Craft and Making	5
ARCH	2356	Design III - Crafting Place	6
ARCH	2456	Design IV - Materials and Making	6
ARCH	3556	Design V - Architectural Making I	6
ARCH	3656	Design VI - Architectural Making II	6
ARCH	4756	Design VII - Systems and Context	6
ARCH	4956	Design IX - Options Studio I	6
ARCH	4056	Design X - Options Studio II	6
Professional Elective			
		Professional Elective	3
		Professional Elective	3
		Professional Elective	3

Foreign Study			
ARCH	4000	Foreign Study (may be taken any semester)	0
Internship			
ARCH	4160	Internship (shall comply to the program internship guidelines)	0

Total Hours of Architecture	109
Total Hours For Degree	**150**

Master of Architecture Professional Studies Courses

Master of Architecture (7-Semester)			
Required Professional Courses			
Method Courses			
ARCH	5363	Methods III Materials and Form	3
ARCH	5463	Advanced Sustainable and Resilient Systems	3
ARCH	5663	Methods VI- Urban Design Methodologies	3
ARCH	5723	Methods VII - Advanced Systems	3
ARCH	5863	Methods VIII - Building Performmance Analytics	3
ARCH	6590	Professional Project Research	3
ARCH	5923	Methods IX - Entrepreneurial Architect and Leadership	3
ARCH	5053	Methods X - Tools of Practice	3
History/Theory			
ARCH	5143	Architectural History	
or			
RCPL	5003	The Global City and Planning Issues	3
ARCH	5453	Modern and Contemporary Architecture	3
ARCH	5543	Architectural Theory and Criticism	3
Structures			
ARCH	5193	Architectural Structures I	3
ARCH	5233	Architectural Structures II	3
ARCH	5333	Advanced Structures	3
Studio			
ARCH	6156	Graduate Studio I	6
ARCH	5516	Graduate Architectural Design I	6
ARCH	5526	Graduate Architectural Design II	6
ARCH	5536	Graduate Architectural Design III	6
ARCH	5546	Graduate Architectural Design IV	6
ARCH	6956	Design IX - Comprehensive Architecture I	6

ARCH	6056	Design X - Comprehensive Architecture II	6
Research Elective			
		Research Elective	3
		Research Elective	3
		Research Elective	3
		Research Elective	3

Total Hours of Architecture	96

Master of Architecture (4-Semester)			
Required Professional Courses			
Method Courses			
ARCH	5723	Methods VII - Advanced Systems	3
ARCH	5863	Methods VIII - Building Performmance Analytics	3
ARCH	6590	Professional Project Research	3
ARCH	5923	Methods IX - Entrepreneurial Architect and Leadership	3
ARCH	5053	Methods X - Tools of Practice	3
History/Theory			
ARCH	5543	Architectural Theory and Criticism	3
Structures			
ARCH	5193	Architectural Structures I	3
ARCH	5333	Advanced Structures	3
Studio			
ARCH	5536	Graduate Architectural Design III	6
ARCH	5546	Graduate Architectural Design IV	6
ARCH	6956	Design IX - Comprehensive Architecture I	6
ARCH	6056	Design X - Comprehensive Architecture II	6
Research Elective			
		Research Elective	3
		Research Elective	3
		Research Elective	3
		Research Elective	3

Total Hours of Architecture	60

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

General Studies.

Bachelor of Architecture

Undergraduate students at OU are required to take a minimum of 40 credit hours of General Education coursework distributed among these areas: Symbolic and Oral Communication (3-6 courses, 9-22 hours); Natural Science (2-courses, 7-8 hours); Social Science (2 courses, 6 hours); and Arts & Humanities (4 courses, 12 hours); Senior Capstone Experience (1 course, 3 hours) or First Year Experience (1 course, 3 hours). Additionally, students must take at least one course (minimum of 3 hours) at the upper division level and outside of the student's major. Undergraduate transfer students must meet these same requirements for graduation. Our accreditor, the Higher Learning Commission requires 30 credits of General Education coursework.

Bachelor of Architecture			
General Studies			
course #		course title	hr
ENGL	1113	Principles of English Composition (Core I)	3
MATH	1523	Precalculus and Trigonometry (Core I)	3
PHYS	1114	General Physics for Non-Science Majors (Core II)	4
HIST	1483	United States to 1865 (Core IV)	
or			3
HIST	1493	United States, 1865 to the Present (Core IV)	
ENGL	1213	Principles of English Composition (Core I)	
or			3
EXPO	1213	Expository Writing (Core I)	
PSC	1113	American Federal Government (Core III)	3
		First-Year Experience (Core V)	3
		Natural Science, with lab-(Core II) from approved Gen. Ed.list	4
		Social Science - Advised Elective (Core III)	3
		World Culture - (Core IV), upper-division	3
		Artistic Forms — (Core IV) 2	3
		Open Elective (upper division) 1	3
		Open Elective (upper division) 1	3
		Foreign Language (2 Courses, 6-10 hours)	

Total Hours of General Education	41

Master of Architecture
Graduate students admitted to our 4- and 7-semester master's program from outside of OU are screened for educational breadth as part of our admissions process described in detail in 4.3.1 below. Students admitted to our accelerated BSAS + M.Arch program must meet all the general education requirements for OU.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
Bachelor of Architecture
Students in our undergraduate programs are encouraged to have a university-approved minor or division-approved concentration attained through elective courses. The most common minors chosen by our undergraduate students include interior design, business administration, and environmental sustainability. Within the College of Architecture students also have the option of an undergraduate certificate in housing.

Recent Undergraduate Professional Electives

ARCH	4183	Survey of Middle Eastern Architecture	3
ARCH	4283	Persian Architecture	3
ARCH	4353	LEED Seminar	3
ARCH	4433	Rendering	3
ARCH	4493	Architecture of Democracy.	3
ARCH	4513	Creativity Through Sketching	3
ARCH	4713	Real Estate Fundamentals	3
ARCH	4773	Computational Design and Fabrication	3
ARCH	4783	Architectural Acoustics	3
ARCH	4813	Real Estate Development	3
ARCH	4970	Architectural Competitions	3
ARCH	4743	Legal Framework for Design	3
ARCH	4790	Telesis: The Student Journal	3
ARCH	4970	Vision Training for Designers	3
ARCH	4970	3d Printing	3
ARCH	4970	Resilient Futures	3
ARCH	4970	Design + Build	3
CNS	4213	Design Build Principles	3
CNS	4403	Leadership Construction Industry	3
CNS	4503	Residential Construction	3

CNS	4153	Legal Issues in Construction	3
CNS	4853	Heavy Civil Construction	3
CNS	4970	Special Topics Course	3
CNS	3943	Field Work	3
END	3893	Intro to Urban Real Estate	3
END	4893	Historic Preservation Planning	3
END	3993	Environmental Design Practicum	3
END	4993	Environmental Design Capstone	3
END	4970	Special Topics Course	3
ID	4823	Design for Independent Living	3
ID	4970	Special Topics Course	3
ID	4764	Furniture Design	4
LA	4103	Intro to Landscape Architecture	3
LA	4423	Human Experience of Environment	3
LA	4970	Special Topics Course	3
RCPL	4003	Global City & Planning Issues	3
RCPL	4213	Prin. and Prac. Of Urban Planning	3
RCPL	4063	Planning/Diverse Communities	3
RCPL	4970	Special Topics Course	3

Master of Architecture

Graduate students are required to take 12 credits of Research Electives, which encourages them to explore a wide variety of coursework related to the discipline or develop a specific area of expertise. In general, courses within the entire College of Architecture are permitted to count towards these Research Electives including courses in Regional and City Planning, Landscape Architecture, Interior Design and Construction Science. The College of Architecture offers graduate certificates in: Data Systems and Digital Design; Design Entrepreneurship and Real Estate; and Resilient Planning, Design, and Construction. For a full list of the Graduate Certificates offered at OU see: https://www.ou.edu/gradcollege/programs/graduate-programs

Recent Graduate Research Electives			
ARCH	5183	Survey of Middle Eastern Architecture	3
ARCH	5283	Persian Architecture	3
ARCH	5353	LEED Seminar	3
ARCH	5433	Rendering	3
ARCH	5493	Architecture of Democracy.	3
ARCH	5513	Creativity Through Sketching	3
ARCH	5713	Real Estate Fundamentals	3
ARCH	5773	Computational Design and Fabrication	3

ARCH	5783	Architectural Acoustics	3
ARCH	5813	Real Estate Development	3
ARCH	G4970	Architectural Competitions	3
ARCH	5743	Legal Framework for Design	3
ARCH	5790	Telesis: The Student Journal	3
ARCH	5763	Landscape Architecture for Architects	3
ARCH	6643	Urban Design Theory	3
ARCH	5970	Vision Training for Designers	3
ARCH	5970	3d Printing	3
ARCH	5970	Resilient Futures	3
ARCH	5970	Design + Build	3
CNS	5213	Design Build Principles	3
CNS	5403	Leadership Construction Industry	3
CNS	5503	Residential Construction	3
CNS	5153	Legal Issues in Construction	3
CNS	5853	Heavy Civil Construction	3
CNS	5970	Special Topics Course	3
ID	5123	Environment and Human Behavior	3
ID	5343	Indoor Environmental Quality	3
ID	5823	Design for Independent Living	3
ID	5413	Indoor Controls & Technology	3
ID	5970	Special Topics Course	3
ID	5764	Furniture Design	4
LA	5103	Intro to Landscape Architecture	3
LA	5423	Human Experience of Environment	3
LA	5843	History & Theory of Landscape Architecture	3
LA	5970	Special Topics Course	3
RCPL	5003	Global City & Planning Issues	3
RCPL	5213	Prin. and Prac. Of Urban Planning	3
RCPL	5013	History and Theory of Urban Planning	3
RCPL	5713	Urban Economic Development & Planning	3
RCPL	5063	Planning/Diverse Communities	3
RCPL	5033	Sociology of Housing	3
RCPL	5723	Community Development & Revitalization	3
RCPL	5970	Special Topics Course	3

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
Within the Division of Architecture, the following degrees are offered:

- Bachelor of Architecture
- Bachelor of Sciences in Architectural Studies
- Master of Architecture

Within the College of Architecture, the following degrees are offered:

- Master of Sciences in Planning, Design, and Construction
- Ph.D. in Planning, Design and Construction
- Bachelor of Sciences in Environmental Design
- Bachelor of Sciences in Interior Design
- Bachelor of Sciences in Construction Science
- Master of Landscape Architecture
- Master of Construction Science
- Master of Regional and City Planning
- Master of Urban Design
- Master of Interior Design

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
The Bachelor of Architecture degree requires 150 credit hours. For more detail on course numbers, titles and credits see all program checksheets in Appendix A.

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

- The Accelerated Bachelor of Sciences in Architectural Studies + Master of Architecture requires 168 credit hours total. 60 of these credits are at the graduate level; 12 credits are shared; 120 credits are counted towards the undergraduate degree.

- The 4-semester Master of Architecture degree requires 60 credit hours of graduate level coursework in addition to a bachelor's degree in pre-architecture studies or similar.
- The 7-semester Master of Architecture degree requires 96 credit hours of graduate level coursework in addition to a bachelor's degree in a discipline other than architecture.

For more detail on course numbers, titles and credits see all program checksheets in Appendix A.

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
Program Response: Not Applicable.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

Bachelor of Architecture
Undergraduate students apply through the University's Office of Admissions using either the OU Application, Common Application, or Coalition Application. This process is centralized at the University level. Any student admitted to OU may choose to enroll in the architecture program. For freshman admissions see: here.

Transfer Admissions**.** Undergraduate transfer students apply to OU through the University Office of Admissions. The University Office of Admissions and Recruitment evaluates and verifies prior academic coursework and assigns OU credit as applicable. Only when a transfer student has completed coursework in architecture is the Division of Architecture asked to evaluate materials and assist in assigning credit for any architecture related courses taken at other institutions. At least two faculty, typically the director and associate director or chair of the curriculum committee, review course syllabi and student work from relevant courses to determine credit. See the Transfer Student Checklist here.

Master of Architecture
Graduate students entering our master's program must have earned a bachelor's degree from either a U.S. school whose accreditation is recognized by the Council of Higher Education (CHEA) or, for international students, a bachelor's degree or equivalent from an institution accredited by the home country's Ministry of Education. The OU Graduate College and Division of Architecture collaborate on the graduate admissions process, with the Graduate College dean governing admissions to graduate programs. Each step of the process of graduate admissions is managed and documented through the online portal using Slate software. The Graduate Admissions Process entails the following steps:
1. Graduate College Admissions receives application and academic credentials.
2. Graduate College Admissions evaluates and verifies academic credentials, then forwards application and materials to the graduate academic unit.

3. Application and credential evaluation are reviewed by graduate academic unit. In the Division of Architecture this process typically includes a committee of three faculty led by the Division Graduate Liaison. The faculty independently carefully review each applicant's materials with special attention to:
    a. The breadth of the undergraduate education in terms of sciences, humanities and arts, and social sciences;
    b. Undergraduate GPA;
    c. Structures coursework completed and grades earned;
    d. Architectural history coursework completed, and grades earned;
    e. Physics and calculus coursework completed, and grades earned;
    f. Quality of work in the design portfolio as well as the level of complexity in architectural projects in regard to systems integration and structures;
    g. The quality of writing in the personal statement and reasons for applying to OU.
4. The Division of Architecture Graduate Admissions Committee meets to discuss each applicant and decide whether to admit them and which program they are best suited for. The Committee often admits students to the 7-semester degree path and re-evaluates them after completion of the summer studio. At that time, some students are moved into the 4-semester degree path if found to be ready for that level of rigor and challenge.
5. Graduate academic unit returns recommendation to Graduate College Admissions for review and approval.
6. Graduate College processes decision through the authority of the Graduate College dean and notifies the applicant.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:
Master of Architecture
We have designed our curricula to meet all NAAB accreditation program and student criteria within the required courses. Thus, we do not rely on preparatory education from other institutions to meet NAAB criteria, though we do rely on prior coursework to prepare students for our advanced courses such as Methods VII or Architectural Theory and Criticism, which meet many NAAB criteria. As noted in 4.3.1, we carefully screen graduate applicants related to their preparation with regard to the breadth of their undergraduate education, their design education, and the structures courses completed, and grades received. Nevertheless, every student is required to take a sequence of courses designed to meet the NAAB requirements. For graduate students, structures and history/theory coursework requirements ranges from one to three courses. Thus, each student is required to take a minimum of one course in each of these areas. Individual assessments based on students' prior coursework are used to determine required courses. If, for example, an incoming graduate student has two semesters of structures or architectural history coursework completed with grades of a B or higher, we may require them to only take one structures or architectural history course.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:
Our Division of Architecture graduate admissions page outlines the admission process, requirements and how the length of the various degree paths are related to the type of baccalaureate degree earned previously. See: https://architecture.ou.edu/architecture-degree-requirements/#GRADUATE

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

Administration

The University of Oklahoma is led by the OU Board of Regents, President Joseph Harroz, Jr., and Provost André-Denis Wright. The Gibbs College of Architecture is organized into five Divisions: Architecture, Interior Design, Construction Science, Landscape Architecture, and Regional and City Planning. The Dean, with support from one Associate Dean oversees the College. A Director oversees each Division. The Deans and Division Directors meet one to two times per month. Each semester there is at least one Program Coordinators Meeting that includes Deans, Directors, and key staff personnel, including the Assistant to the Dean, Facilities Manager, College Administrator, the lead Student Advisor, the Architecture Librarian, the C_ML Manager, and the IT leader. The five Directors also meet independently throughout the academic year and during the summer to address internal coordination matters. Periodically, the Deans and Division Directors meet with the College's faculty governance committee, known as Committee A. For more information on the administrative structure of the College, please see the administrative organization chart in Appendix F.

Gibbs College of Architecture Administration:

- Dean: Hans E. Butzer, FAIA. College oversight including allocating funding to divisions.
- Associate Dean: Dr. Keith Gåddie. College oversight including promotion and tenure.
- Director of Research Initiatives and Strategic Planning: Dr. Angela Person. Serves as liaison to OU research offices. Supports faculty development, research, and strategic planning initiatives.

Division of Architecture Administration:

- Director: Dr. Stephanie Pilat
- Associate Director and Graduate Liaison: Dr. Shideh Shadravan
- Associate Director of Curriculum Development: Anthony Cricchio
- Associate Director of Student Development: Dr. Wanda Katja Liebermann
- Assistant to the Director: Leslie Spielman
- Architecture Student Advisor: Erin Nance

The Division's administrative team, staff assistant, and student advisor meet weekly to coordinate events, deadlines, and address issues as they arise.

Gibbs College of Architecture Staff

- Assistant to the Deans: Camille Germany. Supports the deans and manages staff.
- Finance and HR Administrator: Mark Ellis. Coordinator of budget allocations, accounts, and purchasing.
- Facilities Manager: Jerry Puckett. Classroom furniture, room reservations, oversees C_ML staff.
- Administrative Assistant to the Division of Architecture: Leslie Spielman. Assists the director, oversees division budgeting, travel, faculty searches, scholarships, and more.
- Administrative Assistant to the Directors: Brandi McManus. Assists division directors other than architecture, oversees division budgeting, travel, faculty searches, scholarships, and more.
- Development Assistant: Joshua Hall. Coordination with alumni, fundraising, and scholarship needs.
- Librarian: Tracy Chapman. Head librarian.
- Director of Libraries for Architecture: Dr. Matt Stock. Library liaison to GCA faculty and students.

- C_ML Shop Manager: Matt Reed. Manages the three C_ML facilities; maintains equipment and coordinates equipment purchasing, coordinates C_ML reservations.
- C_ML Staff: Chris Morrey. Assists C_ML manager with student trainings and faculty research efforts.
- Computer Resources Manager: Peter Tran. Coordinates computer and software purchasing; maintains technology in classrooms.
- Lead Academic Advisor: Erin Nance. Coordinates student/degree advising, approvals for transfers, credits and admissions, and student visits. Advises all architecture students.
- Academic Advisor for Interior Design: Nova Savage. Undertakes student/degree advising, approvals for transfers, credits and admissions, and student visits.
- Academic Advisor #3: Katie Whitehead. Advises students in Construction Science.

Through our agreement with the University Information Technology Department, the College employs onsite a full-time Network Administrator. The Network Administrator provides support in technology investigation and strategic planning and provides technical assistance to our faculty and students.

College Committees:
Committee A is an elected body of 5 faculty (1 from each division) that oversees policy and procedures in the college. The OU Faculty Handbook describes Committee A's responsibilities as: overseeing the faculty evaluation process, budget requests and allocations, salary increases, faculty awards, hiring, tenure and promotion and other matters. Committee A provides written evaluations in tenure cases. In practice in the GCA, Committee A's work is largely centered on faculty and tenure evaluations. Although the division of architecture faculty make up 50% of the GCA faculty, they are represented by just 1 of 5 Committee A members.

While faculty are elected to serve on the GCA Committee A, faculty volunteer to serve on other GCA committees based on their interests, expertise, and other commitments. The GCA Travel Study Committee includes faculty from each of the five divisions. Together they oversee the roster of travel study opportunities offered through the GCA each year. They aim to coordinate a menu of travel study programs tailored to student interests, the OU calendar, and faculty expertise. GCA travel study programs have been offered in Rome, Germany, Uganda, Zambia, and within the United States at Taliesin West. The GCA IT-C_ML (Creating_Making Lab) Committee includes faculty from each of the five divisions as well as IT Manager Peter Tran and C_ML Manager Matt Reed. Together this group is responsible for overseeing operations in the CML and technology in the GCA. They offer advice on new equipment purchases, software packages, and more. The division of architecture ensures equity among service responsibilities in two ways. First, we track service assignments and anticipated time commitments in a master spreadsheet to ensure we are documenting and measuring roles and responsibilities within the division. Second, we are generous in allowing for deviations from the traditional 40-40-20 distribution of effort. We recognize that some tenured faculty such as Associate Director Cricchio may prefer to increase service responsibilities and decrease research obligations, while others prefer increased teaching loads and decreased research expectations. This flexibility helps us match our expectations to the diverse talents and preferences of our faculty. At the same time, however, we aim to limit service commitments for tenure-track faculty. The division of architecture does not have the power to ensure diverse representation or equity in service responsibilities on college (or university) committees. While the diversity of our faculty overall helps ensure diverse representation nevertheless, equity in levels of responsibility across the college has been a continual challenge. With multiple faculty searches in the growing programs of architecture, interior design, and construction science, nearly every faculty member from these divisions has served on at least one search in the past three years. Faculty from the graduate only divisions of planning and landscape architecture are always invited to serve on these committees, but rarely do. There is no current mechanism for ensuring equity in service responsibilities across the college.

Division of Architecture Committees:
The Division of Architecture has three internal faculty committees: Curriculum, Student Development, and Faculty Development. We ensure diverse representation in these committees by revisiting their makeup each year to ensure representation from a variety of perspectives and a mix of experience on each committee. The Curriculum Committee is led by Dr. Andrés Cavieres and includes studio coordinators and student representatives. The committee is currently comprised of Tamar Zinguer, Deborah Richards, Francesco Cianfarani, Anthony Cricchio, Stephanie Pilat, Hans Butzer, and graduate students Donovan Linsey and Felipe Flores. The curriculum committee meets every other week throughout the academic year. They typically focus on one topic per semester

or year; in 2021-22, for example, they centered their attention on evaluating how and where representation skills are taught in our curriculum. They also help develop project rubrics for key studios such as Design V and Design VII. Finally, at the end of each semester, faculty collectively undertake work to review and reflect on the studio work produced. In the past this collective review has varied from day-long meetings in which we pin up projects from each studio to Zoom meetings and more recently, Qualtrics surveys.

Student Development Committee is led by Dr. Wanda Liebermann and oversees student support, groups and activities in the division. The committee is currently comprised of Amy Leveno, Shooka Motamedi, Youngjin Hwang, Dayton Clark, and Dan Butko. The committee typically meets every other week throughout the semester. They recently launched a student-to-student mentor program. They work closely with AIAS and NOMAS on student events and needs.

The Faculty Development Committee is led by Dave Boeck and works to support faculty. When eight new full-time faculty arrived in the fall of 2021, for example, the committee organized a Wednesday lunch orientation series spread over the fall semester. Weekly topics covered everything from grant opportunities to booking travel. Most importantly, the committee organizes regular social events that have helped foster a warm and welcoming environment for faculty in our division. The Faculty Development Committee includes Marjorie Callahan, Shakil Shimul, Mo Abdelkarim, and Ted Reeds.

The Graduate Liaison oversees the management of the graduate degree programs and advising of graduate students. Dr. Shideh Shadravan will began her term as graduate liaison in 2022, succeeding Professor Marjorie Callahan who had served in that position for nearly a decade. Graduate admissions are reviewed by three faculty, most recently: Cricchio, Shadravan, and Pilat.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:
The leadership and faculty of the Division of Architecture are committed to the principles of faculty governance, transparency, and equity. Faculty Governance at the University level is organized through the OU Faculty Senate. Dr. Lee Fithian from the Division of Architecture currently represents the Gibbs College of Architecture on the OU Faculty Senate. In recent years, the OU Faculty Senate has become more organized and proactive and developed productive partnerships with the University Administration on matters such as budget or program cuts and changes. The OU Staff Senate serves as the representative body for the staff of the University. They advocate for the welfare of the staff and advise the University leadership on policies and recommendations that affect staff.

At the College level, faculty governance is organized through Committee A, an elected body of five faculty that represent the faculty on all college matters. One of Committee A's primary duties is to partner with the five division directors to conduct annual faculty evaluations. As a result of the current organization 10 faculty members (5 Committee A and 5 directors) are directly engaged in evaluating the College's 50+ faculty. This organizational structure for evaluations presents challenges as not all ten people can be expected to review the annual materials of all fifty faculty. Thus, two Committee A members are assigned to each division for annual reviews and work alongside the director. In the Division of Architecture, a faculty Committee A representative from the Division of Regional and City Planning has served on the evaluation committee for Division of Architecture faculty. While the present organization is efficient it also means that inequities in evaluation across divisions are inevitable. Some division directors routinely assign all high scores while others are more judicious. The GCA is the only unit on campus in which this unusual structure for evaluations is employed. A transition from academic divisions to academic departments would address this issue and align GCA faculty evaluations with the process and structure that is the norm across campus. In OU academic departments, the department chair and two faculty elected from the department serve as the evaluation committee for the department's faculty. Committee A also plays a role in the tenure and promotion processes and updates and reviews of college policies.

At present, as a division rather than a department, all governance is organized at the college level through Committee A. Neither staff nor students have a formal role in the governance of the college or division. Students do, however, serve on our curriculum committee and faculty search committees. Our student group leaders from NOMAS and AIAS work closely with the division's Student Development Committee. All student assemblies each semester provide opportunities for students to share feedback and suggestions with faculty and administration. While staff do not have a formal role in college or division governance, they do play active roles as members on select committees such as the IT-C_ML committee, which oversees our maker labs and technology.

Within the Division of Architecture, faculty governance, and engagement are facilitated through participatory faculty meetings every other week throughout each semester. Led by the director, these meetings are structured to engage faculty in pressing issues as well as long-term planning. When the Gibbs Endowment was created, for example, faculty collaboratively developed the Gibbs Research Fellowship Award with some of the funds. This fellowship is awarded through an anonymous external review process and provides a $5,000 annual stipend for three years. We also collaboratively created our publication awards and incentives program, which provides annual bonuses. In recent years, faculty have used their time together in faculty meetings to collectively develop our curriculum goals, aims, and objectives. In 2021-22, faculty meetings were dedicated to collaboratively rewriting our statement of purpose and undertaking strategic planning.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

Division of Architecture Strategic Plan:

In 2021-22, the Division of Architecture went through a strategic planning process that engaged students, faculty, staff, and alumni as well as key partners across campus. This process is encouraged but not mandated by the college and new university administration. Students and alumni were engaged in dedicated meetings, discussions, and a series of surveys. Understanding that the new division plan would be nested under three other strategic documents (the OU Lead On Plan, the Vice Provost for Research Strategic Verticals, and the Gibbs College of Architecture Strategic Plan) special faculty meetings were organized to engage each of these three plans. Presentations by representatives of each plan and new research center directors were followed by discussions and surveys to collect feedback. Throughout the spring of 2022, faculty drafted the Division's plan, which was approved by the faculty in May of 2022. The Division of Architecture Strategic Plan, 2022-27 includes five high- level objectives which correlate to the OU Lead On, University Plan Five Pillars. Progress in meeting these objectives is to be measured by tracking 20 key performance indicators.

