University of Oklahoma
Division of Architecture
NAAB Academic Programs Report 2015

Bachelor of Architecture
(160 undergraduate credit hours)

Master of Architecture
(36 pre-professional credit hours + 53 advanced placement credit hours)

Program Administrator: Hans E. Butzer, AIA
405.503.7342 butzer@ou.edu

Chief Academic Officer: Kyle Harper, Ph.D., Interim Provost

University President: David L. Boren

The University of Oklahoma Division of Architecture Programs Report September 2014
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PART I INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Section 1: Identity and Self-Assessment

I.1.1 HISTORY AND MISSION

Institutional History
In 1890, the University of Oklahoma was founded by an act of the first legislature of the Territory of Oklahoma. Seventeen years before Oklahoma became a state, this act stated 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. In the past 25 years, the University of Oklahoma has granted more than 100,000 bachelor degrees.

The entire University currently has an enrollment of 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.

On the Norman Campus, the University currently enrolls over 23,000 students with almost 19,000 undergraduates and over 4,000 post-baccalaureate students. These students are spread among nearly 250 undergraduate and 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 & Mass Communication, Honors, International Studies, Law, Liberal Studies, Medicine, Nursing, Pharmacy, and Public Health.

Approximately 57% of the University’s students are from the State of Oklahoma. The remaining 43% of the student body represents the other 49 states, four U.S. territories, and 100 countries. 38% of undergraduate students are minorities, while 5% are non-resident aliens.

In 1994, President David L. Boren, former U.S. Senator and former Governor of Oklahoma, became the University’s thirteenth president. Under Boren’s stewardship, almost $1.5 billion in construction projects have been completed, are under way or are forthcoming on OU’s three campuses. The University endowment currently totals over $1.1 billion. Its annual operating budget is over $1.46 billion. The University employs over 2,400 full-time faculty members. Endowed chairs and professorships now total more than 475. President Boren places an emphasis on international programs and study abroad opportunities. The University currently holds over 170 exchange agreements with universities in 66 countries.

Institutional Mission and Principles
The University of Oklahoma strives to: “Provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society.”

The University of Oklahoma recognizes, appreciates and actively pursues its special responsibility to help make Oklahoma a good place in which to live and work. The university is also part of a world community of scholars, and its activities make national and international contributions. Graduates of the university hold important leadership
positions in the state and throughout the world. As the university meets its broad scholarly responsibilities, it targets many activities to bring maximum benefits to the state.

To encourage excellence, the university attracts, develops and retains outstanding faculty and staff; attracts capable students who will provide future leadership for the state, region and nation; provides superior library, laboratory, classroom, performance and computer facilities; and engages in ongoing planning, analysis and management for the effective use of its resources.

Program History
Although a few Architecture courses existed in the Engineering College as early as 1922, the School of Architecture was not formally established as a part of the College of Engineering until 1926. During this time, Joseph Smay headed the School. From 1936 to 1946, Henry Kamphoefner was the Chairman of the School of Architecture. Studio courses during these years followed the Beaux Arts Institute of Design's tradition, which was commonly taught in other American schools of architecture at the time. The objective of this teaching style was to gain national recognition for the School by winning design awards for student work from the Beaux Arts Institute's New York juries.

In 1947, Bruce Goff was appointed Chairman of the School of Architecture. Goff brought an abrupt change to the School's design philosophy, setting it apart from all other schools of architecture. This new approach stemmed from an American individualism and industriousness rooted in the local conditions. During this era, the School's educational goals shifted from the Beaux Arts model to a focus on developing imagination and creativity within a professional curriculum. From 1956 to 1969, the School continued to place an emphasis on individuality and creativity in design, with professionalism as the primary focus. James Palmer Boggs, Mendall Glickman, and John York served as directors of the School during this period.

In 1968, the University President appointed a committee composed of academic and professional leaders to investigate the role of the University in architectural education as it related to the changing needs of society. The committee recommended the establishment of a College of Environmental Design to serve the University as "an educational melting pot for creativity and diversity." In 1970, the School of Architecture separated from the College of Engineering and was renamed the College of Environmental Design. Dr. Murlin Hodgell served as the first Dean and the Director of the College's only academic unit, the School of Architecture.

The College's Construction Science program began in 1978, followed by the 1982 incorporation of the University's Interior Design and Landscape Architecture programs. Ron Hess was also appointed acting Dean in 1982. The following year, Raymond Yeh was appointed Dean of the College with Dr. Tom Selland as Director of the School of Architecture from 1983-1988. In 1984, the College was renamed the College of Architecture (CoA) and divided into four professional divisions: Architecture (DivA), Interior Design, Landscape Architecture, and Construction Science. The Department of Regional and City Planning moved from the College of Arts and Sciences in 1987 becoming the fifth division of CoA. In 1988, the College began the slow process of moving out of its location underneath the north bleachers of the football stadium and into the old petroleum geology building, Gould Hall, a project completed in 1991. In 1988, Jim Kudrna took over DivA leadership from Dr. Tom Selland.

The 1990's were marked by shifts in College leadership that in turn caused changes at the DivA level. These also underscored the strong relationship between the leadership of the College and that of the DivA. Jim Kudrna served as director until 1993 when he took over as Interim Dean following Raymond Yeh's resignation as Dean. Iver Wahl served as director of the division from 1993-1994. With the appointment of Dr. Deborah Dalton as Dean in 1994,
Joel Dietrich was appointed Director and served until 2000. Meanwhile, Eleanor Weinel was appointed Interim Dean in 1997, followed by the appointment of Bob Fillpot as Dean in 1998. From 2000-2006, Jim Kudrna stepped back into the DivA director position until his retirement in 2006 when Nick Harm assumed the director position. In the Fall of 2007, Bob Fillpot announced his desire to return to teaching, and stayed on as Dean until the end of the academic year. In May 2008, Associate Professor Nick Harm was appointed Interim Dean until Dr. Charles Graham’s appointment in August 2008. Nick Harm resumed his focus on the Division Director position in 2008, a position he held until 2011.

In 2005, planning began for the renovation of Gould Hall in an effort to modernize the building, address significant accessibility challenges and unify the CoA and its divisions. By 2008, funding for the improvements were in place and construction commenced in 2009. Architects Bruce Bockus and David Payne, both alumni of the CoA, coordinated the design for the renovated facility. During the renovation period, the Divisions of Architecture, Construction Science and Interior Design, along with the College Library, were successfully housed in a former Hobby Lobby located in the heart of Downtown Norman. The experience at the Hobby Lobby offered the College and Division leadership insights into collaborative experiences that were not apparent or achievable in the previous configuration of Gould Hall. Vertical architecture studios and inter-divisional learning spaces provided meaningful interaction and collaboration opportunities in the provisional space. Though construction was in full swing, College and Division leadership made adjustments to the interior space planning of the “new” Gould Hall in an effort to facilitate these collaborative experiences post-occupancy.

In the wake of the 2009 NAAB Accreditation visit, DivA faculty initiated what became a three-year effort to design a new undergraduate curriculum. Founded on the strengths of the program’s history, identity and “heartland” location, the new curriculum was crafted through many day and evening sessions involving faculty, students, recent graduates of the program, seasoned alumni, members of the recently-formed Professional Advisory Board (PAB) and local practitioners. The curriculum task force, consisting of Hans E. Butzer, Thomas Cline, Anthony Cricchio, Joel Dietrich, and Nick Harm, conceived of a curriculum that synthesizes material from core courses such as Structures, History, and Environmental Systems into studio. Coordination and collaboration among studio and core course instructors fosters and demonstrates the relevance of core course for design excellence. This strategy was intended to deepen students’ understanding of the relationship between architectural design and recent research in related disciplines, while enhancing the program’s rigor and commitment to the natural, community and professional environments. The new Creating_Making curriculum went into effect in fall 2012, and defines the DivA’s current pedagogical approach.

In 2011, the $33 million Gould Hall renovation project was completed after three years of construction. With the opening of the new Gould Hall, all five Divisions of The College of Architecture coexist under one roof for the first time in the program’s history. The Institute for Quality Communities was established as a community outreach component of the College. In order to fully leverage the unique opportunities of such inter-disciplinary adjacencies, Dean Graham has promoted collaboration as a key strategy for educating students to take on the design challenges of the 21st Century. The College’s mantra “Create-Collaborate-Construct” came about through a series of large and small format discussions with faculty, staff, students and alumni. This mantra sums up some of the unique advantages and opportunities the CoA and DivA possess, while defining a critical and relevant approach to architectural education in the 21st century.

In the fall of 2012, a graduate group was formed to consider improvements to the graduate curriculum. The group, consisting of Daniel Butko, Hans E. Butzer, Anthony Cricchio, Lee Fithian and Dr. Stephanie Pilat, recommended broadening research opportunities, shifting to a more flexible 4-7 semester professional graduate degree program.
and enhancing the relationship between the graduate and undergraduate programs through the Creating_Making curriculum. A more in-depth understanding of the range of preparatory work undertaken by students with Bachelor of Environmental Sciences degrees led the committee to recommend building flexibility into the professional masters degree offerings so that students may be granted credit for work completed on a case by case basis. A Master of Science in Architecture program was also updated in coordination with the new College-based Ph.D. program. University Regents approved these graduate programs in 2014.

Nick Harm served as Director until 2011, when Joel Dietrich and Dean Graham stepped in to serve as Interim Director while plans for a national search for a new director took shape. Following a set of interviews from a diverse national candidate pool, Associate Professor Hans E. Butzer was announced as Director of Architecture in October 2012. Since January 1, 2013, Prof. Butzer has served as Director of Architecture. In that role, Butzer has fostered a culture dedicated to:

- Understanding the transformative power of architecture;
- Developing critical- and design-thinking skills;
- Embracing diversity, collaboration and negotiation, and
- Using professional skills to serve communities.

From the summer of 2013 through early 2014, Butzer, division faculty and students, and the PAB developed a strategic plan for the DivA. A first working version was completed in spring 2014, and it presently guides the DivA’s efforts. Beginning in the spring of 2015, the strategic plan shall be updated and amended as necessary. The Strategic Plan 2013-2018 outlines four categories (Curriculum, Faculty, Program, and Student) of efforts, provides a template for on-going improvements to the students’ education, faculty development and teaching, streamlining and improving transparency of processes throughout the division, and offers definitions of success. In 2014, Butzer appointed three associate directors to assist the division and director’s work. Anthony Cricchio was appointed Associate Director of Curriculum Affairs, Marjorie Callahan was appointed Associate Director of Faculty Affairs, and Dr. Stephanie Z. Pilat was appointed Associate Director of Student Affairs. The associate directors and the director comprise the Program Affairs Committee, which oversees the external affairs of the division. The PAB is currently in the process of adjusting its own committee structure to align with that of the DivA.

**College Mission Statement**

The mission of the College of Architecture at the University of Oklahoma is to provide its students with a dynamic professional education in architecture, construction science, interior design, landscape architecture, and regional and city planning through a variety of undergraduate and graduate programs in interdisciplinary, collaborative settings emphasizing excellence in education, research, and service to the community.

**Program Mission Statement (Creating_Making Mission Statement)**

We aspire to actively engage in an ever-evolving global community while remaining grounded in the context of the American heartland. We prepare students to become architects through intellectual exploration, collaboration, craft, design and research, with an ethical commitment to the profession, society and the environment.

**Program Vision Statement (as promoted in the DivA Strategic Plan)**

DivA architecture graduates are pragmatic visionaries who actively improve diverse communities across the globe through the lens of their Oklahoma-based Creating_Making education.
Contributions of the Institution to the Program

Without question, the $33M improvements to Gould Hall are the most significant indicator of the University’s support of our program and college. The opportunities for collaboration among faculty and students have been greatly expanded. Beyond this, there remain many other ways in which our people and program benefit from the University’s support.

The University regularly hosts workshops to assist in the development of faculty teaching, research and service efforts. Among these are workshops for new faculty, preparation for tenure workshops, faculty writing groups, publishing workshops, and teaching development workshops centered on understanding how students learn. Junior faculty, in particular, faculty have embraced these opportunities. Profs. Pilat and Butko participated in the 12 week-long workshop that aids with writing skills development. Profs. Cricchio, Pilat and Fithian participated in the workshop titled “How Learning Works”, and Profs. Cricchio and Pilat subsequently hosted a 7-week session for faculty in the CoA.

Funding for faculty research and teaching is available from a variety of sources on campus including the Provost’s office, the Center for Research Program Development and Enrichment, (CRPDE) and the President’s Office. Presidential Dream Courses, for example, provide funding for international experts to take part in innovative and collaborative teaching endeavors. Support from these campus offices and initiatives has helped to improve faculty research and teaching. For example, DivA Prof. Boeck served on the University’s Research Council from 2009-13, and served as its chair from 2011-2012. His experiences on the committee have promoted better insights into how faculty may be more successful with grant writing. The Honors College underwrites the Student-to-Research Program. Profs. Pilat, Butko and Callahan all have ‘student’ initiatives to support students through active research participation. Many faculty have received funding from the University in various forms, as noted in the faculty resumes appended to this document.

The University also offers substantial support for the College’s technology needs through their campus-wide implementation of Information Technology (IT) services. The College of Architecture has its own dedicated IT staff to help with all of its technology needs — including answering questions about software, equipment, and the University’s network. Faculty can borrow instructional equipment free of charge for teaching purposes. A generous suite of software programs provides faculty and students full access to tools to support research and learning. The University’s “Desire to Learn” course management system allows faculty and students to post course content and submit assignments online.

The Comprehensive Education of an Architect in this University Setting

We approach the education of an architect through our Creating_Making curriculum. Our manifesto for the curriculum, outlined in Section I.1.2, emphasizes an education rooted in experience. With this experience comes the need for intra-disciplinary and inter-disciplinary engagement with those for whom architects design. The DivA is on course to leverage the potential that its multi-disciplinary university environment provides, and that its new building and leadership team facilitate. Collaborative initiatives emphasize the overlaps and differences among the discipline of architecture and those of other disciplines within the University of Oklahoma environs.

CoA undergraduate students in construction science, interior design and architecture, as well as freshmen students from the College of Engineering’s Architectural Engineering program, share the introductory class ARCH 1112 Cultures of Collaboration which explores the cultural differences and similarities of their chosen career paths, while advancing the principles and benefits of collaboration. Since 2011, DivA students have successfully
participated in the Urban Land Institute (ULI) competition, while teaming with students from the CoA’s landscape and planning divisions as well as with students from the Price Business School. A new CoA Oklahoma City Community Design Center is currently planned with input from the University’s Center for the Creation of Economic Wealth. A fall 2014 symposium sponsored by the Colleges of Education and Architecture, in collaboration with the private sector, explores the relationship between education and the design of learning spaces. Since September 2013, the CoA’s Center for Middle Eastern Architecture and Culture, in collaboration with the College of International Studies, the College of Fine Arts, and the College of Arts and Sciences, have been teaming up to offer cross-disciplinary symposia, lectures and film nights, alongside dinner feasts of middle eastern cuisine.

These examples describe the emerging and vibrant relationship with the University and its Colleges enjoyed by the DivA, and demonstrate how initiatives from DivA faculty and students benefit other colleges on campus. Together, these frame the holistic, diverse and practical frameworks in which our students will practice architecture.
I.1.2 LEARNING CULTURE AND SOCIAL EQUITY

Learning Culture
With the Creating_Making curriculum housed within the inter-disciplinary environment of the University of Oklahoma College of Architecture, we offer the following as core ideas that shape the desired competency of our students and alumni. While global applicability of technical issues and design skills are explored and developed by our students, it is the lens of our Oklahoma-based conditions, resources and culture that shapes the unique qualities of our program. We teach students how to study, document and ethically approach design in their own context in order to draw lessons and inspiration from it as well as how to apply such lessons to new contexts. The studio space is naturally the primary classroom where such ideas are explored, and the place of our learning culture. From there, through the halls to seminar rooms, campus ovals, and on into heartland and global settings, our students are encouraged to embrace their chosen profession as a means for personal and professional fulfillment over a lifetime.

Transformative Power of Architecture: Because we believe great architecture is a means to improving the quality of life for current and future generations, our first goal is to ensure our teaching, research and service work advances the mission of generating great architecture now and into the future through the work of our students, faculty and advocates. Great architecture elevates the best qualities of people and place through pragmatically conceived and beautifully articulated spaces.

In a world where many disregard the skills of adjacent professions and arts, we here at the DivA believe the best way to elevate the perceived value of architecture is to not only do architecture well but to do architecture holistically, while embracing and integrating learning from the vast array of arts and sciences. As such, 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 15 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 Olympic Rowing Facility on the Oklahoma River, Devon Tower, or the Oklahoma City Skydance Bridge offer students an environment that makes visceral the potential for their impact. Equally, regional field trips to destinations such as Dallas, Fort Worth, Austin, Fayetteville, Kansas City and Chicago further enhance students’ first-hand experiences of transformative and inspiring architecture.

Since its inception in the late 1980’s, the Bruce Goff Chair has played a central role in generating excitement about architecture for our students. The Bruce Goff Chair of Creative Architecture promotes a lecture series that brings to campus notable designers whose work contributes to the advancement of architecture. Lectures, by architects such as Antoine Predock, Sheila Kennedy, and Bob Berkebile, and associated student workshops provide opportunities for students to engage the personalities who help define our profession. The workshops allow students to better appreciate how the persona of the architect plays into the work itself, and that the power of architecture may begin with the transformative energy and spirit of the individual.

Our growing emphasis on “out-of-culture” and service learning projects serves to provide a finer grain set of examples of how architecture may change lives. Students who spend a semester in Rome see how well executed “non-buildings” are critical to establishing the fabric of a community while setting up urban pockets for civic architecture of extraordinary character. On the other side of the spectrum, students who helped construct a ramp...
as part of Freedom By Design or who helped build the Compressed Earth Block House see first hand that “transformation” can be relatively quiet yet laborious, and may be the predominant opportunity in a fulfilling career.

**Critical and Design Thinking Skills:** These are defined as learning how to gather, process and make use of information in order to create and articulate transformative designs through an iterative design process. Important to this goal is for the student to develop a working familiarity with both failure and success that help characterize a meaningful iterative process. The Creating_Making curriculum places great emphasis on the development of these skills.

Our philosophy of Creating_Making, which defines our design pedagogy, is grounded in experience; a tangible connection between the creative endeavor and the physical act of making. As such, we are committed to maintaining a foundation in the material practices of design, in promoting intellectual engagement with creative processes. The philosophy of Creating_Making encourages diverse research, critical inquiry, and informed experimentation dedicated to reinforcing our core beliefs; a commitment to fostering critical engagement, material aptitude, manual competence, and most importantly an ethical commitment to the real, the tangible, and the human capital that is architecture.

The core of our new curriculum is defined by a parallel set of Design studios and Methods courses. The Methods courses will 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, the environmental systems course is presently being reorganized so that teaching passive climate control strategies coincides with the incorporation of such strategies in studio projects. These parallel courses will be taught in collaboration with courses in structures, history, and theory. Further, we have created opportunities for our students to immerse themselves in alternative cultural studies, to gain experience within professional work environments, and to productively collaborate within and across disciplines.

Certainly not to be overlooked are our parallel-running history and structures courses. Each and every one of these courses has been created or re-written in order to address the inter-related framework of our year-level courses. It then follows that the articulation by students of potential solutions in studio or structures courses is increasingly framed following critical analysis, with a focus on “performance-driven solutions”. Frequent coordination meetings define how preparations for each semester play out. Weekly schedules foster alignment of assignments between the studios and non-studio courses, shaping the delivery of information which students can more easily comprehend and configure intellectually into a more comprehensive picture of necessary professional skills. Moreover, faculty teaching structures and history courses regularly participate in studio. In the third year, for example, an entire day is dedicated to refining structural designs for studio projects. This typically entails inviting two or three structures faculty and engineers to studio to work with students in small groups to refine their projects in terms of structural design.

Growing out of a desire to improve the critical thinking skills of our students, increasing emphasis is now placed on the issues or problems historical examples of architecture have sought to address; this emphasis is illustrated by new history/theory courses and requirements. Students in the B.Arch program, for example, are now required to take four semesters of history and theory coursework. It is in these courses that critical engagement with theoretical texts and lively debates take place. Students in Modern and Contemporary Architecture, for example, critique an early 20th century building based on a complementary theoretical text such as Adolf Loos’s Steiner House and his text *Ornament and Crime*. Through such assignments students develop the ability to evaluate the relationship between design and theory. While the first three history courses provide breadth through a survey of
architecture from prehistoric times to the present, the fourth course in the sequence, Research and Critical Writing, provides depth by focusing on one theme, place or period. Organized as a seminar, this course challenges students to read, reflect on, and critically discuss scholarly articles and books. Over the course of a semester students develop a 10-page research paper through a carefully designed process that typically includes the development of a research question and bibliography, a class presentation, a rough draft, peer reviews, and a final draft.

We take pride in the fact that our faculty, though increasingly accomplished and recognized for their teaching, research and service efforts, maintain a humility and sense of consideration as they engage students throughout the learning and discovery process. Being approachable and optimistic is important for faculty, as is responding calmly and thoughtfully to students who may be frustrated or struggling. One consideration as to the qualities of whom we chose to invite for our Bruce Goff Chair of Creative Architecture Lecture Series is respect for others, and a humility that facilitates the sharing of insights with our students. We are committed to the notion offered by one our recent Goff visitors, “We should model the behavior we seek in our students”.

The DivA also recognizes the importance of good writing and speaking skills for students' professional success. To this end, a Writing Enrichment Committee (Ron Frantz, Eren Erdener, Marjorie Callahan and Stephanie Pilat) was formed in spring 2013 to prepare a draft of recommendations dedicated to developing students' writing skills. A working draft is currently under review with the University’s Writing Center. The draft outlines which courses shall contain special focus on writing development, and how different aspects of the architecture profession may demand different forms of writing (i.e. specifications, design awards submissions, work or research proposals, design analyses) and verbal communication. Oral presentation skills are developed through faculty feedback following regular informal interim pin-ups and reviews. Students are expected to use prepared project narratives identified in the WEC as the basis for their oral presentations. The scaffolding of development that the WEC's structure offers will hopefully help students appreciate these various communication forms, develop and flourish in the structure of the WEC, and build self-confidence.

Creating a culture where different viewpoints are respected and students are not afraid to share or explore ideas is critical for the development of a successful future architect. Innovation and skills development require forays into unknown territories, generating fear and trepidation in some students. In our teaching and through our policies however, iterative, as opposed to linear, design processes are promoted, while students are encouraged to show and share “failures” as much as their successes. Our students recognize the importance and necessity to stumble, and view it as a source of pride and deserving of positive recognition from others. Faculty actively support this approach through constructive criticism and a nurturing tone, whether through desk crits or pin-up presentations.

The promotion and public reinforcement of the learning culture at the Diva is made evident by the display of the Studio Culture Policy (SCP) in studio areas. Online at https://www.ou.edu/content/dam/Architecture/DivisionofArchitecture/pdf/SCP%202014%20poster%20for%20print.pdf, it defines the importance students place on seeking balance in their academic tenure. The SCP has been updated most recently beginning in spring of 2014 through forum discussions involving students and faculty. Seeking balance of mind, body and spirit is essential for students to maintain a work-life-balance. Students must accept the studio experience requires a larger context. Personal health and well-being must come first. Without question, it is here where our evolving SCP aids in establishing the ground rules for a positive and well-rounded learning experience. The SCP serves as an anchor for the DivA’s Learning Culture efforts. The students’ regular assessment of the SCP itself, regular director-student meetings, and annual exit surveys form the metric for assessing the effectiveness of the Learning Culture Policy.
Embracing Diversity, Collaboration and Negotiation: Strong inter-personal skills combined with a foundation of social, environmental and financial ethics and awareness allow students to contribute to the successful creation and articulation of transformative designs. In a global and dynamic marketplace, effective listening and the sharing and processing of relevant information and viewpoints are cornerstones of effective collaboration and complex problem solving.

As “Create-Collaborate-Construct” is our CoA mantra, so this emphasis on collaboration further supports our larger mission of ensuring all voices are heard and respected. Successful collaboration is not dependent on how much knowledge one possesses. Rather, our pedagogical approach values the social skills and respectful manner through which one shares knowledge with, or receives knowledge from, others so that meaningful advancements are conceived and implemented. Collaborative learning environments enhance the possibility that our graduates will lead through example in their professional and lay communities.

Though it has been a point of criticism in past NAAB reports, the distinction between our Division of Architecture and the College of Architecture is clear for those who learn, teach, research and administer in this environment. The college environment shared with four other professionally accredited programs is in our estimation exactly what architecture programs should seek, particularly as one monitors future trends in the architectural profession. We believe students who are immersed in such a rich and varied learning culture will better appreciate the importance of diversity, collaboration, and negotiation. DivA faculty recognize too that, though it is important to continue developing collaborative classroom opportunities at the first, third and fifth year levels of the undergraduate program, and in vertical and collaborative studios in the graduate program, students must still be offered a larger portion of time better understanding their own disciplinary abilities and beliefs within a larger context.

Fostering an open-minded learning environment that takes advantage of the interdisciplinary opportunities presented by the CoA divisions is a shared goal among college faculty and students. Our collaborative competitions, for example, bring students from different disciplines and cultures together on teams, where the focus is on collectively solving problems. Sophisticated approaches and solutions drawing on the expertise of students in different disciplines become the norm for our students, and it is our aspiration that our graduates come to expect nothing less in their professional pursuits. To that end, we also promote provocative studio adjacencies, such as vertical studios, or our graduate studio where all students in the graduate programs of architecture, landscape architecture and interior design share one work area. Our garden level studio provides a direct adjacency to first year interior design students, offering a setting for discovery and heightened awareness of how different personal or professional tendencies may help shape excellent environments.

The Bruce Goff Chair of Creative Architecture Lecture Series and the efforts of the Center for Middle Eastern Architecture and Culture, reinforce the importance of diversity and respect for global perspectives in a positive learning culture. These two entities, for example, collaborated on bringing renowned architect Gisue Hariri to campus. Ms. Hariri’s work transcends cultures and makes apparent the rich quality of design created by an open-minded designer. The partners of the Native American architecture practice Blue Star Studio lectured at Gould Hall as part of a symposium sponsored by the Bruce Goff Chair of Creative Architecture Lecture Series and the Division of Regional and City Planning. Such venues demonstrate and reinforce the value our program places on respect, sharing, engagement and innovation.
To the question of fostering respect and engagement, our Rome Program and the evolving menu of out-of-culture experiences defined by our Creating_Making curriculum provide students with immersive experiences in global contexts. With the exception of 2012, our students have had formal access to a significant study-abroad experience. Semesters in Rome for spring 2013, 2014 and 2015 represent a highlight in our efforts to push our largely Oklahoma-based students into the world. Other shorter and/or more affordable options have been offered as well, whether to international destinations such as Germany, England, Scotland, China or to closer destinations such as Las Vegas, Chicago, Dallas or Eureka Springs, AR. A goal for future out-of-culture opportunities is that they strive to incorporate an appropriate amount of service-learning activities, such as the 2014 Rome Program, or the Summer 2014 Zambia Program. All such efforts, regardless of cost or duration, are intended to ensure every student who progresses through the new curriculum will have an immersive experience that emphasizes the differences and similarities that exist between people and cultures, and the importance for respect and tolerance.

Achieving Professional Success through Serving and Building Community: A vision for the graduates of this Oklahoma-based program is that they achieve professional success as a result of:

- Their professional ability to analyze problems and solve them sustainably, functionally, ethically and beautifully;
- Their leadership and collaborative skills, and
- Their ability to support and improve the quality of life for a diverse set of members of the local and global community.

We strive to shape our learning environment through the lens of ethics and sustainability. These are cornerstones of an equitable and healthy approach to supporting the human condition through the work of our graduates. Bruce Goff’s approach to teaching and practice provides a powerful example of how individual creativity may support the needs of a collective. Our program builds on this symbiotic relationship between the individual and collective in order to enable students to find common ground between their own identity and those of the collective. The student work that defines our program consistently proves we do not espouse an architectural “look” or style. Rather, we promote an attitude of inclusiveness and diversity through both our teaching approach as well as through the design solutions promoted by our students. While each student develops self-confidence and defines their identity through their studio work, they are also encouraged to project these same energies towards serving the pragmatic needs of society.

As our mission statement offers, the manner in which we offer our pragmatic visions must consider professional, societal and natural environments. Inherent here is a sense of ethics and understanding of the breadth of the term sustainability. We seek to create a learning culture that helps students begin to weigh personal/professional decisions against a potential impact on people or landscapes across the globe. Each line we draw and every material we specify will invariably affect the prospect of others. Thus, each and every student must learn to see their work in a more complex context that transcends scale, space and place.