The American School Curriculum

In 2020-21, the architecture faculty came together to develop our American School Curriculum outlining our own curriculum goals, aims, and learning objectives. These goals dovetail with the NAAB 2020 Program and Student Criteria. Matrices for each degree path identify where each learning objective and NAAB criterion is met. Drawing on Bloom's Taxonomy of Learning, assessments, projects, and assignments are scaffolded over the course of the curriculum to engage higher order learning.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

As noted above, in 2021-22, we initiated a new strategic planning process. In May of 2022, our faculty voted to adopt the new plan. The Key Performance Indicators (KPIs) are included below with annotations in parentheses describing how often they will be measured: annually, at the two-year mark or at the five-year mark (1Y, 2Y, 5Y).

1. KPI: Secure per student expenditures of dollars per credit hour on par with our AAU peers. (2Y, 5Y)
2. KPI: Ensure at least two-thirds of all design studio sections are taught by permanent full-time faculty defined as those holding a five-year contract or longer. (2Y, 5Y)
3. KPI: Increase amount of faculty lab spaces dedicated to research.
4. KPI: Increase pin-up and exhibition space.
5. KPI: Grow faculty salary averages by rank to align with regional and aspirational peer institutions. (2Y, 5Y)
6. KPI: Secure staff support that grows in proportion to enrollments and faculty and relative to peer institutions.
7. KPI: Grow the number of blog and social media posts about Division of Architecture faculty and students by at least ten percent each year. (2Y, 5Y)
8. KPI: Grow endowment funds, archive, and scholarship on the American School. (2Y, 5Y)
9. KPI: Grow the percent of students who are members of OU student government or GCA and Division of Architecture student organizations. (1Y)
10. KPI: Grow the number of Gibbs Design Activism Award projects each year. (1Y)
11. KPI: Increase ARE pass rates relative to AAU peers. (2Y, 5Y)
12. KPI: Double the dollar amount of need-based scholarships awarded annually by 2027. (5Y)
13. KPI: Develop and implement transfer agreements with community colleges such as but not limited to the following: Francis Tuttle, Moore Norman, and Navajo Tech. Secure support for faculty and staff to develop this effort. Develop and implement transfer agreements. (2Y, 5Y)
14. KPI: Goal for responses to Learning Environment section questions in the Student Experience Survey related to belonging from each course is 90 percent or more to choose “frequently, very helpful, or always.” (1Y)
15. KPI: Secure financial and human resources needed to launch support initiatives for students. Grow the percent of first-generation students and students from underrepresented groups in our programs, their retention, and graduation rates. (2Y, 5Y)
16. KPI: Grow number of external funding applications and total dollar amounts for collaborative research by 5 percent annually for 5 years. (1Y)
17. KPI: Grow the number of service-learning courses, IQC collaborations, and research initiatives that focus on Oklahoma communities. (2Y, 5Y)
18. KPI: Aim to have 1-3 Special Topics Studios and 1-3 elective seminars annually dedicated to global challenges and/or community partnerships. (2Y, 5Y)
19. KPI: Grow Division endowment funds dedicated to faculty research and creative activity support from $30,000 in 2022 to $100,000 by 2027. (2Y, 5Y)
20. KPI: Secure competitive three-year funding packages for at least two doctoral students each year. (1Y)

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:
Given the new Strategic Plan was only adopted in the spring of 2022, it is too early to report on progress. We have, however, defined how and how frequently each KPI will be measured and who will be responsible for that measurement. For a report on the outcomes of our previous, 2014 Strategic Plan Goals, see Appendix G.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

Strengths:

- **The American School.** The architecture program has developed a strong and clear identity rooted in its American School history centered on the values of resourcefulness, experimentation, and contextualism.
- **New Curriculum and Strategic Plan.** We have collectively articulated goals for both our curriculum and, more broadly, our program through a participatory process.
- **Ranked Program.** OU Architecture was ranked number 17 in the nation in the "Most Admired Architecture Programs" category by *DesignIntelligence*.
- **Faculty Culture.** The Division boasts a diverse faculty with a wide range of expertise and a supportive and collaborative culture.
- **Community Partnerships.** The relatively small size of Oklahoma's population and cities makes it easy to work with local communities and stakeholders across the state.
- **Committed alumni base.** The division boasts highly successful graduates who are committed to helping the next generation of students succeed. This is most evident in the Professional Advisory Board that serves the division.
- **Cooperative education.** Our Cooperative Education Program offers Bachelor of Architecture students the chance to spend their eighth semester working in an office.
- **100% job placement rate.** In 2022, 100% of students looking for jobs in the field found employment within six months of graduation.
- **Preparation for Graduate Studies.** Our students go on to Master's degree programs at UC Berkeley, Harvard, the University of Michigan, Columbia University, the University of Pennsylvania, and Sci-Arch.
- **Telesis.** Our student journal has twice been awarded the Center for Architecture's Douglas Haskell Award for student journals in the last four years.
- **Rome Program.** Our students have the option of doing their sixth semester in Rome. We offer all required courses as well as a full slate of site visits and trips.

Challenges:

- **Division Status.** With 31 full-time faculty, 300+ students and credit hour generation nearing 10,000 per year the architecture program has outgrown our division status. The 2022 Strategic Plan developed and approved by our faculty calls for a promotion to an academic department. A promotion to department would provide greater financial autonomy, which has been a point of concern by our accreditors. More importantly still, promotion to a department would alleviate the faculty governance problems and Committee A structure, which is currently not working as well as it should.
- **Staff Support.** There is currently no plan for growing staff to keep pace with growing enrollments and faculty numbers. Requests for additional staff to assist with research, for example, have been denied by the Provost's Office.
- **OU Resource Allocation Model.** OU typically funds units at the same level each year. This has undermined our growing program by not ensuring resources keep pace with enrollments.
- **Financial Autonomy.** As a division rather than a department, the architecture program is not a budgetary unit. Funding levels for the division are the purview of the dean who must balance needs against other divisions in the college. While the current dean is supportive of the division, past deans have been less supportive, highlighting the vulnerability of the present model. The division receives 10% of the course fees paid by our students. The balance is held at the college level for staff and lecturer salaries, facility renovations, and technology. A new $40 per credit hour STEM fee will be held by the Provost's Office. The lack of autonomy makes it difficult to plan or secure financial support for new initiatives.
- **Pandemic impacts on studio culture.** The COVID-19 pandemic weakened the studio culture in the division. We are working with students and a new director of student development to rebuild this culture.
- **Teaching Loads.** Due to rapid growth in enrollments and inadequate numbers of new faculty lines, many of the faculty have been teaching 18 credit hours per year without receiving overload pay. Teaching overloads negatively impacts both the quality of education provided to students and research productivity of faculty. A new Faculty Workload Policy offers

additional compensation for teaching overloads and should help address inequities in teaching loads across the college.

- **Staff Support for Research.** The College has a director of Research Initiatives (who is also a tenure-track faculty member) who serves as a liaison to research initiatives on campus. The college is, however, without any dedicated research staff to support research development or the management of grant funding. The lack of support undermines our research progress. Moreover, faculty with industry partnerships often run grants through industry rather than through the University. The dean has proposed to the provost that revenues generated through the new STEM course fee be allocated towards hiring a dedicated staff person to assist with grant writing and research mentoring.
- **Lab Space.** With growing faculty numbers and student enrollments, we are out of room for faculty research space. Both Gould Hall and the CML are at capacity. The IT-CML Committee has been surveying faculty on space needs in order to assess how to best provide additional lab space.
- **Classroom and Office Space.** The division of architecture has reached capacity for design studios and offices in Gould Hall. Four of our full-time faculty, all adjuncts, and graduate assistants share one basement office with no windows. Bids for renovations to add more office space in 2021 came in 50% higher than anticipated necessitating a revision to our plans to add office space.

Opportunities:

- **Tulsa Urban Design Studio and the Institute for Quality Communities**. Expanding collaborations with the Tulsa program and IQC could help deepen urban design and participatory design expertise among students and grow the profile of the program.
- **Affordable Land**. Relative to other states, the possibility for acquiring land for Design-Build programs is affordable.
- **Creating_Making Lab**. The facilities in the C_ML offer faculty and students various opportunities for research and design projects. The C_ML offers a chance to deepen the maker culture at all levels of our program.
- **Research Collaborations across GCA and OU.** Faculty across the college and campus are often eager to collaborate with architecture faculty on interdisciplinary research projects.
- **Community college transfer agreements.** As part of our efforts to broaden pathways into architecture, we hope to develop community college transfer agreements. These aspirations are impeded, however, by a lack of division staff and resources.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The Gibbs College of Architecture has a Board of Visitors (BOV) comprised of 14 national leaders in the Architecture, Design, Planning, and Construction Industry that advises the dean of the College. Among this group are architects including: Amy Dunn, a commercial real estate broker with CBRE; Michelle Rees Clark, managing director with Aiim Capital Corporation; Joe Buskuhl, FAIA, principal emeritus and former president of HKS; Jeff Gunning, FAIA, Principal and Office leader of Callison RTKL Dallas; Stuart Coppedge, FAIA, Senior Architect with Desmone, Pittsburgh; David Hornbeek, AIA, with Hornbeek Architects, Oklahoma City. The BOV advises the dean of the Gibbs College on strategic planning and fundraising matters.

The Division of Architecture is supported by a Professional Advisory Board (PAB) comprised of approximately 20 professionals, most of whom are practicing architects with leading firms in the region. The PAB advises the Director and Division on matters related to academic initiatives, the curriculum, and professional practice. They meet at the college twice each semester. They are the primary organizer of fundraising efforts for the Division's students. They often serve as guest reviewers or guest lecturers in courses. They help organize firm tours and site visits. The PAB participated in the Division's 2021-22 strategic planning process. The PAB is organized into three

sub-committees each with specific responsibilities: the Public Relations Committee, the Academic Committee, and the Finance and Development Committee. The PAB annual activities include:

- Organizing a mentoring program that connects every third-year student with a professional mentor each year;
- Organizing a napkin sketch competition;
- Doing mock-interviews with every student in their final semester;
- Creating and launching a new Architecture Hall of Fame program;
- Organizing the Charles Graham Travel Study Benefit Dinner every February.

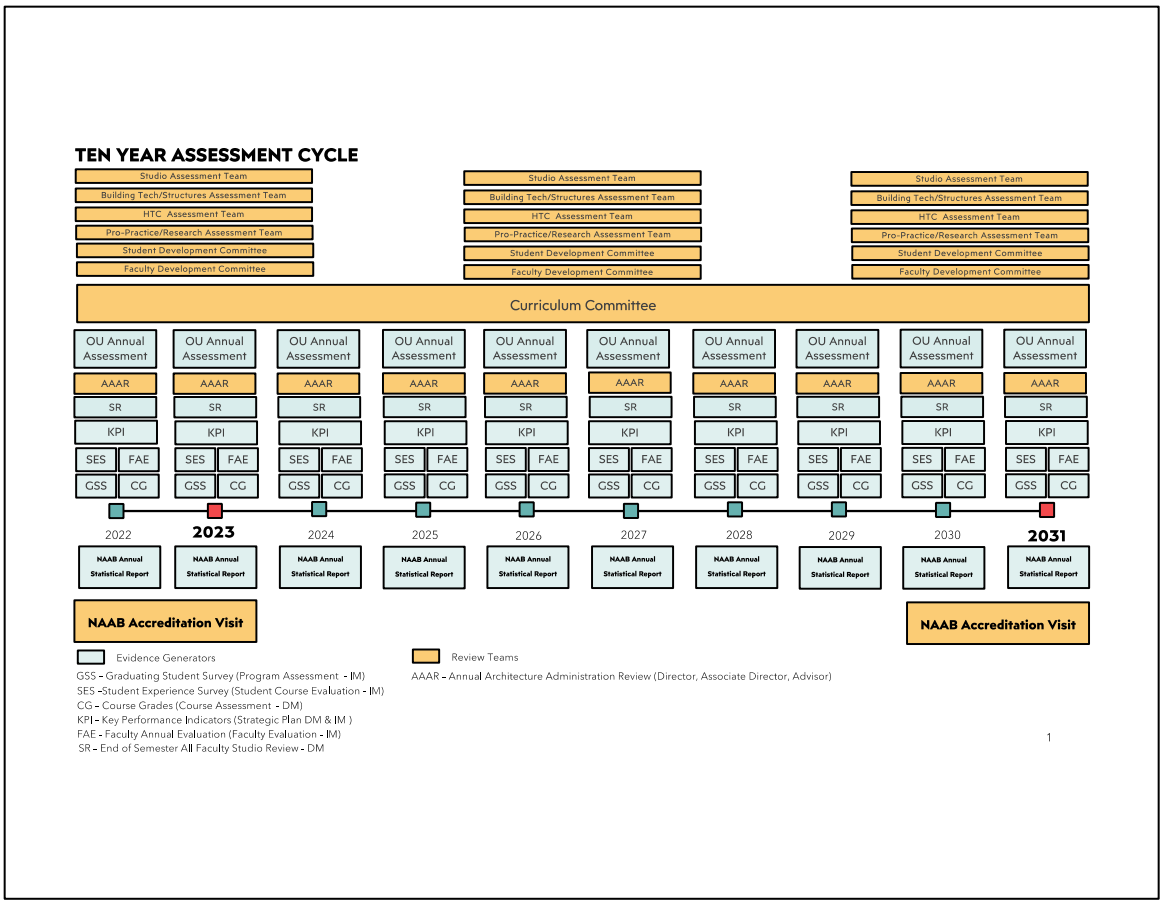
In addition to our ongoing work with our PAB, we also regularly engage outsiders as guest jurors in our studios, curriculum reviewers, and through our Goff Creative Chair Lecture and Workshop series. In the spring of 2022, for example, Dr. Kathryn Anthony from University of Illinois, shared her research on design studio culture with our students and faculty. She then led a series of discussions on how we might work collaboratively to update our Studio Culture Policy to better reflect our values today.

Selected List of Invited Curriculum Reviewers:
Thomas Forget, UNC-Charlotte
Dr. Winifred Elysse Newman, Clemson University
Marlon Blackwell, University of Arkansas

Select List of Invited Design Review Jurors:
Justin Miller, Auburn University
Awilda Rodriguez, Oklahoma State University
Michael Hoffner, AIA, Oklahoma
Maria Arquero de Alarcón, University of Michigan
Grant Gibson, Cames Gibson, Chicago
Tom Chung, Leers Weinzapfel Associates, Boston

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:
The Division of Architecture collects a range of evidence and uses the results in various types of self-assessments to continually inform changes and revisions to our curriculum as well as faculty and student development agendas. The evidence, teams, and processes are illustrated in three diagrams below. The first, the Ten Year Assessment Cycle diagram illustrates which evidence is collected annually (in blue) and how often the various types of assessment teams normally complete reviews.



University Campus Annual Academic Assessments

The University of Oklahoma's Office of Academic Assessment led by Dr. Felix Wao, requires all degree programs to conduct annual assessments to evaluate progress towards their own stated goals. These assessments consider pass rates in key courses and on key assignments as well as survey data collected through our Annual Graduate Exit Survey. These assessments serve to help us track our progress and identify ways in which we might improve our curriculum to better meet our goals. For example, if we notice a drop in the percentage of students passing a course in a particular year, we then work with faculty and the curriculum committee to investigate possible causes and solutions. We consider questions such as: is the course in the right sequence in the curriculum? Do we need to add TA support for tutoring hours? Thus we make annual adjustments to our curriculum and courses based on these assessments. We revise the goals and measures for University Assessments after each NAAB and APR review cycle; we anticipate revising these again in 2023-24.

OU Academic Program Review (every 7-years)

In addition to NAAB reviews, our programs are assessed by an Academic Program Review (APR) team organized by the university every seven years. Feedback from these in-depth analyses of our programs have led to important developments. Our 2014 APR team, for example, noted that many of our regional peers were developing 5-year M.Arch programs and suggested we investigate creating one. This recommendation, combined with NAAB's 2014 feedback, led us to make curricular adjustments and carve out two-degree tracks for entering first-year students. One, the traditional B.Arch is now defined by the inclusion of a cooperative education semester long program in the fourth year. The other, the 5-year accelerated master's degree track, incorporates more research focused coursework, particularly in the eighth semester.

Curriculum Committee Assessments and Adjustments:

The Division of Architecture Curriculum Committee has been in existence for over a decade. It is led by a chair and typically includes studio coordinators from all year levels as well as 1-2 student representatives. The committee typically meets twice a month during the school year to regularly review and update our curriculum. For example, after our last accreditation visit and university-mandated Academic Program Review (APR) the committee developed a proposal for a 5-year accelerated master's degree path as well as other adjustments to our curriculum. Feedback on site design from NAAB in 2014 led us to create a studio structure in which we alternate between urban sites and natural sites with complex topography in years two and three of our program. This structure ensures every student is challenged to develop designs in both types of contexts. Similarly, 2014 NAAB feedback on sustainability led the curriculum committee to redesign the comprehensive studios to center on the AIA COTE competition.

At the end of each semester, the Curriculum Committee organizes a review of the studio work as well as selected other courses. This has often entailed a day-long review of student work. We have invited outside reviewers such as Marlon Blackwell (Arkansas), Elysse Newman (Clemson) and Thomas Forget (UNC-Charlotte), to these studio curriculum reviews to gain an outsider's perspective. This has been incredibly valuable; their feedback has helped us improve the focus of each semester by identifying themes, improve our foundation year studios, navigate the balancing of technology, software, and design, and more. During the COVID-19 pandemic, we have experimented with the format of these end-of-semester reviews. We now do more work asynchronously and online in lieu of an all-day, in-person meeting. Studio coordinators, for example, have shared a brief video summary of the work completed at each year level. In these videos, faculty are asked to reflect on what worked and where they may be able to improve things in the future. The Curriculum Committee reviews these videos, survey responses, and course materials as they continually seek to refine the curriculum. They often focus on one aspect of the curriculum each semester. In the spring of 2022, for example, the committee centered their work on how representation skills were taught and reinforced throughout the curriculum. The Curriculum Committee draws on a wide range of information and assessments to guide their work including Annual Graduate Exit Surveys, ARE pass rates, course grades, Student Experience Surveys and input from faculty, advising staff, and students.

Area Specific Assessment Teams:
In 2021 we created four assessment teams to evaluate how well we are meeting both NAAB objectives and our own Goals, Aims, and Objectives. Each team reviewed a particular area of the curriculum: design studios; environmental systems, sustainability, and structures courses; history and theory; and professional practice and research methods. All teams went through the process of assessment in 2021-22. In the fall of 2022, they presented their findings in faculty meetings and faculty then reflected on and planned for how to update their course materials to address recommendations of these assessments.

NAAB Criteria Assessments
As described and illustrated in SC.1, evidence on whether or not NAAB criteria are being met as outlined in the NAAB Assessment Spreadsheet each year is collected by the Annual Architecture Administration Review (AAAR) team consisting of the Director (Pilat), Associate Director for Curriculum (Cricchio), and architecture student advisor (Nance). The team refers any evidence of criteria not met to the Curriculum Committee, who may then refer the issue to a particular curriculum area team. The AAAR team also completes the University's Annual Program Assessments each fall.

Student Development and Faculty Development
In addition to the work of our Curriculum Committee, two other committees are charged with leading improvements to faculty and student culture and support. The Student Development Committee similarly focuses on a continuous process of assessing our program from the student perspective to continually improve the services and experience provided to students. The Student Development Committee, for example, saw a need to foster greater interaction among different year levels, especially during and post-pandemic. After meeting with students to gather input,

they initiated a new mentoring program in 2021, which assigns upper year level students as mentors in design studios. The mentors assist their peers with software skills development as well as advising on how to succeed in architecture school. These mentors are compensated for their time. The Faculty Development Committee initiated their own series of new faculty orientations in 2021 in response to the growing number of new faculty.

Faculty and Administrative Evaluations

Administrative leadership, faculty, and staff are evaluated annually through performance reviews or annual faculty evaluations. These evaluations draw on feedback provided by students, faculty, and in the case of leadership, staff. Each administrator, faculty member, or staff member receives a detailed letter outlining how they met goals for the year and where improvement may be needed. This process provides an important opportunity for feedback on the connection between learning objectives and course development for each faculty member.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

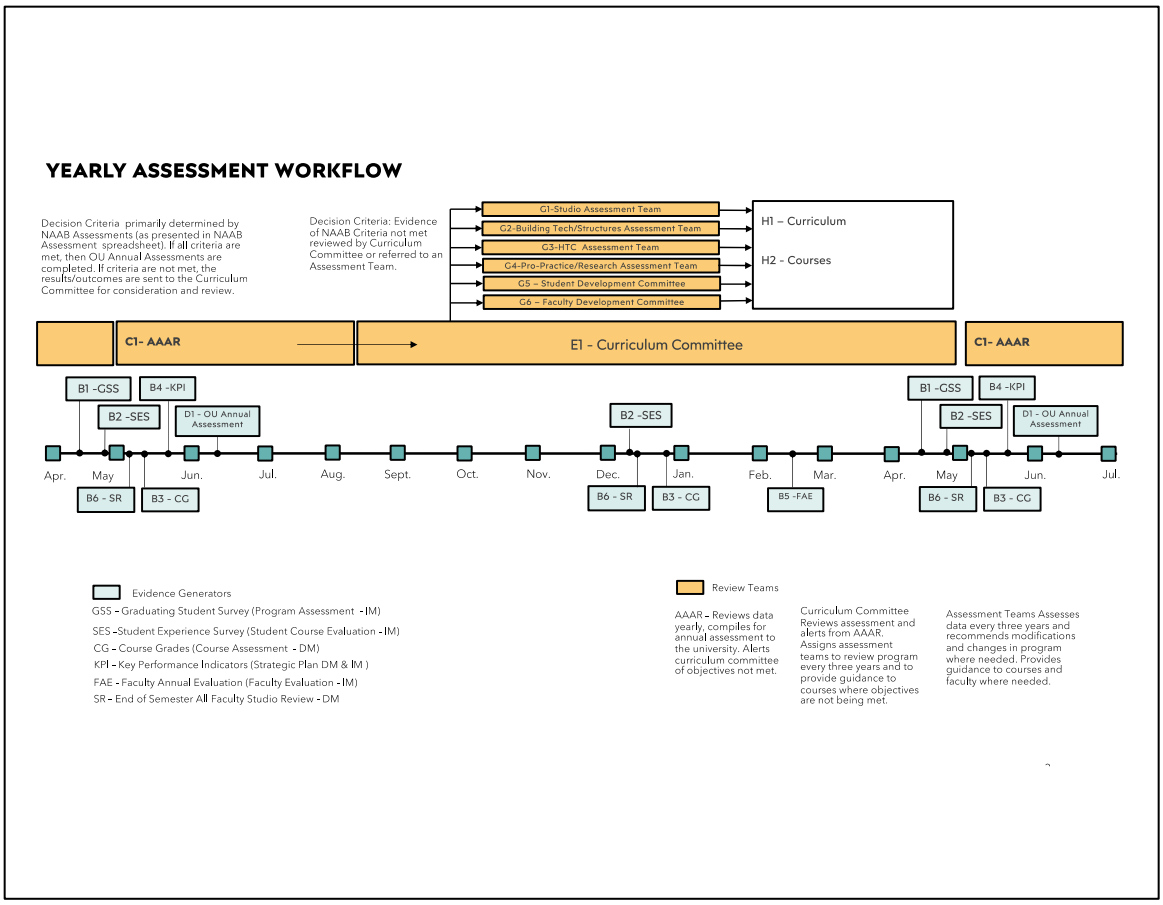
Program Response:

A Faculty Vision for our Curriculum

In the academic year 2020-21, Curriculum Committee Chair Andrés Cavieres and Director Pilat led our faculty in a participatory process through which we collectively defined our own Curricular Goals, Aims, and Objectives (see Appendix E). In the end, we developed 4 Curricular Goals, broken down into 14 Aims, and further defined with 63 Learning Objectives. We then mapped these learning objectives into our curriculum. Drawing on Bloom's Taxonomy of Learning, we sought to be strategic about how to build from lower orders of learning such as remembering and understanding in introductory courses to analyzing, evaluating, and synthesizing in more advanced courses. We have similarly sought to progress assessment types used from those that focus on remembering and understanding (exams, quizzes) to those that assess analysis and synthesis such as papers, projects, and presentations.

In 2021-22, the curriculum area assessment teams described above reviewed how well we are currently meeting NAAB criteria as well as our own new curriculum goals, aims, and learning objectives. Their findings were presented to faculty in the fall of 2022. Faculty were then asked to reflect on how the findings and recommendations of the assessment teams would inform changes to their courses. These individual course reflection and improvement plans will be provided with course evidence. It should also be noted that Aim 14 in our new curriculum is an aspirational one related to desired expertise in real estate and business development. This unmet aim will inform a request to hire a new faculty member in 2024.

The diagram below illustrates the annual timeline for the collection of various kinds of evidence and reviews.



5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response: Individual courses in our program are evaluated through a range of assessments, surveys, and discussions as detailed above. Data collected informs the work of our curriculum committee and assessment teams as well as individual instructor's efforts to continually improve their courses. Some of the means through which we collect data and the processes for this feedback informing course development include:

- **Annual Graduate Exit Survey.** This survey is administered in the late spring to all graduating students from the architecture program. Its purpose is to inquire about student's plans after graduation and assesses job placement. Questions invite students to reflect on how well coursework in various areas prepared them for their careers. Survey respondents typically felt well prepared to enter professional practice, for example. Shared with division leadership and the Curriculum Committee, these high-level objectives inform the work of the Curriculum Committee and faculty initiatives. Our new Strategic Plan, for example, calls for developing a new program to better prepare our students for the ARE, a goal informed by results from this survey.
- **Course Evaluations – The Student Experience Survey.** Every OU course is evaluated through the Student Experience Survey at the end of each semester. Having identified problems with the traditional course evaluation system, the University formed the Teaching Evaluation Working Group in 2019 to study and suggest best practices for evaluating teaching. The new Student Experience Survey provides more actionable and specific feedback to faculty and administration. Survey data informs faculty's self-assessments and teaching goals articulated in the annual evaluation process as well as their evaluation by the director and committee A.

- **Faculty Evaluations.** Faculty are evaluated annually through annual faculty evaluations. These evaluations draw on the course materials shared by faculty as well as the Student Experience Survey data. Faculty are asked to write a self-reflection outlining how well they met their teaching goals and what their goals for the coming year are. The director and two members of Committee A review these materials and make suggestions each year. Each faculty member receives a detailed letter outlining successes and where improvement may be needed. If, for example, faculty are using outdated course materials, or lack rigor in assignments, the evaluation letter may offer suggestions for improvements to their course.
- **Year-level Coordination.** At each year-level in our curriculum faculty work together across the curriculum to integrate classes and learning. In a history course, for example, students may have an assignment that challenges them to write a concept statement for their design studio project. Structures faculty may be invited into studio to do structure concept desk critiques. A Methods course may require students to model a detail of their studio project. This coordination across the curriculum serves to inform our shared work and ensure we routinely update our courses to best support student learning across the curriculum.
- **Curriculum Review Meetings.** Given the complexity of our 4-9-semester sequence of design studios, we have found it best to dedicate time at the end of every semester to sharing and reviewing this work together. This process helps us understand, for example, if we need to introduce a learning objective earlier in the curriculum, repeat an assignment, or alter the size of a studio project. This process also creates faculty accountability in design studios; faculty understand their responsibility to meet the learning objectives assigned when they can visually appreciate the highly scaffolded nature of our curriculum by seeing five years of work mapped out.
- **Assessment Teams.** As described in 5.3 above, teams of faculty evaluate areas of the curriculum in greater depth and recommend changes to the whole faculty.

The NAAB Criteria Assessment Workflow in SC.1 illustrates how the various kinds of evidence collected each year may motivate course updates or curricular development.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

Faculty, administrators, staff, and students all have a role to play in setting curricular agendas and initiatives. Overall the Curriculum Committee, chaired by Dr. Andrés Cavieres, leads these efforts but a range of other faculty and committees have specific roles to play. The ongoing work of the Curriculum Committee is complemented by the deep work of our assessment teams.

- **Dean Hans Butzer**, member, Curriculum Committee for the Division of Architecture.
- **Director Stephanie Pilat** serves on the Curriculum Committee for the Division of Architecture. Pilat often co-leads faculty meetings centered on curriculum development or revisions with Dr. Cavieres, the chair of the Curriculum Committee.
- **Associate Director for Curriculum Development Tony Cricchio** serves on the Curriculum Committee for the Division of Architecture. As an experienced NAAB reviewer, Professor Cricchio provides NAAB guidance.
- **Associate Director and Graduate Liaison Shideh Shadravan** oversees all aspects of our graduate program and advises graduate students. She is part of the division leadership team that meets regularly to address issues related to curriculum and student success as they arise.
- **Associate Director for Student Development Wanda Liebermann**, appointed in the fall of 2022, and the committee she leads, oversees the student-to-student mentoring program, student organizations, and the Gibbs Design Activism Awards.

- **Student Advisor Erin Nance** provides guidance to the director and faculty with regards to curriculum revisions and development, course scheduling, and student success. She is part of the division leadership team that meets regularly to address issues related to curriculum and student success as the arise.
- **Curriculum Committee Chair Andrés Cavieres** leads a group of faculty in identifying key curricular issues and working collaboratively to develop strategies for improvement. In 2021-22, for example, the committee focused on the question of how representation is taught in the design studios and methods courses.
- **The Annual Architecture Administration Review** team is comprised of Director Pilat, Associate Director Cricchio, and Student Advisor Erin Nance.
- **2022-23 Curriculum Committee members**: Francesco Cianfarani, Deborah Richards, Tamar Zinguer, Tony Cricchio, Stephanie Pilat, Hans Butzer, Donovan Linsey (student), and Felipe Flores (student).

Assessment teams, assignments and timelines are:

- Methods: Building Technology, Structures, and Sustainability led by Dan Butko with Lee Fithian and Shideh Shadravan. Review Structures, Methods 3, Methods 4, Methods 5, Methods 7, and Methods 8 every two to four years or more often as needed.
- Professional Practice and Research Methods led by Marjorie Callahan with Ted Reeds and Deborah Richards. Review Methods 9, Methods 10, and Professional Project Research every three years or more often as needed.
- Design Studios led by Tony Cricchio with Andrés Cavieres, Amy Leveno, and Francesco Cianfarani. Review all design studios every two to three years or more often as needed.
- History and Theory led by Wanda Liebermann with Tamar Zinguer, and Sam Callahan. Review History of the Built Environment I and II, Modern and Contemporary Architecture, Architectural Theory and Criticism, and Graduate Architectural History every three years or more often as needed.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

The Gibbs College of Architecture is the budgetary and tenure unit for faculty in the Division of Architecture. As such, faculty workloads are determined in large part by policies at the college level. In recent years, the administration and faculty have developed new policies to improve workload balance and work towards equity in workloads among the faculty across the College. In 2019, all faculty in the college developed a new Annual Faculty Evaluation Criteria document that outlines expectations for faculty in research, service, and teaching (see here). This document sought to ensure faculty teaching studio were fairly and equitably recognized for their efforts. Under a 2012 policy, all faculty in the college had been expected to teach 2-2 loads and that was equated to 40 percent effort annually. This system disadvantaged studio faculty teaching 18 credit hours, with contact hours of 15 hours per week.

In 2022, the dean enacted a revised Faculty Workload Policy for the College that further supported this shift by defining workloads in credit hours rather than number of courses. Faculty in the College are now expected to teach 12 credit hours per year, which will benefit studio disciplines by recognizing their effort. This policy permits teaching overload pay for the

first time or allows reductions in other areas of effort. Given that enrollments in the Division of Architecture have more than doubled in the last eight years and faculty numbers have not kept pace, many of the architecture faculty have been teaching overloads without compensation.

Within the College of Architecture, full-time faculty are categorized as tenured, tenure-track, ranked renewable term, lecturer, and visiting professor. Part-time faculty are adjuncts. While these titles correspond to certain benefits and status, within the Division of Architecture faculty members have worked to ensure each faculty is supported and included. The Gibbs Research Fellowship, which offers faculty $5,000 per year for three years, is open to all full-time faculty no matter their title. Our annual bonus program, the Faculty Publications and Awards Incentive, also recognizes all faculty accomplishments. The openness of these awards program to include everyone no matter the rank and title was decided by the faculty. They collectively work to create a culture that recognizes that titles and ranks rarely reflect potential. This is especially important in our current context; we have hired many faculty on short-term contracts who may merit a tenure-track appointment but have lacked University support for increasing faculty numbers in proportion to our growing enrollments. Our inclusive approach has motivated the College of Architecture to open its Program for Research Enhancement (PRE) grant program to all full-time faculty.

All full-time faculty in the Division of Architecture are given workspaces in Gould Hall. Adjunct faculty, lecturers, and teaching assistants currently share an open office with cubicles. All faculty enjoy access to OU Libraries services and resources, the OU Writing Center, and innumerable workshops and trainings provided by the University and College. All full-time faculty are allotted $1,200 each year to support their research and travel. If additional funds are required, they can apply to the College through the PRE Program, which provides up to $5,000 in support or the University through the FIP program, which provides up to $15,000 in support. While these are the most popular internal funding programs, many others exist. Faculty teaching courses of over 50 students typically have a graduate teaching assistant for 10 hours per week. Tenured faculty are eligible for one-semester sabbaticals every six years. All full-time faculty are assigned two mentors. For associate professors, mentors assigned are full professors capable of helping them define their path to full professorship. New faculty workshops organized at the university and college level help acclimate faculty to resources and support.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
Morgan Jones, AIA, former adjunct and an affiliate faculty member in the OU Division of Architecture, serves as the Architect Licensing Advisor. Through our fall AXP and internship workshop series, Jones provides an overview of the licensing and AXP processes. She assists students throughout the year. Her work is supported by Lisa Chronister, FAIA, and Professor Dan Butko, who coordinate the fall workshop series, our cooperative education program, and job placement.

Undergraduate students are first introduced to licensure in Methods I, taught by Dean Hans Butzer and Dr. Angela Person. A portfolio review assignment in the second year further prepares students to begin the work of presenting themselves as professionals. In the fall of third year, all undergraduates and first-year graduate students are assigned professional mentors through our Professional Advisory Board. In the fall of fourth year for undergraduates and the first and second year for graduate students, the professional practice workshop series introduces AXP and licensure. OU Career Services presents the support they offer to

all students. Through these workshops, students go through résumé and portfolio reviews with local professionals as a means to receive feedback in preparation for internships. Finally, mock interviews are organized to help prepare students. All of these preparations culminate in the final year of study for all professional degree-seeking students in the two-semester professional practice course sequence taught by Professor Marjorie Callahan.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

Faculty have a nearly overwhelming menu of opportunities to pursue professional development as architects, researchers, designers, educators, writers, and leaders.

The Center for Faculty Excellence offers workshops on teaching, research, leadership, and community engagement. Every year it organizes a new faculty orientation series. It offers annual tenure and promotion workshops and a wide range of teaching workshops such as "Teaching Large Classes Online" and "Inclusive Pedagogy." Moreover, their staff offer assessment, support, and guidance on service learning. OU Human Resources offers dozens of workshops on time management, emotional intelligence, managing stress, effective communication, conflict resolution, the New Leader Development Program, collaboration, and many more topics. Additionally, all OU faculty have access to LinkedIn Learning. The OU Vice Provost for Research and Partnerships Office and the Office of Research Services offer regular workshops to assist faculty with grant writing and research development. Past topics have included "Strategies to Increase Research Group Productivity," "Research in the Digital Humanities Seed Funding Opportunity Grant Writing Workshop," "Foreign Government Influence in University Research," and a whole series centered on "Humanity and Health."

The OU Libraries hosts a series of events and workshops to support research. Their Survival Skills 101 workshops cover topics including: managing your research files, formatting your data for analysis; concepts of data-driven visualizations; and keeping your research safe with backups. More advanced workshops tackle topics such as Zotero, visualizations, LaTeX, MATLAB, data carpentry, Python, and more. The OU Writing Center hosts events and workshops to support faculty writing projects on topics such as how to develop a book proposal. They regularly organize faculty writing groups and retreats. Faculty can visit during drop-in hours, submit their writing for feedback through an online portal, or make an appointment with a writing consultant. The OU Arts and Humanities Forum provides a number of opportunities and events for faculty engaged in arts and humanities work. Each year faculty may apply for grant funding to support work related to the Forum's annual theme. Assistant Professor Deborah Richards, for example, was awarded a Forum grant to support work related to her digital fabrication design of surfaces. Tamar Zinguer was named one of the five Public Fellows around the 2022-2023 theme of "Porous" for her book-length project "Model Desert: A Cultural History of the Sandbox." The award carries $5,000 in support of research/creative activity and public programming. Zinguer's public programming component will be a public-facing event at the Oklahoma Contemporary (Spring 2023) that includes a book talk and reception.

Within the GCA, Director of Research Initiatives and Strategic Planning Dr. Angela Person offers support for faculty awards nominations. Dr. Person coordinates both internal OU awards nominations as well as assisting with external nominations. Every full-time faculty member is typically allotted $1,200 to support their research and travel each year. These funds may be used for conference attendance, research supplies, or travel. One area for improvement in supporting professional development lies in the possibility for faculty research allowances to be able to pay for professional memberships such as the American Institute of Architects or Society of Architectural Historians annual dues. Professional isolation during the COVID-19 pandemic highlighted how critical these professional networks and their events are

for faculty development. The dean currently prohibits using faculty research funds to pay dues for these important associations.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:
Support services are available to students across multiple levels across the program and university. These services extend from academic advisors in the program to university programs and professional services including counseling and mental health support.

Undergraduate Academic Advising starts when students are admitted to the university and are assigned an advisor in University College. General advising for freshmen is provided by University College, a non-degree granting college that focuses on helping students make the transition to the university and provides them with academic advising and a variety of counseling and coaching activities to help them select a major and achieve academic success. Once first-year students are admitted to the architecture program, they are then assigned to the program advisor Erin Nance. Erin advises all architecture majors within the college. Students are required to be advised prior to each enrollment period.

Graduate Academic Advising is provided at the program level and is coordinated with the Graduate College through the Architecture Graduate Liaison Dr. Shideh Shadravan. Graduate students are also provided with Graduate Degree Management Specialists within the Graduate College for support with forms, academic standards, and graduate college policies. The Graduate College also provides a number of support services within its Graduate Student Life Program. These services include workshops in professional development, job search, writing, and community engagement.

The University Counseling Center provides comprehensive mental health services at the University of Oklahoma within the Division of Student Affairs. UCC is staffed by professional psychologists and counselors, as well as advanced graduate students under supervision. The center provides treatment services ranging from individual counseling to psychiatric services. The UCC is committed to creating a community and environment that is psychologically safe for all students, faculty, and staff on campus. They take an active role in the primary prevention of mental health distress through their outreach efforts. The UCC offers several different outreach presentations to classrooms, student groups, and faculty and staff. Presentations can also be tailored made to fit the needs of any unique group on campus.

The following resources are available to both undergraduate and graduate students across the university:

Academic Life Coaching works with students through academic difficulties including by identifying stressors, establishing goals, improving motivation, and concentration, and more.
Accessibility and Disability Resource Center helps ensure equal access to opportunities for differently-abled students and staff.
Career Services helps students and alumni choose the right major of study, decide on a career, and/or find employment.
Gender Equality Center advocates for the rights of women and LGBTQ students.
Nutrition Services can help students who want to eat more healthily or lose weight in healthy, sustainable ways.
The OU Food Pantry provides free food for students experiencing food insecurity.
International Student Services provides advice and support to international students.
The Office of Diversity and Inclusion helps cultivate a supportive campus environment and cross-campus valuing of all different groups.

OU Advocates is a 24/7 crisis line and support service for anyone in the OU community experiencing sexual assault, relationship violence, stalking, or sexual harassment.
Student Financial Center helps students with skills such as budgeting, building credit, and paying off debt. They can answer questions about financial aid, student loans, bursar charges, and more.
Student Legal Services can give students legal advice and/or offer attorney referrals to those needing representation in court.
Veteran Student Services caters to the needs of student veterans.
Sooners Helping Sooners raises money for students facing extenuating financial circumstances beyond their control.
Tutoring Across Campus is a webpage that lists all of the campus agencies or programs that offer academic help in a variety of subjects.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:
Gibbs College funds its strategic goal of fostering an environment of diversity, equality, inclusion and opportunity through foundation and fee funds. Of the Gibbs endowment gift, 40% has been assigned to the Division of Architecture. Of that, 50% supports student scholarships, 35% supports faculty development, and the 15% balance is directed towards program enrichment. The scholarships are managed and distributed through the university-wide “CASH” system. A majority of these scholarships include a “financial need” component. The division leadership allocates the remaining endowment funds intended to support faculty and the program as a whole. The manner of faculty development through the Gibbs endowment is varied and reinforces the fact that each faculty member is unique and brings their own perspective of research to the students and program. Program enrichment funds may be used for collaboration-focused field trips or supporting special speakers who bring diverse viewpoints to the students and profession, among other priorities.

In addition to these set patterns of financial support, the college engages in myriad discretionary efforts towards fostering an environment of diversity, equality, inclusion, and opportunity. Since 2017, Gibbs College has supported the efforts of a DEI Liaison. Responsibilities of this liaison include attending meetings hosted by the university’s Office of Equity, Diversity, and Inclusion, preparing a report on DEI efforts, managing DEI agendas for the college deans and directors, and leading the recently completed “Taking Action” plan now posted on the college’s website. Since 2017, the dean’s office has underwritten and planned two faculty workshops per year in support of DEI goals. Among the topics of these are ALLY Training, gender bias, “Unlearning” racism, and supporting stressed students.

In 2022, the college launched the Gibbs Design Activism Award (GDAA) program, funded by the College and the OU Institute for Society and Community Transformation. The GDAA, supports student-led, ground-up projects that critically engage questions of social justice, community activism, current politics, and environmental design at Gould Hall, on the OU Campus, and across Oklahoma. In its inaugural year grants were made to two student projects: Queer Homes, which will explore the role and impact of LGBTQ architects on the design of iconic residential architecture; and a second project which conducts ethnographic research on how recent Afghan refugees relocated to Oklahoma adapt their assigned housing to reflect their home culture.

The college engaged the university’s Office of Admissions and Recruitment in 2016 and continues to meet with them on a regular basis to review efforts to grow the diversity of new

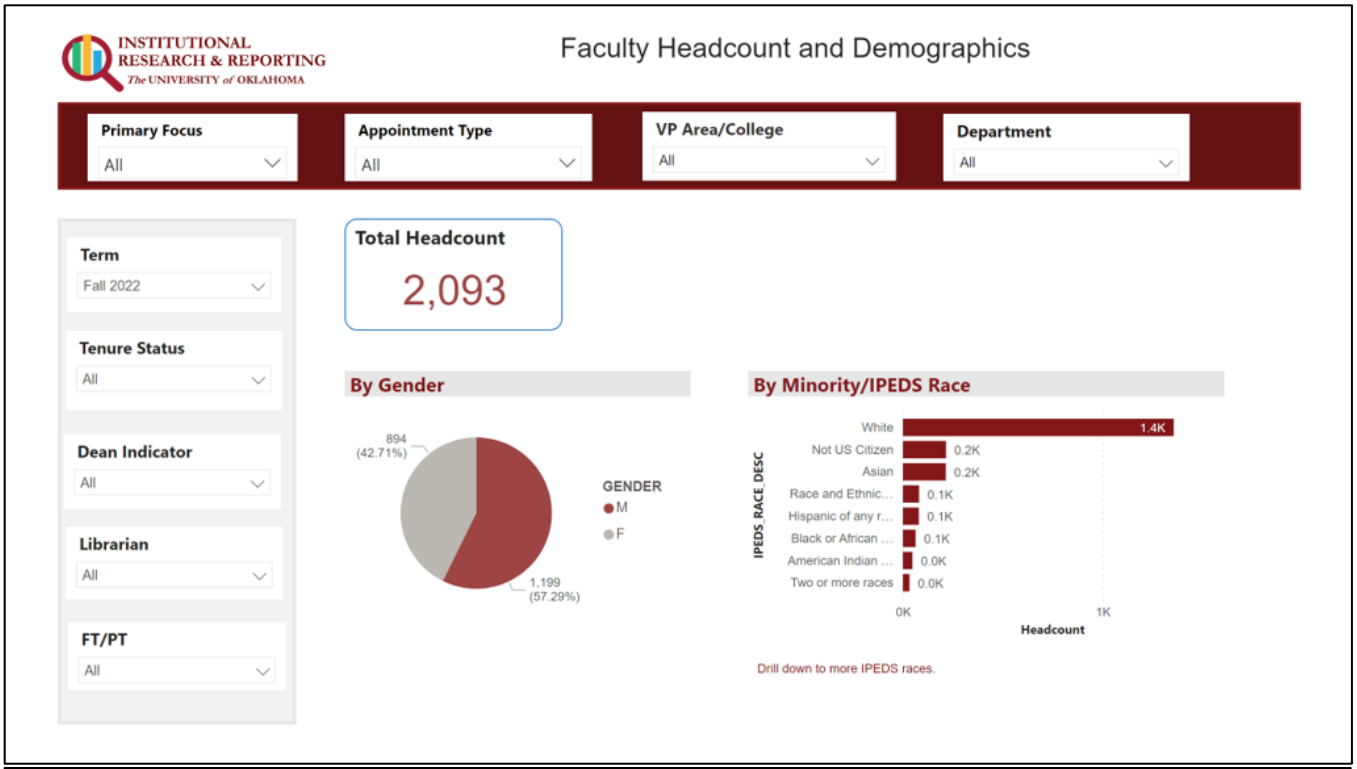
students. These efforts have been successful as demonstrated through the statistics presented in this report. It is important to note that the college's diversity is greater than that of the State of Oklahoma.

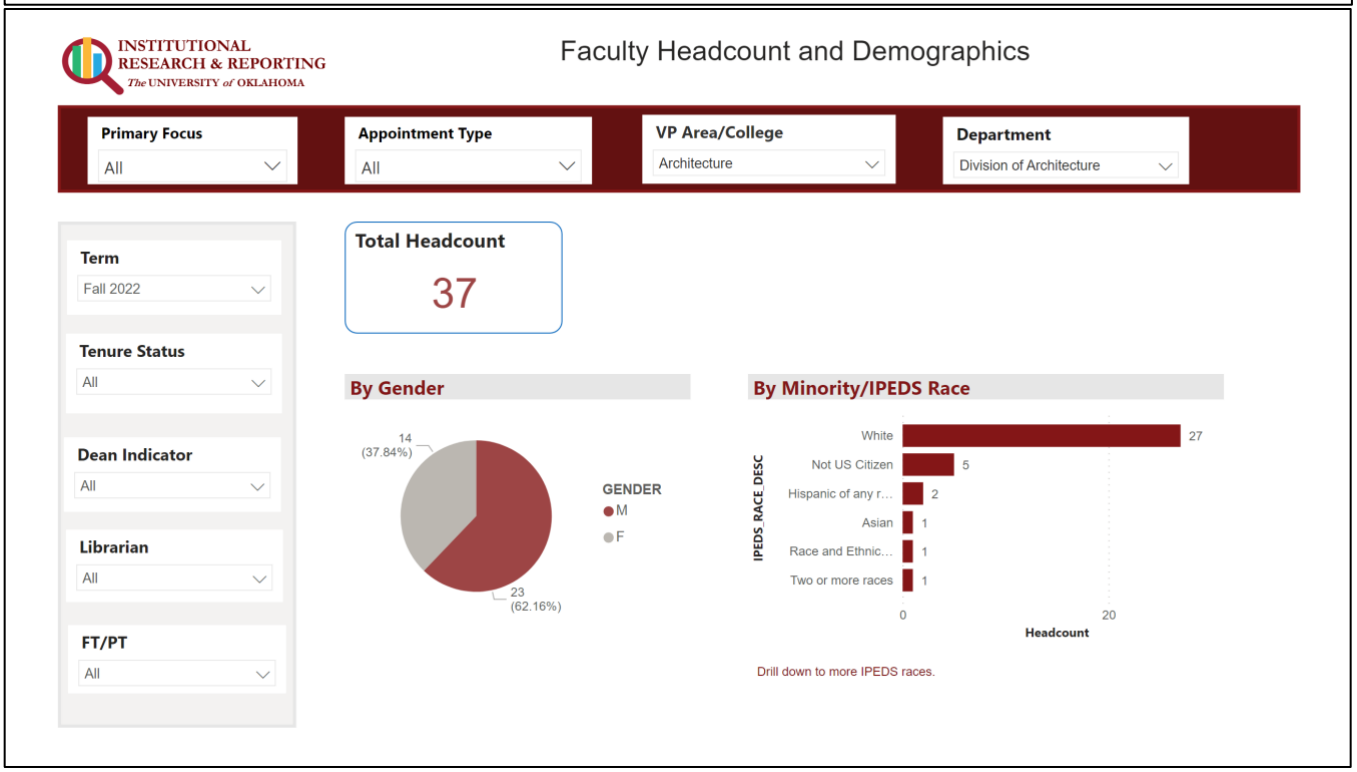
The annual Charles W. Graham Travel Study Dinner Benefit supports student, "out-of-culture" experiences. Through travel globally or across the state, students learn to listen to people identify, articulate, and address challenges and opportunities differently. The Bruce Goff Chair of Creative Architecture is a unique foundation endowment established in the 1990s to honor former architecture program chair Bruce Alonso Goff. This endowment has supported a diverse set of guest scholars and speakers since its inception. Since 2018, the Chair has specifically funded a speakers' program specifically directed at fostering an environment of diversity, equality, inclusion, and opportunity. Faculty are annually invited to submit proposals for guest speakers to support this goal. To date, all proposals have been funded. One guest speaker, Dr. Kathryn Anthony, for example, joined architecture faculty with a presentation on how to do away with the mythical studio culture of oppression and intimidation and pivot to advancing a studio culture that provides a wider range of opportunities for student to learn and develop their design skills.