The Creating_Making curriculum fosters what Bjarke Ingels calls “pragmatic visioning”, where innovation is encouraged within a constructive framework. Purposeful endeavors define studio projects as well as those student activities that fall under careful mentorship of faculty, such as Freedom By Design, the Little Libraries and the CASA playhouse course. Pragmatic visioning speaks to values borne from our Oklahoma roots, and ones we believe are in demand across the globe. Whether exploration is through haptic or digital means, appropriateness, beauty, and efficiency reign as students or faculty seek performance-based solutions. We recognize that, as “new” is not a value, the best solutions may be those time-tested as much as newly forged deliberations. Regardless,
communities should seek from their architects “creative problem solving” and not view this as an either/or proposition.

The skills and abilities honed during the academic experience must also translate into the students’ professional life. To facilitate the student’s preparation for professional life and to help them assure appropriate expectations for personal fulfillment and health as well, we work with the PAB to promote mentoring partnerships for each and every students beginning in their third year of the undergraduate program. From the third year on, students have a professional mentor with whom they may discuss issues that promote professional and personal health and success such as time management, professional development, and inclusiveness. An active IDP coordinator fosters a respect and preparedness for the process of becoming licensed. Summer internships required by the curriculum advance this fourth and final value of furthering professional success through a range of programs and efforts designed to provide students with a more accurate impression of professional life.

Two final notes on the learning culture we aim to foster relate to our relationships to the students themselves. Since the spring of 2013, DivA Director Butzer has held an all-student meeting each semester. The meeting provides the students and director a forum in which visions and aspirations, as well as frustrations and opportunities for improvements, can be shared and vetted. Evidence of these comes by way of index cards, completed questionnaires and other comments cards returned to Butzer by individual students. The vigor and positive feedback shown by students’ participation validates the format’s openness and inclusiveness. At the start of each school year since fall 2012, faculty have met with the entire student body to discuss the curriculum and its opportunities for learning. These fora have served as the impetus for adjustments to the new curriculum, have spurred the further evolution of facilities offered in Gould Hall, as well as other opportunities for improving the learning culture within the DivA.

Lastly, the promotion of an appropriate learning culture here at the DivA hinges upon the hard work of arguably the finest academic advisors on campus. Although faculty quickly step into an advisory role for many students from a professional point of view, it is the academic advisors who are the most critical steadying force. Within the first year of study at the University of Oklahoma, students begin advising with one of two CoA staff. Academic and life-related challenges can be approached with our staff through one-on-one meetings. Students have historically praised their relationships with our advisors and the positive encouragement they received from the advisors. Students cited them as cornerstones of their experiences with the DivA, and for helping define the unique character of our learning culture.

**Social Equity**

**General**
The University of Oklahoma, its Admissions Office, the College of Architecture and the Division of Architecture are committed to fostering a positive learning, working and research environment based on equity, inclusiveness and fairness to its students, faculty and staff. The University of Oklahoma's Institutional Equity Office outlines its Equal Opportunity Policy and University's Statement of Commitment to Affirmative Action on its website: [http://www.ou.edu/eoo/policies---procedures0.html](http://www.ou.edu/eoo/policies---procedures0.html).

The University of Oklahoma promotes diversity enrichment through various initiatives and programs. These may be further explored through the following website address as of January 7, 2014: [http://www.ou.edu/go2/campuslife/diversity.html](http://www.ou.edu/go2/campuslife/diversity.html).
The DivA places great value on diversity and how it may advance the personal, professional and academic experiences of our faculty, staff and students. The DivA Strategic Plan establishes an official position on diversity with the following:

“The Division of Architecture actively promotes conditions for learning, teaching, research, service and social activities that celebrate and support diversity as a means through which an inclusiveness of people and their viewpoints, insights, conditions and experiences can enrich the qualities, possibilities and accessibility of projected architectural environments and experiences.”

On a general note, the renovations to Gould Hall were completed in 2011. Understandably, past program reviews highlighted the inequitable facilities of the former Gould Hall as a serious problem. Numerous ramps within and outside of the building were too steep. Too few restrooms with adequate ADA-conformant space were available or convenient to students. An insufficient number of elevators further hindered movement and access through the building. Thankfully, the re-configured facility significantly improves equitable access to the facilities and its pedagogical opportunities.

**Students: Diversity and Social Equity**

The University’s Student Code outlines guidelines for student conduct as well as policies for providing to students procedures that facilitate fair treatment of others and ethical conduct. The University of Oklahoma Student Conduct Office, found at [http://studentconduct.ou.edu](http://studentconduct.ou.edu) provides students a central web location to access these critical points of information, policies and procedures:

- Students Affairs: [http://sa.ou.edu/](http://sa.ou.edu/)
- Sooner Safety: [http://www.ou.edu/safety.pdf](http://www.ou.edu/safety.pdf)
- Student Rights/Responsibilities Code: [http://www.ou.edu/content/dam/studentlife/documents/AllCampusStudentCode.pdf](http://www.ou.edu/content/dam/studentlife/documents/AllCampusStudentCode.pdf)
- Student Rights/Responsibilities Procedures: [http://www.ou.edu/content/dam/studentlife/documents/StudentRRCodeProcedures.pdf](http://www.ou.edu/content/dam/studentlife/documents/StudentRRCodeProcedures.pdf)
- Sexual Assault, Discrimination and Harassment Policy: [http://www.ou.edu/home/eoo.html](http://www.ou.edu/home/eoo.html)
- Sexual Misconduct: [http://www.ou.edu/home/misc.html](http://www.ou.edu/home/misc.html)
- Academic Integrity Code: [http://integrity.ou.edu/students_guide.html](http://integrity.ou.edu/students_guide.html)
- Student Handbook: [http://www.ou.edu/content/studentlife/studenthandbook.html](http://www.ou.edu/content/studentlife/studenthandbook.html)
- Alcohol Policy: [http://www.ou.edu/content/studentlife/get_involved/student_organizations/policies/policies/jcr%3acontent/mid_par/download/file_res/Alcohol_Policy.pdf](http://www.ou.edu/content/studentlife/get_involved/student_organizations/policies/policies/jcr%3acontent/mid_par/download/file_res/Alcohol_Policy.pdf)
- OU Tobacco-Free Policy: [http://hr.ou.edu/policies/tobaccofree.asp](http://hr.ou.edu/policies/tobaccofree.asp)
- Direct Administrative Action Procedures for University Programs Abroad: [http://judicial.ou.edu/images/docs/daa%20_%20abroad_final1.pdf](http://judicial.ou.edu/images/docs/daa%20_%20abroad_final1.pdf)

For both undergraduate and graduate students, section 5."General Policies" of the Faculty Handbook stipulates procedures to ensure equal opportunity. This policy may be found at the following: [https://apps.hr.ou.edu/FacultyHandbook/#5.0](https://apps.hr.ou.edu/FacultyHandbook/#5.0) The Faculty Handbook also identifies the following policies intended towards promoting equity on campus:

- 5.1 Equal Opportunity Policy Statement: [https://apps.hr.ou.edu/FacultyHandbook/#5.1](https://apps.hr.ou.edu/FacultyHandbook/#5.1)
- 5.1.1 Affirmative Action Plan: [https://apps.hr.ou.edu/FacultyHandbook/#5.1.1](https://apps.hr.ou.edu/FacultyHandbook/#5.1.1)
5.1.2 Staffing Plan Procedure and Affirmative Action Plan: https://apps.hr.ou.edu/FacultyHandbook/#5.1.2
5.2 Individuals with Disabilities: https://apps.hr.ou.edu/FacultyHandbook/#5.2
5.3 Office of Disability Services: https://apps.hr.ou.edu/FacultyHandbook/#5.3
5.3.1 Establishment of the Office of Disability Services: https://apps.hr.ou.edu/FacultyHandbook/#5.3.1
5.3.2 Identification of Individuals with Disabilities: https://apps.hr.ou.edu/FacultyHandbook/#5.3.2
5.3.3 Confirmation of Disability: https://apps.hr.ou.edu/FacultyHandbook/#5.3.3
5.3.4 Coordination of Services: https://apps.hr.ou.edu/FacultyHandbook/#5.3.4
5.3.5 Role of Academic Areas: https://apps.hr.ou.edu/FacultyHandbook/#5.3.5
5.3.6 Grievances: https://apps.hr.ou.edu/FacultyHandbook/#5.3.6
5.4 Reasonable Accommodation Policy: https://apps.hr.ou.edu/FacultyHandbook/#5.4

<table>
<thead>
<tr>
<th>Student Diversity</th>
<th>Division of Architecture (Undergrads and Grads)</th>
<th>University of Oklahoma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2013</td>
</tr>
<tr>
<td>Caucasian</td>
<td>158 (67.8%)</td>
<td>115 (54%)</td>
</tr>
<tr>
<td></td>
<td>16,687 (71.7%)</td>
<td>14,441 (60.3%)</td>
</tr>
<tr>
<td>International</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>1,502</td>
<td>1,751</td>
</tr>
<tr>
<td>American Indian/Alaska</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1,552</td>
<td>964</td>
</tr>
<tr>
<td>Asian</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>1,246</td>
<td>1,249</td>
</tr>
<tr>
<td>African-American</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1,248</td>
<td>1,135</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Hispanic</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>1,023</td>
<td>1,912</td>
</tr>
<tr>
<td>Two or more Races</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,409</td>
</tr>
<tr>
<td>Not reported</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,049</td>
</tr>
<tr>
<td>Female</td>
<td>86 (36.9%)</td>
<td>120 (56%)</td>
</tr>
<tr>
<td></td>
<td>11,533 (49.6%)</td>
<td>11,872 (49.6%)</td>
</tr>
<tr>
<td>Total Students</td>
<td>233</td>
<td>212</td>
</tr>
<tr>
<td></td>
<td>23,258</td>
<td>23,944</td>
</tr>
</tbody>
</table>

The DivA and CoA boast strong support for its chapter of NOMAS (National Organization of Minority Architecture Students). For the past several years, DivA faculty member Prof. Boeck has sponsored the student organization. Student members have participated annually in the NOMAS design competition under the guidance of Prof. Boeck. The DivA and CoA also underwrote the travel costs for students to attend the annual design competition finals presentations.

Efforts by DivA faculty and staff to improve diversity and equity amongst students are on-going. Highlights include:

- Strategies to guide the recruitment of minority students as outlined by the DivA Strategic Plan are being developed by the Student Affairs Committee.
- Coordination with the University’s Recruiting Services is intended to help identify high schools in communities with more diverse populations.
- Coordination with the University’s Career Services Office seeks to ensure all graduating students have an opportunity to find employment.
- This past year, the DivA awarded approximately $20,000 in scholarships to students with proven success and/or financial need.
- The PAB has been challenged to raise $75,000 to assist with scholarships for students who wish to travel as part of the curriculum’s required out-of-culture experience.

**Faculty: Diversity, Searches and Social Equity**
All Colleges within The University of Oklahoma employ a national search process for tenure and tenure-track faculty. Social equity is mandated in the Faculty Handbook, under section 2.8 “College and Departmental
Organization”. This section outlines the procedures for Annual Evaluation, Promotion, and Tenure, raises in salary and other faculty advancements.

The University also stipulates the following policy:

“In national searches for new faculty, the Equal Opportunity Office of the University is involved at critical steps. First, the search announcement to be published must be approved in writing by the EOO. Second, the preliminary candidate pool must be certified as representative of gender, ethnic, and racial diversity by EOO, as must be the final short-listed group of candidates. The Search Committee Chair is required to maintain all documents relative to the search for a stipulated period following the conclusion of a faculty search.”

Each DivA search and position announcement includes the text:

“The University of Oklahoma is an Equal Opportunity/Affirmative Action Employer. Women and minorities are especially encouraged to apply.”

New positions have been advertised among the following venues:

The Chronicle (Chronicle for Higher Education) print and online at http://ChronicleCareers.com/
ACSA (Association of Collegiate Schools of Architecture) online only now
SBSE (Society of Building Science Educators) posted on their listserv
AIA (American Institute of Architects) online at http://careercenter.aia.org/
SAH (Society of Architectural Historians) online at http://careers.sah.org/
Humanities and Social Sciences Online – H-Net
RIBA (Royal Institute of British Architects) online at http://ribaappointments.com/
NOMA – National Organization of Minority Architects
Online Diversity Job Fair: online at http://www.AcademicCareers.com
Academic Keys
OU Online Jobs Board

We also distribute announcements to specific universities such as, among others:

Texas A&M University
University of Texas at Austin
Texas Tech University
Oklahoma State University
University of Kansas
Iowa State University
University of Colorado
University of Nebraska
Kansas State University
University of Notre Dame

University of North Carolina
Rice University
Louisiana State University
North Carolina State University
Penn State University
Auburn University
Clemson University
University of South Florida
Florida A&M University

In terms of very specific efforts towards strengthening the diversity of our faculty, the following strategic efforts have been made in order to encourage further distribution and/or consideration of our search:

1. Advertising with NOMA and the Online Diversity Fair
2. Individualized emails have been sent to specific individuals to encourage further distribution and/or consideration of our search announcements
3. Consultation with the Women’s Leadership Council
In anticipating the next round of faculty position searches, the DivA’s leadership team has concluded that advertisements will be also sent to predominantly minority universities and colleges. Some of these may include HACU (Hispanic Association of Colleges and Universities) or HBCU (Historically Black Colleges and Universities) members such as:

- Tuskegee University
- Howard University
- Florida A&M University
- Southern University and A&M College
- Morgan State University
- North Carolina Central University
- Prairie View A&M University
- Hampton University
- University of the District of Columbia
- Woodbury University
- Florida International University
- College of Southern Nevada
- New Mexico State University
- University of New Mexico
- The City College of New York
- New York City College of Technology
- El Paso Community College
- The University of Texas at Arlington
- The University of Texas at El Paso
- The University of Texas at San Antonio
- University of Houston

At present, the fall 2014 full-time faculty/staff and adjunct faculty stand as:

- Assistant Professor Catherine Barrett, Ph.D.
- Associate Professor Dave Boeck, AIA
- Professor Khosrow Bozorgi, Ph.D.
- Assistant Professor Professor Daniel Butko, AIA
- Professor Hans E. Butzer (Director)
- Associate Professor Marjorie Callahan, AIA (Associate Director of Faculty Affairs)
- Associate Professor Anthony Cricchio (Associate Director of Curriculum Affairs)
- Associate Professor Lee Fithian, AIA
- Assistant Professor Ron Frantz, AIA (50% appointment split with the Institute of Quality Communities)
- Associate Professor Nick Harm, AIA
- Adjunct Professor Geoff Parker, AIA (25%)
- Assistant Professor Bob Pavlik, AIA
- Assistant Professor Stephanie Z. Pilat, Ph.D. (Associate Director of Student Affairs)
- Adjunct Professor Deborah Richards (25%)
- Assistant Professor Shideh Shadrivan, Ph.D.
- Assistant Professor Jay Yowell, AIA

Equity in diversity and compensation has remained a focus of College and Division administration since the last accreditation visit. Efforts to improve diversity amongst faculty have met with mixed results. All of our search pools have been certified by the EOO. While gender diversity has improved through successful searches and related aforementioned outreach efforts, ethnic diversity has not. In terms of non-Caucasian ethnicity, one recent hire has not been sufficient to offset one retirement and one unsuccessful application for tenure. More focused strategies will be developed by the Faculty Affairs Committee geared towards a continued improvement of diversity amongst faculty so that these better reflect the diversity of the student body.
From a divisional staffing point of view, three new associate directors were named in spring 2014, two of which are women. The DivA graduate liaison/IDP Coordinator is a woman. The same is true for the Assistant to the Directors.

Equitable compensation is monitored by administration. Equity adjustments to salaries continue to be a priority for the Dean, in spite of recent budget cuts. Salaries for women continue to be equitably adjusted since the last program review. Currently, the average salary for a female associate professor (there are 2) is $78,061, compared to the overall division average of $75,189. At the Assistant Professor rank, the average salary for the three females at this rank is $67,193, compared to the overall division average of $66,737.

The tenure and promotion process has been evolving since 2009. There have been two unsuccessful applications for tenure and promotion, and one for promotion. In contrast, there have been two successful applications for tenure and promotion and one for promotion. Efforts to improve faculty mentoring, retention and transparency of evaluative processes are on-going. Highlights of these are:

- The annual evaluation and Progress Towards Tenure (PTT) processes have been on-going. Since 2013, greater transparency of evaluation criteria has fostered improved communication and effectiveness in the feedback loop. Director Butzer introduced an evaluation sheet that itemizes meritorious activities in the form of a loose checklist. This list has been effective in correlating evaluation scores with successful efforts, to the satisfaction of the faculty.
- Division faculty have discussed introducing a second annual yet informal evaluation- a “conversation”- with the Director. A draft for this process will be presented to faculty in fall 2014. This process is intended to add a stage of mentoring to faculty by the director where course adjustments regarding research, teaching or service efforts may be discussed.
- Directors approved a streamlined PTT process in spring 2014. A Third Year Review process was introduced in 2013 by faculty, approved by directors in spring 2014 and awaits University administration approval.
• The CoA full professors have begun the process of rewriting criteria for promotion to full professor, in addition to initiating a workshop for faculty who may consider applying for full professor in the future.

• Years in the works, a mentoring program for tenure track faculty was approved in spring 2013, designed to ensure junior faculty engage qualified experts in their field both within and outside of the University.

The most current procedural forms may be found at the following website under the “Faculty/Staff” heading: http://www.ou.edu/content/architecture/about/policies.html.
The College of Architecture

STUDIO CULTURE POLICY

DRAFT: 08.26.2014

WHERE IT BEGINS:

“The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.”

Excerpt from the 2009 NAAB Conditions for Accreditation

WHO WE ARE & WHAT WE DO:

In 1947, then-Chairman Bruce Goff brought a distinctive teaching philosophy to our program, in which students’ creative development was fostered within the framework of a professional curriculum. Both practical and theoretical in nature, this approach prepared students to succeed as innovative professionals.

Today, more than sixty years later, the Division of Architecture pedagogy is centered on ideals inspired by the Gould legacy. As such, the new Creating_Making curriculum emphasizes the value of tangibly connecting the realm of imagination to reality through designs grounded in context and experience.

The Division of Architecture dovetails curriculum with mission statement, aspiring “to actively engage in an ever-evolving global community while remaining grounded in the context of the American heartland,” and, “prepare students to become architects through intellectual exploration, craft, collaboration, design, and research, with an ethical commitment to the profession, society, and the environment.”

We in the College of Architecture are currently in a unique position. The renovated Gould Hall offers state-of-the-art educational facilities and support while uniting the college’s five divisions (architecture, landscape architecture, interior design, construction science, and regional and city planning) under one roof for the first time in history. We actively cultivate a vertical integration of year levels and disciplines, building upon that which was borne of necessity at the Arch-On-Main temporary facility. Our Creating_Making Lab allows for the discovery and mastery of modern fabrication technologies as we make our designs reality.

HOW IT’S DONE:

STUDENTS:

Attend studio on time, prepared to do your best to produce relevant, creative, and innovative ideas.

Show a passion for craft in your work.

Maintain a tidy workspace in order to foster a productive work environment for all.

Contribute to creating a constructive and supportive studio culture, knowing that our professions are built upon the ability to understand a problem from many different perspectives.

Work in the studio space to allow for opportunities to learn from others, and also to teach others, knowing that informal interaction among peers is of critical importance to learning.

Abide by the golden rule: do unto others as you would have them do unto you. Be courteous and respectful of others’ needs within and around the studio environment.

Manage your time wisely. If you find yourself falling behind on your school work, take responsibility by letting your professors know in a timely manner. Be proactive.

Develop life skills like good time management, healthy eating and other forms of personal care, and a heightened appreciation for details in order to better prepare yourself for a successful and happy life, professionally and otherwise.

Seek balance of mind, body, and spirit in order to maintain a life-balance. Personal health and well-being comes first, the same of fellow students, friends, and family comes second, and professional/academic performance comes third.

CONFLICT?

Stay calm and remember to be respectful in the situation, while communicating your feelings clearly. By working together, we can maintain a supportive learning environment. If a disagreement cannot be resolved promptly, seek a neutral third party, such as a member of the faculty or staff, to mediate.

OVERWHELMED? NEED HELP?

It is recommended that a student first go to their advisor or professor to express concern. If a student ever feels overwhelmed on a grander scale, it is recommended that they seek help from the counseling center at Goddard Health Center (405.325.2700). The following is a list of relevant hotlines:

<table>
<thead>
<tr>
<th>Disability Resource Center</th>
<th>405.325.3852</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUPD Emergency</td>
<td>405.325.1911</td>
</tr>
<tr>
<td>OUPD Non-Emergency</td>
<td>405.325.2864</td>
</tr>
<tr>
<td>Number Nyne (crisis line)</td>
<td>405.325.NYNE</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td>405.325.2215</td>
</tr>
<tr>
<td>Norman Rape Crisis Center Hotline</td>
<td>405.701.5660</td>
</tr>
<tr>
<td>OU Advocates (aka SART)</td>
<td>405.615.0013</td>
</tr>
<tr>
<td>OU Behavior Intervention Team (BIT)</td>
<td>405.325.7700</td>
</tr>
<tr>
<td>SafeRide</td>
<td>405.325.RIDE</td>
</tr>
<tr>
<td>SafeWalk</td>
<td>405.325.WALK</td>
</tr>
</tbody>
</table>

PROFESSORS:

Be available and prepared during scheduled studio class time.

Bring a positive attitude and an understanding of the learning process, along with a willingness to share your personal expertise within the profession.

Continue to actively learn so that we can keep up with changes in the ever-evolving profession.

Remember that students have commitments beyond studio when setting goals for assignments.

Collaborate actively and effectively with other professors as outlined in the Creating_Making curriculum to provide the best possible education to students.

Encourage students not only to work in the studio space, but also to spend time outside of studio experiencing the world and life for which they design - developing better ways to process experience by sketching, reading, traveling, and observing.

Understand that the critical evaluation of design that is learned in studio will carry over into the professional setting.

Challenge students to produce the finest work possible by providing guidance through the design process.

Be mindful and inform students that professional and overall happiness and success result from the development not only of academic skills, but also of life skills like good time management, healthy eating and other personal care, and a heightened appreciation for details.

Support students as they seek balance of mind, body, and spirit in order for them to maintain a life-balance. Personal health and well-being comes first, the same of fellow students, friends, and family comes second, and professional/academic performance comes third.

PANORAMA:

Remember that time management, communication, and respect are the keys to success.

Respect diversity, as it enriches design education with added perspective. The golden rule applies to everyone, regardless of race, gender, religion, age, or sexual orientation.

Take pride in the works, culture, and learning environment of the College of Architecture.

STUDIO EVOLUTION:

The AIAS OU chapter, with the support of the Division of Architecture, has put in place an Accreditation Chair. As part of the leadership structure of AIAS, the Accreditation Chair is charged with keeping the studio culture policy up to date with the voice of the student body.

The student body of the Division of Architecture realizes the importance of an ever-evolving studio culture policy - one which is modified to address the concerns of students.
I.1.3 RESPONSES TO THE FIVE PERSPECTIVES

I.1.3.A Architectural Education and the Academic Community

That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

Multi-disciplinary Context

As academics and architects, our faculty are dedicated to providing students with an education that fosters the intellectual development of students as global citizens through a foundation in liberal arts and prepares them for architectural practice. The comprehensive education of an architect is strengthened by drawing on the broader University setting. Given the multi-disciplinary structure of our College of Architecture and the University's interest in cross-disciplinary exposure for our students, one of our key priorities it to maintain and strengthen our participation in multi-disciplinary activities, both within the College and across campus. Our curriculum components, course offerings, student projects, and faculty hiring demonstrate our commitment to creating a multi-disciplinary educational experience.

The multi-disciplinary environment is not an end in and of itself, however. As Ernest Boyer, in Scholarship Revisited: Priorities of the Professoriate, acknowledges, the rich and varied environment that a layering of disciplines creates benefits faculty, students and staff alike. Faculty more easily maintain their enthusiasm for teaching or research as a result of contact with those of differing backgrounds. Their research is often born out of inter-disciplinary contexts. Collaborative teaching, which is central to our Creating_Making curriculum, reinvigorates both faculty and students. Such collaborations reinforce the relationship between one's work and the needs of society.

For students, such an environment demonstrates how solutions to everyday challenges are frequently found at the seams of varied disciplines. One’s profession defines only the form of one’s solution, not the process through which it was arrived. Our students actually demand collaborative opportunities, recognizing the stimulating synergies sparked by such connections. In practice, we see how this results in our students being hired by contractors, not just architects, for example. It is through these multi-disciplinary conditions that a holistic context for faculty teaching and research on the one hand, and student’s intellectual and practical development can be leveraged more effectively both as citizens in a community, and as professionals in practice.

Curricular Components

All undergraduate students in our College are required to complete a series of University General Education (UGE) courses that have been approved by a university-wide committee. Among these requirements are courses in Western and Non-Western-Cultures, communication, humanities, foreign language, science, and social sciences.

The College of Architecture’s undergraduate curriculum expects students to develop a thorough understanding of a specific area of study outside the field of architecture by requiring each student complete a minor or articulate an area of concentration. Presently, the University offers over 93 approved minors from which the students may choose (https://www.ou.edu/content/dam/irr/docs/Degree%20Program%20Inventory/Minors%202014.pdf). Four of these minors exist within the CoA, while the rest offer students a tempting entre of broader learning opportunities. While architecture students are currently required to complete minors or define an area of concentration, some
choose to pursue dual degrees in fields such as math, business, anthropology, philosophy, and fine arts. Generally, minors within the CoA are the preferred routes.

Our refined graduate programs now have a minimum of four research elective courses. Graduate students are encouraged to reach out beyond the CoA to fulfill these required courses. Courses in Geography, Interdisciplinary Perspectives on the Environment and in Environmental Ecology are some of the typical areas of interest for our students. Graduate students have often chosen faculty from outside the CoA to serve on their final graduate project committees.

The architecture curriculum is enriched by the participation of students from outside the College of Architecture in a variety of architecture courses. For example, the College of Engineering offers an Architectural Engineering Bachelor of Science. These students are required to participate in a number of Architecture courses, including Cultures of Collaboration, Methods 3, Methods 4 as well as History 1. By involving students from outside the architecture degree program in an assortment of Architecture courses, unique perspectives are brought both into the studio culture and into the classrooms. Discussions will begin in fall 2014 with Prof. Jeff Volz and Prof. Randy Kollar from the CoE’s Architectural Engineering program to improve their ABET-accredited curriculum and its relationship to our new curriculum.

As mentioned previously, early in their architecture education, students are exposed to the full range of the College’s program offerings through the course ARCH 1112: Cultures of Collaboration. This opportunity to learn more about the history, principles, and practices of architecture, construction, interior design and architectural engineering helps students discern whether their interests truly lie within their chosen major and within the College. After participating in this course and other experiences in the College, some students find themselves shifting their major choice into areas more suited to their interests, typically still within the CoA.

In the spring of 2012, Prof. Butzer developed a “CoLab” experience with Interior Design Professor Christina Hoehn, pairing interior design and architecture students in their “capstone” semesters. Interior design students used architecture students’ schematic building designs as the shell for their Interior Design capstone project. Student pairings facilitated a getting-to-know-one-another sessions on a weekly basis, fostering deeper insights into the similarities and differences of how architects and interior designers are “wired”.

Course Offerings
Several Architecture courses are approved as University General Education (UGE) courses. Consequently, students from other majors, both inside and outside the College, enroll in these courses as a part of their UGE studies. The following is a list of the courses currently approved as UGE courses:

- ARCH 2243  History of the Built Environment I
- ARCH 2343  History of the Built Environment II
- ARCH 3013  Architecture for Non-Majors
- ARCH 4183  Survey of Middle Eastern Architecture
- ARCH 4970  Architecture of Modern Italy (Arezzo, Italy campus)

Architecture faculty members routinely teach courses that are degree requirements for the Interior Design (ID) program in the College. Developing ideal course content that simultaneously meets the needs of these two accredited programs has not been a simple task; however, the Division of Architecture sees the success of all College programs as important to the success of our program. The furniture-making course taught by ID faculty
has been popular with architecture students, while the DivA’s History of Architecture course 1 and/or 2 serves as a required course by the ID, CNS and Architectural Engineering programs. The DivA’s third history course, Modern and Contemporary Architecture is also required for ID students. The DivA’s Methods 9 and 10 are required courses for graduate students from the Landscape Architecture program. When considering the popularity of minors within the CoA, these courses bring together students from Architecture, Interior Design, and Construction Science in a rich cross-pollinizing manner.