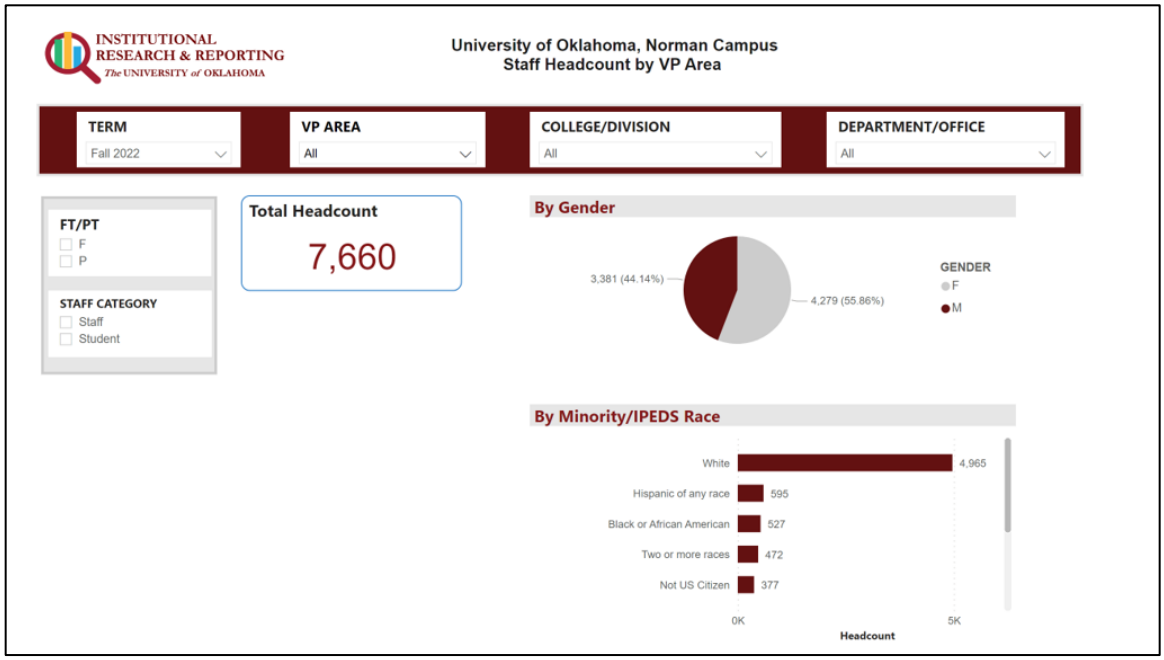
In March 2020, just days prior to the pandemic's onset, Gibbs College funded and hosted a national conference titled "Schools of Thought." An emphasis of the conference was placed on a diversity of pedagogical approaches and also ways through which architecture programs could improve access for a larger set of students who otherwise may previously not been able to join or maintain enrollment in an accredited program. In 2020 and 2021, the college contracted with Dr. Kendall Nicholson, a diversity expert from ACSA to lead a set of workshops that review and define ways to improve course syllabi and pedagogical approaches. Faculty from the architecture program, as well as from our interior design and planning programs, joined in these sessions. The syllabus updates have been implemented in varied ways and according to differing timelines, dependent upon faculty abilities and situations.

Efforts to diversify the faculty and staff have been consistent and are ongoing. Since 2017, the dean has endorsed flexible hours for staff who maintain unique parenting schedules. Diversity of faculty hired into the college has grown, as is borne out by the following statistics. Efforts to diversify its staff have been consistent but have led to uneven results. Data on the diversity of staff are available. The great challenge to successfully recruiting and retaining a more diverse faculty and student team lies with perceptions of the state as being less than welcoming to a wider range of perspectives and backgrounds. The dean is currently collaborating with staff from the Institute for Quality Communities (IQC) on a "diversity" map that identifies where a range of cultures can be represented and found. This effort may assist recruitment and retention efforts towards a more diverse college faculty and staff.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.


INSTITUTIONAL RESEARCH & REPORTING
The UNIVERSITY of OKLAHOMA
Faculty Headcount and Demographics
Primary Focus
All
Appointment Type
All
VP Area/College
All
Department
All
Term
Fall 2022
Tenure Status
All
Dean Indicator
All
Librarian
All
FT/PT
All
Total Headcount
2,093
By Gender
894
(42.71%)
1,199
(57.29%)
GENDER
M
F
By Minority/IPEDS Race
IPEDS_RACE_DESC
White
1.4K
Not US Citizen
0.2K
Asian
0.2K
Race and Ethnic...
0.1K
Hispanic of any r...
0.1K
Black or African ...
0.1K
American Indian ...
0.0K
Two or more races
0.0K
0K
1K
Headcount
Drill down to more IPEDS races.


INSTITUTIONAL RESEARCH & REPORTING
The UNIVERSITY of OKLAHOMA
Faculty Headcount and Demographics
Primary Focus
All
Appointment Type
All
VP Area/College
Architecture
Department
Division of Architecture
Term
Fall 2022
Tenure Status
All
Dean Indicator
All
Librarian
All
FT/PT
All
Total Headcount
37
By Gender
14
(37.84%)
23
(62.16%)
GENDER
M
F
By Minority/IPEDS Race
IPEDS_RACE_DESC
White
27
Not US Citizen
5
Hispanic of any r...
2
Asian
1
Race and Ethnic...
1
Two or more races
1
0
20
Headcount
Drill down to more IPEDS races.



Program Response:
At present, our faculty is, in many ways, diverse: nearly 40% of our faculty are women and we come from around the world including Iran, Italy, Chile, Bangladesh, South Korea, China, South Korea, Turkey, Israel, Germany, Egypt, Canada, and across the U.S. Our faculty have a wide range of skills and expertise and hold degrees in fields including architecture, engineering, geography, fine arts, and political science. All of our faculty searches have been certified by the Equal Opportunity Office. Moreover, our approach to conducting faculty searches has been informed by bias trainings and especially a workshop on screening for cultural competence led by Dr. Cris Clifford Cullinan, member and former Co-Chair of the National Advisory Council for NCORE. As detailed in the Appendix, the diversity of our faculty has increased notably since our last accreditation visit. It has been difficult, however, to recruit or retain faculty without merit, compression raises, or cost of living increases. Since our accreditation visit in 2014, the University has only rarely granted modest cost of living increases, most recently in 2022. The University has only twice allocated funding to the college for merit or compression raises, most recently in 2022. Moreover, our salaries, costly benefits, start-up packages, and lack of a partner hire policy have greatly impeded our efforts to diversify our faculty. Three different efforts to hire tenure-track faculty candidates from underrepresented groups in the past four years have failed in the negotiation phase. Limited financial support for partner hires is a cause of concern in Norman, Oklahoma, where employment options are limited relative to larger cities. We will continue to advocate for financial support to both recruit and retain faculty through merit and compression raises and cost of living increases. We will continue to advocate for a transition to a department rather than a division which would provide more budgetary autonomy.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

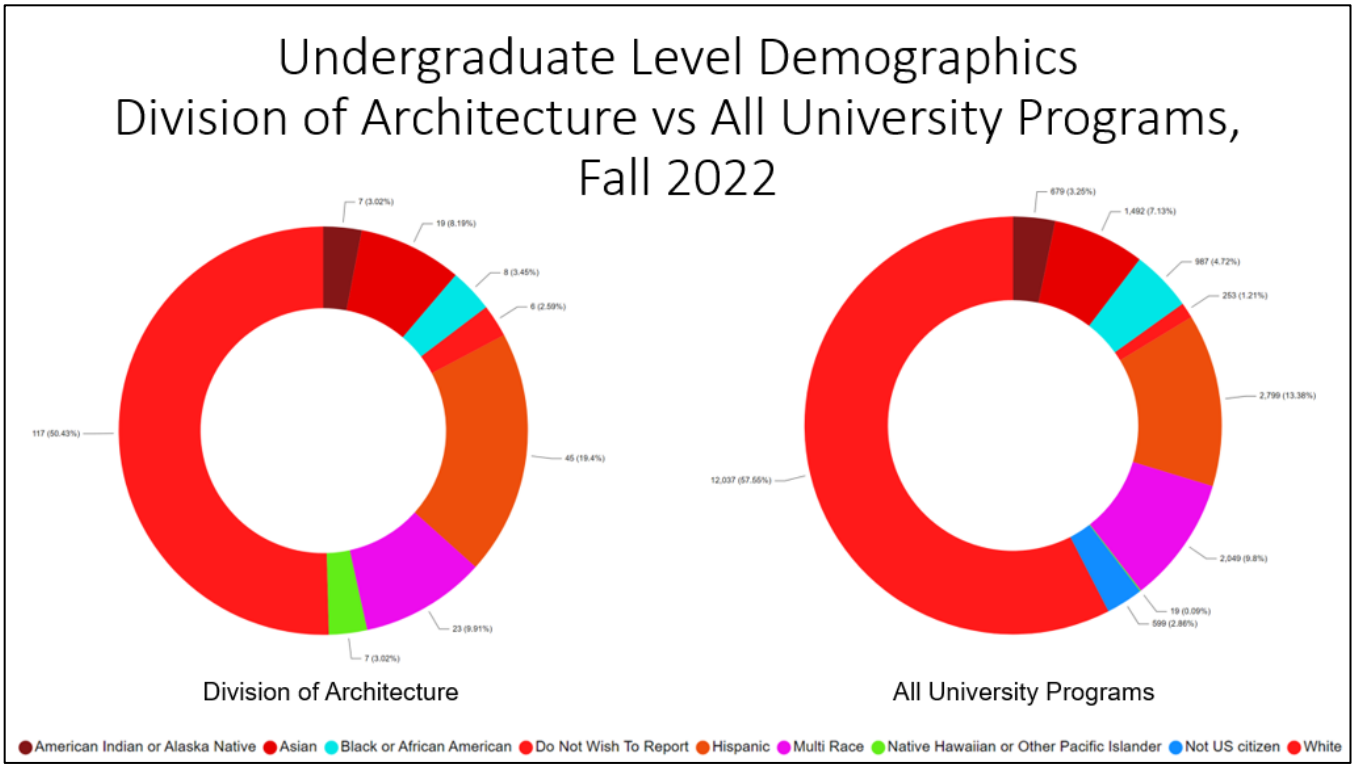
Program Response:
University Level
In 2020, The University of Oklahoma adopted a new strategic plan with five pillars, one of which centers on "Becoming a Place of Belonging and Emotional Growth for All Students,

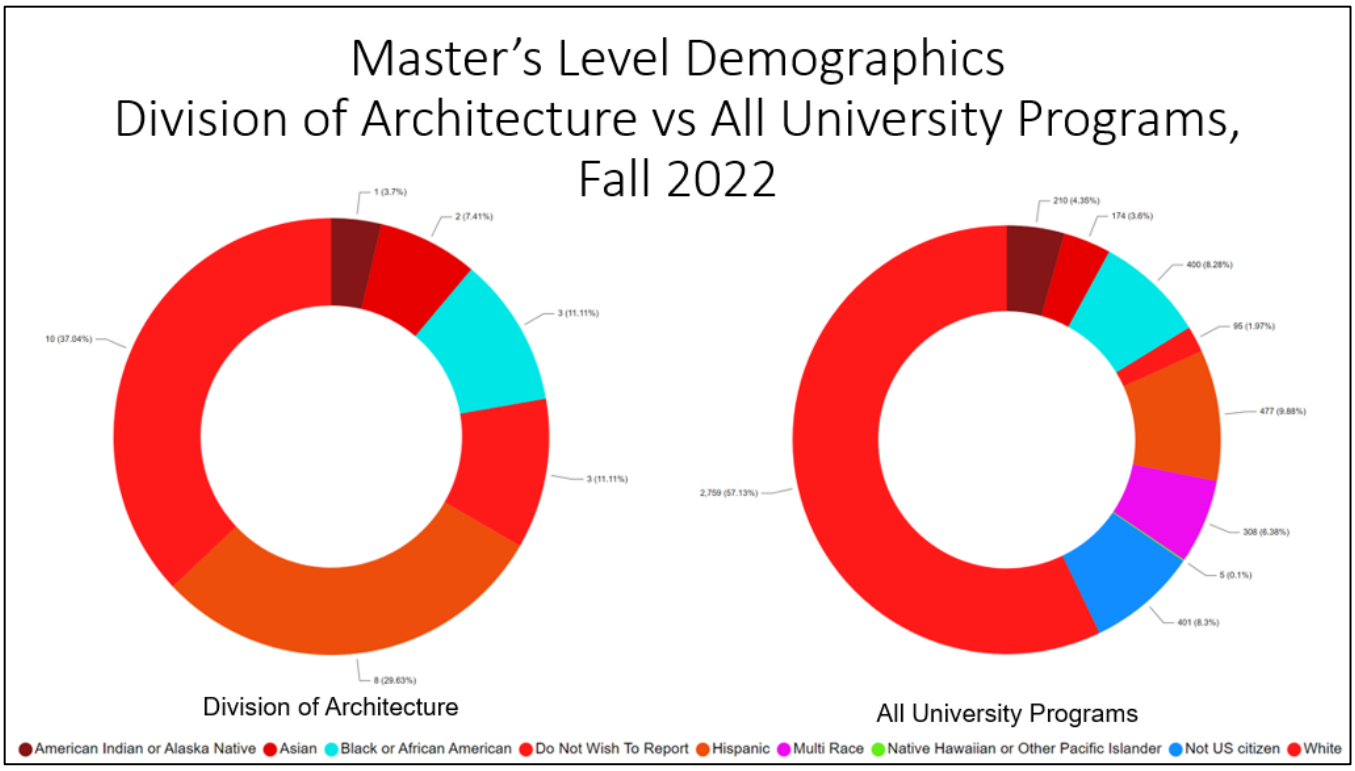
Faculty, Staff, and Alumni." The work of implementing this pillar is led by the Division of Diversity, Equity, and Inclusion that now includes the Office of Diversity, Equity, and Inclusion, located on all OU campuses. An Inclusion Council guides this work and meets with the members of the Division of DEI and the Vice President and Chief Diversity Officer. The University of Oklahoma has developed Diversity Enrichment Programs (DEP) that help underrepresented students and their families in the admissions process with presentations on resources including information on scholarships and community programs. This also includes Project Threshold which is a federally funded program and one of seven TRIO programs to serve students who are first-generation college students, economically disadvantaged.
Key diversity related offices and programs include:

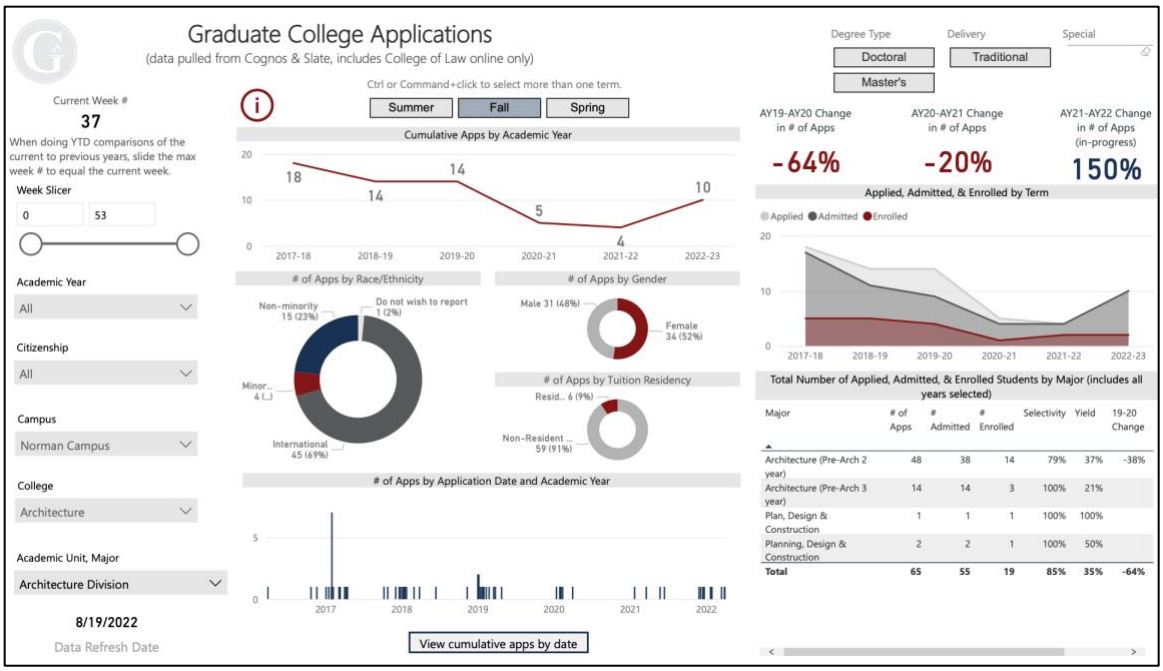
- The TRIO Programs: Upward Bound, Project Threshold, and McNair Scholars
- The Accessibility and Disability Resource Center,
- Veterans support alliance
- Multicultural student services
- International student services

Gibbs College of Architecture
In the spring of 2020, each division of Gibbs College explored how professional organizations and learned societies in planning, design and construction frame DEI efforts, and how these understandings can guide future initiatives in the college. This work culminated in "Understanding our Professional Commitments to Diversity, Equity and Inclusion."

Division of Architecture
The University's Office of Recruiting and Admissions handles undergraduate recruiting and admissions into the architecture program without input from the division faculty or administration. Thus, at the undergraduate level our efforts center on supporting and retaining students accepted into our programs. Two key developments since 2014 are now in place to help us retain students. First, the Gibbs endowment, created with a gift from Christopher C. Gibbs in 2017 now generates over $60,000 annually to support student scholarships and programming in our division. Approximately $50,000 in Gibbs scholarships are awarded annually to students in our program with financial need being a consideration. The second initiative designed to help retain students is our new student-to-student mentoring program. This pairs upper year level students with lower-level design studios to provide guidance and support. Recent scholarship on diversity in higher education suggests that mentoring programs are key to supporting students from underrepresented groups.


Undergraduate Level Demographics
Division of Architecture vs All University Programs, Fall 2022
7 (3.02%)
19 (8.19%)
8 (3.45%)
6 (2.59%)
117 (50.43%)
45 (19.4%)
23 (9.91%)
7 (3.02%)
Division of Architecture
679 (3.25%)
1,492 (7.13%)
987 (4.72%)
253 (1.21%)
2,799 (13.38%)
12,037 (57.55%)
2,049 (9.8%)
19 (0.09%)
599 (2.86%)
All University Programs
American Indian or Alaska Native
Asian
Black or African American
Do Not Wish To Report
Hispanic
Multi Race
Native Hawaiian or Other Pacific Islander
Not US citizen
White


Master's Level Demographics
Division of Architecture vs All University Programs, Fall 2022
1 (3.7%)
2 (7.41%)
3 (11.11%)
10 (37.04%)
3 (11.11%)
8 (29.63%)
Division of Architecture
210 (4.36%)
174 (3.6%)
400 (8.28%)
95 (1.97%)
477 (9.88%)
2,759 (57.13%)
308 (6.38%)
5 (0.1%)
401 (8.3%)
All University Programs
American Indian or Alaska Native
Asian
Black or African American
Do Not Wish To Report
Hispanic
Multi Race
Native Hawaiian or Other Pacific Islander
Not US citizen
White



The OU Graduate College oversees the admissions process for our graduate programs but final admissions decisions are made by a committee of architecture faculty. In recent years, most of our applicants and enrolled students have been international students. In the past, we have developed and implemented a recruiting strategy using an email campaign to recruit graduate students from around the world. Recent changes in the dean's office and a lack of staff support have limited this work in the last three years. Nevertheless, we have managed to continue to recruit and retain a diverse student body into our graduate programs. The dashboard below illustrates the demographic data for our graduate programs from 2017-22. While the effects of the pandemic on international student enrollments are clearly illustrated overall, 69% of our applicants were international students during this period.

Within the classrooms of the Division of Architecture, our faculty have worked collaboratively to rethink the ways in which architecture has traditionally been taught. We have organized reading and discussion groups to learn best practices rather than simply teaching the way we were taught. Three texts have been most critical to developing our inclusive approach to teaching: Ericsson and Pool, Peak: Secrets from the New Science of Expertise; Ambrose et. al., How Learning Works: 7 Research Based Principles for Smart Teaching, and Steele, Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do. Through readings and discussions, we have worked to continually develop faculty understanding of recent research on learning and bias. Stephanie Pilat and Angela Person have summarized the research behind this work in a forthcoming article in *Enquiry: The ARCC Journal for Architectural Research*. As the article abstract explains:

"Despite recent efforts, the culture of the architectural design studio continues, in large part, to be based on centuries-old traditions. Research on teaching, learning and bias suggest, however, that a rethinking of these traditions is long overdue if we aim to create inclusive learning environments and diversify our profession. Drawing on three recent research compendiums on the cultivation of expertise, *Peak: Secrets from the New Science of Expertise* (Ericsson and Pool, 2016); student motivation, *How Learning Works: 7 Research-Based Principles for Smart Teaching,* (Ambrose et al., 2010) and stereotype threat, *Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us* (Steele, 2010) this translational project considers how this research might suggest a rethinking of design studio instruction. Ericsson and Pool's synthesis of decades of research on the development of expertise

suggests a critical re-imagining of the instructor's role in design studios. Ambrose et al.'s compendium of research on learning suggests that many architectural education traditions inevitably leave students unmotivated and need to be reconsidered. Finally, Steele's survey of research on the ways in which stereotypes impact academic performance illuminate some of the roadblocks to diversifying our classrooms and profession. This essay shares evidence-based strategies to develop a more inclusive and effective design studio culture." (Pilat and Person, "Inclusive Design Studios: Rethinking the Instructor's Role," in *Enquiry*, fall 2022).

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

Institutional

The University of Oklahoma distinguishes its (EEO/AA) policies to promote and foster the University's commitment to the prohibition of gender discrimination in the educational and employment context though the Institutional Equity Office. The policies at the institutional can be found at: Institutional Equity Office: https://www.ou.edu/eoo Specific policies concerning Title IX, EO Statements, Sexual Misconduct, and Affirmative Action can be found under the "About" tab on the web link above.

College/Program

Christopher C. Gibbs College of Architecture (GCA) aspires "to be the pacesetter institution in our commitment to building and maintaining a diverse and inclusive community, where diversity is embraced and celebrated, and equity and inclusion are woven into the fabric of our university community" (UCC). The initiatives for both the college and the program can be found at: https://architecture.ou.edu/diversity-inclusion/

In 2020, after the death of George Floyd, the GCA reflected on their role in fostering a more equitable, diverse, and inclusive world and redoubled our efforts. A survey was circulated to the GCA community asking for input on how to develop new initiatives and orientation for our work. The GCA Taking Action Plan to Create an Anti-Racist, Diverse, and Equitable Community Plan was developed in response to our shared recognition that we need to do more to promote a just world.

Ten Proposed Actions were identified in the Taking Action Plan:

1. Move beyond rhetoric; make deliberate choices about how we use resources to identify and combat white supremacy
2. Offer training and require accountability for faculty, students, staff, and administration to create supportive classroom experiences and shared governance systems in the College
3. Review and adapt existing course syllabi for more inclusive and critical content
4. Host underrepresented guests on campus from industry, practice, and academia
5. Engage alumni of color more effectively
6. Develop new courses and prioritize existing offerings that highlight underrepresented experiences of the built environment, contributions to the built environment by underrepresented identities, and ways to combat the legacy of white supremacy in the built environment
7. Offer more engagement opportunities or real-world studio projects through meaningful partnerships with communities and neighborhoods of color. Adequately prepare faculty, students, and administration for those interactions.
8. Make design studio projects more inclusive, relatable and socially relevant to underrepresented communities
9. Recruit, hire, support, and retain underrepresented faculty and staff
10. Enhance recruitment of underrepresented students, fundraise for underrepresented student support, and create a more supportive environment

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:
We foster an ethic that people have different ways of learning and interacting in class, and we work to support each student in developing the methods that are most effective for them, so that they can learn, participate, and contribute to the community as well as enjoy the learning experience. We encourage students to work with campus resources and communicate with faculty as soon as they can so that together they can create the learning arrangement that works best for them. The most important resource for faculty, staff and students with different physical and/or mental abilities is the Accessibility and Disability Resource Center which is "dedicated to inclusivity and helping to foster a sense of belonging by increasing accessibility for all students with disabilities, cultivating an environment of connectedness and belonging, and providing advocacy, resources, and support at all levels of education on all OU campuses. For faculty and staff, the Office of Human Resources oversees a range of support and programs such as the LiveWell OU program. Counseling, nutrition, financial, emotional, social, and occupational services are just a few of those included under the LiveWell OU umbrella. For other key resources for students, faculty, and staff see 5.4.4.