**Dream Courses**

In 2004, the University began offering additional funding for 10 “Dream Courses” per year. The additional funding is available to enhance existing courses or to spur the creation of new courses on campus by providing up $20,000 for visiting lectures, generally 3-5 experts in a given field. Since the inception of the program, five Architecture courses have been approved for funding. Faculty from multiple divisions and/or colleges and their respective students participated in each of these Dream Courses. Since the last program review, three have taken place:

**Fall 2010:** PRESIDENT’S DREAM COURSE - ARCH 4970/5970 Managing Dilemmas – Net Zero Energy/Eco Footprint in the Built Environment (Lee Fithian, DivA with faculty from the Colleges of Engineering and Education)

**Fall 2011:** PRESIDENT’S DREAM COURSE - ARCH 4970/ID 4970/ART 4970 - “Knitting Societies Together” (Hans E. Butzer, DivA, with Janet Biddick, ID and Karen Hayes-Thumann, ART)

**Fall 2012:** PRESIDENT’S DREAM COURSE - ARCH 4755/CNS 4122 - “BIMStorm OKC: A Virtual Event to Build Community and Enhance Connectivity” (Lee Fithian, DivA, with Tammy McCuen, CNS)

**Faculty Hiring**

On-going hiring in the DivA, among several other objectives, has focused on bringing multi-disciplinary or cross-disciplinary expertise into the teaching faculty. Our recent hires (and their basic credentials and experience by discipline):

Daniel Butko brings a background in construction, and an expertise in acoustics to the division. Dan has been pivotal in the Compressed Earth Block (CEB) project, working with faculty from the University’s Construction Science, Landscape and Engineering programs to complete grants, construction documents, energy models, and construction of the Cleveland County Habitat for Humanity CEB and traditionally wood-framed residences. Dan is now using data and measurements from both residences to draw comparisons about their acoustic properties. Dan also collaborates with two acoustical experts: the regionally based DivA Professor of Practice Jack Randorff, and the internationally recognized Russ Berger for whom Prof. Butko also performs consulting work.

Catherine Barrett and Stephanie Pilat, both architectural historians, have developed a strong relationship with the University’s History department. Dr. Barrett is currently leading the organization of the multi-disciplinary 2014 Creating-Making Forum.

In fall 2013, Prof. Pilat participated in a symposium hosted by the History department, and is currently planning a second symposium in 2015. Dr. Pilat also is coordinating various efforts with the Departments of Geography, Regional and City Planning and Italian Studies.

Shideh Shadravan joins the DivA faculty for fall 2014 with a background in structural engineering. Her close relationship with the University’s Fears Lab will allow the DivA to continue to grow its relationship with the College
of Engineering. The Fears Lab will allow Dr. Shadravan to develop her interests in working with students on how to break things, thereby teaching the principles of construction and failure.

**Faculty Contributions**

Faculty research and how it is developed reinforce Boyer’s urging for more practical relevance of faculty research. Our priority is for each and every faculty member to define how their research can enrich the lives of those in our contemporary condition. Whether it is framing the continuing relevance of historical contexts, or exploring time-tested construction techniques for current housing needs, the relationship of one’s interests and work is advanced in broader contexts.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Research</th>
<th>Contemporary Context and Relevance</th>
<th>Collaborators/Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrett</td>
<td>Medieval French architecture</td>
<td>Culture and Identity, ideation, criticism</td>
<td>Educators, historians, critics, practitioners</td>
</tr>
<tr>
<td>Boeck</td>
<td>Age-based design, housing</td>
<td>Health care, geriatrics, professional practice</td>
<td>Educators, interior health care designers, Engineers, regional experts, architects</td>
</tr>
<tr>
<td>Bozorgi</td>
<td>Middle Eastern architecture</td>
<td>Passive sustainable design, culture and identity</td>
<td>Acousticians</td>
</tr>
<tr>
<td>Butko</td>
<td>Acoustics</td>
<td>Accessibility and equity, professional practice</td>
<td></td>
</tr>
<tr>
<td>Butzer</td>
<td>Compressed earth block</td>
<td>Housing in under-developed areas, sustainable construction</td>
<td></td>
</tr>
<tr>
<td>Callahan</td>
<td>Urbanism and architecture</td>
<td>Professional practice</td>
<td>Educators, contractors, engineers, NGOs</td>
</tr>
<tr>
<td>Cricchio</td>
<td>Professional practice, civics</td>
<td>Professional practice, community engagement, leadership</td>
<td>Developers, consultants, policy makers</td>
</tr>
<tr>
<td>Fithian</td>
<td>Sustainable design</td>
<td>Education</td>
<td>Students, educators, practitioners</td>
</tr>
<tr>
<td>Frantz</td>
<td>Service-learning</td>
<td>Professional practice, researchers</td>
<td>Educators, engineers, contractors, architects</td>
</tr>
<tr>
<td>Harm</td>
<td>Archiving, Contracts</td>
<td>Community development</td>
<td>Community leaders, policy makers, IQC</td>
</tr>
<tr>
<td>Pavlik</td>
<td>Fabrication</td>
<td>Education, Practice</td>
<td>Scholars, architects</td>
</tr>
<tr>
<td>Pilat</td>
<td>Italian Modernist housing</td>
<td>Practice, construction, art</td>
<td>Fabricators, architects, engineers</td>
</tr>
<tr>
<td>Shadravan</td>
<td>Steel construction</td>
<td>Culture and identity, ideation, criticism</td>
<td>Educators, historians, architects, policy makers</td>
</tr>
<tr>
<td>Yowell</td>
<td>Sustainable design</td>
<td>Architectural practice, collaborations</td>
<td>Engineers, contractors, contractors</td>
</tr>
</tbody>
</table>

Faculty resumes provided in the appendix outline specific research efforts. University-level service commitments are also outlined in faculty resumes. Noteworthy University committees on which DivA faculty serve are the Academic Programs Council, Graduate Council, University Budget Council, University Research Council, and the Faculty Senate Committee on Committees Faculty Appeals Board.
I.1.3.B Architectural Education and Students

That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

Life-long Learning and Leadership Opportunities

The DivA prides itself in the accomplishments of its students, both during their academic tenure as well as in their professional life. We aim to shape a learning environment “where diversity, distinctiveness, self-worth and dignity are nurtured and respected.” (NAAB Conditions 2009) Our philosophy is grounded in the belief that if we can maintain such an environment while students are first developing as professionals their chances of flourishing in the world are greater. As stated in Section I.1.2, the learning culture we are forging here capitalizes on the multi-disciplinary context of the CoA, and is honed through the Creating_Making curriculum. Pragmatic visioning is encouraged here in many ways, and is evidenced through a range of lenses.

Bruce Goff’s reputation as a creative genius and champion of individuality continues to anchor one of our core principles of teaching: we allow the student to use the studio project forum to develop their professional skillset as well as a sense of identity, purpose, and context for how their abilities can improve the quality of life for communities across the globe. No particular form language, image or “style” of architecture defines our program. The face of our program is a face defined by our individual students’ accomplishments. Diversity of expression through one’s design work is nearly as important as embracing the diverse perspectives of others.

Since completing their graduate or undergraduates degrees, most former students continue their development as citizens and engaged professionals. Some make their mark in simple eloquent ways, while others embrace more visible challenges and opportunities. The range of meaningful work evidenced by a small sample of our graduates illustrates the ways in which our programs have prepared them for the profession as well as how it fostered commitments to lifelong learning and community. For example:

• Aubrey Hoover, a recent graduate, has emerged as a leader in the CSI Organization;
• Lindsey Matetich is a graduate who has emerged as a sustainability leader in the Pacific Northwest and has received national recognition for her collaborative work in this arena;
• Nathan Wilcox has emerged as a celebrated design architect in Austin TX;
• Wade Scaramucci has risen to the level of principal in an internationally recognized London-based architecture firm;
• Lyn Rice has risen to the level of principal in an internationally recognized New York-based architecture firm
• Marcia Gallant is a leader with updating building codes in the State of Oklahoma;
• Edwin Maya founded the “Smile Columbia Foundation” to assist young children with birth defects, and
• Eric Schmid went on to study at Auburn University’s Rural Studio and was recognized for his $20K house.

And, not to overlook the diverse ways in which our graduates charge on into the world, we are also proud that Nathan Harwell is succeeding with his band Helen Kelter Skelter while working full time in practice.
Campus, CoA and DivA Organizations

We firmly believe that our student’s success in life is in part born out of their education and the community at the DivA. Our students have regular opportunities to participate in many student organizations within the College and across campus. Recent graduate student Luisa Aurrecoechea and undergraduate student Ana Ruiz Nava took on leadership roles in campus international student organizations. Alma Sandoval and Haven “Bud” Hardage are involved with campus-wide student government. The CoA has created the Student Ambassador Program that awards mature and respected students with opportunities to represent the CoA and DivA at official functions as well as through Gould Hall events and tours. Typically, three students from the DivA are nominated annually and receive this special responsibility and reward.

While there are many students who perform research work under the guidance of faculty, as noted in section I.2.1 (Human Resource Development), there remain other means for student recognition of demonstrated leadership. The DivA annually awards the Architectural Research Centers Consortium’s King Student Medal for notable research efforts by students. Our reinvigorated Tau Sigma Delta Chapter recognized Amy Shell and Yichen Wang (undergraduate) and Teresa Coates (graduate) for their scholastic and professional accomplishments this past May. Alpha Rho Chi recipient Lisa Om is one more distinguished student from a long list of those recognized for their maturity and leadership.

Students are first oriented to the offerings of our three student organizations during the freshman course ARCH 1112 Cultures of Collaboration. Our AIAS organization is a central venue of representation and advocacy for all of our students. Among other tangible and practical benefits from AIAS activities is through the offering of a “First-Year Kit”. Already stocked with the needed supplies on day 1, new students at both the graduate and undergraduate levels may purchase the kit along with AIAS student membership. The kits offer these supplies through coordination with a local architectural supply store that offers discounted prices with these kits. AIAS is also our facilitator for reviewing and updating our Studio Culture Policy.

AIAS also serves as an organizer of annual social events:
- **Beaux Arts Ball** — an off-campus masquerade-themed social event open to students, faculty, and staff;
- **C3 Design Week** — an annual themed event that focuses on informing people outside of the College of Architecture about the value of architecture to society
- **Urbanite** — an annual end-of-the year banquet for Graduate and 5th year students that provides an enjoyable yet formal venue for students to reflect back on their college careers, and introduces the graduates to local professionals.

Embracing Diversity

Our Freedom By Design chapter is conceived of as an intra-disciplinary student organization within the college. Not only are students from the DivA eligible for membership, but students from the Construction Science, Interior Design, Landscape Architecture and Planning programs are also invited and encouraged to join. Service projects that promote accessibility and universal design instill an awareness in our students of how their skills can benefit others.

The DivA chapter of NOMAS also maintains an active membership. While their focus has primarily been on the annual design competition, and participation at the annual conference, NOMAS, like our other two student organizations is being challenged by DivA leadership to develop a clear focus on annual community engagement/service-learning projects. To this end, NOMAS is beginning to explore a potential standing relationship with the Chickasaw Nation and their housing program.
Signature Lectures and Cross-disciplinary Experiences
Significant exposure to internationally recognized architects and non-architects is brought to the division primarily through the Bruce Goff Chair of Creative Architecture. Since the last program review, students have had extensive lectures from internationally and nationally respected lecturers. The complete list of lecturers is included in Section I.2.1 (Human Resource Development). Most provocative are the Distinguished Student Workshops that accompany the Goff lecture. Up to 10 students from across the COA are invited to spend 1.5 days in a focused workshop designed by the Goff critic. A few of the lecturers from related professions include:

- Jereck Boss, ASLA, landscape architect and Principal with Office of James Burnett
- Susan Szenasy, Editor in Chief, *Metropolis Magazine*
- Barry Bergdoll, curator and educator with Columbia University
- Robert Fishman, educator at the University of Michigan

The celebrated Presidential Dream Course lectures also brought in respected guest speakers whose non-architectural backgrounds served to enrich students’ learning experiences. These included:

- Kelly Kollar, SEGD
- Warren Byrd, FASLA
- Mel Chin, artist
- Bennett Pjii, AIGA
- Kianga Ford, Artist

Guest Speakers
At the week to week level, faculty continue to introduce students to notables in the community whose views provide a larger, more complex and social perspective on the built environment. Some of these special speakers include:

- Jo Meacham, Interior Designer
- Susan Atkinson, Planner with the Norman Planning Department
- Larry Mitchell, City of Yukon Redevelopment Authority
- Bob Coffeen, acoustical expert and educator at KU
- Russ Berger, acoustical designer
- Nathan Richardson, Real Estate expert and educator from OSU
- Catherine Montgomery, historic preservation architect
- Jim Hallock, compressed earth block consultant
- Richard H. Parry, Financial Planning Consultant
- Lauren Gurniewicz, Park Ranger at Travertine Nature Center
- Ralph Ochsner, Planner

As is already mentioned in I.1.3.A, regular guest lecturers and jurors from outside the profession further our students’ exposure to the collaborative nature of designing and building that starts in courses shared with other disciplines.
Academic Program: Student Responsibility & Choice

Students in Architecture must assume responsibility for selecting nearly half of their curriculum. Students guide approximately 43% of their coursework by making elective choices within general education and non-professional topic areas. Students are also required to choose from among the over 93 approved minors of study currently available on the OU campus. Some students use the flexibility afforded by our curriculum and the 4th year Studio options to take advantage of study abroad/service learning opportunities. This allows students to continue on-track with their curriculum, while gaining experiences in other cultures. The ability for students to choose from such a large and diverse number of programs allows students to better orient themselves and their interests in a global context.
I.1.3.C Architectural Education and the Regulatory Environment

That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

Our process of educating students regarding the National Council of Architectural Registration Board’s Intern Development Program (IDP) and registration typically begins with our initial contact with students. Prospective students tour the College with our Advising Staff or faculty who inform students and their parents about the process of becoming an architect. If students do not have the opportunity to tour with an advisor, they are first informed of the educational, IDP and registration requirements beginning in their first year of study. This process is described in the ARCH 1112 Cultures of Collaboration course. Discussion of this process continues in various studios and other lecture courses throughout the curriculum. Beginning in the third year, there is a significant emphasis placed on disseminating information to students about IDP and examination procedures.

IDP Coordinator & Professional Practice Faculty

Associate Professor Marjorie Callahan is the DivA’s IDP Education Coordinator. She takes over for the recently retired Prof. Dietrich. Prof. Callahan carries professional credentials in both Architecture and Interior Design and teaches or oversees our professional practice course sequence (Methods IX and Methods X). Prof. Callahan was IDP coordinator prior to Prof. Dietrich’s tenure, so she maintains a strong familiarity with the IDP process. She, like Prof. Dietrich before her, attends the annual meetings, and just returned from this year’s Miami Conference.

As IDP Education Coordinator, Professor Callahan is responsible for informing students and faculty of any changes to IDP and is the first point of contact for students with questions regarding IDP and registration. Students are typically encouraged to register with IDP in their third year. The division director is the official sponsor, but the IDP Education Coordinator completes the forms with the students and passes it on to the Director to file.

Methods IX and X are in-depth explorations into professional issues, among them licensing and the IDP path to become a licensed architect. Prof. Nick Harm and Prof. Callahan split time teaching Methods IX and X. Prof. Harm has focused on contracts and collaborative teams in Methods IX, while Prof. Callahan has dealt with IDP, the AIA Code of Ethics and running a practice. One highlight of Prof. Callahan’s Methods X course is “Legislature Day at the Capitol”. With the exception of last spring, Prof. Callahan has escorted all the top-level graduate and undergraduate students to our State Capitol to meet with legislators, and to engage the legislative process and how this regulatory environment affects practice. More important is how Prof. Callahan imparts upon students the importance of architects engaging legislators and attempting to improve, change or defeat legislation.

To help prepare students for the ARE itself, studio and lecture professors often include test questions modeled after current NCARB practice tests and vignettes. These test questions provide an easy method for introducing students to the types of questions on the exams, while teaching students important design and technical skills. Beginning in the third year of the undergraduate program, and into the second year of the graduate program, test questions address structures, building systems, site design and contracts.

Invited Lecturers

Guest speakers are typically brought in as part of our Methods X course. These sessions are extremely helpful in communicating registration and practice matters to our students. Regular guest lecturers are:
Preceptorship
With the Creating_Making curriculum in full swing since fall 2012, the students now entering the third year of the B.Arch degree track will be the first to be required to take ARCH 5160 Preceptorship during the summer months. Placement of this zero-credit required course during the summer allows students to select any office in the world with whom to intern. Offering this choice is an important shift from how we have previously addressed preceptorships/internships in that these experiences have been shifted from the spring semester to summer in order to encourage students to take positions outside the local context. Since the last program review, Prof. Dietrich had been leading the 4th Year Preceptorship Program. Since Prof. Dietrich’s retirement, Prof. Callahan has taken over the leadership of this program. We model aspects of the preceptorship after the IDP program in that we typically ask our participating students to document their preceptorship experiences by thinking across several categories of professional experience. Preceptorship students document their weekly activities on an IDP weekly worksheet and utilize that document with their supervisor to plan a broad set of experiences. Although we are now shifting to a summer program, we will nevertheless still require documentation from the student.

Although the Preceptorship Program was an elective "studio" choice for our students, the majority of our students do complete our B.Arch degree program with either preceptorship or part-time office employment experience. For better or for worse, many of our students work during their academic tenure due to financial needs. While this may restrict the amount of time available for students to dedicate to their studies, it does provide students with a complementing professional experience with their B.Arch degree trajectory.

AIA
In order to enhance students’ exposure to the professional components of the field, the school engages the AIA in a number of ways. The presence of the AIA through our teaching, research and service serves to help students prepare for the transition from the academic setting into a practice-based setting.

Dean Graham is very active with AIA Oklahoma, including serving as its President in 2012. In 2011, Dean Graham helped create the AIA Central States Student Design Competition. Our students have been active participants in the competition that is hosted in various firms’ offices. A firm representative serves as the competition team’s advisor for the 36-hour long competition. The submissions are juried at the State’s Annual Fall Convention, with participating students hosted at the convention dinner.

A few years ago, DivA students won a design competition for a bus shelter design selected through an AIA COC-sponsored event. This project is complete and is located on the highly visible Lindsey East Route of the Norman CART Mass-Transit system. It is considered as a potential prototype for the Embark Transit System of Oklahoma City. A standing exhibition hosted in the Gould Hall Buskuhl Gallery features the presentation boards of the yearly AIA COC and AIA Oklahoma Award winning projects.

Many Goff lectures are coordinated with the AIA Central Oklahoma Chapter (COC). Rob Elliott, an Oklahoma City-based architect and DivA alum serves on the Bruce Goff Chair for Creative Architecture committee. This year’s Creating_Making Forum, an effort of the Bruce Goff Chair, is co-sponsored by the AIA. Plans are now in place for practicing architects to earn CEUs when they attend Forum sessions.
Faculty also serve the AIA in various capacities. Until 2000, Prof. Dietrich served as Ex-Officio and liaison to the Division of Architecture. Prof. Lee Fithian served as AIA COC Treasurer and continues to serve as Co-Chair with Jay Yowell of AIA COC COTE. Prof. Ron Frantz has served on Architecture Week committees, and also served as chapter President. Prof. Callahan has served the National AIA in the past. Prof. Butzer’s collaborative practice Butzer Gardner Architects has received numerous AIA Awards and has had projects featured on the AIA COC Architecture Project Tour, for which many students have volunteered as docents.

Students frequently attend monthly luncheons hosted by the AIA COC. Our strong relationship with the AIA COC is demonstrated by the high number of recent graduates who, now fully employed in architecture firms, attend these monthly luncheons. Moreover, no less than seven AIA COC Board members are graduates from our professional architecture programs.

78% of our full-time faculty are licensed architects and/or NCARB-certified:
- Barrett, Oklahoma, Washington
- Boeck, Oklahoma
- Butko, Kansas, Oklahoma, Texas
- Butzer, Oklahoma, Germany
- Callahan, Oklahoma
- Cricchio, Texas
- Fithian, Oklahoma
- Frantz, Oklahoma
- Harm, Nebraska
- Pavlik, Rhode Island
- Yowell, Oklahoma

Both adjunct professors G. Parker (Oklahoma) and D. Richards (Oklahoma) are licensed.
I.1.3.D Architectural Education and the Profession

That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

Both our graduate and undergraduate professional programs are geared towards preparing students to practice architecture in a globally oriented profession. As stated above, our Creating_Making curriculum encourages us to maintain a strong connection between the intellectual and the practical in order to promote this priority. This begins organically within our multi-disciplinary College setting, and extends through to our teaching, faculty research/creative activity and service work, and through our IDP, mentoring and professional practice-oriented preparations. Through our required courses such as ARCH 1112 Cultures of Collaboration, ARCH 4000 Foreign Study, ARCH 5160 Preceptorship, ARCH 5922 Methods 9 and ARCH 5022 Methods 10, the Division strives to impart the dynamics of the profession and its global context on students.

Multi-disciplinary Context

The College and its five divisions has identified a minimum of three levels of “official” collaboration amongst division students in an effort to allow students to practice collaborating, while providing opportunities for students to hone their social skills. As indicated in other portions of this document, we advocate the notion that it is not simply the amount or accuracy of technical information or design prowess one possesses that leads to successful collaborations. Rather, we seek to reinforce in our teaching and coaching the essential need to identify and understand the good and not-so-good tendencies possessed by the individual and his or her counterparts, and to mediate those throughout the collaborative process. A plurality of viewpoints and approaches to problem seeking and solving is actually a good thing, and is encouraged. Embracing diversity, whether professional or cultural, is a necessary and desired tendency we seek in all our students.

Year One Collaboration: ARCH 1112 Cultures of Collaboration

This required course includes all freshman from construction science, interior design, architecture and architectural engineering students. In addition to outlining basic definitions of each discipline, and how one attains and maintains professional status in each, lectures and team projects in the courses define collaboration, personality tendencies, negotiation and leadership skills. These also offer opportunities for students to explore these concepts through a series of team exercises.

Year Three Collaboration: ARCH 3655 Design VI Architectural Making (tent.)

This collaborative project is formulated each year to take advantage of local opportunities. The intent is for it to involve all of the college’s graduate and undergraduate students. In Fall 2013, students from the Divisions of Architecture, Interior Design, Planning and Landscape Architecture participated in National Parking Day (www.parkingday.org). Several teams made provocative interventions at multiple Oklahoma City and Norman locations.

During the first two weeks of the spring semester, every comprehensive design student is required to participate in one of two 2-week collaborative competitions. Typical options are outlined below.
Year Five Collaboration: C5 Competition (Create Collaborate Construct Collaborative Competition)

The C5 Competition was first practiced in January 2014 and will be an annual collaborative effort. Our inaugural project was a service-oriented effort that included construction science, interior design and architecture students. Beginning in January 2015, the C5 Competition will be available to both graduate and undergraduate architecture students. In 2014, a partnership with the El Reno Public School System was forged in the wake of a series of devastating tornadoes in Central Oklahoma. Students collaborated over a two-week period of time as part of their capstone or comprehensive studio courses. In coordination with El Reno school and city officials, students were challenged with designing a building addition and storm shelter for one of their schools. Teams of students designed the exteriors, interiors and also developed a working cost estimate for each proposal.

Year Five Collaboration: Urban Land Institute Competition (ULI)

An alternate to the C5 Competition is the nationally sponsored Gerald D. Hines Urban Land Institute Competition. Since January 2011, DivA students from both the graduate and undergraduate programs have participated. These architecture student-led teams have fielded collaborators from the OU Price Business School, along with students from the College’s Divisions of Regional and City Planning and Landscape Architecture. In the first year that the ULI Competition was open to students in professional B. ARCH programs, our team led by undergraduates placed 2nd in the nation beating out many teams of graduate students. In the following year, we fielded two teams, one of which placed 5th with the other placing 13th in the nation. This competition focuses on macro issues of architecture, urban design, planning and real estate development. Issues of social equity and environmental sustainability are also directly addressed through these submissions. In terms of strengthening our learning culture, this competition is especially exciting since it places our graduate and undergraduate students side by side in an intellectually rigorous team environment.

Since 2008, our architecture students have placed in the Associated Schools of Construction (ASC) Design Build Competition every year. These collaborative efforts with the OU College of Architecture’s nationally recognized construction science students are representative of a wide range of competitions in which students from across the College’s disciplines collaborate. Most recently, Katie Goodsen (B.ARCH, Class of 2014) and Cal Cornwell (B.ARCH, Class of 2015) placed second in the regional Associated Schools of Construction (ASC)/TEXO Design Build Competition. Erik Medina (B.ARCH, Class of 2014) helped anchor the first place team in the Regional V/TEXO Student Design Build Competition as well as the 3rd place national award winner in the Design Build Institute of America Competition in 2013. Our architecture students also were part of the first place international design team, and the Design Build Institute of America Regional Winner for 2014, which will be going to Nationals in October.

DivA leadership has also been focused on addressing the teaching and use of tools that facilitate collaboration and have relevance to contemporary practice. In addition to courses that lecture on collaboration and good social skills (Cultures of Collaboration, Methods IX and X in particular), the refinement of Methods V, VI, VII and VIII in concert with Structures 1, 2 and 3 is leading to innovative ways of incorporating BIM “thinking”. Current and recently-hired faculty are developing a sequence of strategies to initiate integrated practices and systems-thinking related approaches into these inter-related courses over the next two years. The impetus for this approach stems from presentations by members from Gensler and Buro Happold at the 2013 AIA Convention, the November 2013 ACSA Conference and building upon ongoing interdisciplinary CNS/ARCH courses and the BIMStorm OKC tm Dream Course utilizing BIM based methodologies. Revit, Rhino and a host of integrating software will be used to help illustrate how BIM thinking can assist students in conceiving of more holistic and complex building systems. Moreover, these tools help foster new means of collaboration with consulting engineers and building contractors.
Preceptorship
As mentioned in the section I.1.3.C as well as in other portions of this document, our long-standing and newly evolving preceptorship program serves as a cornerstone for transitioning our students into practice. The practice-based experiences allow students to have national and international opportunities. Students typically return to their 5th Year comprehensive project after completing internships with a renewed energy and fresh view of the roles and responsibilities of the profession they are preparing to enter. Graduate students may also benefit from similar experiences, but on a purely elective basis. This may occur either as part-time employment or through an elective enrollment in Architecture 4940, Field Work.

Professional Advisory Board (PAB)
The DivA maintains a strong relationship with its PAB. Started in 2008, the PAB is comprised of professionals from design and allied professions and has been structured with committees on finance, public relations, and academics. The PAB meets at Gould Hall four times per academic year, bringing together members who live as far away as Sweden. These meetings allow for direct coordination with the DivA Director and CoA Dean. At each gathering, PAB members typically spend their afternoons with students in studios. After the September meeting, PAB members attend the annual scholarship banquet. At the May meeting, PAB members sponsor a lunch to recognize the faculty.

Since the spring of 2013, Director Butzer and Fred Schmidt, the head of the PAB, have met regularly to discuss in further detail the aspirations held by DivA leadership for the students and their program. These aspirations have been outlined in the strategic plan and are becoming agenda topics at the quarterly PAB meetings.

The College of Architecture maintains a professional Board of Visitors (BOV) to advise and assist the College with program development. The BOV typically includes members of all disciplines represented in the College and provides advice from a professional point of view on program development and the shifting environment of practice. BOV members also provide financial support for priorities such as scholarships and facilities improvements.

Mentorship Program
As already described in this document, our Mentorship Program is a collaboration between the PAB and DivA. Outlined on our website at http://www.ou.edu/content/architecture/division_of_architecture/resources/mentor-program.html, the program offers varying ways in which firms and individual practitioners work with students to offer glimpses into practice, as well as to offer advice and guidance to students. More on this program is outlined in section I.2.1 Human Resources and Human Resource Development of this document as it outlines the development of our students.

Adjunct Faculty and Professor of Practice Appointments
The Division of Architecture has long maintained a policy of including adjunct faculty members from area architecture firms on our teaching faculty. The diverse and interdisciplinary perspectives brought to the classroom and students’ desks have been invaluable over the years. While some are experts in a given niche of practice, others are generalists with a passion for teaching. Dean Graham recently introduced the Professor of Practice position to allow experts to participate in teaching, whether as part of a specific semester-long course or as occasional critics and advisors.
Recent guest faculty include:

- Stan Carroll, AIA is a regional architect and public artist who served as a Professor of Practice. Mr. Carroll served three years as a Design I level studio instructor who guided the introduction of Rhino software into our curriculum. Mr. Carroll is regionally known for his public sculptures and provocative fabrication techniques. Mr. Carroll is co-designer of the Oklahoma City Skydance Bridge and worked with Prof. Butzer on that project’s winning national competition entry and construction team.