University Counseling Center

Accessibility and Disability Resource Center

Health Services – Nutrition Services

Diversity, Equity, and Inclusion

Veteran Support Alliance

Sooners Helping Sooners

Tutoring

5.6 Physical Resources

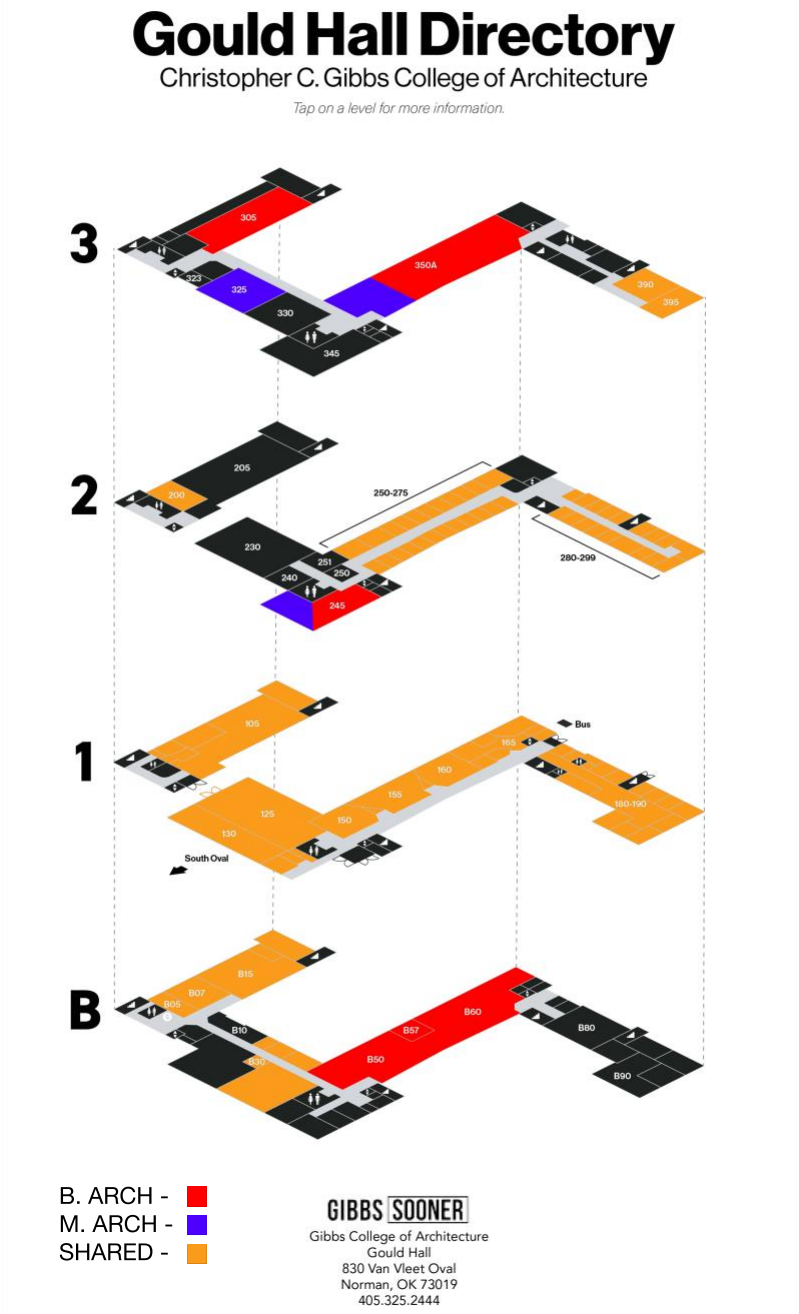
The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:
The program is housed in Gould Hall along with Interior Design, Landscape Design, Construction Science, City and Regional Planning, and Environmental Design. Gould Hall is a four-story, 108,000-square-foot facility located in the heart of the campus. About one-third of the space in Gould Hall is dedicated to studio space. The studio spaces are spread out among the garden, second and third floors. A number of these spaces are shared among year levels as well as with the interior and landscape design programs. This sharing of studio space corresponds with our dedication to interdisciplinary study. Every student has a dedicated desk in each studio. Gould Hall is open from 7:00 a.m. to 7:00 p.m. and with secured card access 24/7 to all students, faculty, and staff. The layout of Gould Hall can be viewed here. The studios in Gould Hall are considered our "maker spaces." These maker spaces are more than typical studios; each space provides an opportunity for collaboration, growth, and discovery. The studios are enhanced by having access to additional facilities both within and outside of Gould Hall. These spaces along with the studio spaces can be viewed here and are described more in depth in 5.6.2 -5.6.4. The college executed a $60,000

renovation project in 2022 to add studio space. See also the facilities video tour linked in evidence. The graphic below indicates the spaces that served each program in the fall of 2022.

Bachelor of Architecture: All students are assigned a studio desk in Gould Hall.
Master of Architecture: All students are assigned a studio desk in Gould Hall. Graduate students with TA responsibilities may also be assigned a workspace the shared office, B25.



5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:
The program has access to a wide variety of spaces throughout the campus. The university maintains a centralized room scheduling system in which the program does not have control over all the learning spaces within Gould Hall. The program tries to keep as many of the students' courses in Gould Hall as possible. The following are key support spaces for the program:

Lecture Halls and Classrooms in Gould Hall. While most lecture halls and classrooms are controlled centrally, we do have a number of spaces within Gould Hall that are managed by our college. Gould Hall 395 is a classroom seating 36 in a traditional lecture style orientation. Gould Hall 390 is a classroom seating 45 with three projection screens and two smart boards. The classroom is organized around shared tables seating 4-6 people per table. This classroom facilitates active learning and discussion. Studio 305 in Gould Hall has a small breakout space adjacent to it, which seats about 25 and has a projector. Gould Hall B10 is a long flexible room that is used for pin-up reviews and meetings. Gould Hall 195, 185 and 250 are all conference rooms, which faculty can reserve for meetings or occasional class discussions. Gould Hall 155 is a tiered lecture hall on the first-floor seating 70 students. While this space is centrally controlled, it is reserved on Friday afternoons for our college. Design studios often use this space for studio related lectures. The Gould Hall Gallery on the first floor is a flexible space used for studio pin up reviews, large meetings, and lectures.

Creating_Making Lab (C_ML). The C_ML is a 7,000-square-foot lab a few blocks away from Gould Hall. The lab is open 9:00 a.m. to 6:00 p.m. Monday through Friday for students, faculty, and staff. The lab contains three bays of woodworking area, a metal shop, laser cutters, a plastics room, a paint booth, a lecture area, and a photo documentation room. Users are required to go through two levels of safety training before they can use all of the lab's many resources.

Digital Making Lab. The Digital Making Lab provides students with a Gould Hall facility for Creating_Making. Located in Room 206, the lab contains lasers and woodworking tools.

Innovation @ the Edge. Innovation @ the Edge is a flexible experimentation and innovation space that provides access to the latest tools used in research, instruction, and knowledge creation, including 3D printing tools, custom virtual reality workstations, software and data skill development, and microelectronics kits. Any member of the OU community, from any field, is free to prototype concepts or fly-through 3D data sets in this centrally located makerspace in the Bizzell Memorial Library.

Tom Love Innovation Hub. The Innovation Hub is open to all OU students, and features a fabrication lab, code lab, visualization lab, legal clinic, collaborative spaces, and a café.

Computer Lab Gould Hall B15. The computer lab has 43 high-powered workstations with dual monitors. Some classes are taught in the computer lab, but they are otherwise available to students 24/7. There are also 27 additional lab computers distributed throughout Gould Hall, often located in division studios.

Kenneth Robson Center for Constructive Learning BIM + Viz Lab. The Kenneth Robson Center for Constructive Learning BIM + Viz Lab opened in 2017 and offers services for clients both internal and external to the university. Internal clients include students, faculty, and researchers across multiple areas and disciplines. External clients include contractors and designers working in the facility and transportation sectors of the built environment.

Jayne and Joe Buskuhl Gallery. The Gallery is a 3,500-square-foot space that holds lectures, design reviews, and exhibitions for the program.

The Learning Lab. The Learning Lab is located on Lower Level 1 in Bizzell Memorial Library next to the Helmerich Collaborative Learning Center. Bizzell Memorial Library is just a five-minute walk from the architecture building, Gould Hall. In the Learning Lab, OU students have access to collaborative and individual study spaces as well as assistance from other campus services that support student success such as OU Writing Center and UC Action. These spaces are used for small design reviews.

Helmerich Collaborative Learning Center. The Helmerich Collaborative Learning Center is a technology enabled, collaborative space where students can work together in groups. In this space, students can learn to create information, to explore it visually, and to synthesize it in new and diverse ways.

Bachelor of Architecture: Students have access to all spaces described above.

Master of Architecture: Students have access to all spaces described above and the **Zarrow Family Faculty and Graduate Student Center**. Located on Lower Level 2 of Bizzell Memorial Library, the Zarrow Family Faculty and Graduate Student Center is a space dedicated to supporting the research and teaching needs of OU faculty and graduate students in a central campus location. The Zarrow Family Faculty and Graduate Student Center recognizes the library is essential to discovery and creative interaction among faculty and graduate students and enables members of the academic community to use the wide variety of information resources creatively, analytically, and critically in pursuit of educational goals and academic pursuits.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:
Historically, all full-time faculty had individual offices on the second floor of Gould Hall. The offices range in size from 150 – 250 square feet. With growing enrollments and faculty numbers, however, new full-time lecturers are now sharing one large basement office with cubicles. This space is shared with adjunct faculty and graduate teaching assistants. Individual offices are now largely limited to tenured and tenure-track faculty. Faculty have access to, and the ability to, use all the facilities described in 5.6.2 for their roles and responsibilities within the program. Bids for construction to add more offices in 2021 were 50% higher than estimates. The college is revising the proposal for offices spaces. Faculty have access to the Zarrow Family Faculty and Graduate Student Center described above.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:
Gould Hall and spaces on campus as mentioned in 5.6.1-5.6.3 provide for all of the learning and pedagogical formats in our program in Norman. We also have a study abroad program offered in the spring of each year located in Rome, Italy. The Rome Program is open to both undergraduate and graduate students. Our program works with Academic Initiatives Abroad

(AIA) to provide both teaching and living facilities for our faculty and students. AIA provides studio and classroom space for our program within their Rome Center in Palazzo Cenci-Bolognetti. The facilities can be viewed here.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:
During the COVID-19 response in the spring of 2020, classes were pivoted to online courses. Since that time, we have transitioned back to in-person classes. We have a few courses that maintain an online presence, but they do not affect the use or non-use of physical resources in the program.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:
The University resource allocation model may generally be described as centralized line-item budgeting; funds flow to the Provost's Office and are allocated to colleges based on line-item budgets. The Gibbs College of Architecture negotiates its budget annually through a process that typically takes months with the Provost's Office. College budget allocations are typically finalized in the late spring or summer. For the 2022-23 academic year the college budget is approximately $8 million. Because we are a division, not a department, the College is the budgetary unit. The dean is responsible for allocating funds to pay for staff, faculty, and facilities. The allocations are summarized in the chart below.

OU Division of Architecture Annual Allocations

Salaries	**Allocation**	**Description**
Full time faculty	$2,111,546	
Part-Time Faculty	$646,207.50	
Total	$2,757,753.50	
Operating Budget	**Allocation**	**Description**
Faculty Research and Travel	35,000	$1,400 per full time faculty for faculty travel and research.
Course fees	40,851	10% of course fees generated by the division credit hours and collected by the college are allocated back to the division for program support. These are used for field trip expenses.
Total	75,851	
Foundation/Gibbs Accounts	**Allocation**	**Description**
Student Scholarships	$102,397	
Faculty Support	$40,962	Funds the Gibbs Research Fellowship and faculty grant writing and editing support.
Goff Lecture Series	20,000	
Gibbs Program support	$17,555	Typically funds field trips, guest reviewers.
Pittman Professorship	$41,999.02	Funds a director salary stipend and provides about $10,000 per year in research/travel/discretionary funds for director.
Total	$222,913	
Total Allocations	$3,056,517.52	

Historically, each July or August, the division director was provided with a maintenance and operations (M&O) budget for the academic year, which ranged from $30,000 to $40,000 annually. Traditionally, these funds were allocated to faculty in the form of $1,200 annual research and travel allocations and in support of student events, studio budgets, purchase snacks for guest critics, and other modest expenses. In August of 2022, this model was revised so that only funds for faculty travel were provided. Other funds such as studio budgets were made available upon request from the dean.

The College of Architecture charges a $52 per credit hour fee, which is returned directly to the college. In the College of Architecture, 90% of fees are held at the college level and fund the building's information technology infrastructure, physical infrastructure, ongoing renovation projects, and the salaries of lecturers and student-centric staff. These staff include our student advising and life-coach team and those managing the Creating_Making Lab (CML) and learning spaces. Students who are employed to support the C_ML are also supported from fees. The dean allocates 10% of fees collected from credit hours and distributes them proportionately to the college's programs. That proportion is based directly on from which program the fees are initially generated. In 2021-22, the courses in the Division of Architecture generated approximately $400,000. Ten percent of this, or $40,851, was allocated back to the division for student and program support. These program funds are used to support field trips and our new student-to-student mentoring program.

The University aspires to increase enrollment by 3% annually. Recently, however, architecture enrollment growth has far outpaced this modest goal. Our enrollments have nearly doubled since 2015 from 176 students to 315 in fall of 2022. We are one of the few units on campus to see consistent growth. The University leadership has denied our requests to cap our enrollments to better align with our existing resources including space, faculty and budgets. While our division faculty numbers have recently increased, much of the growth has been through short term lecturer contracts such as our 2-year teaching fellows rather than permanent tenured or tenure track faculty lines. The University budget model has historically failed to account for growth: new faculty lines were allotted only as replacements not to recognize growth. This budget model has penalized growing programs such as ours. The University's 2020 Lead On Strategic Plan includes a goal to transition toward responsibility-based budget models for colleges that increases autonomy while creating incentives for revenue generation and research impact. In accordance with that goal, the funding model for college budgets was modified in Fall 2022, increasing the dependence on credit hour production. Previously, on average, 20% of a college's budget was credit hour driven. With the model change, the average has increased to 40%. Division directors have not yet been briefed on how this new funding model works. Thus it does not yet foster greater responsibility or transparency. In 2022, the University introduced a new $40 STEM course fees, which is charged for all architecture courses. It is not yet clear how these funds will be allocated or whether the funds generated from architecture courses will support the architecture division students and faculty. These funds are held in the Provost's Office.

The Division of Architecture's greatest need is for permanent faculty (tenured, tenure-track and renewable term) and greater financial autonomy (predictability and transparency). One of our Strategic Plan goals, for example, is to ensure at least 2/3 (66%) of design studios are taught by permanent full-time faculty. In the fall of 2022, just 42% (or 10 out of 24 sections) of our studios were taught by full-time permanent faculty. This goal is designed to adjust with enrollments in the case that the "demographic cliff" impacts our program.

In the fall of 2022, the University's development arm, the OU Foundation announced a major University wide campaign to raise $2 billion in a comprehensive multi-year plan. The dean of Gibbs college announced a $26 by 26 campaign in 2021. It aims to grow college endowments by $26 million by 2026. Designations for the division of architecture are not yet finalized.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

The Architecture library collections are currently being relocated to the main library, Bizzell Memorial Library, just a ten-minute walk from Gould Hall. The Architecture Branch Library housed on the first floor of Gould Hall was permanently closed in December of 2022. Students, faculty and staff have access to all the resources of the University library system. Materials not owned by

OU Libraries are readily available through Inter-Library Loan. Requests for articles are normally filled in under 48 hours. In addition to the circulating collections researchers have access to the American School of Architecture Archives devoted to preserving the legacy of Bruce Goff, Herb Greene, and their students. Collections, periodicals, in particular, are assessed against the bibliographies developed by the Association of Architecture School Librarians. Purchase requests from users are filled to the extent funds allow with priority being given to materials assigned in coursework or otherwise of broad interest. The University of Oklahoma Libraries are committed to the Open Access movement and in partnership with the College of Architecture publishes the peer-reviewed *Interdisciplinary Journal of Signage and Wayfaring*, the proceedings of the Schools of Thought conference hosted by the College in March 2020, and the student-produced journal *Telesis.* The University Libraries' Alternative Textbook Grant has supported the research and work of Gibbs College of Architecture faculty members Marjorie Callahan and Lee Fithian.

A broad array of digital resources facilitates the research and teaching needs of students and faculty. Among the most frequently consulted are the Avery Index of Architecture Periodicals, Web of Science, Dissertation Abstracts, PolicyMap, JSTOR, and Artstor. Streaming videos are available from the Kanopy and Academic Video Online (AVON) databases. All students and faculty also have access to the LinkedIn Learning database via OU's Information Technology department. Many students, staff, and faculty have taken advantage of the 3D printing, scanning, and virtual reality technologies offered by a team of emerging technology librarians based in Bizzell Memorial Library.

Bachelor of Architecture: Students have access to all library resources noted above.
Master of Architecture: Students have access to all library resources noted above.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:
A full-time professional librarian splits his time between the College of Architecture and the College of Fine Arts. The librarian has 25 years of professional experience, is tenured, and holds the rank of associate professor. In addition to developing the collection to respond to the evolving needs of the College and providing reference and research assistance each semester, the librarian conducts a number of course-specific research instruction sessions. Additionally, many students have received an orientation to the University Libraries system as part of the University-wide Gateway course. Bizzell Memorial Library, just a short walk from Gould Hall is open from 7:30 a.m. until midnight Sunday through Thursday and 7:30 a.m. until 9:00 p.m. on Friday and Saturaday.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program, or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

Please see the Accreditation Information page on our website:
https://architecture.ou.edu/accreditation-info-division-of-arch/

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

Please see the Accreditation Information page on our website:
https://architecture.ou.edu/accreditation-info-division-of-arch/

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

The Division of Architecture provides access to career development and placement services that help students and graduates develop, evaluate, and implement career, education, and employment plans. Professor Dan Butko and Affiliate faculty Lisa Chronister, FAIA, lead the division efforts regarding career development and AXP. As noted earlier, each fall they lead a series of workshops on topics including AXP, résumés, portfolios, and interviewing. They maintain a Canvas page for students preparing for and enrolled in the cooperative education program where they share information about job openings and more. Access to this Canvas site is available upon request.

The Career Center of the University of Oklahoma helps students with career plans and preparation. Their activities include everything from organizing career fairs to doing one-on-one personalized advising. Our Student Advisors within the GCA are the first point of contact for students' educational planning. Our professional practice coursework ensures students understand the range of career opportunities possible with an architecture degree. In addition to the Career Center, student advisors, and professional practice coursework, further support is offered through:

- Our Professional Advisory Board professional mentoring program and mock interviews for graduating students
- Architecture specific career fairs at least once per year
- Annual workshops focused on portfolio development
- AXP guidance/process
- Mock interviews organized as part of our AXP workshops for fourth-year and graduate students pursuing internships
- physical and virtual visits to firms
- required internship /co-op during the eighth semester of the B.Arch program
- outside reviewers and guest lectures to provide project feedback and career options

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:
Please see the Accreditation Information page on our website:
https://architecture.ou.edu/accreditation-info-division-of-arch/

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:
Undergraduate Admission:
Students are admitted based on academic performance followed by a holistic file review allowing for students from various backgrounds to be considered. The application forms, instructions, and admissions requirements can be found on the university's website.

Due to the variance of student application types, the college's website provides general program information with direct access to the Undergraduate Admissions site here. Prospective transfer students with previous Architecture coursework must provide transcripts and a portfolio for evaluation and placement in our curriculum. Prior coursework and portfolio are reviewed by the director, associate director for curriculum, and student advisor. For more information see here. Additionally, all students must be certified for degree candidacy for entrance into the third year of the Bachelor of Architecture program. The Division requires students earn grades of B or higher in four of the following six courses: Methods I, Design I, II, III, IV, and Structures I. Information regarding undergraduate financial aid can be found on the university's Student Financial Center website. Information regarding undergraduate scholarships for incoming freshmen and transfer students can be found on the university's Admission and Recruitment website.

Graduate Admission:
The application forms, instructions, admissions requirements, policies, and processes for evaluation of transcripts and portfolios, and remediation/advanced standing decisioning can be found on the university's Graduate College website. The architecture graduate program admissions requirements, policies and process are detailed here.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:
The program provides a link to the University of Oklahoma's Financial Aid office through its website under the tab for prospective students under Tuition and Cost.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:
The program provides a link to the University of Oklahoma's Financial Aid office through its website under the tab for prospective students under Tuition and Cost.

- There are several links for additional information here.
- The University provides a cost calculator here.
- The Architecture Program provides a resource page for new students on its website here.

Appendix List and Key Links

A. Degree check sheets for:
   - 5-year Bachelor of Architecture
   - Accelerated Bachelor of Architectural Studies + Master of Architecture
   - 4- semester Master of Architecture
   - 7 - semester Master of Architecture

B. Design Studio Grading Rubrics for: ARCH 4756 Design VII, ARCH 5536 Graduate Design III, and ARCH 5546 Graduate Design IV Final Project.

C. Design Studio Grading Rubric for ARCH 3556 Design V Final Project

D. Gibbs College of Architecture Organization Chart

E. Summary of Outcomes for the 2014 Division of Architecture Strategic Plan

F. University of Oklahoma Annual Academic Program Assessments

G. Faculty Diversity Chart

H. Student Diversity Chart

I. NAAB Matrices
   - 5-year Bachelor of Architecture
   - Accelerated Bachelor of Architectural Studies + Master of Architecture
   - 7 – semester Master of Architecture
   - 4 – semester Master of Architecture

J. Link: The American School Curriculum: Goals, Aims, and Objectives

K. Link: The Division of Architecture Strategic Plan, 2022-27

REQUIREMENTS FOR THE BACHELOR OF ARCHITECTURE
CHRISTOPHER C. GIBBS COLLEGE OF ARCHITECTURE
THE UNIVERSITY OF OKLAHOMA

Academic Year	General Requirements	Program
For Students Entering the Oklahoma State System for Higher Education **Summer 2022 through Spring 2023**	Minimum Total Credit Hours ..... **150** Minimum Upper-Division Hours ..... **48** Major Hours ..... **109** **Minimum Retention/Graduation Grade Point Averages:** Overall - Combined and OU ..... **2.50** All Required Professional Courses **2.50**	**Architecture - Four+ Year Program** **B044** Bachelor of Architecture

OU encourages students to complete at least 30 hours of applicable coursework each year to have the opportunity to graduate in 5 years.

GENERAL EDUCATION AND COLLEGE REQUIREMENTS

Courses designated as Core I, II, III, IV, or V are part of the General Education curriculum. Students must complete a minimum of 40 hours of General Education courses, chosen from the approved list, including at least one upper-division Gen. Ed. course outside of the student's major. **Courses graded S/U or P/NP will not apply.**

UNIVERSITY-WIDE GENERAL EDUCATION (MINIMUM 40 HOURS) AND COLLEGE REQUIREMENTS

Code	Title	Credit Hours
Core Area I: Symbolic and Oral Communication		
English Composition		
ENGL 1113	Principles of English Composition	3
ENGL 1213	Principles of English Composition	3
or EXPO 1213	Expository Writing	
Language (0-10 hours in the same language)		
This requirement can be met by two years of the same language in high school:		0-10
Beginning Course (0-5 hours)		
Beginning Course, continued (0-5 hours)		
Mathematics		
MATH 1523	Precalculus and Trigonometry	3
Core Area II: Natural Science (including one laboratory)		
Natural Science		
PHYS 1114	General Physics for Non-Science Majors	4
Natural Science with lab		
Choose one course from a different topic than natural science		4
Core Area III: Social Science		
P SC 1113	American Federal Government	3
Choose one course		3
Core Area IV: Arts & Humanities		
Artistic Forms		
Choose one course		3
Western Culture		
HIST 1483	United States to 1865	3
or HIST 1493	United States, 1865 to the Present	
Choose one course [1]		3
World Culture		
Choose one general education course at the upper division (3000-4000) level and outside of the major		3
Core Area V: First-Year Experience		
Choose one course		3
Total Credit Hours		38-48

[1]Excluding HIST 1483 and HIST 1493.

FREE ELECTIVES

Electives to bring total applicable hours to 150 including 48 upper-division hours (may not include architecture courses).

MAJOR REQUIREMENTS

- **A minimum grade of C is required in all major coursework.**
- **Completion of a university-approved minor or Division approved concentration is also required. All first year courses are to be completed before advancing to the second year unless otherwise approved by the Architecture Division Director.**
- **Admission to the BARCH degree program is limited to students who are certified for degree candidacy and meet all prerequisites.**

Code	Title	Credit Hours
Required Courses		
ARCH 1155	Design I- Design Fundamentals	5
ARCH 1163	Methods I - Materiality of Place	3
ARCH 1255	Design II - Craft and Making	5
ARCH 1263	Methods II - Pattern of Architecture	3
ARCH 2243	History of the Built Environment I (Core IV-WC)	3
ARCH 2343	History of the Built Environment II (Core IV-WC)	3
ARCH 2356	Design III - Crafting Place	6
ARCH 2363	Materials and Form	3
ARCH 2456	Design IV - Materials and Making	6
ARCH 2463	Methods IV- Sustainable and Resilient Systems I	3
ARCH 4000	Foreign Study	0
ARCH 4193	Architectural Structures I	3
ARCH 4233	Architectural Structures II	3
ARCH 4333	Advanced Structures	3
ARCH 4453	Modern and Contemporary Architecture	3
ARCH 3556	Design V - Architectural Making I	6
ARCH 3656	Design VI - Architectural Making II	6
ARCH 4563	Methods V- Sustainable and Resilient Systems II	3
ARCH 4543	Architectural Theory and Criticism	3
ARCH 4663	Methods VI- Urban Design Methodologies	3
ARCH 4723	Methods VII - Advanced Systems	3
ARCH 4756	Design VII - Systems and Context	6
ARCH 4160	Internship	0
ARCH 4923	Methods IX- Entrepreneurial Architect and Leadership	3
ARCH 4956	Design IX- Options Studio I	6
ARCH 4053	Methods X- Tool of Practice	3
ARCH 4056	Design X- Options Studio II	6
Professional Elective		
Choose 9 hours of upper-division courses in architecture or a related discipline		9
Total Credit Hours		109

More information in the catalog: (http://ou-public.courseleaf.com/gibbs-architecture/architecture/architecture-four-year-program-bachelor-architecture/).

2 Requirements for the Bachelor of Architecture

Courses designated as Core I, II, III, IV, or V are part of the General Education curriculum. Students must complete a minimum of 40 hours of General Education courses, chosen from the approved list, including at least one upper-division Gen. Ed. course outside of the student's major. Courses graded S/U or P/NP will not apply.

A minimum grade of C is required in all major coursework. Completion of a university-approved minor or Division approved concentration is also required. All first year courses are to be completed before advancing to the second year unless otherwise approved by the Architecture Division Director.

Admission to the BARCH degree program is limited to students who are certified for degree candidacy and meet all prerequisites.

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards. Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

The University of Oklahoma, Division of Architecture offers the following NAAB-accredited degree programs: Bachelor of Architecture, 150 credits; Master of Architecture, 60 credits; Master of Architecture, 96 credits; and Accelerated Master of Architecture/Bachelor of Sciences in Architectural Studies, 168 credits. The next accreditation visit date for the University of Oklahoma is 2023.

Year		FIRST SEMESTER	Hours		SECOND SEMESTER	Hours
FRESHMAN	ARCH 1163	Methods I - Materiality of Place	3	ARCH 1263	Methods II - Pattern of Architecture	3
	ARCH 1155	Design I- Design Fundamentals	5	ARCH 1255	Design II - Craft and Making	5
	ENGL 1113	Principles of English Composition (Core I)	3		First-Year Experience (Core V)	3
	MATH 1523	Precalculus and Trigonometry (Core I)	3	PHYS 1114	General Physics for Non-Science Majors (Core II)	4
		CREDIT HOURS	**14**		**CREDIT HOURS**	**15**
		SUMMER				
	HIST 1483 or HIST 1493	United States to 1865 (Core IV) or United States, 1865 to the Present	3			
	ENGL 1213 or EXPO 1213	Principles of English Composition (Core I) or Expository Writing	3			
		CREDIT HOURS	**6**			
SOPHOMORE	ARCH 2243	History of the Built Environment I (Core IV)	3	ARCH 2343	History of the Built Environment II (Core IV)	3
	ARCH 2363	Materials and Form	3	ARCH 2463	Methods IV- Sustainable and Resilient Systems I	3
	ARCH 2356	Design III - Crafting Place	6	ARCH 2456	Design IV - Materials and Making	6
		Natural Science, with lab-(Core II) from approved Gen. Ed. list	4	ARCH 4193	Architectural Structures I	3
		CREDIT HOURS	**16**		**CREDIT HOURS**	**15**
		SUMMER				
		Social Science - Advised Elective (Core III)	3			
	P SC 1113	American Federal Government (Core III)	3			
		CREDIT HOURS	**6**			
JUNIOR	ARCH 4233	Architectural Structures II	3	ARCH 4000	Foreign Study (may be taken any semester)	0
	ARCH 4453	Modern and Contemporary Architecture	3	ARCH 4543	Architectural Theory and Criticism	3
	ARCH 4563	Methods V- Sustainable and Resilient Systems II	3	ARCH 4663	Methods VI- Urban Design Methodologies	3
	ARCH 3556	Design V - Architectural Making I	6	ARCH 3656	Design VI - Architectural Making II	6
					Open Elective (upper division)	3
		CREDIT HOURS	**15**		**CREDIT HOURS**	**15**
SENIOR	ARCH 4333	Advanced Structures	3	ARCH 4160	Internship (shall comply to the program internship guidelines)	0
	ARCH 4723	Methods VII - Advanced Systems	3			
	ARCH 4756	Design VII - Systems and Context (Capstone)	6			
		World Culture (Core IV), upper-division	3			
		Artistic Forms (Core IV) [2]	3			
		CREDIT HOURS	**18**		**CREDIT HOURS**	**0**
FIFTH YEAR	ARCH 4923	Methods IX- Entrepreneurial Architect and Leadership	3	ARCH 4053	Methods X- Tool of Practice	3
	ARCH 4956	Design IX- Options Studio I	6	ARCH 4056	Design X- Options Studio II	6
		Professional Elective [3]	3		Professional Elective [3]	3
		Open Elective (upper division) [1]	3		Professional Elective [3]	3
		CREDIT HOURS	**15**		**CREDIT HOURS**	**15**

[1] Open Elective (6 hours)—Any open elective hours are the student's choice but **may not** include architecture courses.

[2] Required upper-division Gen. Ed. course outside of the student's major.

[3] Professional Elective (9 hours)—student choice of upper-division courses in architecture or related discipline.

REQUIREMENTS FOR THE BACHELOR OF ARCHITECTURAL STUDIES/MASTER OF ARCHITECTURE
CHRISTOPHER C. GIBBS COLLEGE OF ARCHITECTURE
THE UNIVERSITY OF OKLAHOMA

Academic Year	General Requirements	Program
For Students Entering the Oklahoma State System for Higher Education **Summer 2022 through Spring 2023**	Minimum Total Credit Hours ..... **168** Minimum Upper-Division Hours ..... **48** **Minimum Retention/Graduation Grade Point Averages:** Overall - Combined and OU ..... **3.0** All Required Professional Courses **3.0**	**Architecture–3 ½ + 1½ Program** **A043/F046** Bachelor of Architectural Studies/Master of Architecture

OU encourages students to complete at least 34 hours of applicable coursework each year to have the opportunity to graduate in 5 years.

GENERAL EDUCATION AND COLLEGE REQUIREMENTS

Courses designated as Core I, II, III, IV, or V are part of the General Education curriculum. Students must complete a minimum of 40 hours of General Education courses, chosen from the approved list, including at least one upper-division Gen. Ed. course outside of the student's major. **Courses graded S/U or P/NP will not apply.**

UNIVERSITY-WIDE GENERAL EDUCATION (MINIMUM 40 HOURS) AND COLLEGE REQUIREMENTS

Code	Title	Credit Hours
Core Area I: Symbolic and Oral Communication		
English Composition		
ENGL 1113	Principles of English Composition	3
ENGL 1213	Principles of English Composition	3
or EXPO 1213	Expository Writing	
Language (0-10 hours in the same language)		
This requirement can be met by two years of the same language in high school:		0-10
Beginning Course (0-5 hours)		
Beginning Course, continued (0-5 hours)		
Mathematics		
MATH 1523	Precalculus and Trigonometry	3
Core Area II: Natural Science (including one laboratory)		
Natural Science		
PHYS 1114	General Physics for Non-Science Majors	4
Natural Science with lab		
Choose one course from a different topic than natural science		4
Core Area III: Social Science		
P SC 1113	American Federal Government	3
Choose one course		3
Core Area IV: Arts & Humanities		
Artistic Forms		
Choose one course		3
Western Culture		
HIST 1483	United States to 1865	3
or HIST 1493	United States, 1865 to the Present	
Choose one course [1]		3
World Culture		
Choose one general education course at the upper division (3000-4000) level and outside of the major		3
Core Area V: First-Year Experience		
Choose one course		3
Total Credit Hours		38-48

[1]Excluding HIST 1483 and HIST 1493.

FREE ELECTIVES

Electives to bring total applicable hours to the minimum total required for the degree including 48 upper-division hours.

MAJOR REQUIREMENTS

- **A minimum grade of C is required in all major coursework to continue in the BAS. A minimum 3.25 GPA is required for admission to the accelerated BAS+MARCH. A minimum 3.0 GPA must be maintained to continue in the accelerated BAS+MARCH.**
- **All first year courses are to be completed before advancing to the second year unless otherwise approved by the Architecture Division Director.**
- **Admission to the BAS or the accelerated MARCH degree program is limited to students who are certified for degree candidacy and meet all prerequisites.**

Code	Title	Credit Hours
Required Courses		
ARCH 1155	Design I- Design Fundamentals	5
ARCH 1163	Methods I - Materiality of Place	3
ARCH 1255	Design II - Craft and Making	5
ARCH 1263	Methods II - Pattern of Architecture	3
ARCH 2243	History of the Built Environment I	3
ARCH 2343	History of the Built Environment II (Core IV-WC)	3
ARCH 2356	Design III - Crafting Place	6
ARCH 2363	Materials and Form	3
ARCH 2456	Design IV - Materials and Making	6
ARCH 2463	Methods IV- Sustainable and Resilient Systems I	3
ARCH 4000	Foreign Study	0
ARCH 4193	Architectural Structures I	3
ARCH 4233	Architectural Structures II	3
ARCH 4453	Modern and Contemporary Architecture	3
ARCH 3556	Design V - Architectural Making I	6
ARCH 3656	Design VI - Architectural Making II	6
ARCH 4563	Methods V- Sustainable and Resilient Systems II	3
ARCH 4543	Architectural Theory and Criticism	3
ARCH 4663	Methods VI- Urban Design Methodologies	3
Total Credit Hours		70

GRADUATE REQUIREMENTS

Code	Title	Credit Hours
Required Courses		
ARCH 5723	Methods VII-Advanced Systems [1, 2]	3
ARCH 5536	Graduate Architectural Design III [1, 2]	6
ARCH 5333	Advanced Structures	3
ARCH 5863	Methods VIII-Building Performance Analytics	3
ARCH 5546	Graduate Architectural Design IV	6
ARCH 5543	Architectural Theory and Criticism [2]	3
ARCH 6590	Professional Project Research	3
ARCH 5923	Methods IX - Entrepreneurial Architect and Leadership	3
ARCH 6956	Design IX- Comprehensive Architecture I	6
ARCH 5053	Methods X - Tools of Practice	3
ARCH 6056	Design X- Comprehensive Architecture II	6
Research Elective		
Choose 15 hours of graduate courses in architecture or related discipline		15
Total Credit Hours		60

[1]ARCH 4723 and ARCH 4756 were removed from the BARCH and replaced by ARCH 5723 and ARCH 5536 in order to share hours between the BARCH and MARCH degrees.

[2]These courses are shared between the BARCH and MARCH (12 hours): ARCH 5723, ARCH 5536, and ARCH 5543.

More information in the catalog: (http://ou-public.courseleaf.com/gibbs-architecture/architecture/architecture-bachelor-architectural-studies-master-architecture/).

2 Requirements for the Bachelor of Architectural Studies/Master of Architecture

SEMESTER PLAN OF STUDY

Courses designated as Core I, II, III, IV, or V are part of the General Education curriculum. Students must complete a minimum of 40 hours of General Education courses, chosen from the approved list, including at least one upper-division Gen. Ed. course outside of the student's major. Courses graded S/U or P/NP will not apply.

A minimum grade of C is required in all major coursework to continue in the BAS. A minimum 3.25 GPA is required for admission to the accelerated BAS+MARCH. A minimum 3.0 GPA must be maintained to continue in the accelerated BAS+MARCH.

All first year courses are to be completed before advancing to the second year unless otherwise approved by the Architecture Division Director.

Admission to the BAS or the accelerated MARCH degree program is limited to students who are certified for degree candidacy and meet all prerequisites.

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards. Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

The University of Oklahoma, Division of Architecture offers the following NAAB-accredited degree programs: Bachelor of Architecture, 150 credits; Master of Architecture, 60 credits; Master of Architecture, 96 credits; and Accelerated Master of Architecture/Bachelor of Sciences in Architectural Studies, 168 credits. The next accreditation visit date for the University of Oklahoma is 2023.

Year		FIRST SEMESTER	Hours		SECOND SEMESTER	Hours
FRESHMAN	ARCH 1163	Methods I - Materiality of Place	3	ARCH 1263	Methods II - Pattern of Architecture	3
	ARCH 1155	Design I- Design Fundamentals	5	ARCH 1255	Design II - Craft and Making	5
	ENGL 1113	Principles of English Composition (Core I)	3		First-Year Experience (Core V)	3
	MATH 1523	Precalculus and Trigonometry (Core I)	3	PHYS 1114	General Physics for Non-Science Majors (Core II)	4
		CREDIT HOURS	**14**		**CREDIT HOURS**	**15**
		SUMMER				
	HIST 1483 or HIST 1493	United States to 1865 (Core IV) or United States, 1865 to the Present	3			
	ENGL 1213 or EXPO 1213	Principles of English Composition (Core I) or Expository Writing	3			
		CREDIT HOURS	**6**			
SOPHOMORE	ARCH 2243	History of the Built Environment I (Core IV)	3	ARCH 2343	History of the Built Environment II (Core IV)	3
	ARCH 2363	Materials and Form	3	ARCH 2463	Methods IV- Sustainable and Resilient Systems I	3
	ARCH 2356	Design III - Crafting Place	6	ARCH 2456	Design IV - Materials and Making	6
		Natural Science, with lab-(Core II) from approved Gen. Ed. list	4	ARCH 4193	Architectural Structures I	3
		CREDIT HOURS	**16**		**CREDIT HOURS**	**15**
		SUMMER				
	P SC 1113	American Federal Government (Core III)	3			
		Social Science - Advised Elective (Core III)	3			
		CREDIT HOURS	**6**			
JUNIOR	ARCH 4233	Architectural Structures II	3	ARCH 4000	Foreign Study (may be taken any semester)	0
	ARCH 4453	Modern and Contemporary Architecture	3	ARCH 4663	Methods VI- Urban Design Methodologies	3
	ARCH 4563	Methods V- Sustainable and Resilient Systems II	3	ARCH 3656	Design VI - Architectural Making II	6
	ARCH 3556	Design V - Architectural Making I	6		Open Elective (upper division) [1]	3
					Open Elective (upper division) [1]	3
		CREDIT HOURS	**15**		**CREDIT HOURS**	**15**
SENIOR	ARCH 5723	Methods VII-Advanced Systems [4,6]	3	ARCH 5863	Methods VIII-Building Performance Analytics	3
	ARCH 5536	Graduate Architectural Design III [5,6]	6	ARCH 5546	Graduate Architectural Design IV	6
		Research Elective [3]	3	ARCH 5543	Architectural Theory and Criticism [6]	3
		World Culture - (Core IV), upper-division	3	ARCH 6590	Professional Project Research	3
		Artistic Forms — (Core IV) [2]	3		Research Elective [3]	3
		CREDIT HOURS	**18**		**CREDIT HOURS**	**18**
FIFTH YEAR	ARCH 5923	Methods IX - Entrepreneurial Architect and Leadership	3	ARCH 5053	Methods X - Tools of Practice	3
	ARCH 6956	Design IX- Comprehensive Architecture I	6	ARCH 6056	Design X- Comprehensive Architecture II	6
	ARCH 5333	Advanced Structures	3		Research Elective [3]	3
		Research Elective [3]	3		Research Elective [3]	3
		CREDIT HOURS	**15**		**CREDIT HOURS**	**15**

[1] Open Elective (6 hours)—Any open elective hours are the student's choice but **may not** include architecture courses.

[2] Required upper-division Gen. Ed. course outside of the student's major.

[3] Research Elective (15 hours)—student choice of graduate courses in architecture or related discipline.

[4] ARCH 4723 can be substituted for ARCH 5723. Students must take ARCH 5723 in order to share hours with the graduate degree.

[5] ARCH 4756 can be substituted for ARCH 5536. Students must take ARCH 5536 in order to share hours with the graduate degree.

[6] Shared courses (12 hours): ARCH 5723, ARCH 5536, and ARCH 5543.

REQUIREMENTS FOR THE MASTER OF ARCHITECTURE
CHRISTOPHER C. GIBBS COLLEGE OF ARCHITECTURE
THE UNIVERSITY OF OKLAHOMA

Academic Year	General Requirements	Program
For Students Entering the Oklahoma State System for Higher Education **Summer 2022 through Spring 2023**	Minimum Total Hours (Non-Thesis) **60**	**Architecture via Architecture bachelor's degree** **M046** Master of Architecture

This NAAB accredited degree program is designed for candidates holding a pre architecture degree or a non NAAB accredited degree in architecture who wish to pursue an NAAB accredited professional degree. The program offers the opportunity for advanced and specialized study of architecture and related disciplines as well as establishing the NAAB accredited degree credentials which are prerequisite to architectural licensing in most of the U.S. The amount of required prerequisite coursework is based on a review of a candidate's preceding coursework.

REQUIRED COURSES

Course	Title	Credit Hours
First Year		
Fall		
ARCH 5536	Graduate Architectural Design III	6
ARCH 5723	Methods VII-Advanced Systems	3
Research Elective		3
Research Elective		3
	Credit Hours	15
Spring		
ARCH 5193	Architectural Structures I	3
ARCH 5546	Graduate Architectural Design IV	6
ARCH 5863	Methods VIII-Building Performance Analytics	3
ARCH 6590	Professional Project Research	3
	Credit Hours	15
Second Year		
Fall		
ARCH 5333	Advanced Structures	3
ARCH 5923	Methods IX - Entrepreneurial Architect and Leadership	3
ARCH 6956	Design IX- Comprehensive Architecture I	6
Research Elective		3
	Credit Hours	15
Spring		
ARCH 5053	Methods X - Tools of Practice	3
ARCH 5543	Architectural Theory and Criticism	3
ARCH 6056	Design X- Comprehensive Architecture II	6
Research Elective		3
	Credit Hours	15
	Total Credit Hours	60

GENERAL REQUIREMENTS FOR ALL MASTER'S DEGREES

The master's degree requires the equivalent of *at least* two semesters of satisfactory graduate work and additional work as may be prescribed for the degree.

All coursework applied to the master's degree must carry graduate credit.

Master's degree programs which require a thesis consist of *at least* 30 credit hours. All non-thesis master's degree programs require *at least* 30 credit hours.

Credit transferred from other institutions must meet specific criteria and is subject to certain limitations.

Courses completed through correspondence study may *not* be applied to the master's degree.

To qualify for a graduate degree, students must achieve an overall grade point average of 3.0 or higher in the degree program coursework and in all resident graduate coursework attempted. A student must also have at least a 3.0 in all coursework (including undergraduate coursework if any).

Additional information for master's degree students may be found in the Graduate College Bulletin.

More information in the catalog: (http://ou-public.courseleaf.com/gibbs-architecture/architecture/architecture-via-architecture-bachelors-degree-master-architecture/).

REQUIREMENTS FOR THE MASTER OF ARCHITECTURE
CHRISTOPHER C. GIBBS COLLEGE OF ARCHITECTURE
THE UNIVERSITY OF OKLAHOMA

Academic Year	General Requirements	Program
For Students Entering the Oklahoma State System for Higher Education **Summer 2022 through Spring 2023**	Minimum Total Hours (Non-Thesis) **96**	**Architecture via non-Architecture bachelor's degree** **M047** Master of Architecture

This NAAB accredited degree program is designed for candidates holding a previous bachelor's degree in a discipline other than Architecture. The program offers the opportunity for advanced and specialized study of architecture and related disciplines as well as establishing the NAAB accredited degree credentials which are prerequisite to architectural licensing in most of the U.S. The amount of required prerequisite coursework is based on a review of a candidate's undergraduate preparation.

REQUIRED COURSES

Course	Title	Credit Hours
First Year		
Summer		
ARCH 6156	Graduate Studio I	6
	Credit Hours	6
Fall		
ARCH 5516	Graduate Architectural Design I	6
ARCH 5363	Methods III- Materials and Form	3
Choose one of the following:		3
ARCH 5143	Architectural History	
RCPL/GEOG 5003	The Global City and Planning Issues	
	Credit Hours	12
Spring		
ARCH 5193	Architectural Structures I	3
ARCH 5526	Graduate Architectural Design II	6
ARCH 5463	Advanced Sustainable and Resilient Systems	3
ARCH 5663	Methods VI- Urban Design Methodologies	3
	Credit Hours	15
Second Year		
Fall		
ARCH 5233	Architectural Structures II	3
ARCH 5453	Modern and Contemporary Architecture	3
ARCH 5536	Graduate Architectural Design III	6
ARCH 5723	Methods VII-Advanced Systems	3
Research Elective		3
	Credit Hours	18
Spring		
ARCH 5543	Architectural Theory and Criticism	3
ARCH 5546	Graduate Architectural Design IV	6
ARCH 5863	Methods VIII-Building Performance Analytics	3
ARCH 6590	Professional Project Research	3
	Credit Hours	15
Third Year		
Fall		
ARCH 5923	Methods IX - Entrepreneurial Architect and Leadership	3
ARCH 6956	Design IX- Comprehensive Architecture I	6
ARCH 5333	Advanced Structures	3
Research Elective		3
	Credit Hours	15
Spring		
ARCH 5053	Methods X - Tools of Practice	3
ARCH 6056	Design X- Comprehensive Architecture II	6
Research Elective		3
Research Elective		3
	Credit Hours	15
	Total Credit Hours	96

GENERAL REQUIREMENTS FOR ALL MASTER'S DEGREES

The master's degree requires the equivalent of *at least* two semesters of satisfactory graduate work and additional work as may be prescribed for the degree.

All coursework applied to the master's degree must carry graduate credit.

Master's degree programs which require a thesis consist of *at least* 30 credit hours. All non-thesis master's degree programs require *at least* 30 credit hours.

Credit transferred from other institutions must meet specific criteria and is subject to certain limitations.

Courses completed through correspondence study may *not* be applied to the master's degree.

To qualify for a graduate degree, students must achieve an overall grade point average of 3.0 or higher in the degree program coursework and in all resident graduate coursework attempted. A student must also have at least a 3.0 in all coursework (including undergraduate coursework if any).

Additional information for master's degree students may be found in the Graduate College Bulletin.

More information in the catalog: (http://ou-public.courseleaf.com/gibbs-architecture/architecture/architecture-via-non-architecture-bachelors-degree-master-architecture/).

Final Project Grading Rubric for ARCH 4756 Design VII, ARCH 5536 Graduate Design III, and ARCH 5546 Graduate Design IV. Page1 of 3.

ARCH 4756/5536/5546 STUDIO RUBRIC, p. 1 of 3	99 90	89 80	79 70	69 60
DESIGN	A grade of "A" is earned by truly exemplary work. It means that you have addressed all the three conditions above based on excellent levels of critical thinking, creativity, representational craft and technical knowledge.	A grade of "B" is earned by good work that is above average. It meets all conditions, but typically requires improvement in regards to conceptual congruence.	A grade of "C" is earned by work that is average, and therefore has the minimum level of quality required to pass. It meets somewhat all the conditions, but requires improvement on the last two.	A grade of "D" reflects a work that is below average. It is deemed to have an unacceptable level of quality because it does not address any of the three conditions above, even if all deliverables are submitted by the student*.
Problem Characterization and Programming	The main architectural problem and a relevant set of associated issues have been identified, and characterized with clarity and originality by the student.	The main architectural problem and a relevant set of associated issues have been identified, and characterized with some clarity by the student.	The main architectural problem and a set of associated issues have been identified, but lack clarity or originality.	The main architectural problem and a set of associated issues have NOT been identified.
Concept	There is a clear and strong architectural concept, design intent or criteria on how to address the identified problem.	There is a clear architectural concept, design intent or criteria on how to address the identified problem.	There is an architectural concept, design intent or criteria on how to address the problem, but it is ambiguous or weak.	As result, there is NO architectural concept, design intent or criteria on how to proceed with the project.
Conceptual Consistency	The solution clearly expresses the concept in architectural terms. There is a close match between the concept and the solution.	While the solution implements the concept, there is a gap between both that need to be reduced with more iterations of the best alternatives.	There is no match between concept and solution, either because the concept is weak, or the solution does not implement the concept in an evident way.	The solution has no guiding concept, design intent or criteria to be measured against.
Process	A meaningful number of alternatives with intensive cycles of refinement have been developed. Iterations have developed in response to performance assessment in regards to energy use, air flows, daylighting, and climate data.	Meaningful number of alternatives but not enough refinement of best ones. Iterations have developed in response to performance assessment in regards to energy use, air flows, daylighting, and climate data.	Sufficient number of alternatives with insufficient refinement. Iterations have developed in response to performance assessment in regards to energy use, air flows, daylighting, and climate data.	Extremely low number of alternatives or no alternatives at all. Refinement is trivial. Iterations have not sincerely developed in response ot performance assessment in response to energy use, air flows, daylighting, and climate data.
Functional requirements	Demonstrates innovative strategies for meeting requirements associated with comfort, safety, accessibility, performance, sustainability, codes and regulations.	Most important requirements associated to comfort, safety, accessibility, performance, sustainability, codes and regulations are met	Some of the most important requirements associated to comfort, safety, accessibility, performance, sustainability, codes and regulations are not met.	Many of the most important requirements associated to comfort, safety, accessibility, performance, sustainability, codes and regulations are not met.
Universal Design & Accessibility. The 7 principles of Universal Design are: Equitable Use; Flexibility in Use; Simple and Intuitive Use; Perceptible Info; Tolerance for Error; Low Physical Effort; Size and Space for Approach and Use	Project is conceptulized and designed for an inclusive and broad group of users varying in age and ability. Paths of travel throughout the site and building are accessible and clearly articulated. The seven principles of Universal Design are incorporated where applicable. Restrooms, egress and exiting are planned for accessibility.	Project is conceptulized and designed for an inclusive and broad group of users varying in age and ability. Paths of travel throughout the site and building are accessible and clearly articulated. The seven principles of Universal Design are incorporated where applicable. Restrooms, egress and exiting are planned for accessibility.	Project is designed for an inclusive and broad group of users varying in age and ability. Paths of travel throughout the site and building are accessible and clearly articulated. The seven principles of Universal Design are incorporated where applicable. Restrooms, egress and exiting are planned for accessibility.	Project design could be better imagined for an inclusive and broad group of users and activities. Paths of travel throughout the site and building are accessible and learly articulated. The seven principles of Universal Design could be better incorporated where applicable. Restrooms, egress and exiting may need improvement.

Final Project Grading Rubric for ARCH 4756 Design VII, ARCH 5536 Graduate Design III, and ARCH 5546 Graduate Design IV. Page 2 of 3.