- Lisa Chronister, AIA is an Oklahoma City-based practitioner who is an expert in project management and construction documents. She has taught studios at the third and fifth year levels. Ms. Chronister serves NAAB as a practice-based member on national accreditation review teams, and so brings an added rigor to her teaching. Ms. Chronister served as a consultant to the Graduate Group Task Force as this group was refining the graduate program curriculum. Ms. Chronister is also a winner of the national AIA Young Leaders Award.

- Ik-Seong Joo, P.E. has served as an adjunct professor who has taught systems design in Methods V and Methods VI. Mr. Joo has considerable professional practice experience working with architects in practice as an MEP consultant.

- Geoff Parker, AIA is an Oklahoma City based architect with a talent for graphic representation. Mr. Parker has served as a regular adjunct for many years. His passion for sketching remains infectious with our students as evidenced by their obsession of carrying Lamy fountain pens wherever they go (thanks to Mr. Parker). Mr. Parker’s expertise lies in the area of hybrid representation techniques, instructing students on how to merge hand drawings with Photoshop. Mr. Parker recently won the national Architectural Record Napkin Sketch Competition.

- Mary Price, AIA is a local architect who has served the DivA through her teaching of Architectural History and design studio. Educated and trained in both architecture and interior design, Ms. Price brings a breadth and depth of insights to our students as a result of her considerable practice experience. Ms. Price was recently hired as full time faculty in the Division of Interior Design.

- Jack Randorff, ASA, is an acoustics expert who has served as a Professor of Practice for the past three years. He assists Prof. Butko with his teaching on acoustics, and also visits with students and faculty in other CoA classes.

- Deborah Richards is an adjunct professor who brings AIA awarding-winning design and digital fabrication abilities to our classrooms. Educated at Michigan and Columbia, Ms. Richard shares insights from her work experiences in China and now Oklahoma City in our graduate studio. Ms. Richards has interests in urbanism and digital design and fabrication.

Invited Guest Lectures
Connections to everyday practice and to those with or for whom architects design are fostered through frequent guest lectures, whether in a studio class, lecture or seminar. These invited individuals offer glimpses into “the diverse and collaborative roles assumed by architects in practice.” (NAAB) These guest lecturers expand on the responsibilities of architects to meet societal needs, while working within regulatory frameworks. Among the topics covered and speakers are:
Architects
Invoicing                          David Hornbeek, Hornbeek Blatt
Value Engineering                 Fred Schmidt, FSB
Service to Community              David Payne, Bockus Payne;
                                  John Ward, TAP
Contracts                         Cara Hall, GH2
Codes                             Chris Cleever, Rees Associates
Office Management                 Hans E. Butzer, bgA

Attorneys
Construction Law                  Mike Laird, Crowe & Dunlevy

City Officials
Mayor                             Charles Lamb, Edmond
City Planners                     Aubrey Hammontree, Oklahoma City
                                  Willey Rice, Oklahoma City
                                  Susan Connor, Norman
Code Official                     Jack Strong, Tulsa

Consulting Professionals
Structural                        Zahn-Ford, Bob Zahl, P.E., Zahl-Ford Engineers
                                  Laurent Massenet, P.E., Obelisk Engineering
Landscape Architecture            Tripp Davis
                                  Connie Williams

Contractors (specifically doing work on the campus, at the University of Oklahoma)
                                  Flintco, Manhattan

Developers
Bricktown, Lake Hefner            Hogan Properties, Turner Construction, Richard McKown
                                  Blair Humphreys, Mickey Clagg

Global Practice
Materials, Business, Language     Macklanburg-Duncan

Insurance
Professional Liability Agent      Alexander & Funk Associates, Oklahoma City
                                  Melissa Pratt, XL Insurance, Dallas

Mentoring/Leadership Skills
Army/Pentagon Study              Deb Reisweber

Negotiation Skills
AT&T Global                      Negotiation Team, Rogers
Invited Jurors
Faculty members are also encouraged to invite active practitioners from a variety of related fields to participate as jurors for project reviews. As a result of their direct experience with clients and project types, these invited critics are an important means to exposing our students to their chosen profession. Faculty from the entire college have participated in juries and also often serve on thesis committees. Recent jurors have included:

Non-Architects
- James M. Williams, Ward 7 Oklahoma City Planning Commissioner/Developer
- Floyd Hanson, OK State Fire Marshal
- Bob Zahl, Zahl-Ford Engineering
- Cathy O’Conner, Executive Director of the Oklahoma City Urban Renewal Authority
- Russell Claus, AICP, former OKC Planning Director
- Cindy Rosenthal, Mayor of Norman
- Leslie Batchelor, Center for Economic Development Law
- Susan Atkinson, Community Redevelopment Director, City of Norman
- Mike Gibson, Accountant
- Jane Jenkins, Executive Director of Downtown OKC Inc.
- Randy Peppler, Board Member of the National Weather Museum and Science Center

Architects and other Design Professionals
- Jason Hukill
- Lauren Shelton
- Randy Brooks
- Seth Cavin
- Bray, Daryl
- Michael Mahaffey
- Lisa McNulty
- Chris Deason
- Gene Lavastida
- Fred Niggemeyer
- David Brewer
- Christina Hoehn
- Stinson, Melody
- Charles Randall Brooks
- David A. Brewer
- David Kraszewski
- Fred C. Schmidt
- Heath Tate
- Jeffrey J. Gunning
- Jerry Merriman
- Jim Kudrna
- John Ward
- Kyle Lombardo
- Mark Seibold
- Melody Stinson
- Michael Tower
- Patrick Keith
- Ryan Fogle
- Ted A. Reeds II
- Laurence Alan Stubblefield
- Catherine Howell
- Marcia Gallant
- Travis Pawley
- JP Craig
- Jason Hukill
- Ronald H. Frantz, Jr.
- Cody Pistulka
- Catherine Montgomery
- Elizabeth A. Windel
- Larry Lucas
- Mike Tower
- John Red Corn
- Beatrice Bruscoli
- Scott Schlimgen
- Pia Schneider
- Cinzia Abate
Noteworthy among our invited speakers are the Goff Chair holders. When each Goff Chair makes his or her campus visit, he or she leads the Goff Distinguished Student Workshop. Workshops last 1.5 days, and include up to 10 students from across the college. Students explore topics set by the Goff Chair holder that relate to that Chair’s practice interests. In addition to the Distinguished Student Workshop, the Goff Chairs prepare a campus-wide lecture, which is normally held in the Oklahoma Memorial Union’s Meacham Auditorium. A number of nationally and internationally known practitioners have contributed to our Goff Chair/Lecture program over the past several years as noted elsewhere in this document.
I.1.3.E Architectural Education and the Public Good

That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect’s obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

In their 1996 study *Building Community: A New Future for Architecture Education and Practice*, Ernest Boyer and Lee Mitang advocated for a shift towards greater social involvement by architects and their work. The study followed on the heels of the 1993 founding of the Rural Studio, which has motivated a socially, community-oriented surge in the way so many architecture programs define studio projects. Shortly after the 1999 Boyer-Mitang report, Cameron Sinclair and Kate Stohr founded Architecture for Humanity. This emerging shift towards an outward-looking sense of purpose has shaped a reinvention of the profession and its academic following. No longer are conversations solely about form and cyber space. Together with sustainability, socially driven architectural contexts can be viewed as the way of the future of the profession.

Historically, our program has demonstrated a significant amount of community involvement. Bruce Goff’s Bavinger House serves as a striking example of bringing students, architect and user together in a haptic setting, where all work side by side to (re)design and construct on site. Such a vivid connection between one’s skills and value as an architect proved to be career altering for many involved. The 25 Year AIA Award-winning home continues to represent a point of origin for future hands-on and service-learning projects.

Our Division once hosted a true Design/Build Program that was started with the guidance from Samuel Mockbee in the wake of his visit to Norman as a Bruce Goff Chair in 1995-96. Mockbee’s visit was followed by Steve Badanes, an original Jersey Devil, who came in 1996 also as a Bruce Goff Chair. Prof. Bill Bauman headed our Design/Build Program from 1996 until his retirement in 2005. With Prof. Bauman’s retirement came the end to our formal program. Through the projects carried out during this time, students and faculty collaborated with members of the community and helped give form to an ethos of service, ethics, and “a tangible connection between the creative endeavor and the art of making”. (Creating_Making manifesto).

Service-Learning

Creating_Making as we define it holds at its core “a commitment to fostering critical engagement, material aptitude, manual competence, and most importantly an ethical commitment to the real, the tangible, and the human capital that is architecture.” Today, the DivA acts on that commitment through community-oriented studio projects, out-of-culture service learning field trips, service-oriented work carried out by our student organizations, an inclusive approach to lecture/seminar-based courses on ethics and sustainability, and through the example set by our faculty. Since the last program review, faculty and students have continued to offer pragmatic visioning to communities throughout Oklahoma through studio projects. These projects below describe how projects directly engage specific civic and business leaders, healthcare providers, and/or non-profit organizations.

2009
Edmond Amtrak Expansion Feasibility Study (ODOT/AGOG)
Healthcare Clinic: Africa
Urban Mixed-(re)use: Downtown YMCA for Oklahoma City
2010
Re-Densification Studio: Transforming Parking Lots into Urban Place, Norman OK
Wayman Tisdale Specialty Health Clinic, Tulsa
Senior Wellness Center, Oklahoma City
Red Bud Elementary School, in collaboration with Landscape Architecture and Moore Public Schools, Moore
CASA Playhouse (Court Appointed Special Advocates for Children)

2011
Philadelphia Studio: Penn Park University of Pennsylvania
Wind Hollow Foundation Business Incubator, Lawton OK
Porter Corridor Project, Norman OK
Eye Hospital, China; in collaboration with Southeast University in China and Texas A&M University
CASA Playhouse (Court Appointed Special Advocates for Children)
Habitat for Humanity Compressed Earth Block (CEB) House, Norman
Stroud Main Street on Route 66, in collaboration with Landscape Architecture and the City of Stroud, Stroud
Middle Earth Child Development Center, Norman, OK
Signal District, Norman OK

2012
City of Yukon Route 66 Revit, Civic Center
The Exquisite Tooth: Mixed-use densification in downtown Oklahoma City
National Weather Museum and Science Center, Norman OK
GE Studio: Developing an Urban Vision for GE in Central Oklahoma
CASA Playhouse (Court Appointed Special Advocates for Children)
Habitat for Humanity Compressed Earth Block (CEB) House, Norman

2013
Norman Senior Wellness Center
Kessler Atmospheric and Ecological Field Center, Green Office, Education Center and Eco-latrine, Norman OK
CASA Playhouse (Court Appointed Special Advocates for Children)
Habitat for Humanity Compressed Earth Block (CEB) House, Norman
Little Libraries Project; in collaboration with AIA COC and local neighborhood community groups

2014
Adaptive Re-use of the historic Norman Post Office
CASA Playhouse (Court Appointed Special Advocates for Children)
Habitat for Humanity Compressed Earth Block (CEB) House, Norman

Out-of-Culture Service Learning
In 2013, DivA alum and Dallas area architect Raymond Harris and his wife initiated a phased donation to support service-learning efforts for our students. Inspired by his own service-learning work in Zambia, Mr. Harris put forth financial support for proposals that will actively improve the quality of life for those who may not otherwise afford professional services. With this support, already two initiatives have blossomed. These are:
The University of Oklahoma Division of Architecture Program's Report September 2014

- Rome Program Service Learning Project: assisting elementary school children to construct a water-catchment system in this city of aqueducts in order to raise awareness of water quality and scarcity issues as well as conducting a mobility study identifying the multitude of accessibility issues.
- Zambia Service Learning Project: assisting a community near Lusaka, Zambia in their efforts towards social equity and economic sustainability.

The program’s Oklahoma City-based Community Design Center (currently in planning) as well as the Tulsa-based Urban Design Studio offer students an opportunity through academic work to reach out into communities to provide conceptual visioning and design services.

More service learning initiatives will follow as faculty seek to include such a socially-oriented component to all out-of-culture travel experiences. Likewise, the CoA’s Institute for Quality Communities (IQC) will continue to develop its role as a community engagement facilitator for all the divisions in the college.

Student Outreach
Freedom By Design is the de facto community service-oriented organization in the DivA. Its mandate calls for students to reach into the larger community to provide accessibility assistance. Our student organization has met with great success in this endeavor. DivA and AIAS leadership are currently reviewing the goals of the resident AIAS in an effort to expand its service component beyond its own membership and direct student body. Consideration will be given to initiating one weekend-long charrette per semester focused on providing design assistance to a local non-profit organization. Likewise, NOMAS leadership has been challenged to develop a standing relationship with the Chickasaw Nation in order to provide assistance to their housing efforts.

Outside of our student organizations, students take advantage of many campus-related efforts to support the community. Perhaps the most significant of these is the University’s Big Event. The Big Event is the University of Oklahoma’s official day of community service. Its mission statement reads: The Big Event strives to unify campus and community through one big day of service and gratitude. (http://www.ou.edu/bigevent.html) This past April’s event benefited from the participation of over 5,500 University students who set out to help neighborhoods across the Oklahoma City metro. Many of our students participate in this event.

Each summer, the COA plays host to children of the Absentee Shawnee Tribes (AST) of Oklahoma. Most recently, CoA staff, faculty and students helped young members of the AST to design a new gateway for their campground, and construct working models for these. Similarly, Interior Design Professor Elizabeth Pober and former DivA Professor Thomas Cline received a grant totaling $65,000 to host a weeklong summer camp at Gould Hall over three years. These camps bring high school students from across the state together to work with students, faculty and staff to understand basic properties of good design and place-making. Teams collaborate on interventions such as a park bench, where each must design and construct a full-scale mock-up. This exercise helps community members better understand the value of design professionals, while fostering in our students, staff and faculty a greater sense of leadership.

Ethics and Environmental Awareness
Ethics and sustainability are the lens through which we have developed the Creating_Making curriculum. 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 of a student but also for a practitioner and citizen of the world.
The “triple bottom line” approach to sustainability explores the issue of ethics and the effect of mankind (the Anthropocene) further. The three stool legs of sustainability are here defined as equity, environment and economics. A reminder of forces that shape the form and programming of architectural interventions, the triple bottom line suggests the need for balance and proportion in how students must define and solve problems. While service-learning projects and field trips offer exposure to various scenarios, the introduction of knowledge in regards to the ethical dilemmas faced by the practitioners takes place through a layering of courses. These are:

ARCH 1112: Cultures of Collaboration
   Stresses of the importance of pro bono work, environmental sustainability, collaborative skills and big-picture thinking

ARCH 4363/6143: Theory of Sustainability
   Explores the issue of ethics and sustainability through a broad range of design and non-design disciplines

ARCH 5823: METHODS VIII
   Explores life-cycle economics and the impact of the building on local and regional economies as well as alternative building systems that can reduce environmental impact

ARCH 5922/5022: Methods IX, X
   Prepares students for ethical dilemmas that may arise as a result of contractual relationships; discusses the AIA Code of Ethics
   both in terms of professional conduct and fiduciary responsibilities towards the client and end-users, but also regarding the physical environment

ARCH 6133: Sustainable Design Analytics
   Graduate level seminar explores the tools and methods for analyzing performance attributes of buildings and their impacts

ARCH 4970: LEED Seminar
   Prepares students for taking the LEED exam through case study work and review of LEED guidelines

Faculty & Alumni Service Involvement
Our faculty members are role models whose service commitments emphasize the importance of community and professional service. Over the years, members of our College faculty have served in important positions and capacities in many local service and professional organizations, including:

Advisory Board Member, Newman Fund (Acknowledging Excellence in Architectural Acoustics), Acoustical Society of America
Construction Committee, Cleveland County Habitat for Humanity
Board Member, Wilson Arts Elementary School PTA
Board Member, Catholic Charities of Oklahoma City
Parish Council Member, St. Josephs Old Cathedral
Member, Greater Oklahoma City Chamber of Commerce
Acoustical Society of America Conference Planning Committee - Student Events
Executive Committee Member, Urban Land Institute Oklahoma District Council
Chair, Norman Planning Commission
Member, Griffin Hospital-area Steering Committee
Secretary, Norman Planning Commission
Commissioner, Norman Planning Commission
Vice-Chairman, City of Norman Environmental Control Advisory Board
Member, Norman Chamber of Commerce
Chair, Recycling Subcommittee of the Greenovation Committee
Member, Norman Sustainability Network
Member, Oklahoma Sustainability Network
Vice President, Norman Business Association
Chair, Financial Subcommittee of the Environmental Design Research Association (EDRA)
Certified Aging In Place Specialist
Co-Chairman, AIA COC Chapter Committee on the Environment

Interdisciplinary faculty-based research groups within the college also suggest an eye towards promoting social equity, fiscal responsibility and environmental sustainability. Social equity and diversity are addressed through C.H.E.D. (Community Health through Environmental Design) and CMEAC (Center for Middle Eastern Architecture and Culture). Our emerging Real Estate and Urbanism group that will be partnering with the college’s Institute for Quality Communities (IQC) will examine among other issues how financial incentives and resources affect community development and attitudes towards gentrification and historic preservation. Environmental sustainability is explored through the work of the Sustainable Buildings Program and grantwork funded by the EPA and Oklahoma Department of Environmental Quality.
I.1.4 LONG RANGE PLANNING

The DivA strategic plan is the tool through which we map our long-range planning. It was started in the summer of 2013, with its first official draft distributed in early 2014. Input from students, faculty and PAB members shaped this living document. The inclusive process of exploring its content has been deemed as significant as the content and vision within it. A full day session brought faculty together at one large table in the gallery. Through open discussions as well as smaller team break-out sessions, faculty worked together to establish goals and objectives. The means to accomplish these were addressed during the afternoon session. Refined goals are still being set in some cases, such as with growth in scholarships. The DivA Strategic Plan is complemented by the CoA Strategic Plan.

The organization of the strategic plan is deliberately shaped to embrace the five perspectives as well as issues of pragmatic program structure. Its primary headings are 1.) Student Affairs, 2.) Faculty Affairs, 3.) Curriculum Affairs, and 4.) Program Affairs. Priorities of how our educational program engages the academic community, students, the regulatory environment, profession and the Public Good are embedded throughout these headings. With goals, objectives and means established, the document has gone into circulation.

Our attitude towards the relevance of the strategic plan vision is confirmed by the newly formed administrative structure of the DivA. The creation of three associate directors (as opposed to a potentially more obvious single post) serves as an acknowledgement that the strategic plan must remain alive, and ready to be amended and updated. More importantly, with a designated leader set for each realm of responsibilities, focused action is likely and in all cases thus far evident.

Each associate director is responsible for the goals, objectives and means of their respective portion of the strategic plan. A committee comprised of division faculty supports the implementation of the plan. Every faculty member of the DivA is touched by the strategic plan by virtue of his or her committee assignment. Associate Directors of Student Affairs and Faculty Affairs are provided with discretionary funds to assist with their specific work. This work may relate to activities such as recruiting, compiling marketing materials or engaging firm representatives. Associate Directors are charged with compiling relevant data to guide their work, and identifying how milestones are being reached.

The three faculty committees meet on a regular basis. Updates on committee work are made at our weekly Friday faculty meetings. The Program Affairs Committee meets regularly to ensure progress towards and alignment of goals is present. The strategic plan itself will be officially reviewed and assessed in May 2015, allowing for the impacts of time, experience, the NAAB Accreditation Team visit and the University Campus Program Review to be considered.

The strategic plan builds on the program’s history and mission, supports our preferred learning culture and attitudes towards social equity, and defines the manners in which we act on the five perspectives. While the full strategic plan is appended to this document, highlights from the plan and to which NAAB component these relate are listed below. The individual line items are each coded to indicate reference to one or more of the five perspectives (AC=Aademic Community, S=Student, RE=Regulatory Environment, P=Profession, PG=Public Good).
STUDENT AFFAIRS

Goals: A diverse student body that creates a supportive and intellectually engaged academic culture. To produce graduates who demonstrate excellence in design, community and global awareness, critical thinking skills, high ethical standards, and a mastery of the latest technological advances in the field.

Objectives:

1. 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. S
   a. Means: Hold at least two Division wide meetings per year in which students and faculty come together to celebrate successes and discuss program developments. Actively engage students in these meetings. (On-going) S
   b. Means: Continue to work with AIAS to develop and improve the Studio Culture Policy. Work with AIAS to increase awareness of the curriculum and expectations. (On-going) S/P
   c. Means: Continue to work with AIAS, FBD and NOMAS to ensure clear service-learning objectives are assigned and implemented. (3Q 2014) PG
   d. Resources: Develop critique spaces in “hub” spaces of Gould Hall. (4Q 2014)
   e. Resources: Increase the amount of pin-up space provided in studios. (2Q 2015) P
   f. Resources: Flexible access to larger classrooms and auditoria. Larger LED projection screens in studios. (3Q 2016) S/P
2. Create conditions where students can spend more time on coursework. S
   a. Means: Increase total dollar amount in annual scholarships by 50% over 5 years. (3Q 2018) S
   b. Resources: Development support in creating and maintaining a database of alumni. Graphic designer to create marketing materials. (3Q 2014) S
3. Improve student readiness to enter the profession and remain competitive. RE
   a. Means: Develop year-level student surveys to regularly assess how the new curriculum is working from the students’ perspective. Continue to organize year-level faculty meetings to regularly improve the curriculum, assignments, integration of courses, etc. (on-going) S
   b. Means: Emphasize good preparation for the ARE in appropriate classes. (3Q 2014) RE/P
   c. Means: Reduce the average time between graduation and licensure from 8 years to 4 years by increasing internship opportunities and improving IDP enrollment/IDP awareness. (3Q 2018) RE
   d. Means: Continue to develop and improve the Professional Mentor Program in coordination with the PAB/BOV. (3Q 2014) RE/P
   e. Means: Continue to promote student participation and success in design competitions. (On-going) PG/P
   f. Resources: Administrative assistance in developing and consistently conducting student surveys. (3Q 2014) S
4. Increase students’ awareness of the profession both globally and locally. S/P/PG
   a. Means: Expand the present internship placement program (IDP) to place students in positions across the nation and globe. Aim to have 100 % of graduating students completing an
internship before graduation by 2017. Aim to have 5% of graduating students who have participated in international internships by 2017. (3Q, 2017) RE/P
b. Means: Develop a point in the curriculum when student portfolios, resumes, and cover letters are required before applying for internships. Provide feedback on these materials and offer practice interview sessions. (3Q 2014) P
c. Resources: Faculty, as part of their service requirements, dedicated to the IDP and to developing relationships with employers across the country so as to better improve placement opportunities for students. (3Q 2014, to prepare for Summer Preceptorship requirement) RE/P

5. Increase students’ cultural awareness of global and local community issues. S/PG
a. Means: Continue to develop and improve a variety of service learning and design build projects and courses in which students engage diverse communities locally and globally. Aim to have 100% of graduates with experience in service learning or design build projects by 2017. (2Q 2017) PG
b. Means: Continue to support and improve the Rome program. (On-going) S/PG
c. Means: Develop a structured plan for out-of-culture experiences (national and international) and a field-trip matrix for each year level. (3Q 2014) S/PG
d. Resources: Funding to support service learning and design build initiatives. Funding to support out-of-culture experiences. An endowment that supports students towards these efforts shall be established by the PAB in 2014, and fully funded in the amount of $75,000 by 2016. (See Program 2.d/e) S/PG
e. Resources: Increased scholarships for out-of-culture experiences. (See Students 2.b). S/PG

6. Attract more applicants of more diverse backgrounds and be more selective in terms of accepting only those students best academically prepared. S
a. Means: Increase the number of applications to the undergraduate program by five-percent between 2014 and 2020. Increase the number of applications to the graduate programs by ten-percent between 2014 and 2020. (On-going) S
b. Means: Increase the diversity of the undergraduate applicant pool from Asia and the Middle East. (1Q 2015) S
c. Means: Explore HBCU and HACU databases for recruiting for the graduate program. (4Q 2014) S
d. Means: Increase the average freshman GPA by 5% by 2018. Increase the average entering freshman’s ACT/SAT score by 5% by 2018. Increase the minimum TOEFL score for incoming graduate international students to 90 by 2015, and 100 by 2018. (3Q 2018) S
e. Means: Develop a recruitment plan that starts with outreach to high schools from which we already tend to draw students and ultimately expands out across the state and region. Place emphasis on reaching out to a more diverse pool of potential applicants. (3Q 2014) S
f. Means: Develop a standard Division presentation that can be used in high schools and community colleges by faculty when travelling. (4Q 2014) S
g. Resources: Administrative and graphic design support to develop and regularly update marketing materials. (3Q 2014) S
h. Resources: Funding to support recruiting activities, travel, and events. (3Q 2014) S

7. Provide students with training in and access to the latest technology in architecture and construction from BIM to digital-fabrication. P
a. Means: Continually re-examine facilities and curriculum to ensure students are adept in using the latest technological developments. (On-going) P
b. Means: Empower IT and Shop committee members to work through their committees to develop comprehensive plans in coordination with the Division faculty and curriculum committee. (3Q 2014) P

c. Resources: Funding and support for a clean shop in Gould Hall as well as a comprehensive creating-making lab attached to Gould. (3Q 2014) P

8. Develop an awareness of how architectural education prepares students for diverse career paths. S/P

a. Means: Track the career paths of our graduates using social media and traditional communications. (1Q 2015) P

b. Means: Invite graduates who have pursued diverse career paths to actively participate in the mentoring program, alumni events, etc. (2Q 2015) P

c. Means: Examine ways to develop an awareness of diverse career paths in Professional Practice courses. (On-going) P

c. Means: Disseminate alumni’s successes in a range of professional endeavors through website and marketing materials. (3Q 2014) P

FACULTY AFFAIRS

Goals: To have a diverse faculty comprised of nationally recognized teachers and scholars in a range of realms of expertise. The faculty shall foster a supportive and engaged culture of excellence in everything we do.

Objectives:

1. Effective faculty development.

a. Means: Enact new faculty mentoring policy. (2Q 2014) AC

b. Means: Create new opportunities for professional development through awards/grants. (3Q 2014) AC

c. Means: Explore ways to enhance the diversity of faculty. (On-going) AC

d. Means: Strengthen commitment to improved faculty teaching of design studios and heightened awareness of professional trends. (On-going) AC

e. Resources: New faculty with expertise in digital fabrication technology and with expertise in the use of BIM in structural design. (3Q 2014) AC

2. Improve faculty trust and foster a supportive and engaged culture. AC

a. Means: Effective communication between committees, administration, and faculty. (1Q 2014) AC

b. Means: Adherence to and clear documentation of existing processes related to faculty governance. (3Q 2014) AC

c. Means: Develop special awards and stipends for faculty doing outstanding work or engaged in special projects. (2Q 2015) AC

3. Strong environment for faculty research, scholarship, and creative activity. AC

a. Means: Pursue research centers that reflect the spectrum of faculty interests in order to enhance efficiencies and knowledge creation potential. These centers are: Real Estate and Urbanism, Center for Middle Eastern Architecture and Culture (CMEAC), Sustainable Buildings Program, History/Theory/Criticism (CRIT Space), Visualization, BIM and Simulation (iCUBED), Community Health through Environmental Design (C.H.E.D.) (3Q 2014) AC

b. Means: 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. (2Q 2015) AC
c. Means: Fully utilize the Division D2L site and COA Research D2L site to share information about grant opportunities, publishing outlets, etc. (On-going) \textbf{AC}

d. Means: Develop new funding sources and opportunities for faculty engaged in research through creating-making. (On-going) \textbf{AC}

e. Means: 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. (3Q 2014) \textbf{AC}

f. Means: Develop a faculty placement program in local or regional practices. (2Q 2015) \textbf{AC}

g. Resources: Development support in identifying opportunities and realizing funding possibilities for research centers and creating-making. (3Q 2014) \textbf{AC}

h. Resources: College or Division summer research funding (similar to that available through Arts & Sciences and Jr. Faculty Award) in order to enable faculty to focus efforts on research. (3Q 2016) \textbf{AC}

i. Resources: 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. (3Q 2017) \textbf{AC}


4. Effective faculty governance. \textbf{AC}

a. Means: Increase committee communications with all faculty. Increase awareness of committee decisions and recommendations through weekly and an annual committee summary report. (2Q 2015) \textbf{AC}

b. Means: Require committees to create meeting agendas and document decisions in meeting minutes. Agendas and minutes should be accessible to all faculty through D2L committee sites. (3Q 2014) \textbf{AC}

c. Means: Sharing of Division Directors and Deans meeting agendas and minutes via a dedicated D2L site. (3Q 2014) \textbf{AC}

d. Resources: Administrative assistance in maintaining meeting minutes and records for Division faculty meetings as well as committee meetings. (3Q 2014) \textbf{AC}

**CREATING-MAKING CURRICULUM AFFAIRS**

**Goal:** A clear and structured curriculum that builds logically and emphasizes the development of: strong architectural design skills through creating-making, community engagement, design-build opportunities, writing and critical thinking skills, interdisciplinary collaboration, and problem solving.

**Objectives:**

1. Improve students’ architectural design skills. Develop strategies for continuing to improve emphasis on creating-making throughout the curriculum. \textbf{P}

   a. Means: Bring greater attention of students to peer-reviewed works through more rigorous analysis of periodicals and other contemporary publications and through field trips. (3Q 2014) \textbf{P}

   b. Means: Consistent review and updates to curriculum drawing from student surveys and annual course evaluations. (On-going) \textbf{S}

   c. Means: Continue to provide students with regular opportunities to participate in competitions. (On-going) \textbf{P}
d. Means: Continue to organize regular year-level faculty meetings to review student feedback and discuss ways in which courses, assignments, and coordination among faculty could be improved to better meet curricular goals. (On-going) S

e. Resources: Administrative support in developing and implementing annual student surveys. (3Q 2014) S

2. Develop a strong writing enriched curriculum. S/P
   a. Work with the writing center to continue to develop a Writing Enriched Curriculum that aims to gradually and logically develop students' writing skills over the five-years in which they are in the program. (On-going) S/P

3. Continue to create new as well as sustain existing design-build programs and initiatives.
   a. Resources: Increased funding to support the summer CASA playhouse course. (4Q 2014) PG
   b. Resources: Development of new funding sources to specifically support existing design-build initiatives such as Kessler Farms. (4Q 2014) PG
   c. Resources: Development of new funding sources to specifically support new design-build initiatives. (4Q 2014) PG

4. Active involvement in communities through service learning projects. PG
   a. Means: A comprehensive and transparent proposal guidelines and schedule for requesting service learning funding. (3Q 2014) PG
   b. Means: Establish and sustain an interdisciplinary Downtown OKC Design Center that facilitates projects between students and real world clients. (3Q 2014) PG
   c. Resources: Endowed commitment through the IQC and annual support over three years from the CoA. (3Q 2014) PG

5. Program known for interdisciplinary collaboration. P/PG
   a. Continue to support and develop interdisciplinary collaboration opportunities such as the ULI competition and the ARCH/ID/CNS charrette. (On-going) P/PG
   b. Encourage faculty development of new similar initiatives. (On-going) S/PG/P

6. Integrated creating-making lab to support the new curriculum. S/P
   a. Resources: Funding and support for a clean shop in Gould Hall as well as a comprehensive creating-making lab attached to Gould. (3Q 2014) S/P

PROGRAM AFFAIRS

Goals: Be a nationally respected accredited architecture program known for its creating-making curriculum, design-build programs, out-of-culture experiences, and global awareness that is known for producing designers and critical thinkers of the highest caliber.

Objectives:

1. An established and recognizable program identity that celebrates our strengths and draws from the context, resources, and history of Oklahoma. S/P/PG
   a. Means: Develop and regularly improve both the graphics and content of our website and marketing materials in order to best celebrate and share our successes. (3Q 2014) S
   b. Resources: Graphic designer and administrative support to develop and update marketing materials. (3Q 2014) S
   c. Resources: Discretionary Division Endowment to allow the program to rapidly respond to changing conditions in the profession. (4Q 2014) S

2. Become known for being well-traveled and engaged as faculty and students.
a. Means: Continue support to existing- and develop new out-of-culture experiences. (on-going) S/P/PG
b. Means: Social media presence (2Q 2014) S
c. Resources: Continued funding support from COA International Programs (on-going) S/PG
d. Resources: PAB $75K travel endowment (1Q 2014) S/PG
e. Resources: Establish $500,000 endowment for international travel scholarships. (2Q 2015 begin) S/PG

   a. Means: Empower the Curriculum Affairs Committee and assign its associate director as the 2015 Accreditation Coordinator. (3Q 2014) S/RE/P
   b. Resources: Funding to support stipend for faculty leading accreditation process. (3Q 2014) S/RE/P

4. Maintain and make accessible digital records for institutional memory and NAAB accreditation. S
   a. Means: Empower faculty to assess needs and to develop an effective strategy of addressing existing archives and currently accruing work. (3Q 2014) S
   b. Resources: Offer a stipend or a service release from committee work to help develop and implement record keeping strategies. (3Q 2015) S

5. Maintain a maximum of a 1 to 15 faculty to student ratio. S/AC
   a. Means: hire 2 new faculty with design/studio emphasis. (1Q 2015, 1Q 2016) S/AC
   b. Resources: fill two vacant lines due to recent retirements. (Existing) S/AC

6. Develop nationally respected research groups. S/AC
   a. Means: support coalescing of groups and consistent joint or complementing parallel work. (On-going, 3Q 2014) AC
   b. Resources: Division to continue to offer funding to support research travel. (On-going) AC
   c. Resources: Pursuit of grants and other funding options identified by researchers or the Faculty Affairs Committee. (3Q 2014) AC
I.1.5 SELF-ASSESSMENT PROCEDURES

A sense of confidence and optimism in the direction of the Division of Architecture abounds. Beginning with strong leadership at the college and divisional levels, the stability of the DivA’s environment enables students and faculty to leverage the benefits of the renovated Gould Hall. The focus on collaboration has fostered a greater number of successes of varying scales that may not have been achievable through insular or individual efforts. From a generational point of view, a surge in new faculty since the last program review provides the focus and momentum to generate excitement about the Creating_Making curriculum. An improving economy and therefore growing prospects for employment when compared to the period surrounding the last program review brings a sense of sunshine to how the profession is perceived and the promise it holds for our students. Combined with a strong emphasis on communication with students, these developments are cause for excitement and confidence with our students, faculty, program, and their future.

DivA students, leadership, faculty and PAB members manage the self-assessment process through a range of methods. Some are more formal than others. Respondents vary as well from one assessment to the next. Regardless of the method, our focus continues to be on managing different forms of communication with one another in terms of updates or information exchanges, critiques, recommendations and/or “wishes”, as well as those special laudatory moments. The following offers the breakdown of most of our self-assessment procedures.

- Annual Graduate Exit Survey
- University Campus Departmental Review Process/ Kevin Alter Report
- NAAB Annual Report
- Annual Faculty Satisfaction Report
- End of Semester Faculty Review
- PAB Quarterly meetings
- Divisional all student/faculty annual fall meeting
- Divisional all student/director meetings (at least one per academic year)
- Strategic Plan reviews and updates

Annual Graduate Exit Survey
This survey is administered in the late spring to all graduating students from the architecture program. The survey results offer insights into what issues satisfied and concerned the students the most over the past few years. This feedback has spurred action in different ways to address concerns and to build on successes. To some extent, the Creating_Making curriculum is a response to much of the feedback, while there continue to be discrete attempts to make improvements or refinements. Survey respondents commonly commented on the following:

Successes
- New facilities
- Faculty expertise
- Passionate faculty
- Confidence in quality of program
- Faculty who practice
- Model Shop (Creating_Making Lab)
- Goff Lecture Series
- Library

Selection of Minors/Concentrations
Opportunities for independent study
Exposure to many disciplines
Student advising
Urban design emphasis
Concerns

- Unfulfilled teaching of software
- Lacking hands-on making
- Structures instruction
- Uneven sense of benefit to student organization
- Insufficient travel or field trip opportunities
- Class/curriculum load

Availability of power in new studios
- Need focus on most relevant technologies
- Coordination between year level courses
- Career mentoring
- Plotters should be greater focus than computer labs
- Certain faculty
- Accessibility/affordability of foreign travel

These responses are reflective of the majority of feedback we have been receiving through this and other listed feedback processes. Combined, they provide a clearer picture of how the new curriculum and learning culture are functioning. Each and every single one of the concerns listed above has been or is in the process of being addressed. Clear and discernible progress and improvement are evident to students, faculty and staff alike. However, CoA and DivA leadership are neither complacent nor overconfident, and are now seeking to stay ahead of these and potentially emerging issues by means of strong communication with students.

University Campus Program Review Process

Preparation of the newest campus program review is being prepared concurrently with this review document. The format of the Campus Review follows closely with that from NAAB, though with more articulation needed regarding degree programs. As such, no program feedback has been presented since the last NAAB Accreditation review. To recap feedback from that 2007/2008 review, concerns focused on the quality of our previous Gould Hall facilities, graduate program, the lack of year-round leadership in the DivA (previously only a 9-month appointment), staff support, heavy accreditation requirements for the B.Arch program, and alumni relationships.

Each of these concerns has been addressed since the previous campus review report. Though credit hour requirements for the B.Arch remain at 160, greater emphasis on enforcement of the evolving Studio Culture Policy as well as the growth of hands-on or in-the-field learning experiences have reduced the sense of pressure and rigidity of our program. A new Professional Advisory Board, along with an emerging plan promise to help us engage the wide generational range of our alumni base.

NAAB Annual Report

Annual reports have been helpful in tracking metrics. CoA and DivA leadership, along with faculty, continue to monitor these and are most concerned with the trending of ethnic diversity of both our student body and faculty. Our emerging student recruitment plan seeks to address how we reach out to and attract a more diverse student population. Efforts to improve the diversity of faculty search pools have seen mixed results. The Director search, for example, received only 14 applicants, all of whom were men. However, three of the four candidates invited to campus were international/born outside the USA. Our focus remains on hiring those candidates who emerge from acceptable pools and are deemed to best benefit our students’ education and development.

Faculty Satisfaction Report

This report is a function of the University of Oklahoma Institutional Research and Reporting Office. Reports include surveys of salaries, benefits, physical environment, and administration, among other items. The report results have just been received and will be reviewed in fall 2014.
The University of Oklahoma Division of Architecture

End of Semester Faculty Review
With the inauguration of the Creating_Making curriculum, the faculty quickly recognized the need to improve an already successful end-of-semester review process. A formal year-level review is conducted, involving the Curriculum Committee and those faculty who teach together at a given year level. Faculty must complete in advance a standard Q/A form that invites comment on perceptions of the curriculum and its interpretation, synergistic opportunities with other courses, student responsiveness, and recommendations for improvements. A fixed schedule of meetings are set in advance prior to the semester end to ensure all faculty can attend their respective sessions.

For the fall of 2012 and spring of 2013 semester reviews, sessions were held in our conference room with success. Beginning in the fall of 2013 and continued into the spring of 2014, sessions have been held in the Gould Hall Gallery with high and low pass projects exhibited. The sessions are closed sessions and not open to students or the public. All faculty now attend these sessions ensuring that awareness grows of better understanding the education of a student the year prior, as well as what is expected in the subsequent year. Feedback regarding teaching focus and effectiveness now comes not only from the director and curriculum committee, but also from all faculty. This has been a wonderful evolving process and has provided yet another opportunity for the faculty to grow closer, and to be able to better articulate a shared vision.

PAB Quarterly meetings
Since spring 2013, Director Butzer has engaged the PAB seeking feedback on the quality of teaching and student work observed during reviews and desk crits. He seeks to be transparent about his aspirations for the program and what is expected of the PAB. Given the sincere nature of PAB members, the feedback and discussions have been most productive. PAB members now offer feedback on studio project assignments. Additionally, the PAB recently made a commitment of raising $75,000 to help fund our vision for a broad range of strong out-of-culture opportunities for our students. PAB members continue to appreciate the new hires coming out of our program. It is acknowledged that much work and coordination remains in order to secure a platform for the next stage of program building. Goals remain to rebuild the alumni base, grow the number and amounts of scholarships, and to increase the amount of support for other efforts. These priorities remain critical in light of declining financial support from historically stable sources.

Divisional annual student/faculty fall meeting
The first faculty-student meeting of the Creating_Making era was held in the fall of 2012 in an effort to introduce the curriculum itself and to describe how it sought to address prior shortcomings while also better preparing students for contemporary practice. The goodwill and transparency won as a result of this meeting led to the second such meeting in the fall of 2013. The next faculty/student meeting is currently scheduled for September 17th. New faculty will be introduced, and discussions are planned regarding how leadership and faculty are making upgrades or adjustments, based on student feedback. Students will be also briefed as they were last spring on the upcoming Accreditation Team visit in spring 2015.

Divisional all-student/director meetings (at least one per academic semester)
Since the spring of 2013, Director Butzer has held three student/director conversations. These have afforded the Director a more “personal” forum through which to communicate with students. With clear communication rules established, these discussions are very transparent, thoughtful and productive. Feedback has been garnered from students through completed questionnaires and notecards. These have then been sorted, and categorized according to topic. Feedback has already been addressed on the vast majority of comments. Of particular interest, given the frequency of comments, is regarding the question of how to integrate the teaching of software into our
courses. Students and Director worked together to identify the Methods courses and year levels in which this should take place. Faculty and students have applauded the results of this adaptation, as evident in how Methods 2 was taught in spring 2014. Not surprisingly, the results from these surveys align thematically with historic surveys. A primary difference appears to be that progress and optimism abound today.

**Strategic Plan reviews and updates**

The timing of this upcoming Accreditation Visit, in addition to the concurrent University Campus Program Review, is ideal for the strategic plan to be challenged and updated. With regular meetings set for the Director and Associate Directors as the Program Affairs Committee, and with proven support from CoA leadership, the focus on improving the DivA, the development of our students and faculty, and instilling hope with communities our profession serves, will be strong.

Formal updates will begin in spring 2015 on an annual basis, allowing for one full year to pass, though minor revisions have already been made.
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PART I INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Section 2: Resources

I.2.1 HUMAN RESOURCES AND HUMAN RESOURCES DEVELOPMENT

Human Resources

Administrauction

The College of Architecture is organized into five divisions: Architecture, Interior Design, Construction Science, Landscape Architecture, and Regional and City Planning. The Dean, with an Associate Dean of Instructional Services and an Associate Dean for Administrative Affairs, oversees the College. A Director oversees each Division. The Deans and Division Directors meet every two weeks. Prior to the meeting with Deans and Directors, there is a Unit Managers Meeting, that includes Deans, Directors, and key staff personnel including the Assistant to the Dean, Facilities Manager, Development Assistant, Media and Marketing Assistant, Finance Assistant, the lead Student Advisor, the Director of the CoA Library, the C_ML Manager and the Computer Resources Manager. The five Directors form what is referred to as the Collaboration Committee and meet on alternating weeks throughout the academic year and three times during the summer to address internal coordination issues. Periodically, the Deans and Division Directors meet with the College’s Committee A. For more information on the administrative structure of the College, please see Section I.2.2.

The administrators for the DivA are:

- **Director**: Hans E. Butzer
- **Associate Director of Faculty Affairs**: Marjorie Callahan
- **Associate Director of Curriculum Affairs**: Anthony Cricchio
- **Associate Director of Student Affairs**: Stephanie Pilat

These four administrative leaders form the membership of the Program Affairs Committee.

Staff

All CoA staff serves the DivA as well as the other four divisions. The staffing arrangement is efficient, effective and reinforces the interconnected qualities of the College in which the DivA is housed. The Dean and Associate Deans assign work to the College staff in coordination with the Division Directors and their priorities. The following CoA staff positions that serve the DivA are:

- **Dean**: Charles Graham, Ph.D.
  - College Oversight

- **Assoc. Dean of Administrative Affairs**: Richard Ryan
  - College Procedural and Policy Oversight

- **Assoc. Dean of Instructional Services**: Charlie Warnken, Ph.D.
  - College Academic Oversight

- **Finance Administrator**: Kim Goodman
  - Coordinator of DivA budget allocations, accounts, and purchasing

- **Facilities Manager**: Jerry Puckett
  - Classroom furniture; room reservations; assistant to IT and C_ML facilities managers

- **Administrative Assistant to the Dean**: Cynthia Higginbottom
  - Reception; supplies manager; processes all incoming graduate program applications

- **Development Assistant**: (vacant, search in progress)
  - Assists in coordination with alumni, fund-raising and scholarship needs
Media and Marketing Assistant: Becky Shampay
Website management; public relations; eNewsletters

Assistant to the Dean: Melanie Cartwright
Coordinator of the dean’s schedule and activities, faculty travel approvals and filing coordination

Librarian: Tracy Chapman
Head librarian

Director of Libraries for Architecture: Matt Stock
Library liaison to DivA Director and faculty

C_ML Shop Manager: Hunter Roth
Manages the three C_ML facilities; maintains equipment and coordinates equipment purchasing; coordinates C_ML reservations

Computer Resources Manager: Tony Naranjo
Coordinates computer and software purchasing; maintains technology in classrooms

Academic Advisor: Suzanne Robinson
Coordinates student ambassadors, classroom scheduling, and CoA-wide student activities

Academic Advisor: Erin Tyler
Coordinates student/degree advising, approvals for transfers, credits and admissions, and student visits

Assistant to the Directors: Allison Anderson
Provides assistance to the Director; processes all student scholarships; processes open faculty position applications;

Through our agreement with the University Information Technology Department, the College employs onsite a full-time Network Administrator, two Assistant Network Administrators, a part-time student Hardware Technician and several Computer Lab Assistants. The Network Administrator and Assistant Network Administrators provide support in technology investigation and strategic planning, and provide technical assistance to our faculty and students. Computer Lab Assistants staff the computer lab seven days a week, and assist students in general software questions and address all hardware concerns.

The College’s Creating_Making Lab (C_ML) at 1425 George St. serves the students by providing training and assistance with tools and other equipment. The C_ML staff includes a full-time manager, and typically one or two part-time assistants. College-wide student and technology fees provide funding for the C_ML.

Overall, this network of staff provides strong and seamless support to the efforts of the DivA’s faculty, staff and students.

Faculty
All faculty of the Division teach courses in one or both of our two accredited programs. Faculty are typically assigned a studio course that complements their typical teaching load of lectures or seminars. Given the program’s emphasis on Creating_Making, keeping faculty involved with studio efforts helps them remain engaged and current with quickly evolving methodologies in representation, fabrication and the critique. The expectation is that faculty will teach studio, seminar and/or lecture courses focused on topics directly or somewhat related to their area of professional expertise. Adjunct faculty are also expected to teach in areas of their expertise. All full-time faculty maintain either a professional license or have earned a Ph.D., or both.

The University of Oklahoma requires, that every faculty member has at minimum for each academic year no less than 75 students total, whenever possible. Typical teaching loads are as follows:

For full-time tenured and tenure-track faculty members –
  Two studios, one each semester, and at least two lecture classes per year; or,
Four lecture classes per year.

For full-time ranked renewable term faculty members—
  Two studios, one each semester, and at least three additional classes per year; or,
  Six lecture classes per year.

Full time faculty are required to remain active in teaching, research/creative activity and service. The typical distribution of efforts are outlined here:

Tenured and Tenure-Track Faculty:
Teaching = 40% effort  Research/Creative Activities = 40% effort  Service/Outreach Activities = 20% effort

Renewable Term Faculty:
Teaching = 65% effort  Research/Creative Activities = 10% effort  Service/Outreach Activities = 25% effort

Academic Directors, Associate Deans:
Teaching = 20% effort (10% per class)  Research/Creative Activities = 20% effort  Service/Outreach Activities = 60% effort

Teaching loads are balanced with every attempt being made to ensure faculty have sufficient time to focus on research/creative activity and service. Team studio teaching at all year levels is intended to facilitate efficiencies in course preparation while maintaining the valuable experience for students to have a personal instructor. Similarly, the formal identification of research areas is intended to foster synergies amongst faculty with similar interests, whether in the Division or the College. Lastly, the consolidation of various committees, that have historically been somewhat disconnected, into three faculty-led committees is again an attempt to simplify the work efforts of faculty, and improve chances for success at all these levels of effort.

As identified in Section I.1.2 Learning Culture and Social Equity, the percentage of women in full-time tenure track and tenured positions in the DivA is currently 39.7%, while the University average is at 36.5%. The percentage of underrepresented minorities in full-time tenure track and tenured positions in the Division of Architecture is 13.7%, while the University average is 26.3%. (OU Factbook)

**Current Tenured or Tenure-Track faculty in the Division of Architecture:**
Since the previous program review, the following provides an overview of shifts in faculty appointments. The following faculty have retired or otherwise no longer teach at the DivA:

  Assistant Professor  I-Kwang Chang*
  Assistant Professor  Thomas Cline*
  Associate Professor  Joel Dietrich*
  Associate Professor  Eren Erdener*
  Professor  Bob G. Fillpot
  Professor  James Patterson*
  Professor  Terry Patterson
  Professor  Iver Wahl
  Associate Professor  Eleanor Weinel

*Retired or departed the program in spring 2013 (no replacement search has started at this time)
The following faculty are on a tenure-track or renewable term appointment, and were hired since the last review cycle. They represent the best candidates in their respective applicant pools.

Assistant Professor  Catherine Barrett, Ph.D.
Assistant Professor  Daniel Butko, AIA
Assistant Professor  Ron Frantz, AIA (Renewable Term, 50% appointment in the DivA)
Assistant Professor  Bob Pavlik, AIA
Assistant Professor  Stephanie Z. Pilat, Ph.D.
Assistant Professor  Shideh Shadravan, Ph.D.
Assistant Professor  Jay Yowell, AIA (Renewable Term)

The following faculty have been retained either with the title of Adjunct Professor or Professor of Practice:

Adjunct Professor  Lisa Chronister, AIA*
Professor of Practice  Stan Carroll, AIA*
Adjunct Professor  Sam Callahan, AIA
Adjunct Professor  Ik-Seong Joo, Ph.D.*
Adjunct Professor  Glenn Josey
Adjunct Professor  James Kudma, AIA*
Adjunct Professor  Alan Moring, AIA
Adjunct Professor  Geoff Parker, AIA*
Adjunct Professor  Aaron Pilat, AIA
Adjunct Professor  Craig Ridenour, AIA
Adjunct Professor  Mary Price, AIA*
Professor of Practice  Jack Randorff*
Adjunct Professor  Jay Yowell, AIA*

Note: * denotes adjunct faculty who have taught within the past two years

At present, the current full-time faculty/administrative staff and adjunct faculty stands as:

Assistant Professor  Catherine Barrett, Ph.D.
Associate Professor  Dave Boeck, AIA
Professor  Khosrow Bozorgi, Ph.D. (on sabbatical for fall 2014)
Assistant Professor  Daniel Butko, AIA
Professor  Hans E. Butzer (Director)
Associate Professor  Marjorie Callahan, AIA (Associate Director of Faculty Affairs)
Associate Professor  Anthony Cricchio (Associate Director of Curriculum Affairs)
Associate Professor  Lee Fithian, AIA
Assistant Professor  Ron Frantz, AIA (50% appointment split with the Institute of Quality Communities)
Associate Professor  Nick Harm, AIA
Adjunct Professor  Geoff Parker, AIA
Assistant Professor  Bob Pavlik, AIA
Assistant Professor  Stephanie Z. Pilat, Ph.D. (Associate Director of Student Affairs)
Adjunct Professor  Deborah Richards
Assistant Professor  Shideh Shadravan, Ph.D.
Assistant Professor  Jay Yowell, AIA
**Student Course Evaluations**

At the conclusion of each semester, students have the opportunity to evaluate each course in which they are enrolled. Itemized topics referencing course material, classroom facility and instructor are evaluated on a scale from 1 (poor) to 5 (excellent) in terms of content (11 questions) and instruction (12 questions). All course evaluations are executed online. University staff compiles results and returns a summary of class responses to the appropriate faculty member after grades are submitted.

**Students**

The Division of Architecture accepts all University-enrolled students into the first year of the Bachelor of Architecture program. When enrollments require higher scrutiny as to which students may advance into the third year of the program, students must submit a portfolio of work and apply for admission to complete the remainder of the Bachelor of Architecture degree program. Otherwise, the division maintains a consistent rigor through a strong focus on teaching and consistent grading as a means to ensure enrollment and quality standards are met.

In the DivA, the student/faculty ratios for studio courses for all levels for spring 2014 are as follows:

**UG studio student/faculty ratios (spring 2014)**

<table>
<thead>
<tr>
<th>Year/Design</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year/Design 1</td>
<td>17 : 1</td>
</tr>
<tr>
<td>2nd Year/Design 3</td>
<td>16 : 1</td>
</tr>
<tr>
<td>3rd Year/Design 5</td>
<td>16.5 : 1</td>
</tr>
<tr>
<td>4th Year/Design 7</td>
<td>50 : 3 and is a parallel studio with Grad Studio 3 (8 grad students)</td>
</tr>
<tr>
<td>5th Year/Design 9</td>
<td>18.5 : 1 and is an integral vertical studio with Grad Studio 5</td>
</tr>
</tbody>
</table>

**UG studio average**  
16.9 : 1

**Graduate studio student/faculty ratios (spring 2014)**

<table>
<thead>
<tr>
<th>Studio</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Studio 1</td>
<td>8 : 1</td>
</tr>
<tr>
<td>Grad Studio 3</td>
<td>50 : 3 and is a parallel studio with 4th Year/Design 7 (41 UG students)</td>
</tr>
</tbody>
</table>

**Grad average**  
12.35 : 1

Note: Due to retirements and departures from the University, a faculty member on sabbatical in fall 2014, and a 5% budget cut in 2014, the faculty ratios for this coming year do not reflect typical student-faculty ratios. Our statistics for 2013 noted below confirm this. Nevertheless, it is the hope that our preferred student-to-faculty ratios can reach a range of between 12:1 and 15:1 for the undergraduate program studios, and under 10:1 for our graduate program, following the potential for up to two new hires over the next two years.

**UG studio student/faculty ratios (spring 2013)**

<table>
<thead>
<tr>
<th>Year/Design</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year/Design 1</td>
<td>14 : 1</td>
</tr>
<tr>
<td>2nd Year/Design 3</td>
<td>15.3 : 1</td>
</tr>
<tr>
<td>3rd Year/Design 5</td>
<td>18.5 : 1</td>
</tr>
<tr>
<td>4th Year/Design 7</td>
<td>40 : 3 and is a parallel studio with Grad Studio 3 (2 grad students)</td>
</tr>
<tr>
<td>5th Year/Design 9</td>
<td>10.5 : 1 and is an integral vertical studio with Grad Studio 5</td>
</tr>
</tbody>
</table>

**UG studio average**  
14.3 : 1

**Graduate studio student/faculty ratios (spring 2013)**

<table>
<thead>
<tr>
<th>Studio</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Studio 1</td>
<td>1 : 1</td>
</tr>
<tr>
<td>Grad Studio 3</td>
<td>40 : 3 and is a parallel studio with 4th Year/Design 7 (38 UG students)</td>
</tr>
</tbody>
</table>

**Grad average**  
7.2 : 1
EEO/AA Statement

The University of Oklahoma, its Admissions Office, the College of Architecture and the Division of Architecture are committed to fostering a positive learning, working and research environment based on equity, inclusiveness and fairness to its students, faculty and staff. The University of Oklahoma’s Institutional Equity Office outlines its Equal Opportunity Policy and University’s Statement of Commitment to Affirmative Action on its website: http://www.ou.edu/eoo/policies---procedures0.html.

The University of Oklahoma promotes diversity enrichment through various initiatives and programs. These may be further explored through the following website address as of January 7, 2014: http://www.ou.edu/go2/campuslife/diversity.html.

The DivA places great value on diversity and how it may advance the personal, professional and academic experiences of our faculty, staff and students. The DivA Strategic Plan establishes an official position on diversity with the following:

“The Division of Architecture actively promotes conditions for learning, teaching, research, service and social activities that celebrate and support diversity as a means through which an inclusiveness of people and their viewpoints, insights, conditions and experiences can enrich the qualities, possibilities and accessibility of projected architectural environments and experiences.”
HUMAN RESOURCES DEVELOPMENT

Faculty and Staff Development

Faculty Hiring, Tenure and Promotion, and Annual Evaluation
Faculty hiring, as already mentioned in this document’s section on Social Equity I.1.2, is carried out through national searches with advertising in several widely circulated sources. Search Committees typically include two DivA faculty, two DivA students (one graduate, one undergraduate), one faculty member from outside the DivA, one member from the University’s other Colleges, and one member from the professions, typically a PAB member. Once the applicant pool is approved by the University’s EOO, the Search Committee reviews applications, establishes short lists, invites select candidates for Skype interviews and/or in-person presentations and interviews in which all faculty, students and staff may participate. The Search Committee then recommends appointments through the Director to the Dean. The Dean and Director typically confer on final negotiations, with the final offer being made by the Dean.