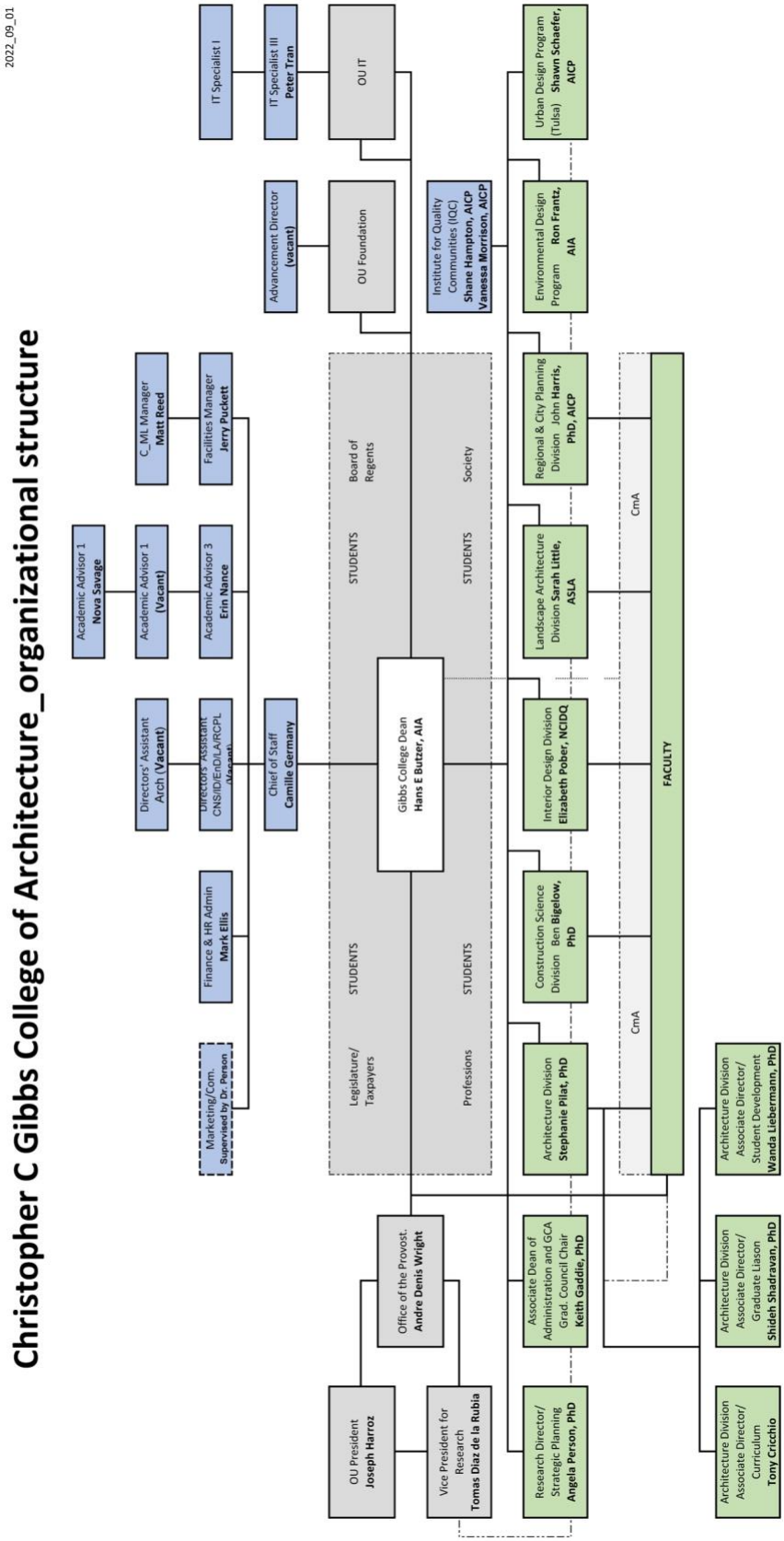
ARCH 4756/5536/5546 page 2 of 3	99 90	89 80	79 70	69 60
REPRESENTATION	A grade of "A" is earned by truly exemplary work. It means that you have addressed all the three conditions above based on excellent levels of critical thinking, creativity, representational craft and technical knowledge.	A grade of "B" is earned by good work that is above average. It meets all conditions, but typically requires improvement in regards to conceptual congruence.	A grade of "C" is earned by work that is average, and therefore has the minimum level of quality required to pass. It meets somewhat all the conditions, but requires improvement on the last two.	A grade of "D" reflects a work that is below average. It is deemed to have an unacceptable level of quality because it does not address any of the three conditions above, even if all deliverables are submitted by the student*.
Graphic Representation	Excellent 3D renderings, 2D drawings, sketches and diagrams that are composed to clearly communicate design problem, concept and strategy.	3D renderings, 2D drawings, sketches and diagrams that communicate design problem, concept and strategy.	Mixed quality 3D renderings, 2D drawings, sketches and diagrams that are communicate design problem, concept and strategy.	3D renderings, 2D drawings, sketches and diagrams that do not adequately communicate design problem, concept and strategy.
Modelling	Outstanding physical and digital models used appropriately as a design and representation tool.	Physical and digital models used appropriately as a design and representation tool.	Physical and digital models are not used to their full potential as design and representation tools.	Physical and digital models are not used appropriately as a design and representation tools.
Oral presentation	Concise, focused and professional verbal presentation that links the problem characterization, concept and design solution.	Focused and professional verbal presentation that links the problem characterization, concept and design solution.	Verbal presentation that links the problem characterization, concept and design solution. Presentation could be more focused or professional.	Verbal presentation that does not successfully link the problem characterization, concept and design solution. Presentation may be unprofessional or unfocused.
Concept Statement	A compelling concise 250 word statement that describes the main concept and links it firmly to design decisions and outcomes in terms of site design, form, space, materials, circulation and details.	A concise 250 word statement that describes the main concept andconnects it to design decisions and outcomes in terms of site design, form, space, materials, circulation and details.	A concise 250 word statement that describes the main concept and links it to some design decisions and outcomes such as in terms of site design, form, space, materials, circulation and details.	A statement that describes the main concept but fails to connect it to specific design decisions and outcomes in terms of site design, form, space, materials, circulation and details.

Final Project Grading Rubric for ARCH 4756 Design VII, ARCH 5536 Graduate Design III, and ARCH 5546 Graduate Design IV. Page 3 of 3.

ARCH 4756/5536/5546 STUDIO RUBRIC page 3 of 3		
NAAB	**Meets Expectations**	**Does Not Meet Expectations**
SC. 1 Health, Safety, and Welfare in the Built Environment--How the project reflects student understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.	The design addresses health, safety and welfare, and environmental impacts by clearly addressing the following Framework for Design Excellence measures: Design for Equitable Community, Design for Well-Being, and Design for Energy.	The design does not address one or more of the following Framework for Design Excellence measures: Design for Equitable Community, Design for Well-Being, and Design for Energy.
SC. 3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the U.S., and the evaluative process architects use to comply with those laws and regulations as part of a project.	The project demonstrates an understanding of occupancy types, egress widths, exiting, accessible routes and entrances. The project brief or drawings describe the regulatory context in terms of applicable laws and regulations.	The project fails to demonstrate an understanding of one of the following: occupancy types, egress widths, exiting, accessible routes and entrances. The project presentation may fail to describe the regulatory context in terms of applicable laws and regulations.
SC. 4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.	The project demonstrates an understanding of how the design of passive and active environmental systems, and material assemblies contribute to achieving sustianability and energy use goals. Representations of the design process demonstrate how building performance analysis influenced design decisions.	The project fails to demonstrate an understanding of how the design of passive and active environmental systems, and material assemblies contribute to achieving sustianability and energy use goals. Representations of the design process may not demonstrate how building performance analysis influenced design decisions.
SC. 5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.	The design successfully synthesizes user requirements, regulatory requirements, site conditions, universal design guidelines and accessibility requirements into a coherent design. Design process documentation indicates how the design evolved in response to the measurable environmental impacts through building performance analysis.	The design fails to synthesize user requirements, regulatory requirements, site conditions, universal design guidelines and accessibility requirements into a coherent design. Design process documentation may not indicate how the design evolved in response to the measurable environmental impacts of design decisions using building performance analysis tools.
SC. 6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcome of building performance.	The project presentation indicates how design decisions serve to address the following Framework for Design Excellence measures: Design for Integration, Design for Ecosystems, Design for Water, Design for Resources. Design process documentation demonstrates how the design evolved in response to the measurable environmental impacts through building performance analysis. The justification for decisions about building envelope systems and assemblies, structural systems, environmental control systems, life safety systems support the design concept is clearly communicated.	The project presentation indicates how design decisions serve to address the following Framework for Design Excellence measures: Design for Integration, Design for Ecosystems, Design for Water, Design for Resources. Design process documentation demonstrates how the design evolved in response to the measurable environmental impacts through building performance analysis. The justification for decisions about building envelope systems and assemblies, structural systems, environmental control systems, life safety systems support the design concept is clearly communicated.

Final Project Grading Rubric for ARCH 3556 Design V.

Design V GRADING RUBRIC	99	90	89	80	79	70	69	60	Below 60
	A grade of "A" is earned by truly exemplary work. It means that the work goes beyond the scope of the given assignment and connects to other relevant themes. The student should address all the requirements based on excellent levels of critical thinking, creativity, representational craft and technical knowledge.		A grade of "B" is earned by good work that is above average. It demonstrates a high level of design solution, process, fabrication care, and understanding through deliverable but typically requires improvement in regards to conceptual congruence and representational craft		A grade of "C" is earned by work that has the minimum level of quality required to pass and it needs improvement. The work is an adequate visual explanation of the design process and deliverables are meeting basic requirements.		A grade of "D" reflects a work that is below average. It is deemed to have an unacceptable level of quality because it does not address any of the requirements, even if all deliverables are submitted by the student.		A grade "F" reflects a work that is significantly incomplete for a response or the student has not submitted any work.
Problem Characterization and Program	The main architectural problem and a relevant set of associated issues have been identified, and characterized with clarity and originality by the student. The program has been developed in response to this problem characterization.		The main architectural problem and a relevant set of associated issues have been identified, and characterized with some clarity by the student. The program has been developed in response to this problem characterization.		The main architectural problem and a set of associated issues have been identified, but lack clarity or originality. The program needs more development as a result.		The main architectural problem and a set of associated issues have been partially identified. The program is underdeveloped.		The main architectural problem and a set of associated issues have not been identified. The program is underdeveloped.
Concept	There is a clear and strong architectural concept, design intent, and criteria for how to address the identified problem.		There is a clear architectural concept, design intent, and criteria for how to address the identified problem.		There is an architectural concept, design intent, and criteria for how to address the problem, but it is ambiguous or weak.		There is no clear architectural concept, design intent or criteria for how to proceed with the project.		There is no architectural concept, design intent or criteria for how to proceed with the project.
Conceptual Consistency	The solution clearly expresses the concept in architectural terms. There is a close match between the concept and the solution.		While the solution implements the concept, there is a gap between both that need to be reduced with more iterations of the best alternatives.		There is no match between concept and solution, either because the concept is weak, or the solution does not implement the concept in an evident way.		The solution has no guiding concept, design intent or criteria to be measured against.		There is little discernable relation between the concept and design proposal.
Functional Requirements	Demonstrates innovative strategies for meeting requirements associated with comfort, safety, accessibility, performance, sustainability, codes and regulations.		Important requirements associated with comfort, safety, accessibility, performance, sustainability, codes and regulations are met.		Most of the key requirements associated with comfort, safety, accessibility, performance, sustainability, codes and regulations are met.		Some of the key requirements associated with comfort, safety, accessibility, performance, sustainability, codes and regulations are met.		Few of the key requirements associated with comfort, safety, accessibility, performance, sustainability, codes and regulations are met.
Process	A meaningful number of alternatives with intensive cycles of refinement have been developed. Iterations have developed in response to performance assessment in regards to energy use and climate data.		Meaningful number of alternatives but not enough refinement of best ones. Iterations have developed in response to performance assessment in regards to energy use and climate data.		Sufficient number of alternatives with insufficient refinement. Iterations have developed in response to performance assessment in regards to energy use and climate data.		Extremely low number of alternatives or no alternatives at all. Refinement is trivial. Iterations have not sincerely developed in response ot performance assessment in response to energy use and climate data.		Only a few deliverables are submitted and there is only one iteration
Representation	Exceptional level of representational craft (drawings and models of high quality). Demonstrate precision, accuracy, planning, modelling/graphicand presentation skills.		Demonstrates high level of care and understanding of the requirements, representational craft, and completion of the project requirements.		Acceptable level of representational craft. Deliverable meets an average level of visual quality related to craft.		Minimum level of representational craft. Deliverable is incomplete or poorly crafted, lacking visual order or aesthetic quality.		Final work is not submitted or is significantly incomplete for a response.
Site Design and Site Plan	**Site plan illustrates strong connection between compelling concept and site design** through: 1. manipulation of contours with new and existing contour lines shown; 2. circulation and accessible paths of travel; 3. site drainage; 4. parking design; 5. restorative and new landscape relative to flora and fauna.		**Site plan illustrates a connection between concept and site design** through: 1. manipulation of contours with new and existing contour lines shown; 2. circulation and accessible paths of travel; 3. site drainage; 4. parking design; 5. restorative and new landscape relative to flora and fauna.		**Site plan illustrates some connection between concept and site design** through: 1. manipulation of contours with new and existing contour lines shown; 2. circulation and accessible paths of travel; 3. site drainage; 4. parking design; 5. restorative and new landscape relative to flora and fauna.		**Site concept and design is at a minimum level of development.** One or more of the following meet only minimum requirements: 1. manipulation of contours with new and existing contour lines shown; 2. circulation and accessible paths of travel; 3. site drainage; 4. parking design; 5. restorative and new landscape relative to flora and fauna.		Site plan is lacking in one of the following ways: contour manipulation incorrect or not shown; circulation paths are not accessible; site drainage is incorrect (would cause building to flood, for example); parking design is functionally deficient; landscape design is not shown or inappropriate.
Universal Design & Accessibility. The 7 principles of Universal Design are: Equitable Use; Flexibility in Use; Simple and Intuitive Use; Perceptible Info; Tolerance for Error; Low Physical Effort; Size and Space for Approach and Use.	Project is conceptulized and designed for an inclusive and broad group of users varying in age and ability. Paths of travel throughout the site and building are accessible and clearly articulated. The seven principles of Universal Design are incorporated where applicable.		Project is conceptulized and designed for an inclusive and broad group of users varying in age and ability. Paths of travel throughout the site and building are accessible and clearly articulated. The seven principles of Universal Design are incorporated where applicable.		Project is designed for an inclusive and broad group of users varying in age and ability. Paths of travel throughout the site and building are accessible and clearly articulated. The seven principles of Universal Design are incorporated where applicable.		Project design could be better imagined for an inclusive and broad group of users and activities. Paths of travel throughout the site and building are accessible and clearly articulated. The seven principles of Universal Design could be better incorporated where applicable.		Project is not designed for an inclusive and broad group of users varying in age and ability. The seven principles of Universal Design are not incorporated where applicable.


Christopher C Gibbs College of Architecture_organizational structure
2022_09_01
OU President Joseph Harroz
Vice President for Research Tomas Diaz de la Rubia
Office of the Provost. Andre Denis Wright
Research Director/ Strategic Planning Angela Person, PhD
Associate Dean of Administration and GCA Grad. Council Chair Keith Gaddie, PhD
Architecture Division Associate Director/ Curriculum Tony Cricchio
Architecture Division Associate Director/ Graduate Liason Shideh Shadravan, PhD
Architecture Division Associate Director/ Student Development Wanda Liebermann, PhD
Architecture Division Stephanie Pilat, PhD
Construction Science Division Ben Bigelow, PhD
Interior Design Division Elizabeth Pober, NCIDQ
Landscape Architecture Division Sarah Little, ASLA
Regional & City Planning Division John Harris, PhD, AICP
Environmental Design Program Ron Frantz, AIA
Urban Design Program (Tulsa) Shawn Schaefer, AICP
Gibbs College Dean Hans E Butzer, AIA
FACULTY
CmA
CmA
Legislature/ Taxpayers
Professions
STUDENTS
STUDENTS
STUDENTS
STUDENTS
Board of Regents
Society
Chief of Staff Camille Germany
Directors' Assistant Arch (Vacant)
Directors' Assistant CNS/ID/EnDLA/RCPL (Vacant)
Academic Advisor 1 Nova Savage
Academic Advisor 1 (Vacant)
Academic Advisor 3 Erin Nance
C_ML Manager Matt Reed
Facilities Manager Jerry Puckett
Finance & HR Admin Mark Ellis
Marketing/Com. Supervised by Dr. Person
Advancement Director (vacant)
OU Foundation
OU IT
IT Specialist III Peter Tran
IT Specialist I
Institute for Quality Communities (IQC) Shane Hampton, AICP Vanessa Morrison, AICP

	OBJECTIVES		RESOURCES AND MEANS	OUTCOMES
	Student Related Objectives			
STUDENT	Improve students' awareness of their role in the architecture program. Foster a sense of community and pride among students in the program across year levels.		Hold at least two division wide engagement meetings. Develop studio culture and curriculum awareness with student organizations. Increase pin up and critique space opportunities. Increase digital presentation access and offer more space flexibility.	Completed and Ongoing: The pandemic interrupted this pattern. We now aspire to hold at least one student townhall meeting each semester. These are usually divided into smaller groups due to space limitations in our gallery.
STUDENT	Create conditions where students can spend more time on coursework		Increase total annual scholarships by 50% over 5 years.	Scholarship goals have been met with Gibbs Endowment.
STUDENT	Improve student readiness to enter the profession and remain competitive.		Develop year level based surveys to assess student perspectives toward curriculum changes and/or delivery. Emphasize ARE content in coursework. Reduce average time from graduation to licensure from 8 years to 4. Improve/develop professional mentorship with BOV/PAB. Promote design competitions. Develop and improve student surveys.	Ongoing. Resources lacking due to faculty teaching overloads and insufficient staff support. New inititiatives targeted to new ARE 5.0 testing will be explored beginning in the Fall of 2022. Funding is needed, however, to support an ARE initiative.
STUDENT	Increase students' awareness of the profession both globally and locally		Aim for 100% of students to have completed an in office internship before graduation by 2017. Set a benchmark for an evaluated portfolio, resume, and cover letter before applying for internship. Increased faculty engagement with firms for student placement.	Completed and Ongoing: In office internship now required prior to graduation for all B.Arch students.
STUDENT	Increase students' cultural awareness of global and local community issues		Continue to develop community engagement through service learning and design build projects. Aim for 100% of student participation in a service learning or design build for community project by 2017. Support and increase participation in Rome program. Develop field trip opportunity for each year level. Establish endowment of at least $75k supporting these activities by 2016. Increase scholarships for out of culture experiences.	Resources lacking for design build. IQC and other sources for community engagement have improved. Design build initiatives through interdisciplinary cooperation are intermittent. Ongoing. Funding for a full time faculty member dedicated to leading design build, staff support, and financial resources to support such a program are needed.
STUDENT	Attract a diversity of more applicants and be more selective in terms of accepting only those students best academically prepared		Increase undergraduate applications by 5% and increase graduate applications by 10% from 2014 to 2020. Increase applicant pool applications from Asia and Middle East regions. Increase average freshman ACT/SAT GPA and ACT/SAT scores by 5%. Increase diversity through high school recruitment. Develop a standardized	Completed and Ongoing. Student enrollments in architecture have more than doubled since 2014.
STUDENT	Provide students with training in and access to the latest technology in architecture and construction from BIM to digital-fabrication.		Examine and adapt facilities and curriculum to ensure student technicalogical competence. Empower IT and Shop committees to develop comprehensive plans. Seek funding and support to increase creating opportunities in Gould Hall and facilitating a new attached shop at Gould Hall.	Ongoing. Resources lacking for new shop at Gould Hall. Digital fabrication software and hardware integration are ongoing. Shop and IT committees are actively master planning based on current resources and speculative access to additional funding.
STUDENT	Develop an awareness of how architectural education prepares students for diverse career paths		Track graduate career paths. Invite graduates of diverse personal and professional career paths to participate in Division development. Develop awareness of diverse career paths. Disseminate alumni success through marketing and social media.	Completed and ongoing. Diversity withing the profession is actively promoted in Architecture for non majors expansion and continuing outreach to alumni practicing in non-traditional paths. Professional Practice courses include guest lectures showcasing the variety of career paths.
	Facutly Development Objectives			
FACULTY	Effective faculty development.		Enact faculty mentoring program. Create new opportunities for professional development through awards/grants. Enhance faculty diversity. New faculty with expertise in digital technology and BIM based design	Completed and ongoing.
FACULTY	Improve faculty trust and foster a supportive and engaged culture.		Continue effective communication between committees, administration, and faculty. Adherence to clear docmentation of existing processes related to faculty governance. Develop awards and stipends for faculty	Completed and ongoing.
FACULTY	Strong environment for faculty research, scholarship, and creative activity		Pursue research centers that reflect faculty interests, specifically: Real Estate, Urbanism, Center for Middle Eastern Architecture and Culture, Sustainable Buildings Program, History/Theory/Criticism, Visualization, BIM, Community Health Through Design. Coordinate with the Center for Research Program Development and Enrichment (CRPDE) to offer at least one research oriented workshop or open forum session for architecture division faculty annually. Develop new funding sources and opportunities for faculty engaged in research through creating-making. Improve faculty access to the Creating_Making Lab as well as to new machinery/technologies of making for faculty engaged in research through creating-making. Develop a faculty placement program in local or regional practices. Funding for increasing the number of graduate research assistantship positions to 4 by 2017 in order to provide support to faculty and actively engage students in research.	Ongoing. Director of Research Initiatives and Strategic Planning has been helpful. Need for faculty research space and pre-award/grant writing, manuscript development, and editing support staff.
FACULTY	Effective faculty governance.		Increase committee communications with all faculty and increase awareness of committee activities through weekly and annual reports. Require committee agendas and minutes be kept and made accessible. Share Division Director and Deans meeting minutes and agendas available. Provide administrative assistance in maintaining meeting minutes and records for faculty and committee meetings.	Ongoing. Committee A is widely perceived to need restructuring to be more effective. Shifting to departments from divisions would address this.

	Curriculum Objectives			
CURRICULUM	Improve students' architectural design skills. Develop strategies for continuing to improve emphasis on creating-making throughout the curriculum.		Increase student awareness of peer reviewed works. Review and update of curriculum based on student surveys and course evaluations. Provide opportunity for competition participaiton. Organize regular year level faculty meetings to review student feedback and discuss improvement.	Completed and ongoing.
CURRICULUM	Develop a strong writing enriched curriculum		Work with writing center to continue to develop a Writing Enriched Curriculum to develop student writing skills.	Completed and ongoing. Limited resources within the Division for expanding efforts to improve written communications and the University has reduced resources from the Writing Center. The Division has placed emphasis on improved writing across the lecture and studio curriculum.
CURRICUL	Continue to create new- and sustain existing design-build programs and initiatives.		Increase funding to support summer CASA playhouse activities. Develop new funding to support design build initiatives.	Ongoing. Resources needed for design build efforts.
CURRICULUM	Active involvement in communities through service learning projects.		Comprehensive and transparent proposal guidelines and schedule for requesting service learning funding. Establish and sustain an interdisciplinary Downtown OKC Design Center to facilitate interraction between students and 'real world' clients. Endowment commitment through the IQC and annual support over three years from the COA.	Downtown design center is no longer a priority. Community outreach is now coordinated with the IQC and encouraged in the studio curriculum. The partnership with IQC model has proven to be a great success.
CURRICULU	Program known for interdisciplinary collaboration		Continue to support and develop interdisciplinary collaboration opportunities such as the ULI competition and the ARCH/ID/CNS charrette.	Ongoing.
CURRICU	Integrated creating-making lab to support the new curriculum		Funding and support for a clean shop in Gould Hall as well as a comprehensive creating-making lab attached to Gould.	Ongoing
	Program Development Objectives			
PROGRAM	An established and recognizable program identity that celebrates our strengths and draws from the context, resources, and history of Oklahoma.		Develop and regularly improve both the graphics and content of our website and marketing materials. Graphic designer and administrative support to develop and update marketing materials. Discretionary Division Endowment to allow the program to rapidly respond to changing conditions in the profession.	Completed and ongoing. Through the American School project we have developed a strong sense of identity connected to the past, present and future. The College now has dedicated resources for promoting the past and future of the College in the state and nationally.
PROGRAM	Become known for being well-traveled and engaged as faculty and students.		Support and develop new out of culture experiences. Social media presence. Continue funding support from COA International Programs. PAB $75k travel endowment. Establish $500K endowment for international travel scholarships.	Ongoing. PAB endowment for travel study has surpassed $100,000.
PROGRAM	Maintain NAAB accreditation.		Empower the Curriculum Affairs Committee and assign its associate director as the 2015 Accreditation Coordinator. Funding to support stipend for faculty leading accreditation process.	Ongoing.
PROGRAM	Maintain and make accessible digital records for institutional memory and NAAB accreditation.		Empower faculty to assess needs and to develop an effective strategy of addressing existing archives and currently accruing work. Offer a stipend or a service release from committee work to help develop and implement record keeping strategies.	Ongoing.
PROGRAM	Maintain a maximum of a 1 to 15 faculty to student ratio. S		Hire 2 new faculty with design/studio emphasis	Ongoing. Growing enrollments and University policies on awarding faculty lines have resulted in persistent unfilled need for more full time faculty. Our new goal is to have 2/3 of studio sections taught by permanent faculty.
PROGRAM	Develop nationally respected research groups		Support coalescing of groups and consistent joint or complementing parallel work. Continue to fund and support faculty research travel. Pursuit of grants and other funding options identified by researchers or the Faculty Affairs Committee.	Ongoing.

Bachelor of Architecture
Students Learning Outcomes (**SLO**) and Methods of Assessment (**MA**)

SLO-1 ***Upon completion of the degree program, students should be able to: demonstrate creative architectural problem--solving and design.***

Direct Measure
The direct measure of SLO-1 is through the faculty's evaluation of the comprehensive design submitted by each of 37 graduating students in the forms of 1.) drawings and models, and 2.) the Book that documents each student's design process.

Performance Target
The target is that 100% of the students receive at least a 70% score regarding their comprehensive design (drawings and Book).

Indirect Measure
An exit survey will be administered to graduating students that asks students if they believe they are adequately prepared for design within an architectural practice.

Expected Target
The target is that 100% of students answer "yes" to the question of feeling well prepared for architectural practice.

SLO-2 ***Upon completion of the related required courses, students should be able to: Demonstrate an understanding of structural, mechanical, electrical and plumbing concepts.***

Direct Measure
The direct measure of SLO-2 is through the faculty's evaluation of homework assignments, quizzes and exams in three structures courses with a total of 84 students (28, 25, 31), and four methods/systems courses (Methods V, VI, VII, and VIII) with a total of 144 students (31, 50, 33, 30). The second method of assessment is through the evaluation of graduating students' comprehensive design (drawings and Book).

Performance Target
The target is that 100% of the students receive at least a 70% score in their structures and methods courses, and 100% of graduating students demonstrate competence with these issues through their comprehensive design project.

Indirect Measure
An exit survey will be administered to graduating students that asks students if they believe they are adequately prepared for design within an architectural practice.

Expected Target
The target is that 100% of students answer "yes" to the question of feeling well prepared to design a comprehensively conceived building.

SLO-3 ***Upon completion of the related required courses, students should be able to: demonstrate an understanding of historical and contemporary architectural ideas.***

Direct Measure
The direct measure of SLO-3 is through the faculty's evaluation of written assignments and papers from the four courses in our history/theory/criticism sequence. The second method of assessment is through the evaluation of graduating students' comprehensive design in the form of the Book.