Criteria for Tenure and Promotion of faculty are based upon teaching, research/creative activity, and service. Recently, these criteria along with the Progress Towards Tenure process have been updated in an effort to enhance efficiency, and to better coordinate with University’s process. Greater emphasis on collegiality has been placed, given the increasing importance of collaboration that exists in both the College and profession. Again, as already noted earlier in this document, a Third Year Review Process has been introduced as a means to better mentor and direct tenure track faculty as they develop. A copy of these documents is attached as an appendix to this report.

Annual Evaluations are conducted each spring semester for each faculty member. Since 2013, greater transparency of criteria and evaluation weighting has been developed in an effort to promote more consistent feedback and a more positive process. This document is reviewed, discussed and updated annually as needed. DivA faculty will begin reviewing a draft in fall 2014 for the introduction of a second “conversation” between faculty member and director to take place in fall of each year as a means to strengthen mentoring and to complement the more formal spring review. A copy of the process for Annual Evaluation is attached as an appendix to this report.

A CoA level mentoring program is in place since the last accreditation cycle. It requires all junior faculty to secure one internal and one external mentor in a related research discipline. A copy of this can be found in the appendix.

Students also evaluate their classes and respective faculty and instructors at the end of each semester. These online evaluations are considered in the faculty member’s Annual Evaluation and become a matter of record for that faculty member’s dossier and permanent record. The DivA’s Committee A member has recently worked to improve questions on portions of the evaluations. A copy of this can be found in the appendix.

Internal Faculty Development Opportunities
Many development opportunities are equally important to both students and faculty (Goff Chair presentations, international program opportunities, field trips, etc), but many opportunities directly focused on faculty development exist. The DivA’s Faculty Affairs Committee (FAC) has begun developing a menu of faculty development opportunities. One such FAC-sponsored effort was a lunch-and-learn session regarding the capabilities of the CoA’s MakerBot tool. Faculty attending received a certificate, modeled after those offered for AIA-related CEUs, in order to verify their participation. New DivA Annual Evaluation Criteria encourage other basic forms of development such as CEUs sponsored by the AIA or USGBC, software skills development as well as University-
sponsored writing or teaching improvement workshops. In spring 2014, for example, Assistant Professor Pilat co-sponsored with the Center for Teaching Excellence an eight-week long teaching improvement workshop for CoA faculty. Other COA faculty also sponsor “brown bag” lunch-and-learns, typically focused on specific new software tools. In 2014, the CoA began a subscription to a platform modeled after Lynda.com to support faculty who wish to advance their software-literacy skills.

Development opportunities and funding support for faculty can be found at the DivA, College and University level. Examples of funded research activity below are taken from faculty resumes included in the appendix.

Presidental International Travel Fellowship Award, University of Oklahoma, 2010-14: $1200 each
Presidental Dream Course Development, University of Oklahoma: 2010: $20,000
Mabrey Presidential Professor, University of Oklahoma, 2010: $5000 annually over 4 years
Merrick Foundation Teaching Award, University of Oklahoma, 2010.
Ed Cline Development Award, University of Oklahoma, 2011: $3400
OU Faculty Challenge Grant Proposal, University of Oklahoma, 2011: $20,000
Seed funding, University of Oklahoma, College of Architecture, 2011: $2500
CMEAC Seed Funding, College of Architecture, 2011: $5000
Presidental Dream Course Development, University of Oklahoma: 2011: $20,000
Junior Faculty Fellowship Award, University of Oklahoma, 2012: $7,000 to support the completion of a book manuscript.
Seed funding, University of Oklahoma, College of Architecture, 2012: $2500
Presidental Dream Course Development, University of Oklahoma: 2012: $20,000
Ed Cline Development Award, University of Oklahoma, 2013: $2,384

Intersession courses taught on a regular basis served as means to support faculty research: Taught by D. Boeck, S. Pilat, L. Fithian among others.

Since 2011, two DivA faculty members have been given support to further their professional development through the pursuit of a Ph.D. at the University of Oklahoma.

Research Groups
There is a push in the works for faculty to more efficiently organize themselves into research groups that foster the exchange or growth of knowledge, as well as increase the viability of grant-funded research. These groups will be charged with articulating their visions and objectives, and will thereby put themselves into a better position for funding support. The groups are intended to reach across divisions as well. These are:

CRIT Space
History, Theory, and Criticism in Architecture and Allied Disciplines

Creating-Making Lab
Explorations in Pedagogy, Design Thinking, Fabrication, Craft, and Professional Practice

iCUBED
Laboratory for Visualization, Information Modeling, Simulation, sketching, Rendering, Representation, and Parametric Modeling
CMEAC: Center for Middle Eastern Architecture and Culture
Research through the Global Studio, and collaborations w Engineering, AA, GSD, Oslo)

C.H.E.D.: Community Health in Environmental Design
Architecture’s Role in Universal Design, Accessibility, Way-finding, Acoustics, Social Equity, Physical and Mental Health

Sustainable Buildings Program

Real Estate and Urbanism
Studies in Real Estate, Urban Design, Community (Re)development, Historic Preservation/Adaptive Re-use, and Walkability

External Faculty Development Opportunities
Faculty are encouraged to seek external funding as a complement to funding provided by the DivA, College and University. The University’s Office of Research and Development supports faculty through the identification of grant opportunities and review of grant proposals. Prof. Dave Boeck serves as the DivA’s representative on the University Committee on Research. The following are examples of external funding opportunities pursued by DivA faculty.

EPA and OK DEQ Experimental Green Roof, National Weather Center, 2010-2013: $83,000
Oklahoma State Regents for Higher Education: Summer Academies, 2010-2012:$60,000.00/3yr
Crossroads for Western Oklahoma, Seiling, Oklahoma, 2011-2012: $12,000
EPA P3 Student Competition Grant Proposal Phase II, CEB House in Norman, May 2012: $89,970
SAIC LEED Sustainability Seminar Series, Acquisition, Coordination and Dissemination of AIA+2030 Curriculum, 2012-2013: $6,500
Route 66 City of Yukon Grant, 2012-2013: $ 65,000
American Fellowship from the American Association of University Women, Summer research support, 2013-2014: $6,000
Wolfsonian-FIU Residency Fellowship, Support for a four-week research residency in May-June, 2014

Internal Professional Development Travel Support
Since spring 2009, the DivA has supported faculty through domestic travel grants for teaching research and service development in excess of $100,000. Typically, requests from faculty members seeking travel support for professional purposes are granted. For junior faculty, more frequent or larger awards are made in an effort to support their development. Travel grants for tenure-track faculty average approximately $1800/academic year. Senior faculty awards typically average approximately $1100 per academic year as they are encouraged to pursue external funding through fellowships, grants and other sources. Some faculty members have received more than one opportunity per year to travel to conferences, usually based on multiple paper acceptances.

A separate CoA-level fund supports international travel. Awards are typically set where the CoA supports two-thirds of the travel, while the University’s Office of Research and Development covers the remaining third. Faculty who receive funding from the CoA are required to present their work at the annual Research and Creativity Day event typically scheduled in spring of each academic year.
Sabbatical Leave
Since the last program review, Professor Bozorgi, Professor Butzer, Associate Professor Callahan and Associate Professor Nick Harm have been awarded sabbatical leave. Though Associate Professor Boeck was awarded a sabbatical for spring 2014, he elected not to carry it through for personal reasons.

Promotions and Tenure Appointments
Since the last Accreditation Team visit, several faculty have received tenure and/or promotion. The following is a list of awarded positions:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Rank</th>
<th>Position Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boeck, Dave</td>
<td>Tenure-track</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Butzer, Hans</td>
<td>Tenured</td>
<td>Professor</td>
</tr>
<tr>
<td>Cricchio, Anthony</td>
<td>Tenure-track</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Fithian, Lee</td>
<td>Tenure-track</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>

In all, 50% applications for promotion were accepted, while 75% of applications for tenure and promotion were accepted. No data is currently available regarding similar rates at the University.

Bruce Goff Chair Lecture Series
The Bruce Goff Chair is a flagship program for the DivA. The endowment, started in 1988, was designed to bring creative scholars and practitioners to Norman to develop their ideas while working with students. Each semester, 2 or 3 outstanding practitioners or educators visit the College of Architecture. As described in previous sections, the visiting chair spends three days lecturing and leading a workshop with students. To enhance students’ experience with the Goff Lecture and to provide the visiting chair an exceptional stay, two student assistants (one senior, one junior) coordinate the visit under the supervision of the head of the Bruce Goff Chair Committee. From 2002 until 2013, Professor Hans E. Butzer supervised the Chair. In fall 2013, Assistant Professor Catherine Barrett was appointed to lead the prestigious Chair’s Committee. The following is a list of the annual themes and people who served as the Goff Chair since the last Team Visit.

2009-2010: Building the Organic City
Jereck Boss, landscape architect and Principal with Office of James Burnett
Russell Claus, Planning Director of Oklahoma City
Sinclair Black, architect and urban designer with Black-Vernooy
Sebastian Schmaling, architect with Johnsen Schmaling

2010-2011: Creating_Making Forum
Sheila Kennedy, architect with Kenndy Violich Architects and with M.I.T.
Marlon Blackwell, architect with Marlon Blackwell Architects and with the University of Arkansas
Craig Borum, architect with PLY Architecture and with the University of Michigan
Susan Szenasy, Editor in Chief of Metropolis Magazine

No formal lecture series was held in 2011-2012 due to the large number of College of Architecture events and exhibits connected to the opening of Gould Hall.

2012-2013: Dialectics in Architecture
Rob Rogers, architect and Principal with Rogers Marvel Architects
Gisue Hariri, architect and Principal with Hariri & Hariri, in collaboration with the CMEAC Symposium
Roberto de Leon and Ross Primmer, architects with De Leon & Primmer

2013-2014: Re-imaging Sub-urban America
Allen Eskew, architect and Principal with Eskew, Dumez, Ripple
Barry Bergdoll, of Columbia University
Nonya Grenader, of Rice University
Eric Lloyd Wright
Josh Shelton, architect and Principal with el dorado Architects
Ron Frantz of the University of Oklahoma

2014-15: Creating-Making Forum
Robert Fishman, Professor at the University of Michigan
E.B. Min, architect with Min/Day Architects
Kirsten Murray, architect with Olsen Kundig Architects
Andrew Freear of Auburn University’s Rural Studio
Bob Blackburn (tent.) of the Oklahoma Historical Society
John Lobell (tent.) of Pratt Institute

Additional special lectures included:
Brad White Fiske, FAIA from KlingStubbins, of Philadelphia, 2013
Jon Red Korn, architect with Blue Star Studios, 2014

Creating_Making Forum
In 2010, the Division of Architecture organized a symposium featuring invited scholars at nine sessions following a peer review process. Accompanied by the Bruce Goff visiting professors mentioned above, the three-day symposium served to advance our program faculty’s and students’ understanding of the potential for the new curriculum. Proceedings containing all 34 papers and posters presented were also published. The Creating_Making Forum 2014 is currently in planning, and will take place in November 5-7, 2014. Our intention is for this symposium to be held every three years, and will be expanded to included more practitioners alongside academics.

Exhibitions
Through 2011, the temporary “Arc on Main” facilities (formerly Hobby Lobby) did not allow for large-scale exhibitions due to space constraints. However, with the completion of the Gould Hall renovation, we now have a new securable gallery. The Buskuhl Gallery allows the DivA a centrally located space to host and/or curate exhibitions. Aside from general exhibits of students work executed during the regular school year, the DivA has supported the following select events:

AIA Central Oklahoma Awards Winners (annual exhibition)
AIA Oklahoma Award Winners (annual exhibition)
Bruce Goff: A Creative Mind (2010-January 2011), co-sponsored with the Fred Jones Jr. Museum of Art
Rome Program Student Work (2010, 2013, 2014)
Alumni Celebration Exhibit (2011)
Fab Lighting Exhibit (2012, 2013)
The Drawings of Abdolhussein Pazoki (2013)
Explorations in Creating_Making: The First Year

Student Development
Undergraduate Admissions
All students who are admitted to the University of Oklahoma, and who apply for admission to the DivA’s undergraduate program, are admitted. From the University’s Admission’s website, the following statement is taken.

“The primary factor in OU's first-year admission decisions is demonstrated academic achievement. The academic review focuses on three criteria:

- Grade point average (GPA) in core academic courses
- Rigor of course selection, and
- ACT and/or SAT scores

All applications also are reviewed for college preparatory courses in English, mathematics, science, social studies and foreign language.

OU's Admissions Committee and Office of Admissions staff have identified a number of additional factors that may be considered in admission decisions or merit scholarship awards. These include:

- Excellence in academic achievement, intellectual pursuits and creative endeavors
- An understanding of and respect for intellectual, social and cultural diversity
- Commitment to citizenship through public service, community involvement, school activities, leadership and/or family
- Integrity and maturity, and
- Recognition of benefits of a culturally and intellectually diverse academic community.”

A full overview of University admissions requirements is posted at:
http://www.ou.edu/content/admissions/freshman.html

Graduate Admissions
The University’s Admissions Office, the Graduate College, and the DivA’s Graduate Liaison and Curriculum Committee jointly manage the application and admissions process for the graduate programs. All applicants must meet the admission requirements of the Graduate College. Furthermore, Physics and Calculus are required for entry into the professional Masters of Architecture degree options. An overview of our graduate programs and related admissions information can be found here:

http://www.ou.edu/content/architecture/division_of_architecture/graduate.html
http://www.ou.edu/content/admissions/graduate.html

Applicants to the 4-semester M.Arch degree track program may be admitted to the 7-semester program and required to submit documentation related to coursework completed elsewhere in order to gain advanced standing. The purpose for this stipulation is to comply with standards established by NAAB, which requires evidence that certain learning objectives/criteria have been met in prior coursework.

Once considered complete and admissible to the Graduate College, the DivA Curriculum Committee and Graduate Liaison review materials from the applicant. Course equivalencies are reviewed in order to ensure NAAB requirements can be met. Decisions on admission are based on undergraduate transcripts as well as the quality of writing and clarity of thought as demonstrated through portfolio design work and essay content. Consideration is also given to studio space capacity.
For students applying to either the MSc. in Architecture or the Ph.D. programs, the Curriculum Committee and Graduate Liaison coordinate applications with potential faculty sponsors to ensure research interests align between applicant and faculty.

**Academic Advising**
The College of Architecture provides two senior academic advising officers the DivA, and who are also shared by two other undergraduate divisions. All undergraduate students must consult and receive approval from an advisor before enrolling in classes. The advisors also provide assistance in recruiting and welcoming new students. These advisors coordinate with the DivA Director and Associate Directors.

The CoA Advising Office conducts an ADA (Academic Degree Audit) for all students who have completed approximately 80% of their course work, or are within one year of graduation. This focuses the advising program toward a student's completion of requirements.

The Graduate College system for advisement covers all Graduate students. Associate Director of Faculty Affairs and Graduate Liaison for the DivA is Associate Professor Marjorie Callahan. As Liaison, Marjorie is the principal advisor for graduate students in Architecture, and works directly with the Graduate College in coordinating their requirements. The process for graduate admissions to the DivA is supported by the College's administrative assistant and Graduate Research Committee, and the DivA's graduate liaison and Curriculum Affairs Committee.

Since the last Accreditation Team visit, the number of students applying for scholarships has increased to roughly one-third of the upperclassmen undergraduates. The amount of scholarships has doubled since 2009, with approximately $20,000 being awarded in 2013. The academic advisors and Assistant to the Directors notify students of scholarship deadlines via College websites, College computer desktop pages, and email notifications. The notification process has increased the number of applicants over the years since the last site visit.

**Personal Advising**
Personal counseling is available at the University Counseling Center (UCC) located in Goddard Hall. Among the range of services they offer are career counseling. The following links clarify their offerings: [http://www.ou.edu/content/ucc/counselingservices.html](http://www.ou.edu/content/ucc/counselingservices.html). The UCC “provides services to students, faculty, and staff. Counselors help people resolve existing problems, prevent potential problems, and develop new skills that will enhance their lives. A broad range of services in a variety of formats is offered. UCC is staffed by professional psychologists and counselors, as well as advanced graduate students under supervision.” (OU Website) The UCC also offers basic levels of career advising.

**Student Retention**
First year retention rates for degree-seeking students at the University of Oklahoma hover around +/-85% since 2002. Six-year graduation rates for the University of Oklahoma range between 6.24% and 67.8% since 2002. (OU Factbook) First year retention rates for degree-seeking students in the Division of Architecture average 87.3% based on data spanning from 2005-2011. Six-year graduation rates for the Division of Architecture are based on a small sampling covering 3-years. From 2005-2007, the Division’s 6-year graduation rates averaged 66%. (OU Institutional Research & Reporting 7/15/2014) No data is available at this time regarding similar rates for transfer students.

Retention rates for our program compare well to other averages. The rigor and intensity of an accredited architecture program forces incoming students to quickly determine whether they will attempt to continue with the
B.Arch program. Efforts to ensure the inaugural experiences of students, and those for continuing students in the program are as follows:

- Strong academic counseling;
- Active student organizations;
- A well-developed “Studio Culture Policy” that promotes personal health and a well-balanced lifestyle;
- Increasing scholarships numbers and award amounts;
- Strengthening an already professional mentoring program, and
- Assisting students with summer internships.

**Student Mentoring Program**

This mentoring program is partnership between the DivA and the Division of Architecture Professional Advisory Board. The purpose of this mentoring program is to familiarize architecture students with the practice of architecture through mentoring with local professionals. Several levels of mentoring and support are available through this program to provide a link to the profession to students at beginning of the program, for students at upper year levels and to provide direct assistance to studio and other class activities.

**Level 1 Mentoring for 1st and 2nd year Architecture Students:** To provide group mentoring with an architecture firm. Students are typically invited to visit the Mentoring Firm once a semester for 1) a firm tour and 2) a tour of a construction site or a recently completed project.

- [Level 1 Mentoring Guidelines (PDF)](#)
- [Download Firm Application Form (PDF)](#)

**Level 2 Mentoring for 3rd, 4th and 5th year Architecture Students:** To provide individual mentoring for students in the upper levels of the architecture program. The mentor would meet or converse with the student(s) on a monthly basis to provide guidance and advice on a professional level.

- [Level 2 Mentoring Guidelines (PDF)](#)
- [Download Individual Application Form (PDF)](#)

Information on the mentoring program is accessible to all students, faculty and professionals through the division’s website portal: [http://www.ou.edu/content/architecture/division_of_architecture/resources/mentor-program.html](http://www.ou.edu/content/architecture/division_of_architecture/resources/mentor-program.html)

**IDP (Intern Development Program)**

The DivA is actively committed to IDP. With Marjorie Callahan serving as the new IDP Education Coordinator (following a recent retirement), the process of signing students up after third year in the program will continue. The role of IDP Education Coordinator is not only to serve as the spokesperson for this important aspect of our students’ professional development. The IDP coordinator also collaborates with the Professional Advisory Board’s personnel who coordinate the PAB’s Mentoring Program. Additionally, the IDP Coordinator also leads the organization of workshops leading up to the annual Career and Internship Fair (described below).

**Preceptorship/Internship**

Through 2012, the Preceptorship Program has been the armature for coordinating semester-long employment for certain students during the 4th year. Participation in the former preceptorship program was optional. The new Creating_Making curriculum formulates a different approach to such employment opportunities during a student’s academic tenure by requiring all B. ARCH students to work during the summer prior to their fourth or fifth year for no less than eight weeks in an architecture practice. The requirement is a zero-credit component of the new curriculum. This practice-based experience, ARCH 5160, supports our increasing priority on the need for
practicality in our creative thoughts and their possible implementation. It also ensures that no student who graduates from our undergraduate program will seek to enter the workforce without prior experience on their resume. The DivA’s IDP Coordinator, Associate Director of Faculty Affairs and the Associate Director of Student Affairs are collaborating to help initiate this requirement for the 2015 summer.

**Career and Internship Fair**

In addition to Academic Advising, the College’s Associate Dean of Administrative Affairs organizes a Career and Internship Fair each spring semester. The number of firms attending has grown each year since the fair’s inception in 1999. The number of firms participating has been inconsistent due to the recent unstable economy. In spring 2014, 20 design/construction firms and 40 recruiters from Oklahoma, Texas and Arkansas were present. Firm representatives conduct interviews with our students at the fair, helping them develop their professional skills of portfolio preparation and presentation, in addition to assisting with identifying summer internships or post-graduation employment. Typically, each Career and Internship Fair yields approximately 200 interviews for our students. The College coordinates with the University’s Career Services department in order to increase the quality of the fair, and to provide support to students who are refining their resumes. This allows the College to use the full resources of the University to host and plan the fair, which includes statistical data collection from the University.

Since 2012, the DivA has collaborated with AIAS leadership and the DivA’s Professional Advisory Board to sponsor a series of workshops leading up to the Career and Internship Fair. For at least four weeks leading up to the career fair, local architects and architectural interns lead sessions focused on different issues. The topics of portfolio preparation, resume preparation, and interviewing are each explored in their own session. A mock interview is then planned for all participating students, where each is interviewed in a private office to help the student practice and prepare for this important step in professional development.

**Design/Build Opportunities**

No singular model for design/build projects exists in the DivA; rather a set of smaller, more sustainable efforts that respond to local opportunities and needs are what define our approach to design/build. One example of this is the CASA Playhouse. The CASA Playhouse has evolved into an important summer effort that allows students to design and fabricate a playhouse for auction, with proceeds to benefit the non-profit agency, Court Appointed Special Assistance (CASA). CASA provides trained court appointed volunteers who advocate for the best interest of abused and neglected children in the Oklahoma County juvenile court system. The CEB Project, already mentioned above, allowed students the opportunity to learn about a globally accessible construction system while constructing a home for local residents. Other projects, such as the Little Library Project or Freedom By Design initiatives support the development of students’ creating_making skills.

**Writing Enrichment Curriculum (WEC)**

In the spring of 2013, work began on a curricular framework for improving writing skills. A committee headed by Prof. Ron Frantz, with Stephanie Pilat, Nick Harm, Eren Erdener and Marjorie Callahan, developed a set of guidelines that formalize strategic modules or course components that can bring consistency to the development of writing skills by our students. Throughout the studio sequence, emphasis is placed on the 250-400-word project narrative, inspired by the project narrative format used for decades by the Progressive Architecture Awards. A scaffolding of more traditional writing assignments begins in the general education English Composition courses, and weaves its way into the four courses of the DivA’s history/theory/criticism course sequence. Technical writing is developed in Methods 7 and 8, while the required “book” of the Comprehensive Design 10 course rounds out the rigorous sequence of helping students learn how to articulate ideas through the written word. This WEC was first
implemented to a great extent in spring 2014, following input from the University’s Writing Center leadership. It is being fully implemented beginning in fall 2014. An overview is included in the appendix.

**Student Research Opportunities**

Since Dean Graham’s appointment, the emphasis on research and creative activity within the college as a whole has increased. As a result, a growing number of opportunities now exist for students who wish to pursue professional research, whether as part of or independent from formal coursework, or in collaboration with faculty. The following offers select instances of support for student research through faculty-related funding, as well as evidence of students’ success while pursuing their own research with faculty mentorship.

- Earth Day USA Conference Travel Grant: Kymber Kincanon (Dan Butko, faculty mentor)
- Compressed Earth Block Training in Mexico: Kymber Kincanon (Dan Butko, faculty mentor)
- The University Honors Research Journal (publication): Chase Miller (Stephanie Pilat, faculty mentor)
- Compressed Earth Block Graduate Research: Michael Frame (Dan Butko, faculty mentor)
- Compressed Earth Block Undergraduate Research: Herve Sivuilu, Aaron Crandall, Peter Mall (Dan Butko, faculty mentor)
- Deployable Housing Typologies Graduate Research: Christian Labbe (Stephanie Pilat, faculty mentor)
- Center for Middle Eastern Architecture and Culture Graduate Research: Farzad Motaghi (Khosrow Bozorgi, faculty sponsor)
- 2010 Creating_Making Forum Session Paper: Jessica Hester (Anthony Cricchio, faculty sponsor)
- Exploring technologies of community engagement physical models: Austin McCoy, Michael Frame, Rebecca Ulm (Marjorie Callahan, faculty sponsor)
- 2013 OUWater Conference Attendance Sponsorship – entire 4th Year Studio (Lee Fithian, faculty sponsor)
- Community Outreach Grant Searches: Rebecca Ulm, Mark Pierce (LA), Jason Leach (Marjorie Callahan, faculty sponsor)

Research presentations have been made by DivA students at the University's Annual Undergraduate Research Day and the Graduate Research and Performance Day. Some of these include:

- 2014 *Keaton Cizek, with Catherine Barrett, “Sacred, but Imperfect: A Postmodernist Paradox?*
- 2013 Herve Sivuilu and Aaron Crandall, with Daniel Butko, “Home is Where the Dirt is--Student Involvement in Compressed Earth Block (CEB) Research”
- *Holly Snow and Peter Mall, with Lisa Holliday, “Why Use Compressed Earth Blocks?”*
- Trent Still, with Daniel Butko, “Still Able: An Exploration of Furniture and Space as an Acoustical Tool”
- 2011 Jessica Hester, with Anthony Cricchio, “Components: The REDaptive Vessel”
- *John Postic, with Hans Butzer, “The California Connection: Revisioning the Cox Convention Center”*
- Adelle York, with Stephanie Pilat, “Redefining Architect: The Social Responsibilities of the Designer”
- Michael Frame and Andrew Stevens, with Lee Fithian and Reid Coffman, “Mobile Green”
- 2010 Brandon Coates, with Anthony Cricchio, “Finding Main Street America”
- Camila Herrera, with Eleanor Weinel, “How We Live Now | Porter Corridor: Reweaving the Urban Fabric”

*denotes the student(s) received a top research award
**Student Competitions**

Students have regularly participated in design competitions as a means of intellectual and design thinking development. Such creative activities have proven rewarding in many ways, whether through recognition with awards, or through personal development. Examples of these are:

**2013**  
- Central States AIA Student Design Competition: 2nd Place  
- CASA Playhouse Parade: People’s Choice Award  
- FARROC Design Competition for a Resilient Rockaway: Best Practices for Sustainable Development in Waterfront Areas  
- Fabric in Architecture Student Design Competition: “Seattle Resort”

**2012**  
- AIAS/AARP Student Design Competition: Merit Award  
- CASA Playhouse Parade: Bedlam Award  
- Design Communications Association: Undergraduate Student Sketching Award  
- ACSA/NSF Student Design Competition for Architecture and Net-Zero Buildings: 2nd Place

**2011**  
- Central States AIA Student Design Competition: 1st Place

**2010**  
- 36th Annual Ken Roberts Memorial Delineation Competition: Merit Award  
- MCA Student Design Competition: Honorable Mention  
- Architectural Foundation Practice Management Essay: First Place, Merit Award

**Other Student Research Activities**

Our students continue to be actively involved in research in many other ways, as well. Since his arrival, Prof. Dan Butko has brought his interest in acoustics to students through his own research, international competitions (as noted above) as well as through his seminar on acoustics. Students recently received the prestigious Newman Award from the Acoustical Society of America for their research:

**2011**  

**2012**  

As faculty and student research successes build, so too will the numbers of such research opportunities and the number of students who are interested in them. To further this momentum, the newly opened Ph.D. program alongside the refined M.Arch and MSc. in Architecture programs will provide more options through which student research can be conducted.

**Out-of-Culture Experience**

The Creating_Making curriculum introduces a zero-credit requirement, ARCH 4000, which stipulates every student in the B.ARCH program must have an “immersive” experience in a culture not native to his or her own. Consistent with the program’s emphasis on diversity, collaboration and negotiation, the out-of-culture experience ensures each and every graduate has the opportunity to benefit from a broader viewpoint. Such experiences help students developing an understanding of how others live, work and think; these broader perspectives should better prepare graduates to problem-solve with others and for others, in the future. Additionally, the DivA faculty place great weight on the importance of experiencing the built environment as a means to fostering the richer development of the future architect. Paired with course-based field trips, these out-of-culture experiences add to the intellectual
library of our maturing students. The manner through which students fulfill this requirement offers latitude. Students may craft their own itinerary that must be submitted and approved by the program directors, or student may elect to participate in formally organized programs of the DivA and CoA.

International Programs
The offerings of the CoA International Programs Committee provide students with a menu of choices as to how they may fulfill the curricular out-of-culture requirement. Headed by the DivA’s Associate Director of Curriculum Affairs, the International Programs Committee coordinates trips sponsored by faculty of the CoA to ensure a wide range of opportunities can meet the students’ needs, particularly in regards to financial or scheduling constraints. These trips complement those offerings of the University and its standing agreements with over 170 exchange programs in 66 countries. Through these programs, students have historically participated in study abroad programs to Denmark, Germany, Japan, and France, among other locations.

In 2012, the semester-long Rome Program was established, with the first group participating in the spring of 2013. This program is now flourishing, with the recent 2014 group having successfully returned, and 20 students registered for the spring of 2015. In 2013, Director Butzer stated the Rome Program would serve as the centerpiece of the DivA’s out-of-culture programs, with the plan for a set of other shorter and less expensive out-of-culture programs to be rolled out as alternatives. The DivA is now committed to a Rome program into the future in order to bring a measure of consistency to students’ longer range financial and academic planning. Recent and current out-of-culture experiences include the following:

China
Since the summer of 2004, Professor of Regional and City Planning Dr. Guoqiang Shen has hosted trips to the Chinese cities of Beijing, Shanghai, Kunming, and Xian. This course is highly popular among the students within the College, and particularly architecture students. Since the inception of Dr. Shen’s China trips, over 20 Architecture students have participated in the 3-week travel course.

Rome-Paris-London
In the summer of 2010, DivA Associate Professor Cricchio led a group of architecture students on an eight-week tour of three of Europe’s most stunning cities. Students visited historic and contemporary sites, focusing on sketching and project charrettes. Students followed up on their visit with a studio-based project in Norman, using information gathered while in Europe.

Germany
Associate Professor of Interior Design Hans-Peter Wachter continues to host an annual 10-day intersession trip to Bonn and Berlin, Germany focused on the topic “Healing Environments”. Students tour health care facilities to study the relationship of architectural settings on individual health. Architecture and Interior Design students are the primary participants.

Scotland-China-Oklahoma
In 2012, Associate Professor and Director of Interior Design Mia Kile collaborated with universities in Scotland and China to establish an annual rotating trip for architecture and interior design students. Students from these three universities have shared time in Norman, OK and Dundee, Scotland. Their next stop is in China for 2015. The experience brings together students from various cultures to critique issue of their shared professions.
Germany
In the summer of 2013, Professor of Landscape Architecture Tom Woodfin collaborated with Texas A&M University on a 2-week trip to Germany, using Bonn as a base. Students toured Germany, studying historic and contemporary works of architecture and landscape architecture. Architecture students were the primary participants.

Zambia
In 2013, DivA alumnus Raymond Harris contributed the first of four gifts to the College of Architecture to establish a service-learning focused out-of-culture program. Given Mr. Harris’s own service work outside of Lusaka, Zambia, the CoA has elected to focus its first trip on the same community. In the summer of 2014, Associate Professor Dave Boeck of Architecture and Assistant Professor John Harris of Regional and City Planning took seven architecture and planning students to Zambia for two weeks to work with a community on the planning of a new school. Planning for the 2015 trip is already underway.

Rome
In the spring of 2013, Dr. Stephanie Pilat with Dr. Catherine Barrett, both with the DivA, led 20 architecture students in an immersive 14-week program in Rome. With dedicated studio and lecture space, students fulfilled their full curricular requirements while based in Rome. In addition, weekend excursions and a longer stretch of travel during spring break allowed students to collectively visit most European countries. Two interior design students joined the architecture student group under Prof. Lee Fithian’s guidance in spring 2014. Five interior design students are registered to join 14 architecture students with Prof. Nick Harm in the spring of 2015, ensuring the Rome Program is not only immersive but also richly inter-disciplinary. A service-learning course was introduced in the spring of 2014, as Prof. Fithian’s students worked with elementary school children in Rome to explore, design and build a rainwater catchment system for their edible garden. A service-learning course in Rome is planned for 2015 as well.

Dubai
Professor Khosrow Bozorgi of Architecture and Professor Richard Ryan of Construction Science will be taking a group of construction science and architecture students on a 10-day winter intersession trip to Dubai in the United Arab Emirates. The itinerary will take them to landmark works of architecture, construction innovations, and development marvels. Tours with global construction companies are also planned.

As is evident from this list, the multi-disciplinary character of the DivA’s college home benefits its students, setting them up to share life-changing experiences with students of different backgrounds professional interests. The lenses of diversity, collaboration and negotiation provided through these and other opportunities closer to home are essential to the ambitions of our program. It is also important to note that all of these programs are open to both undergraduate and graduate students of the DivA.

Field Trips
Throughout the undergraduate and graduate programs, students take field trips to architecturally relevant sites in central Oklahoma and beyond. During these trips, students visit construction sites, architecture offices, contractors, and materials suppliers. Depending upon specific studio projects, faculty organize field trips to cities outside the state as well. Since the last Accreditation Team Visit, the cities include: Austin, Chicago, Dallas, Fayetteville, Fort Worth, Kansas City, Las Vegas and Philadelphia. Other courses often include short trips within their schedules. Professional practice courses and technology classes occasionally organize student field trips to steel fabricators, brick manufacturing plants and wind-turbine-production facilities.
The majority of field trip transportation costs are covered by student course fees. Field trip content is coordinated amongst year level faculty with feedback from the Curriculum Affairs Committee. Funding resources are coordinated through the year level coordinator and corresponding faculty members, the DivA director and the college’s Associate Dean of Instructional Services, who manages the overall CoA Field Trip budget.

**Student and Professional Societies / Campus-Wide Activities**

Extensive opportunities for students to develop leadership and collaboration skills are available through participation in a network of student organizations on campus. Currently, the University has over 300 organizations available for student participation. (See Section I.1.2 for further discussion of student participation in college organizations.). Many students participate in these organizations and gain valuable leadership opportunities through such organizations. The University’s Student Life Organization is active and present on campus. The opportunities presented by Student Life to our students can be found here:

https://www.ou.edu/studentlife.html

The organizations most prominent in the College are AIAS (American Institute of Architecture Students), Freedom By Design (a subset of AIAS), ASLA (American Society of Landscape Architects), ASID (American Society of Interior Designers), CSA (Construction Students Association), APA (Planning), and NOMAS (National Organization of Minority Architecture Students). The CoA Associate Dean of Instructional Services meets with the leaders of all CoA student organizations monthly. As a committee, they review budgets and coordinate yearly activities. Student organization leadership also collaborates with the CoA Graduate Research Committee in the organization of the annual Research and Creative Activity Day (RCA Day), given the importance of student/faculty research collaborations.

At the DivA level, the students choose a faculty sponsor for each organization. Currently, the faculty sponsors are:

- American Institute of Architecture Students (AIAS): Bob Pavlik
- Freedom By Design (FBD): Dan Butko
- National Organization of Minority Architecture Students (NOMAS): Dave Boeck

The organizations’ leadership and sponsors will begin meeting regularly with the DivA Director as well as the Associate Director of Student Affairs as new DivA leadership has taken shape. These meetings intend to coordinate events and ensure each organization is strategically focused on its community projects and related fund-raising. Emphasis is also placed on the importance of these organizations as venues for socializing and simple fun. This pursuit of work-life balance is reinforced through the Studio Culture Policy.

The College assists in funding student organizations, lectures, events, and conferences. The College provides for student representatives to attend the annual AIAS Grassroots Conference, as well as assisting students with travel to the National AIAS Conference. Furthermore, since 2011, travel costs for members of NOMAS to attend the national conference have been unwritten. These took NOMAS students to Atlanta in 2011, Detroit in 2012, Indianapolis in 2013 and NOMAS students are planning to attend the Philadelphia Conference in October of 2014. Funding for FBD projects is largely covered through fund-raising activities and donations from local home improvement companies.

In the spring of 2014, the College reestablished its chapter of the Tau Sigma Delta National Honorary Society in Architecture and the Allied Arts. First created in 1948, the organization is the oldest in the college’s history.
Assistant Professor Mary Price of Interior Design is faculty sponsor. The first members of this rejuvenated society were inducted at the spring convocation.
I.2.2 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

Administrative Structure
The University of Oklahoma maintains its accredited membership in the North Central Association of Colleges and Secondary Schools. Within the University, more than eighty programs on the Norman campus and the Health Sciences Center campus maintain accreditation by various external agencies and professional organizations.

The Division of Architecture is one of five academic units that comprise the College of Architecture. The other Divisions and the degrees they offer are:

- **Division of Construction Sciences**
  - BS in Construction Science
  - MS in Construction Administration
- **Division of Interior Design**
  - Bachelor of Interior Design
  - MS in Interior Design
- **Division of Landscape Architecture**
  - Master of Landscape Architecture
- **Division of Regional and City Planning**
  - Master of Regional and City Planning

Compared to other Colleges within the University of Oklahoma, the College of Architecture is relatively small. Thus, overall budget authority remains held at the Dean's level, with each Division receiving its own budget for maintenance and operations. The Dean of the College has full authority to ensure that financial resources for all Divisions are fairly distributed. While within each Division, Directors are responsible for managing all maintenance and operational costs. Fundraising remains a primary concern of the College, though the DivA and its fellow divisions remain active in this area as well. The Associate Dean, as charged by the Dean, has responsibility for maintaining balance among the College's academic programs and ensuring that all programs comply with University requirements, rules and regulations.

The Division Directors, as appointees of the Dean, are responsible for program administration, which include such issues as curricular management, faculty assignments, recruitment, evaluation, student admissions, and transfer credit evaluation. The OU Faculty Handbook lists the following as specific responsibilities of Department Chairs / Division Directors at the following: [https://apps.hr.ou.edu/FacultyHandbook/SearchResults.aspx?searchString=department%20chair](https://apps.hr.ou.edu/FacultyHandbook/SearchResults.aspx?searchString=department%20chair) under 2.8.2 Departmental Administration. These are as follows:

“The chair (Division Director within the College of Architecture) has a leadership function and is accountable both to the department and the dean for the performance of this function. The chair represents his or her department in relations with other departments, with the deans, and with other administrative officers of the University. The chair is expected to encourage and facilitate the work, quality, and professional development of the department. He or she shall take the initiative in reporting the needs and championing the causes of the department to the dean. This includes a basic responsibility for obtaining merited recognition of faculty members with respect to promotions, salary increases, and support for career development. Other leadership functions include implementing the Affirmative Action Plan, strategic planning, conducting program review, and making tenure recommendations.” (Section 2.8.2b)

Implementation of shared Governing at the University of Oklahoma occurs through Committee A. This committee is an elected executive committee of the faculty and serves as the primary voice of the faculty in administrative
actions related to personnel and budget. Each budget unit on the campus has a Committee A. The OU Faculty Handbook lists the following responsibilities for:

“Committee A:
Unless a separate faculty committee established and elected by the voting members of the unit has been assigned any of the following responsibilities, Committee A shall prepare and transmit to the chair formal recommendations as to (1) annual faculty evaluations, (2) budget requests/allocations, (3) increases in salaries of faculty, (4) faculty awards, unless donors have specified that the decision be made through another process, (5) hiring of new faculty, (6) tenure and promotion matters, and (7) such other matters as may be transmitted to Committee A from time to time. (8) Unless a separate faculty committee established and elected by the voting members of the unit has been assigned that responsibility, Committee A shall provide annual written evaluation and guidance, jointly with the Chair, to all tenure-track faculty to aid in their efforts to obtain tenure. Minority opinions may be noted in any formal recommendation forwarded by Committee A.” (Section 2.8.2a)

Currently, one elected representative from each Division comprises the College of Architecture Committee A. The members, upon the first meeting of the academic year, elect a Chair who is responsible for conveying all decisions by the Committee to the Dean's Office.

As mentioned above, the Student Board of Representatives is comprised of representatives of all major student organizations in the College. Student organizations within the College are: AIAS (American Institute of Architecture Students), ASLA (American Society of Landscape Architects), ASID (American Society of Interior Designers), CSA (Construction Students Association), APA (American Planning Association), and NOMAS (National Organization of Minority Architecture Students). The Student Board is the central voice of the students in all administrative actions of the College that are of student interest or concern. The Student Board meets monthly with the Associate Dean of Instructional Services.

As already suggested under the heading I.2.1, the administrative structure of the DivA is intermingled with that of the College itself. In general, this is a very effective approach to governance. Autonomy is there when needed, while interdependence provides unparalleled strength and professional benefits to students.

With the appointment of Hans E. Butzer as Director in 2013, funding for a faculty member to assume administrative duties was made available by the University President’s office. Following a search for such a position, it was determined that the search pool lacked diversity as well as any candidates who presented the DivA with the optimal “fit”. Director Butzer, in turn, reconsidered the organizational structure of the division, seeking to align the division’s administrative structure and governance with the then-emerging strategic plan. The strategic plan outlines four super-committees, each with a clear and considerable set of critical responsibilities. As such, Director Butzer, with consideration from Dean Graham, established three associate director positions, with each in charge of one committee. Each associate director receives either a stipend for de facto administrative work or a spending account to support administrative work. These evolved into the following leadership positions:

**Director:** Hans E. Butzer  
**Associate Director of Faculty Affairs:** Marjorie Callahan  
**Associate Director of Curriculum Affairs:** Anthony Cricchio  
**Associate Director of Student Affairs:** Stephanie Pilat

These four administrative leaders form the membership of the Program Affairs Committee.
The logic of this leadership structure is to keep the daily activities of the DivA in direct contact with the goals and objectives of the DivA’s strategic plan. It also provides a high level of transparency within the DivA itself, as clarified in the following section. With every faculty member serving on one of the three core committees, their relationship to the DivA’s goals and leadership are transparent, strong and direct.

**Governance**

Since late 2013, the Division of Architecture houses four committees whose structure ensures every faculty member serves on one of these committees. Faculty membership of the committees is dictated by demonstrated faculty interests. The committee structure aligns with the organization of strategic plan. These are: Curriculum Affairs, Faculty Affairs, Program Affairs, and Student Affairs. The Division faculty meet every Friday as a means of coordination, intellectual discourse, and to consider and vote on critical issues. By virtue of these regular meetings and full committee involvement, all faculty have multiple ways of participating and affecting the quality of the program. Committee A remains as another vehicle for faculty to provide feedback regarding administrative and/or equity issues.

Of particular relevance to this issue is the overhaul of the curriculum, which was led by an appointed task force. Following multiple discussion forums involving all faculty, students, alumni and local architects, the curriculum task force went to work. This task met regularly for nearly two years, providing regular updates to faculty. Individual faculty who were not on this task force were brought into meetings at strategic times to help address specific issues or challenges. Drafts were presented, discussed, followed by modifications until the final Creating_Making curriculum was approved.

The responsibilities of each committee are as follows:

**Curriculum Affairs Committee**
Curriculum Committee (for all degree programs); NAAB Accreditation Issues; Competitions Coordination; Public Interest Design Initiatives (service learning, design-build); Creating-Making Fabrication Initiatives; Archives; Course Equivalency; interfaces with the graduate liaison

**Faculty Affairs Committee**
Faculty Teaching Development; Research Funding Opportunities; Faculty Mentoring; Professional Mentoring/Outreach; Faculty Governance and Advocacy; Committees Oversight

**Student Affairs Committee**
Scholarships; Recruiting, Attraction and Retention; Public Interest Issues; Out-of-Culture opportunities; Writing Improvement Strategies; Technology Training; Students Organizations Oversight

**Program Affairs Committee (made up of the director and three associate directors)**
Considers strategic level initiatives; externally-focused issues; programs development; marketing: alumni outreach; fund-raising

The Program Affairs Committee interfaces with coordinator of the Bruce Goff Chair and the CMEAC. The coordinators of these two programs do not sit on other DivA committees.
Tenured faculty also continue to serve on various College and/or University committees. Lee Fithian, for example serves on the College’ Graduate Research Committee and the University Academic Programs Council. Anthony Cricchio serves on the College’s IT Committee and Graduate Council. Junior faculty are now generally encouraged to limit their committee-related service commitments to their one DivA committee assignment.

Student participation in divisional affairs remains strong. As previously mentioned, the director meets with the student body at least once per semester. Students are offered a means to voice opinions and provide constructive feedback. Progress updates are made at these regular meetings regarding agreed-upon task items for the DivA leadership. Expectations of student behavior and performance are also addressed at these meetings. The leadership of the three student organizations is now set to meet regularly with DivA leadership. One undergraduate and one graduate student sit on each faculty search committee to ensure the voices of the students are heard with such an important decision.
I.2.3 PHYSICAL RESOURCES

Gould Hall

In 2011, Gould Hall reopened following extension renovations, additions, and modernization. Prior to 2011, the DivA and two of its sister divisions were located temporarily in a former Hobby Lobby located on Main Street in downtown Norman. The 2009 NAAB Visiting Team found these facilities to satisfactorily support the program’s mission, a position validated in subsequent interim reports. As such, the focus of this narrative will describe the offerings of the “new” Gould Hall and how it supports our program now and into the future. The new Gould Hall totals 108,000 SF, finished, that includes 45,000 SF of new construction, and 63,000SF of remodeled space including mechanical, electrical, circulation space. It goes without question that Gould Hall in its current state boasts not only dramatic improvements from its previous state, but also reflects a robust commitment to the program’s evolution and success.

The design of Gould Hall embodies the values of our program, and offers insights into part of what makes the DivA not only unique but significant. The library’s prominent location off of the University’s South Oval and formal entrance reflect our prioritization of scholarship and self-renewal. A gallery, like the library, situated in a prominent location in order to host lectures, exhibitions and student project reviews, demonstrates a commitment to fostering a vibrant learning culture. Newly outfitted spaces such as the Digital Making Lab and the Mini-Making Lab stress the importance of translating and testing ideas through meaningful and relevant physical solutions. The assembly of all CoA faculty offices along one main corridor reflects our belief in the power of collaboration and eases students’ access to not only DivA faculty but those of its allied and partner divisions too. Similarly, the adjacencies of studios and classrooms used by students of Architecture, Interior Design, Construction Science, Landscape Architecture and Regional and City Planning foster interaction among students in these disciplines.

Ultimately, the “task” for Gould Hall is to support our students, faculty, staff and the promise of the Creating_Making curriculum. Our pedagogy establishes a forum where students may learn the process of developing beautiful real-world solutions within an intellectual framework. To this, faculty aim to prepare studio and lecture room assignments that cause students to make use of library, gallery, printing and “making” rooms. These assignments are mostly to be undertaken individually, while a strategic number of these are planned as collaborative efforts, whether inter- or intra-disciplinary in nature. Traditional studio spaces complement the more digital Competition Studio, Learn Lab, mobile collaboration stations, or the Distance Learning Lab to support a range of group sizes and types learning or working together.

Student Spaces

DivA students spend the majority of their instructional time in renovated design studio spaces. All have direct access to natural light, bountiful electrical outlets, and wireless and in some locations hard-wired Internet service. Student desks are currently apportioned at a ratio of 1.5 desks per student. Evolving student work practices will continue to cause this ratio to be reevaluated on a regular basis. Each student has access to a lockable cart that fits under a studio desk. Although desks were equipped with barstools when Gould Hall opened in 2011, the discomfort they cause has prompted DivA and CoA leadership to upgrade to new pneumatically adjustable chairs that have backs and footrests. 250 chairs have been distributed throughout Gould Hall studios. Each studio is also provided with large all-purpose tables covered with Masonite to allow for desk-side model making and collaboration.

Other spaces within Gould Hall that primarily serve architecture and interior students are the Lighting Lab and Materials Resource Lab (administered by ID), as well as the Photography Studio (for physical models) which is currently planned for outside GH205. For graduate students, dedicated seminar spaces and graduate office areas with dedicated carrels are available at the Garden Level for TAs/GAs, thesis students and/or Ph.D. students. With
LED projectors in all studios (some with two) and classrooms, alongside smart- and marker-boards, pin-up spaces, and crit spaces, Gould Hall accommodates countless learning scenarios.

When not in a classroom environment, students may relax in the Gould Hall “Living Room”, one of the most popular reading rooms on the entire campus. A line-up of vending machines near the Living Rooms provides students with quick access to drinks and snacks. Additional student lounge areas are found at the junctures of A- and B-wing on second and third floors, as well as in D-wing of the garden level and second floor. Another student lounge area located on the third floor of B- and C-wing is being converted to a crit space, in order to increase the number of pin-up areas within Gould Hall. The relatively small amount of hallway/studio adjacent pin-up spaces is the only key shortcoming of the new Gould Hall identified thus far.

Faculty/Staff Spaces

Every full-time faculty member has an office on the main office floor of second floor A- and B-wing of Gould Hall. A large office room with carrels for adjunct faculty or select Professors Emeritus is located on the second floor as well. Faculty offices are laid out such that students can easily meet with faculty in their office. In immediate proximity is a faculty workroom that contains a large copier/printer/scanner, layout space and computer for quick editing. The faculty workroom also offers a refrigerator, microwave and a large water dispenser with cold and hot water. In the administrative wing is the faculty lounge and kitchen. A small conference room is located adjacent to the faculty workroom to facilitate faculty coordination meetings. A second large copier/printer, along with office supplies are also found in Gould Hall’s A-wing. The two staff members who provide academic advising to architecture students are situated in the midst of the faculty office corridor on second floor A-wing, flanked by students waiting areas. Likewise, the staff member who serves as assistant to the Directors is also located in this area.

DivA Studio Spaces in Gould Hall
GH B50 (B-wing)
GH205 (D-wing)
GH305 (D-wing)
GH350 (B-wing)

Collaboration Spaces (dedicated) in Gould Hall
GH395 (A-wing): Distance Learning Classroom
GH390 (A-wing): Multi-media Classroom
GH325 (C-wing): Competition Lab
GH350 (B-wing): Learn Lab
GH306 (D-wing): Crit Room
GH B57 (B-wing): Crit Room
GH 195 (A-wing): Conference Room
GH 185 (A-wing): Conference Room
GH 250 (B-wing): Conference Room
Mobile collaboration stations are based in B50 and outside of GH325.

Creating Making Lab (C ML) at 1425 George Street
The C ML is a 7,303 square foot facility located 4 blocks southeast of Gould Hall. It is a comprehensive facility that boasts a large number of tools, both digital and hand- that allow students to explore spatial/formal ideas and develop a sense of the tolerances and sequences of making. Wood, metal, and plastics can be manipulated at the
C_ML. A full-time shop master, aided by shop assistants, directs the operations of the shop and oversees students. Mandatory safety course completion is required of all students that utilize the shop.

**Outfitting:**
- CNC Router, 150W laser cutter, 60W laser cutter, TIG welder, table saws, planer, band saw, belt sander, disc sander, miter saw, layout and clamping areas, finishing areas, spray booth, and student-made solar kiln. The C_ML also provides storage of students’ building materials as well as bins with leftover scraps to be recycled by students in their projects as well. A complete list of tools in all of the C_ML spaces can be found in the appendix.

**Creating_Making Labs in Gould Hall**
These smaller labs located in Gould Hall complement the main C_ML in George Street. They are intended to allow students to make refinements to larger models that may have been begun in the C_ML, or to create smaller-scaled models using exclusively wood/paper products (no plastics). Access is with key cards. The Digital Making Lab is open M-F from 8am-6pm, and on weekends between 12noon and 5PM. The Mini-Making Lab is open M-F from 8am-5pm.

**Outfitting:**
- Digital Making Lab in GH306 (D-wing): 60W laser cutter, MakerBot 3D printer, vinyl cutter, hot-wire foam cutting machine, large format cardboard cutter, layout table
- Mini-Making Lab in GH B30 (C-wing): small band saw, belt/drum sander, scroll saw
- Spray Room in GH322
- Computer/Printing Labs in GH B5, B7 and B15

**OU-Tulsa Urban Design Studio/Tulsa Schustermann Campus**
Tulsa is home to a branch of the CoA. Specifically, the UDS location offers a non-accredited M.Sc. in Architectural Urban Studies.

**OU/OKC College of Architecture Design Center (Anticipated in 2015)**
A 2,700 square foot Oklahoma City-based Community Design Center has been envisioned since the 2003-2004 academic year and would expand the reach and societal value of the DivA’s Creating_Making curriculum. Dean Graham is currently in negotiations for a space located in the historic Film Row District in downtown Oklahoma City. The space is planned with a studio, seminar room, and a flexible space for public lectures, community charrettes, and gallery exhibitions. The CoA’s Divisions of Architecture, Interior Design, Landscape Architecture, Regional and City Planning along with the Institute of Quality Communities would share the space collaboratively. The OU/OKC CoADC will use this location to engage community partners with whom faculty and students have historically collaborated, such as the Oklahoma City Urban Renewal Authority, the Alliance, the Greater Oklahoma City Chamber of Commerce, the Oklahoma ULI District Council and the Oklahoma City Planning Department.

**Hardware**
The College houses two computer labs and maintains computers in the Graduate Studio for use for Architecture, Interior Design and Construction Science students. The Main Lab (Room B15) contains 42 dual-monitor workstations, 10 monitor stations for student laptop connection, 1- 11 x 17 and 1-large format scanner and teaching/projection capabilities. The second lab (B7) contains 25 dual-monitor workstations with teaching/projection capabilities. A Competition Room on third floor is outfitted with 5 high-end workstations with projection capabilities while the Graduate Studio (GH305) contains 4 computers. All computers are leased on three-year terms. Currently, all computers contain a 3.6 GHz Xeon processor, 8 gigs of ram, a 2gb video card and a 500 gigabyte hard drive and Ethernet. The College also maintains 5 – 36” bond plotters, 2- 36” gloss plotters, and 3 color printers (8.5 x 11 and 11 x 17). Each studio area in Gould Hall is provided with an 11x17 scanner with
USB connection. Studio GH350 houses a 36" plotter and 11x17 color printer. Furthermore, the University maintains 7 computer labs around campus to which DivA students have full access. University Computer Labs include personal computers, laser printers, and scanners. Additionally, IT maintains the computers for all faculty members, a color printer (8.5 x 11), and 1 printer/scanner/copier.

**Network Storage**
The College utilizes 5 TB of network storage that is provided through IT, with additional storage available if needed. Each student is provided with a 5 GB network “drive” to store his or her work. Each network drive is backed up twice a day to ensure the safety of the documents. Students are also given access to team drives, homework drives, and shared drives. This storage is also HIPPA and FERPA compliant. The DivA’s VRL will be stored on its own server and accessible through the website portal.

**Service Center**
A student run computer service center is also available, immediately adjacent to the labs, for all students and faculty to have their personal machines serviced. This center provides support for virus removal, hardware and software repair and installation. This service, if the computer is under warranty, is provided at no cost to students. The College of Architecture funds all student repairs. This center is open 8am to 5pm Monday through Friday during Fall and Spring Semesters.

**Lab Technicians**
Student lab technicians are available in both basement computer labs from 8am until midnight Monday through Saturday and 10am to 6pm on Sunday. This allows for students to have issues in the labs fixed but also provides assistance with any hardware questions. Most Lab Technicians are hired by central IT but are typically students from the College of Architecture, allowing for a great collaboration and learning opportunity for them.

**Software**
The following is a list of all programs available to students and faculty members:

- ACL2 3.6
- Adobe CS6
- Agi32 14.5
- AIA Contract Documents Student Edition
- Amaya 9.55
- Ansoft Designer
- Ansoft SIWave
- Apple Quicktime
- Autodesk 2014 Architectural Suite including REVIT
- ArcGis
- Audacity
- Biopac 3.7
- Beck
- Bluebeam
- Bonzai 3D
- CMG
- COMCHECK/RESCHECK
- Dell PowerDVD 5.7
- Finale Notepad 2007
- Eclipse
- ESRI ArcGIS Desktop 9.2
- ESRI ArcView 3.3
- Energy 10 v1.8
- Flamingo
- FM:Systems FM:Space 6.0
- FormZ 6.7.1
- Graphisoft Archicad 11
- Grasshopper
- Google Chrome
- Google Earth
- SketchUp 2014
- Inkscape
- Lisrel
- Lumion 4.5.1

The University of Oklahoma Division of Architecture Programs Report September 2014
Mathcad
Matlab 2012A
Mathematica 9
Microsoft Office 2013
Microsoft Visual Studio 2005
Microsoft Windows Journal Viewer
Mozilla Firefox
Navisworks
NVU 1
On-Screen Quickbed 4
On-Screen Takeoff 3
Populus 5.5
Pdf Creator
Putty
Python 2.7.6
Quickbid 4

Real Player
Rhino 5.0
Sage Estimating
SigmaPlot 12
SPSS 21
SciFinder Scholar 2006
SourceForge FileZilla
SureTrak 3.0a
SigmaPlot 12
SPSS 18
Synchro
Telka Structures 15
VectorWorks 12
VLC Media Player
West Point Bridge Designer 2007
Windows Messenger
WinSCP

**Laptop Requirement**
The DivA has instituted a Laptop Requirement; all students are required to have laptop computers. Furthermore, the policy articulates minimum requirements for that laptop as they enter the program, and outlines more intense specifications for any upgraded laptops students more than likely will purchase as they transition into their fourth year of study in the undergraduate program. Graduate students are encouraged to purchase the higher capacity machines as they enter the program as their rate of development is more accelerated. The requirement encourages students to acquire this resource through student loans and grants. The DivA’s goal is for students to have their laptop in studios, and rely less on studio-time use of computer labs, in order to maintain a strong studio learning culture and promote student interaction.