Performance Target
The target is that 100% of the 61 students in the three history courses and the 27 students in the theory/criticism courses receive at least a 70% score in their respective history/theory/criticism courses. Additionally, 100% of the 37 graduating students received at least a 70% score on their comprehensive design (the Book), through which students must articulate the architectural ideas and their historical/theoretical/
critical context, that underpin their individual design.

Indirect Measure
An exit survey will be administered to graduating students that asks students if they believe they are adequately prepared to practice within an architectural practice.

Expected Target
The target is that 100% of students answer "yes" to the question of feeling well for architectural practice.

SLO-4 ***Upon completion of the related required courses, students should be able to: demonstrate an understanding of leadership and collaboration in architectural practice.***

Direct Measure
The direct measure of SLO-4 is through the faculty's evaluation of each graduating student's leadership and collaboration performance in either the C5 or ULI team competitions.

Performance Target
The target is that 100% of the students receive at least a 70% score regarding their leadership
and collaboration performance in either the C5 or ULI team competitions.

Indirect Measure
An exit survey will be administered to graduating students that asks students if they believe they are adequately prepared to practice within an architectural practice.

Expected Target
The target is that 100% of students answer "yes" to the question of feeling well for architectural practice.

SLO-5 ***Students will pursue graduate school after graduation and be accepted at a program of the student's choice.***

Indirect Measure
An exit survey administered to graduating students shall assess if students are pursuing graduate degree and being accepted at programs of their choice.

Expected Target
Based on historical averages, we expect two students to pursue a graduate degree.

SLO-6 ***Graduates completing their B.Arch will find employment within three months of graduation.***

Indirect Measure
An exit survey and informal email correspondence shall serve as the assessment method.
Expected Target
100% of students pursuing employment after graduation shall find jobs within three months of graduation.

Master of Architecture
Students Learning Outcomes (SLO) and Methods of Assessment (MA)

SLO-1 ***Upon completion of the degree program, students should be able to: demonstrate creative architectural problem--solving and design.***

Direct Measure
The direct measure of SLO-1 is through the faculty's evaluation of the comprehensive design submitted by each of 7 graduating students in the forms of 1.) drawings and models, and 2.) the Book that documents each student's design process.

Performance Target
The target is that 100% of the students receive at least a 80% score regarding their comprehensive design (drawings and Book).

Indirect Measure
An exit survey will be administered to graduating students that asks students if they believe they are adequately prepared for design within an architectural practice.

Expected Target
The target is that 100% of students answer "yes" to the question of feeling well prepared for architectural practice.

SLO-2 ***Upon completion of the related required courses, students should be able to: Demonstrate an understanding of structural, mechanical, electrical and plumbing concepts.***

Direct Measure
The direct measure of SLO-2 is through the faculty's evaluation of homework assignments, quizzes and exams in three structures courses and four methods/systems courses (Methods V, VI, VII, and VIII. The second method of assessment is through the evaluation of graduating students' comprehensive design (drawings and Book).

Performance Target
The target is that 100% of the students receive at least a 80% score in their structures and methods courses, and 100% of graduating students demonstrate competence with these issues through their comprehensive design project.

Indirect Measure
An exit survey will be administered to graduating students that asks students if they believe they are adequately prepared for design within an architectural practice.

Expected Target
The target is that 100% of students answer "yes" to the question of feeling well prepared to design a comprehensively conceived building.

SLO-3 ***Upon completion of the related required courses, students should be able to: demonstrate an understanding of historical and contemporary architectural ideas.***
Direct Measure
The direct measure of SLO-3 is through the faculty's evaluation of written assignments and papers from the four courses in our history/theory/criticism sequence. The second method of assessment is through the evaluation of graduating students' comprehensive design in the form of the Book.

Performance Target
The target is that 100% of the 7 students in the three history courses and the 27 students in the theory/criticism courses receive at least a 80% score in their respective history/theory/criticism courses. Additionally, 100% of the 7 graduating students received at least a 80% score on their comprehensive design (the Book), through which students must articulate the architectural ideas and their historical/theoretical/
critical context, that underpin their individual design.

Indirect Measure
An exit survey will be administered to graduating students that asks students if they believe they are adequately prepared to practice within an architectural practice.

Expected Target
The target is that 100% of students answer "yes" to the question of feeling well for architectural practice.

SLO-4 ***Upon completion of the related required courses, students should be able to: demonstrate an understanding of leadership and collaboration in architectural practice.***

Direct Measure
The direct measure of SLO-4 is through the faculty's evaluation of each graduating student's leadership and collaboration performance in either the C5 or ULI team competitions.

Performance Target
The target is that 100% of the students receive at least a 80% score regarding their leadership
and collaboration performance in either the C5 or ULI team competitions.

Indirect Measure
An exit survey will be administered to graduating students that asks students if they believe they are adequately prepared to practice within an architectural practice.

Expected Target
The target is that 100% of students answer "yes" to the question of feeling well for architectural practice.

SLO-5 ***Students will pursue graduate school after graduation and be accepted at a program of the student's choice.***

Indirect Measure
An exit survey administered to graduating students shall assess if students are pursuing a post-graduate degree and being accepted at programs of their choice.

Expected Target
Based on historical averages, we expect two students to pursue a post-graduate degree.

SLO-6 ***Graduates completing their M.Arch will find employment within three months of graduation.***

Indirect Measure
An exit survey and informal email correspondence shall serve as the assessment method.
Expected Target
100% of students pursuing employment after graduation shall find jobs within three months of graduation.

Faculty Diversity - Male/Female

Report Year	Professor/ Male	Professor/ Female	Associate Professor/ Male	Associate Professor/ Female	Assistant Professor/ Male	Assistant Professor/ Female	Lecturer/ Male	Lecturer/ Female	Total/ Male	Total/ Female	Total
2009	3	0	4	2	2	1	9	1	18	4	22
2010	2	1	6	3	3	2	6	1	17	7	24
2011	2	0	4	3	3	1	4	1	13	5	18
2012	2	1	5	3	3	2	3	1	13	7	20
2013	1	0	5	3	2	1	5	1	13	5	18
2014	2	0	4	2	0	5	5	0	11	7	18
2015	2	0	5	2	2	4	4	1	13	7	20
2016	1	0	5	3	1	3	3	1	10	7	17
2017	1	0	4	3	2	2	5	2	12	7	19
2018	1	0	4	3	1	3	7	4	13	10	23
2019	1	1	4	3	1	4	7	2	13	10	23
2020	2	1	4	3	2	5	5	4	13	13	26
2021	2	2	4	2	2	9	8	4	16	17	33
2022	2	2	4	2	4	9	8	4	18	17	35

Faculty Diversity - White/Underrepresented Groups*

Report Year	Professor/ White	Professor/ UG	Associate Professor/ White	Associate Professor/ UG	Assistant Professor/ White	Assistant Professor/ UG	Lecturer/ White	Lecturer/ UG	Total/ White	Total/ UG	Total
2009	2	1	6	0	1	1	6	2	15	4	19
2010	2	1	9	0	4	1	5	2	20	4	24
2011	1	1	7	0	3	1	3	2	14	4	18
2012	1	1	8	0	4	1	2	2	15	4	19
2013	0	1	3	0	2	1	4	2	9	4	13
2014	1	1	6	0	4	1	3	2	14	4	18
2015	1	1	7	0	4	2	3	2	15	5	20
2016	0	1	8	0	2	2	1	3	11	6	17
2017	0	1	3	0	2	2	4	3	9	6	15
2018	0	1	7	0	2	2	8	3	17	6	23
2019	1	1	7	0	3	2	6	3	17	6	23
2020	2	1	6	1	5	2	6	3	19	7	26
2021	3	1	5	1	9	2	9	3	26	7	33
2022	3	1	5	1	9	4	7	5	24	11	35

* Underrepresented Groups consist of the following: Native American/ Alaskan Native, Asian, African American, Hispanic, Hawaiian

University of Oklahoma, Norman Campus
Enrollment by Race/Ethnicity
Fall Semesters 2015 - 2021
- Division of Architecture Compared to University Total -

*U.S. Department of Education (IPEDS) Categories**

	Amer. Ind./ Alaska Nat.	Asian	Black/ Afr. Amer.	Hispanic	Nat. Hawaiian/ Oth. Pac. Isl.	Two or More Races	White	Not Reported	Inter-national	Total
Architecture										
2015	5	10	4	23	0	11	99	5	19	176
2016	9	7	5	19	0	15	106	4	21	186
2017	8	6	8	21	0	20	128	5	21	217
2018	5	7	12	26	0	26	140	4	21	241
2019	7	9	7	32	0	19	156	6	22	258
2020	8	14	10	32	1	23	174	6	22	290
2021	10	19	12	39	0	31	178	12	24	325
University										
2015	1,076	1,401	1,466	2,246	46	1,811	16,233	1,125	2,041	27,445
2016	1,124	1,481	1,495	2,418	32	1,958	16,466	931	2,032	27,937
2017	1,171	1,560	1,498	2,569	33	2,166	16,721	840	1,983	28,541
2018	1,160	1,614	1,460	2,728	29	2,313	16,676	758	1,844	28,582
2019	1,102	1,639	1,429	2,837	33	2,345	16,373	630	1,701	28,089
2020	1,014	1,685	1,445	3,013	31	2,399	16,356	454	1,385	27,782
2021	1,051	1,687	1,501	3,260	34	2,473	16,169	406	1,471	28,052

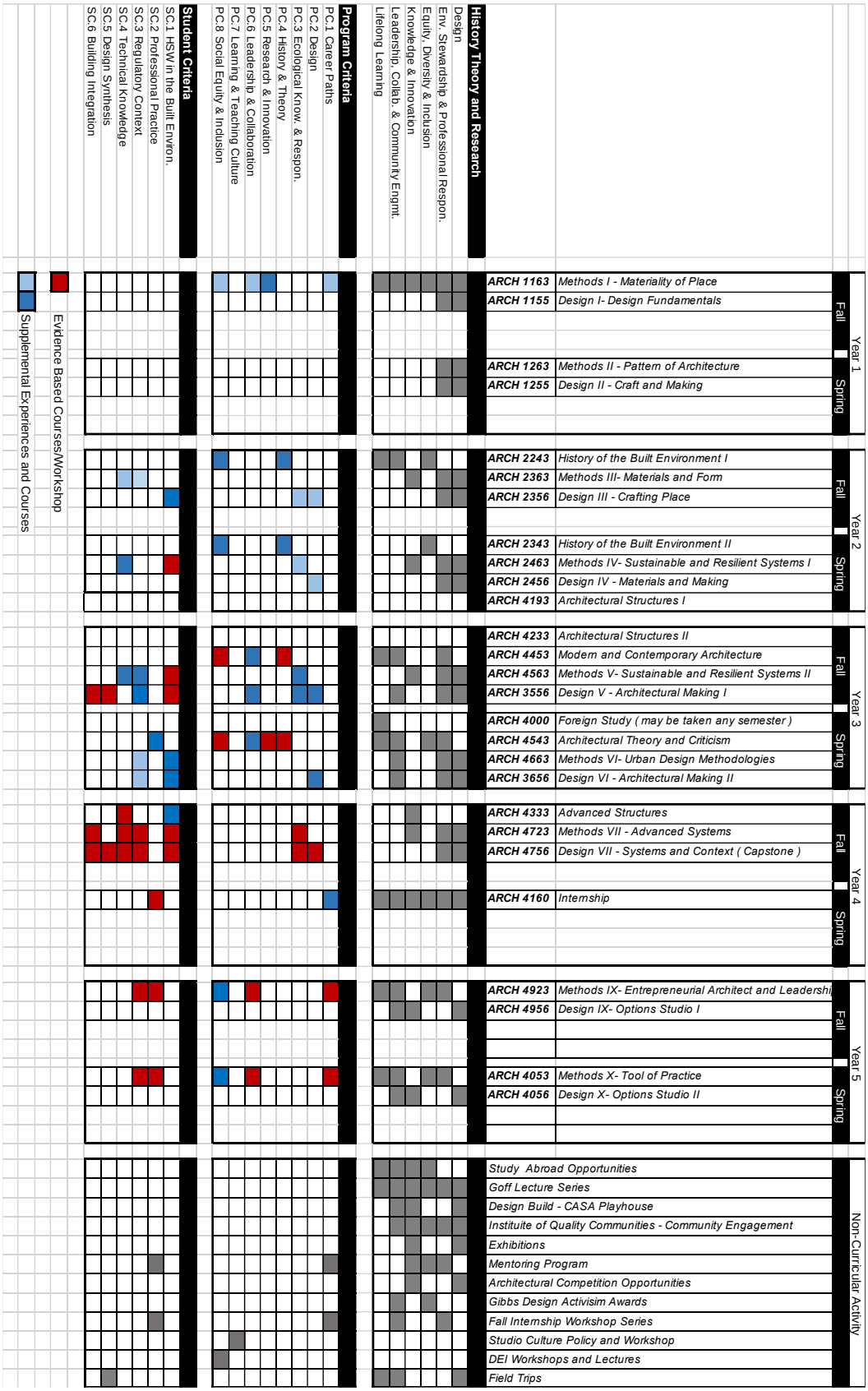
*Total Count of All Those Indicating Each Category***

	Amer. Ind./ Alaska Nat.	Asian	Black/ Afr. Amer.	Hispanic	Nat. Hawaiian/ Oth. Pac. Isl.	White
Architecture						
2015	18	12	5	23	0	118
2016	25	9	7	19	1	132
2017	28	11	12	21	1	160
2018	26	13	22	26	1	179
2019	23	16	11	32	3	195
2020	23	21	15	32	3	219
2021	30	28	19	39	2	237
University						
2015	2,440	1,846	1,873	2,246	169	19,289
2016	2,594	1,975	1,956	2,418	146	19,822
2017	2,818	2,100	2,035	2,569	150	20,456
2018	2,928	2,204	2,049	2,728	166	20,701
2019	2,908	2,240	2,042	2,837	183	20,537
2020	2,868	2,302	2,109	3,013	179	20,747
2021	2,970	2,360	2,188	3,260	185	20,841

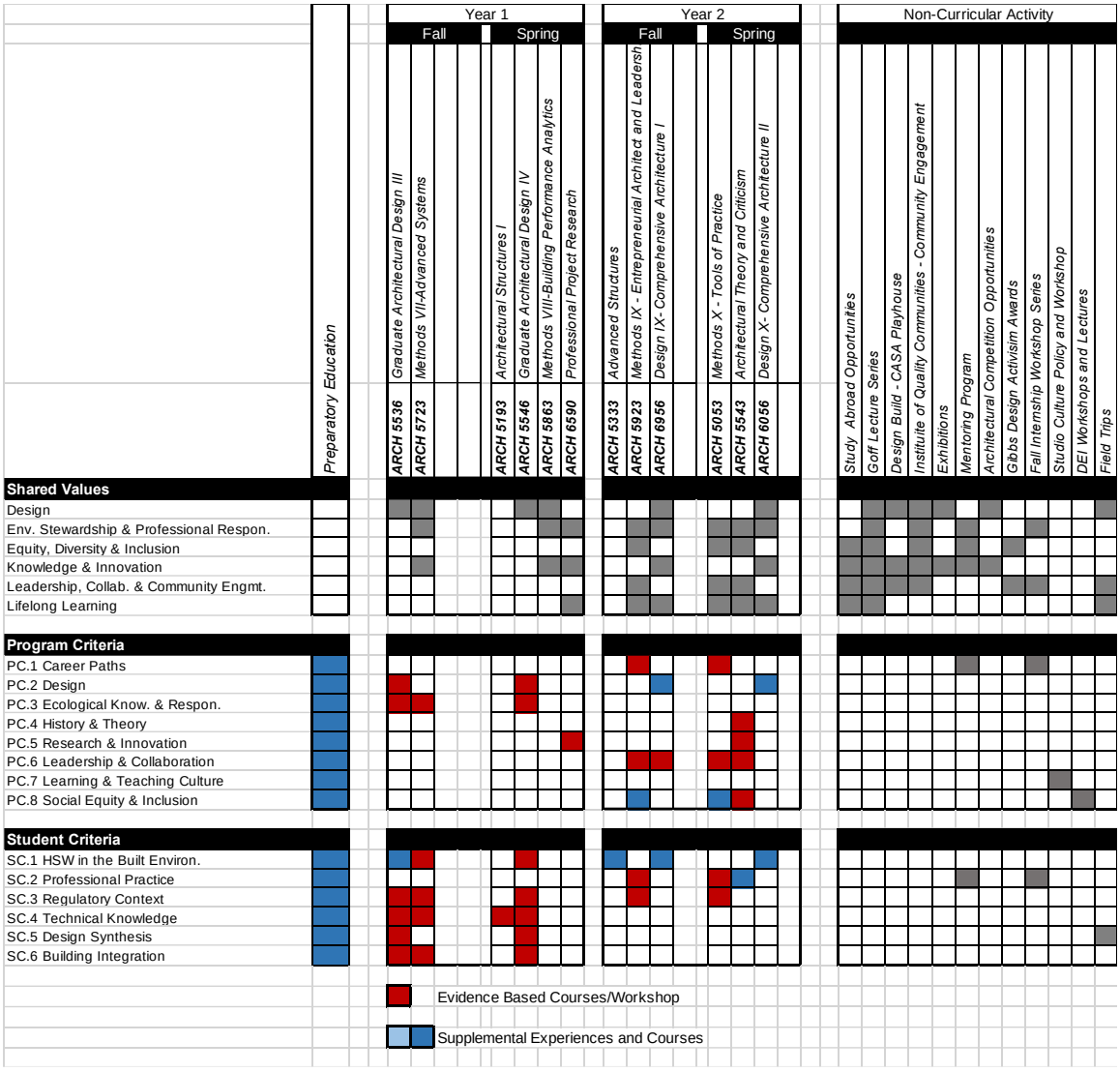
* The US Department of Education's IPEDS system gathers enrollment information in a way that requires each student to be in a single race/ethnicity category to prevent a student being counted multiple times and inflating enrollment figures To accommodate those students who picked more than one race/ethnicity, they are shown in official reporting counts in the "Two or More Races" category rather than in each individual category selected.

** While International (nonresident alien) students also answer the two race/ethnicity questions, their answers are excluded from this area of reporting due to federal guidelines.

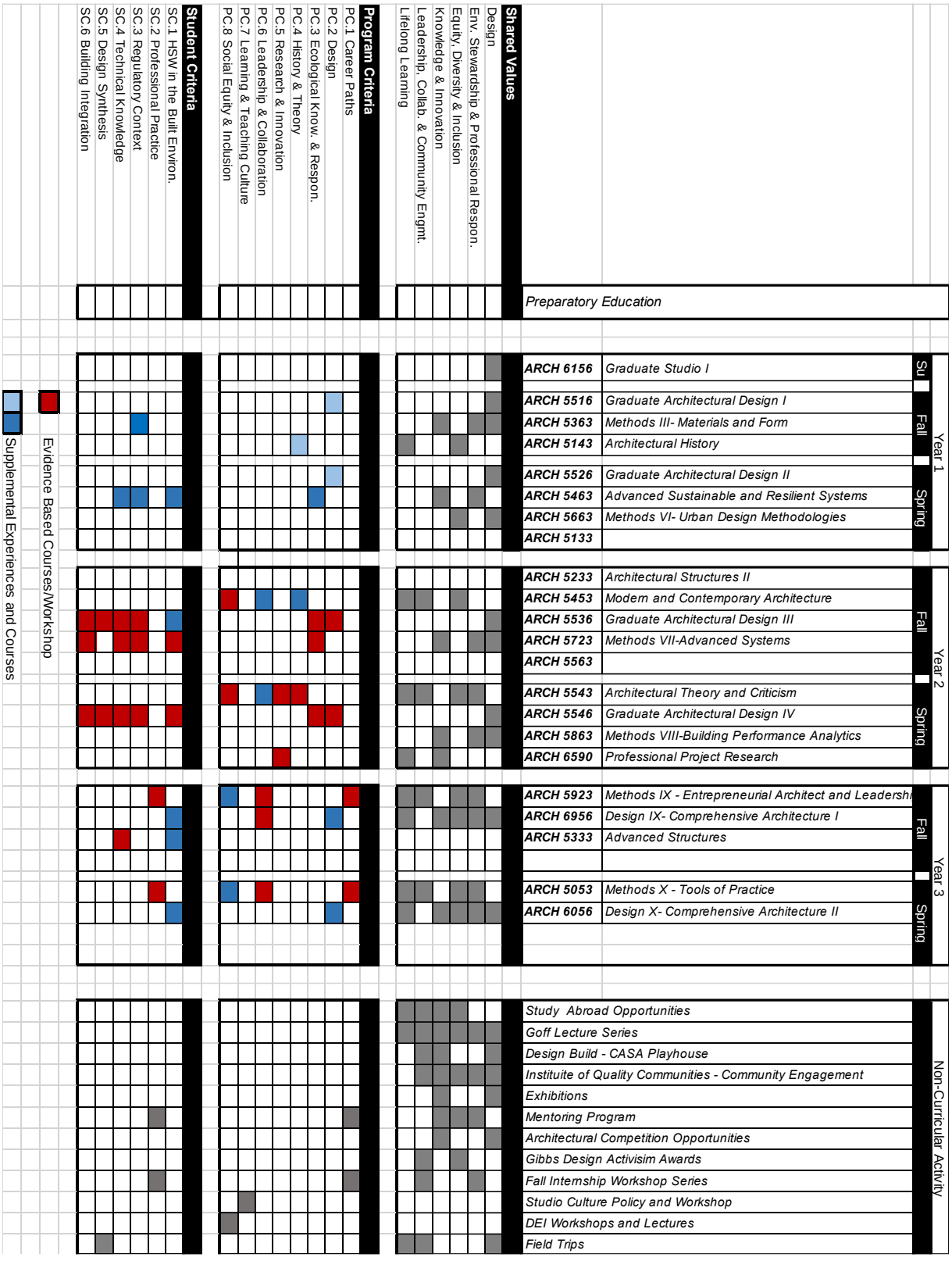
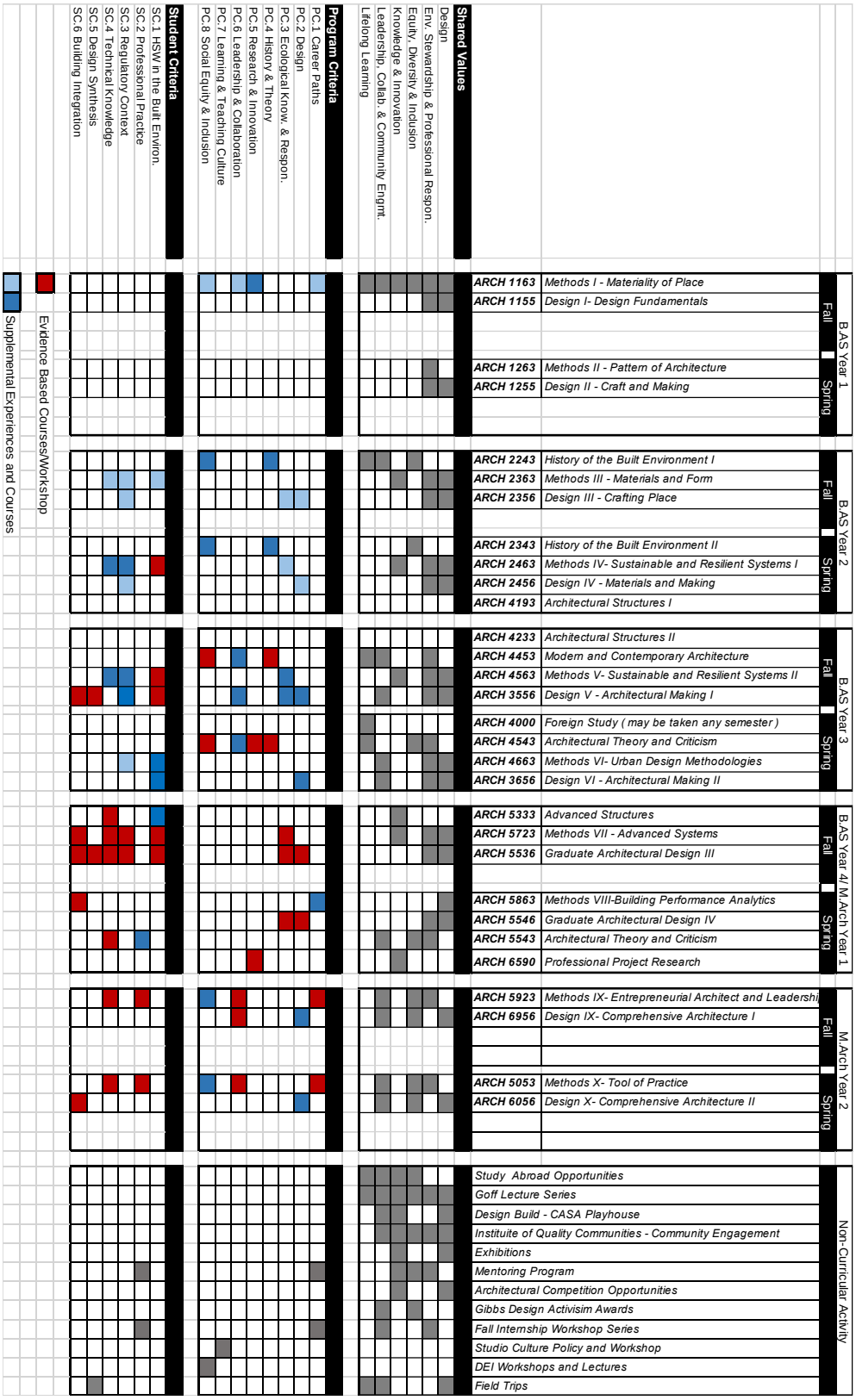
Bachelor of Architecture Matrix



Master of Architecture (4-semester)



Master of Architecture (7-semester)



Bachelor of Sciences in Architectural Studies + Master of Architecture