**Facility Development Opportunity**
In the wake of Gould Hall’s renovations, it has become evident that insufficient pin-up space exists in the studio areas. Plans are currently being developed to create low pin-up partitions at each studio desk. Additionally, hallway pin-up areas, called “hubs”, have begun to be implemented starting with D-wing, third floor. An additional hub space will be developed at B and C wings on the third floor.
I.2.4 FINANCIAL RESOURCES

Current Fiscal Environmental Conditions
There exists a positive and productive relationship between the College of Architecture and the Division of Architecture. The CoA is the budgetary unit that allocates annual financial resources to each division unit. A restructuring of College financial resources makes it possible for Division Directors to control their own respective Division’s needs and allocations. Previously, all allocations of resources occurred at the College level. Despite this possibility, however, the College maintains control over all unit finances, including those of the Division of Architecture. The Division of Architecture was only once given the opportunity to manage its own financial resources in 2003. Although certain Divisional expenditures and resources remain the responsibility of the College, these differ between Divisions.

For the Division of Architecture, the College supports program fees, accreditation fees, faculty recruitment, international travel for faculty, field trips, research-related travel funding for students, start-up research seed funding for faculty, and support for Architecture student associations. Research grants are available from the college and administrated through a peer-reviewed application process overseen by the CoA Graduate Research Committee. The program and accreditation fees total approximately $9,000 a year. Faculty recruitment fees total $8000 per search. New faculty typically receive approximately $13,000 in start up support. Field trip support averages $6,700 per year from the College. The College support for architecture student associations (AIAS and Freedom By Design, and NOMAS) totals approximately $5,000 annually.

Budget cuts since the last accreditation visit have presented challenges for the College and DivA’s leadership. Interestingly, declining enrollment numbers, as seen across the nation and corresponding to declining numbers of high school students, have relieved some of the pressure that such cuts may have caused. Lower enrollments have slowed the need to fill all vacant faculty lines, thereby leaving sufficient funding for existing faculty’s national research travel requests. Conservative fiscal management by Dean Graham over the past few years has provided the Division with some additional discretionary funds to apply towards helping the program continue to build, such as seen through the new Digital and Mini-Making Labs, for example. In the summer of 20014, a 2% boost in salaries provided some relief to faculty. The DivA does anticipate one faculty search for the coming academic year, and one for the following. Coupled with a new recruiting strategy, it is anticipated that new financial pressures will evolve with higher enrollments and increased numbers of faculty to support their teaching. Funding for TA/GA positions will need to be addressed in the immediate future as their funding source may dwindle with new faculty hires.

Development
DivA and CoA leadership remain active in seeking additional one-time or extended financial support. On-going development efforts by the CoA Dean and Development Director have helped double the amount of annual scholarships awarded to students since 2009. The PAB has committed to raising $75,000 for financial support of DivA students who wish to participate in out-of-culture programs. The new strategic plan calls for heightened efforts to grow the alumni base and fund-raising activities. Faculty continue to press on with fellowships and grant applications to support research. The new graduate curriculum seeks to make efficient use of our human and physical resources. Explorations of whether online courses are an effective tool in an accredited architecture program have led to the conclusion that this is not advisable in the near or mid-term. Lastly, the Dean is currently in negotiations for possibly up to three professorships for the DivA. These examples demonstrate a commitment to improving the financial condition of students, faculty and staff in the face of what is a national trend of declining state funding for higher education.
Model Shop
Consolidated course fees from all Divisions support the M&O budget for the Model Shop. The Model Shop M&O budget totals $40,000 annually. The College supports the staff and student assistant salaries of the Model Shop for a total of $72,000. The recent completion of the Digital Making Lab and the Mini-Making Lab, both in Gould Hall, was an investment of $26,800 paid for out of the Dean’s discretionary fund and technology fees.

Information Technology
The Student Technology fees from all divisions support the Information Technology contract, all software licenses, hardware, faculty computer leases and the computer labs throughout Gould Hall. The annual amount spent on IT, software, and hardware totals $240,000.

Annual Division of Architecture Budget
The Division of Architecture E&G (Education and General) budget for each academic year since the last Team visit is as follows:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Faculty Salaries*</th>
<th>GA Pool</th>
<th>M&amp;O</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>$1,043,028.00</td>
<td>$45,385.00</td>
<td>$24,605.00</td>
<td>$1,113,018.00</td>
</tr>
<tr>
<td>2010</td>
<td>$1,365,072.00</td>
<td>$84,093.00</td>
<td>$24,605.00</td>
<td>$1,473,770.00</td>
</tr>
<tr>
<td>2011</td>
<td>$1,168,907.00</td>
<td>$47,928.00</td>
<td>$24,605.00</td>
<td>$1,241,440.00</td>
</tr>
<tr>
<td>2012</td>
<td>$1,154,005.00</td>
<td>$38,342.00</td>
<td>$30,605.00</td>
<td>$1,222,952.00</td>
</tr>
<tr>
<td>2013</td>
<td>$1,275,654.00</td>
<td>$39,492.00</td>
<td>$30,605.00</td>
<td>$1,345,751.00</td>
</tr>
<tr>
<td>2014</td>
<td>$1,272,483.00</td>
<td>$39,492.00</td>
<td>$30,605.00</td>
<td>$1,342,580.00</td>
</tr>
</tbody>
</table>

*Includes vacant lines of at least $120,000.00

We forecast the following for 2015 and 2016.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Faculty Salaries*</th>
<th>GA Pool</th>
<th>M&amp;O</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>$1,297,933.00</td>
<td>$39,492.00</td>
<td>$30,605.00</td>
<td>$1,368,030.00</td>
</tr>
<tr>
<td>2016</td>
<td>$1,323,891.00</td>
<td>$39,492.00</td>
<td>$30,605.00</td>
<td>$1,393,988.00</td>
</tr>
</tbody>
</table>

The Maintenance and Operations budget- M&O- consists of supplies, equipment, student and faculty travel, communication, postage, professional, and technical fees, and contract fees.

Cuts in Fiscal Years 2010, 2011, 2012 and 2013 forced the elimination of adjunct and GA pools. These are now supported by vacant faculty lines as noted in the previous table.

Annually the Division of Architecture awards $18,000 - $23,000 in scholarships. Additionally, two to three Graduate Assistants receive tuition waivers. The College extends special circumstance awards to students totaling approximately $2,000 - $6,000 annually. These awards are for advanced dedicated students who, due to some unusual circumstance, would not be able to continue without this assistance. Furthermore, the College provides assistance typically in the amount of $500-$1500 for most students who wish to participate out-of-culture trips. The amount of assistance varies depending on the study abroad program. These total approximately $5,000 to more recently $15,000 annually.
The following table lists the principle and return from the two DivA accounts:

<table>
<thead>
<tr>
<th>Endowment</th>
<th>Current Principle</th>
<th>Interest 2013</th>
<th>Interest Drawn 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imel</td>
<td>$284,891</td>
<td>$10,475.00</td>
<td>$17,375.00</td>
</tr>
<tr>
<td>Goff</td>
<td>$345,975.83</td>
<td>$16,242.00</td>
<td>$33,653.75</td>
</tr>
</tbody>
</table>

For 2013, the Division of Architecture’s average per student expenditure (total amount of goods and services, per student, used to produce the educational services) for students enrolled in the NAAB accredited degree program expenditures were: *Instruction + Overhead / FTE Enrollment*: $6667, not including College expenditures. While the University’s expenditure per student credit hour average was $321, leading to an overall average of $4,815 per student. (OU Factbook) The gap between these expenditures can be attributed to the desirable low student-to-faculty ratios and the resource intense environments of an effective and accredited architectural education requires.

The snapshot 2014 end of fiscal year report for the DivA, including revenue and expenses is shown here:
I.2.5 INFORMATION RESOURCES

Architecture Library

The Architecture Library houses the majority of the University's collections related to the design and construction environment. All five disciplines of the College utilize the collection. Dr. Matt Stock, Fine/Applied Arts Librarian and Architecture Branch Library Supervisor, completed the following assessment of our Architecture Branch Library facility and collection.

Library and Information Resource Collections

1. Goals: The Architecture Branch Library supports the College of Architecture’s mission of providing quality education in an interdisciplinary setting. The collections for the five divisions are located together in a single library. Additionally, students frequently draw on the resources of the other libraries at the University of Oklahoma, a total of over five million volumes, and have access to resources worldwide through the Interlibrary Loan service. Material is selected by the librarian with input from other members of the library staff, faculty, and students to address the needs of the College of Architecture.

2. Collection Development: The librarian strives to develop a collection that addresses the unique needs of each division. Areas which have received added emphasis since the last review include Regional and City Planning, sustainability/green building and Middle Eastern Architecture. These selections were made in close collaboration with the faculty to ensure that the best possible use was made of the available funds.

   a. Books: Many new monographs are purchased on an approval plan that ensures that they will be available to our patrons shortly after publication. Reference materials are reviewed regularly for currency. In addition to printed monographs the library has begun to purchase e-books.

   b. Serials: The serial collections are sufficient in coverage and scope, with all areas of the curriculum represented. Many periodicals are available in both print and electronic formats. The vast majority of print collections are complete, and others are as complete as possible. The Avery Index to Architecture Periodicals is used frequently to locate needed articles, and is available online. Other available periodical indexes include Academic Search Premier, Art Index, GreenFILE, Web of Science, and ARTBibliographies Modern. Of the periodicals from the Association of Architecture Librarians Core List, 60% are currently being received. Articles from titles OU does not own may be requested on Interlibrary Loan. 90% of ILL requests for journal articles are filled in 24 hours.

   c. Visual and non-book resources: The University Libraries maintain a subscription to the ARTstor database which includes the work of prominent architects, landscape architects and designers in its collection. The College of Architecture maintains a Visual Resource Library (VRL) which is independent of the University Libraries. The VRL is in the process of being shifted to a new server. With upgrades to servers following the move back into Gould Hall, the new VRL server will make its extensive collection available to faculty, students and beyond through the Division’s website portal.

   d. Conservation and preservation: The University Libraries have a conservation technician on staff and funds are available to replace lost or damaged items. Our concerns about the physical care of the collection were addressed in the plans for the library’s new facility in the renovated Gould Hall. The University Libraries’ Library Service Center will offer further support for the preservation of the collections once it becomes fully operational.

Services

1. Reference: The staff of the Architecture Branch Library provides assistance to users during all hours of operation. Additionally, questions may be sent at any time using the University Libraries' Email-a-
Librarian service. These inquiries are generally answered within 24 hours. Librarian Matt Stock offers approachable, consistent weekly hours (Tuesday mornings out in the hallway of faculty offices) for faculty and students to ask for guidance.

2. Information Literacy: Multiple library instruction sessions are offered at the beginning of each fall and spring semester. Faculty members can also arrange sessions for a specific class. Library staff members instruct patrons in using various online research databases, creating search alerts, searching the library catalog, and in the use of other online and print resources according to their needs. Instruction services are incorporated into the curriculum in first-year studio classes in that their students come to a library instruction session as part of their coursework.

3. Current Awareness: A Facebook page helps highlight services provided by the library. New books are displayed near the entrance to the library for several weeks before being shelved in the stacks. The librarian attends a bi-weekly meeting with Dean Graham and the division directors including DivA Director Butzer to maintain an awareness of the College’s activities.

4. Access to Collections:
   a. Bibliographic records for new acquisitions are created by a professional cataloger who works exclusively with materials for the College of Fine Arts and the College of Architecture. This specialization allows for new materials to be processed and available to our patrons in a timely manner.
   b. The Architecture Branch Library follows the circulation policies of the University Libraries system. Hours of operation have been extended to 9:00 PM, Monday – Thursday. Items housed in other branches or the library annex are paged for users within 48 hours.
   c. Faculty have the option of posting reserve materials electronically. Faculty, staff, and students have remote access to our databases. The resources of most interest to the College of Architecture include: the Avery Index to Architecture Periodicals, ARTstor, GreenFile, and Mad Cad Building Codes.
   d. Cooperative Agreements: Interlibrary Loan service is available at no cost to all faculty, staff and students. Patrons may also obtain an OK-Share card, which gives them borrowing privileges at a number of universities across the state.

Staff

a. Structure: The Architecture Branch Library is a component of the University of Oklahoma Libraries. The librarian reports to the Director of Special Collections and Branch Libraries. A full-time staff person, who reports to the librarian, supervises three to five student employees. A Graduate Assistant, reporting to the librarian, oversees the branch approximately eight hours per week, normally on evenings and weekends.
   b. Professional Expertise: The Fine & Applied Arts Librarian has eighteen years professional experience. His academic credentials include graduate degrees in Library Science and Musicology and a Doctor of Musical Arts. Librarians at the University of Oklahoma are considered faculty and meet established campus criteria for promotion and tenure. The librarian is tenured and holds the rank of associate professor.
   c. Support Staff: The Architecture Branch Library has one full-time staff person who is classified as an Administrative Assistant I. There is a written job description of this position. The number of student employees available to us each semester is sufficient to allow for successful operation of the branch.
Facilities

a. Space: Located at Gould Hall, along with the College of Architecture, the Architecture Branch Library is convenient for the faculty and students. The library space in the renovated Gould Hall is a significant improvement over our past facility. In addition to providing a more welcoming and effective study space, the new facility better preserves our materials and offers a room suitable for library instruction to groups of up to 20.

b. Environmental Factors and Security: The Library is well lit and ventilated with adequate electrical service. The Witt blueprints and more fragile items in our collection are kept in locked cabinets when not in use.

c. Equipment: Wireless Internet access is available at the Library. A photocopier and public computer with a scanner attached are also provided.

Budget, Administration and Operations

1. Funds: Funding is allocated by the Dean of the University Libraries to the library departments. Periodically, additional funds are made available to increase specific areas of the collections. Areas which have received added emphasis since the last review include Regional and City Planning, sustainability/green building and Middle Eastern Architecture. These selections were made in close collaboration with the faculty to ensure that the best possible use was made of the available funds. Additional funds are also available for replacement of lost materials and for expensive one-time purchases. All new tenure-track faculty receive a one-time allotment of $400 for the purchase of new library materials.

2. Efficiency of Operations and Services: The Architecture Branch Library operates smoothly; all of the staff take their responsibilities seriously and are willing to ask for assistance when necessary. The Technical Services department of the University Libraries functions efficiently. This allows for requests from faculty and students to be filled in a timely manner. Faculty are regularly encouraged to hold classes in the library conference room, which holds approximately 20 students. Such encouragement is associated with increasing efforts towards facilitating increased usage by students of the library's resources in the face of intense competition with oft-inferior non-academic online resources.

3. Participation of Faculty and Students: The library liaison for the College of Architecture is DivA faculty member Dr. Khosrow Bozorgi. Faculty and students are encouraged to recommend materials for addition to the collection. Every effort is made to honor these requests. As an example, from 2009-2013, all new book purchases requested by Prof. Butzer for reference use by 5th year Comprehensive Design students were fulfilled. Furthermore, the library is efficient and responsive when asked to place books or periodicals on reserve for course instructors. The library, with its growing collections, quality staff, new location and modern facilities, are very well equipped to serve the program’s students, faculty and pedagogical mission.
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- Realm C: Leadership and Practice

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- Doctor of Architecture: N/A
- Master of Architecture: 4-7 semester professional degree
- Bachelor of Architecture: 10 semester, 160 credit hour professional degree
Include Table 1: Credit Distribution
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PART I INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Section 3: Institutional and Program Characteristics

I.3.1 STATISTICAL REPORTS

Program Student Statistics

Demographics
The statistical reports regarding student demographics are embedded in the body of the narrative in Parts I.1 and I.2.

Qualifications
Average ACT scores for undergraduate students entering the University of Oklahoma have been gradually climbing. In 2013, the average ACT score was approximately 25.8. In 2008, the average score was 25.7.

The average ACT score for students admitted to the College of Architecture in 2013 was 25.1. In 2009, the average ACT score for those admitted to the CoA was 24.7.

We do not have GRE requirements for students who apply to our graduate programs.

Time to Graduation
As of spring 2013, the undergraduate student body of 212 students was 56.7% male (120) and 43.3% female (92). The graduate student body (16 students) was 50% male (8) and 50% female (8).

The percentage of undergraduate architecture students who completed their accredited degree within the normal time frame (5 years) since 2009 follows:

2009: 58%     2010: N/A     2011: N/A     2012: 90%     2013: 90%

The percentage of graduate architecture students in the four-semester program who completed their accredited degree within the normal time frame (5 years) since 2009 follows:

2009: 0%     2010: N/A     2011: N/A     2012: 0%     2013: 0%

The percentage of graduate architecture students in the six+ semester program who completed their accredited degree within the normal time frame (5 years) since 2009 follows:

2009: 86%     2010: N/A     2011: N/A     2012: 90%     2013: 90%

No data exists for those students who graduate within 150% of the normal time of completion. Under new DivA leadership, better tracking will be implemented by the Student Affairs and Curriculum Affairs Committees, along with the Graduate Liaison.

The graduation rates for those entering the B.Arch since the last program review are:

2009: 58%     2010: 39%     2011: 40%     2012: 50%     2013: 41%

Program Faculty Statistics

The statistical reports regarding faculty are embedded in the body of the narrative in Parts I.1 and I.2.
I.3.2 ANNUAL REPORTS

The annual reports submitted to NAAB since the past program review through the Annual Report Submission system follow here. It should be noted here that we only received a response to our 2011 Annual Reports, as evidenced by the NAAB website “NAAB Response” button. The NAAB Response to the 2012 Focused Evaluation Report is not posted on NAAB’s website.

The University of Oklahoma is reviewing the accuracy the information presented in this APR, and will submit its certification letter only after its review is complete. This letter, as well as any adjustments it requests, will be provided as soon as their review is complete. This has been discussed with and approved by Cassandra Pair with NAAB and the VT Chair Shannon Chance.
SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information:
   Name: University of Oklahoma
   Title: College of Architecture
   Office Phone Number: 405.325.3990
   Fax Number: 405.325.0108
   Email: arch@ou.edu

2. Institution Type:
   Public

3. Carnegie Classification:
   a. Basic Classification: RU/VH: Research Universities (very high research activity)
   b. Undergraduate Instructional Program: Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
   c. Graduate Instructional Program: CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
   d. Size and Setting: L4/R: Large four-year, primarily residential

4. Which regional accreditation agency accredits your institution?
   North Central Association of Colleges and Schools (NCACS)

5. In which ACSA region is the institution located?
   West Central

6. Who has direct administrative responsibility for the architecture program?
   Name: Hans E. Butzer, Architect, AIA, AK NW, LEED AP
   Title: Director
   Office Phone Number: 405.503.7342
   Fax Number: 405.325.7558
   Email: butzer@ou.edu

7. To whom should inquiries regarding this questionnaire be addressed?
   Name: Charles W. Graham, PhD, AIA, FRICS
   Title: Dean
   Office Phone Number: 405.325.5693
   Fax Number: 405.325.7558
   Email: cwgraham@ou.edu

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?
   Name: Susannah B. Livingood
   Title: Assistant Provost/Dir. of Institutional Research
   Office Phone Number: 405.325.3681
   Fax Number: 405.325.8199
   Email: slivingood@ou.edu

9. Institutional Test Scores
   a. SAT
      Critical Reading
      25th percentile SAT score: 500
      75th percentile SAT score: 630
      Mathematics
      25th percentile SAT score: 530
75th percentile SAT score: 650
Writing
25th percentile SAT score:
75th percentile SAT score:

b. ACT
25th percentile ACT score: 23
75th percentile ACT score: 29

c. Graduate Record Examination (GRE)
   Verbal: (200-800)
   Quantitative: (200-800)
   Analytical: (0.0 – 6.0)

SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. DEGREE PROGRAMS
   a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

      Accredited
      B. Architecture, M. Architecture

      Candidate
      N/A

   b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? No

      | Degree Type                          | Available? | Full Degree Title                              |
      |--------------------------------------|------------|------------------------------------------------|
      | Bachelor of Architectural Studies    | No         |                                               |
      | Bachelor of Arts                     | No         |                                               |
      | Bachelor of Design                   | No         |                                               |
      | Bachelor of Environmental Design     | No         |                                               |
      | Bachelor of Fine Arts                | No         |                                               |
      | Bachelor of Science                  | No         |                                               |
      | Other                                | Yes        | Bachelor of Science in Environmental Design    |

   c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

      | Full Degree Title                      |
      |----------------------------------------|
      | Master of Science in Architectural Urban Studies |
      | Master of Construction Management      |
      | Master of Interior Design               |
      | First Professional Master of Landscape Architecture |
      | Post Professional Master of Landscape Architecture |
      | Master of Regional & City Planning     |

   2. Does your institution have plans to initiate any new NAAB-accredited degree programs? No

   3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs? No

   4. What academic year calendar type does your institution have?
5. Credit Hours for Completion for each program:

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
   a. B. Architecture: 160
   b. M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
   c. M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 53
   d. M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 89

b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
   a. B. Architecture:
      b. General Education: 35
      c. Professional: 95
      d. Electives: 30
   e. M. Architecture undergraduate:
      f. General Education: 0
      g. Professional: 0
      h. Electives: 0
   i. M. Architecture Pre-Professional:
      j. General Education: 0
      k. Professional: 41
      l. Electives: 12
   m. M. Architecture Non-Pre-Professional:
      n. General Education: 0
      o. Professional: 74
      p. Electives: 15
   q.

6. Average credit hours per student per term by degree program?
   B. Architecture: 16
   M. Architecture undergraduate: 0
   M. Architecture Pre-Professional: 12
   M. Architecture Non-Pre-Professional: 12

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location? [no response needed in ARS print out]

SECTION C –TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”
   a. What were the tuition and fees for the institution for the last fiscal year?
      B. Architecture: Full-Time Student (In-State) $132.00 (Tuition), $105.00 (Fees); Full-Time Student (Out-of-State) $539.00 (Tuition), $105.00 (Fees); Part-Time Student (In-State)
$132.00 (Tuition), $105.00 (Fees); Part-Time Student (Out-of-State) $539.00 (Tuition), $105.00 (Fees)
M. Architecture: Full-Time Student (In-State) $176.00 (Tuition), $104.00 (Fees); Full-Time Student (Out-of-State) $675.00 (Tuition), $104.00 (Fees); Part-Time Student (In-State) $176.00 (Tuition), $104.00 (Fees); Part-Time Student (Out-of-State) $675.00 (Tuition), $104.00 (Fees)

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No

c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program? No

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

2. Financial Aid: What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

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<th>Average Amount by Types of Aid</th>
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3. Graduate Assistantships (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.

SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS

1. Entering Students:
### B. Architecture: 52

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2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.
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**SECTION E -- DEGREES AWARDED**

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

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2. Time to Completion/Graduation

   a. Time to completion equals the total number of semesters/quarters to complete the degree:
      B. Architecture 10, M. Architecture UG 0, M. Architecture Pre-Professional 4, M. Architecture Non-Pre-Professional 6

   b. Percentage of students that graduate in “normal time to completion”:
      B. Architecture 90%, M. Architecture UG 0%, M. Architecture Pre-Professional 90%, M. Architecture Non-Pre-Professional 90%

3. Graduation rate for B. Arch programs: 41

SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS
1. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios? 375

2. Please indicate which of the following: labs, shop, and other learning resources available to all students enrolled in NAAB-accredited degree program(s). Yes

3. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s). [no response needed in ARS print out]

4. Financial Resources
   a. Total Revenue from all sources $1413785
   b. Expenditures
      i. Instruction $1338674
      ii. Capital $65000
      iii. Overhead $10111
   c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accredited degree program. This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.
      Instruction + Overhead / FTE Enrollment: 6667

SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught (needs definition and perhaps example)
   a. Total credit hours taught by full time faculty: 3957
   b. Total credit hours taught by part time faculty: 767
   c. Total credit hours taught by adjunct faculty: 0

2. Instructional Faculty
   a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor):
      Full Time Professor

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### b. Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor).

**Part Time Professor**

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### c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):

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<th>Race and Ethnicity</th>
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<th>Professor Female</th>
<th>Associate Professor Male</th>
<th>Associate Professor Female</th>
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<th>Associate Professor Female</th>
<th>Assistant Professor Male</th>
<th>Assistant Professor Female</th>
<th>Instructor Male</th>
<th>Instructor Female</th>
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### 4. Salaries

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<tr>
<th>Instructional Faculty Type</th>
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<th>Minimum</th>
<th>Average</th>
<th>Maximum</th>
<th>University Average</th>
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<tr>
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<tr>
<td>Assoc. Prof.</td>
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<td>76908</td>
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<td>Assist. Prof.</td>
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<td>Instructor</td>
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SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information:
   Name: University of Oklahoma
   Title: College of Architecture
   Office Phone Number: 405.325.3990
   Fax Number: 405.325.0108
   Email: arch@ou.edu

2. Institution Type:
   Public

3. Carnegie Classification:
   a. Basic Classification: RU/H: Research Universities (high research activity)
   b. Undergraduate Instructional Program: Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
   c. Graduate Instructional Program: CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
   d. Size and Setting: L4/R: Large four-year, primarily residential

4. Which regional accreditation agency accredits your institution?
   North Central Association of Colleges and Schools (NCACS)

5. In which ACSA region is the institution located?
   West Central

6. Who has direct administrative responsibility for the architecture program?
   Name: Charles W. Graham, Ph.D., AIA, FRICS
   Title: Dean and Interim Director
   Office Phone Number: 405.325.5693
   Fax Number: 405.325.2444
   Email: cwgraham@ou.edu

7. To whom should inquiries regarding this questionnaire be addressed?
   Name: Charles W. Graham, Ph.D., AIA, FRICS
   Title: Dean and Interim Director
   Office Phone Number: 405.325.5693
   Fax Number: 405.325.2444
   Email: cwgraham@ou.edu

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?
   Name: Susannah B. Livingood
   Title: Assistant Provost/Dir. of Institutional Research
   Office Phone Number: 405.325.5065
   Fax Number: 405.325.7470
   Email: slivingood@ou.edu

9. Institutional Test Scores
   a. SAT
      Critical Reading
      25th percentile SAT score: 510
      75th percentile SAT score: 640
      Mathematics
      25th percentile SAT score: 540
75th percentile SAT score: 660
Writing
25th percentile SAT score:
75th percentile SAT score:

b. ACT
25th percentile ACT score: 23
75th percentile ACT score: 29

c. Graduate Record Examination (GRE)
   Verbal: (200-800)
   Quantitative: (200-800)
   Analytical: (0.0 – 6.0)

SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. DEGREE PROGRAMS
   a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

   Accredited
   B. Architecture, M. Architecture

   Candidate
   N/A

   b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? Yes

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Available?</th>
<th>Full Degree Title</th>
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</thead>
<tbody>
<tr>
<td>Bachelor of Environmental Design</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Architectural Studies</td>
<td>No</td>
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</tr>
<tr>
<td>Bachelor of Arts</td>
<td>No</td>
<td></td>
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<tr>
<td>Bachelor of Design</td>
<td>No</td>
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<tr>
<td>Bachelor of Fine Arts</td>
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</tr>
<tr>
<td>Bachelor of Science</td>
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<tr>
<td>Other</td>
<td>Yes</td>
<td>Bachelor of Science in Environmental Design</td>
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</table>

   c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

<table>
<thead>
<tr>
<th>Full Degree Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Architectural Urban Studies</td>
</tr>
<tr>
<td>Master of Science in Architecture</td>
</tr>
</tbody>
</table>

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?
   No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?
   No

4. What academic year calendar type does your institution have?
   2 Semesters or Trimester

5. Credit Hours for Completion for each program:
a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
   a. B. Architecture: 160
   b. M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
   c. M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 0
   d. M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 0

b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
   a. B. Architecture:
      b. General Education: 32
      c. Professional: 86
      d. Electives: 42
   e. M. Architecture undergraduate:
      f. General Education: 0
      g. Professional: 0
      h. Electives: 0
   i. M. Architecture Pre-Professional:
      j. General Education: 0
      k. Professional: 0
      l. Electives: 0
   m. M. Architecture Non-Pre-Professional:
      n. General Education: 0
      o. Professional: 0
      p. Electives: 0

6. Average credit hours per student per term by degree program?
   B. Architecture: 16

   M. Architecture undergraduate: 0

   M. Architecture Pre-Professional: 12

   M. Architecture Non-Pre-Professional: 12

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location? [no response needed in ARS print out]

SECTION C – TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as "the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services."
   a. What were the tuition and fees for the institution for the last fiscal year?
      B. Architecture: Full-Time Student (In-State) $290.00 (Tuition), $112.00 (Fees); Full-Time Student (Out-of-State) $678.00 (Tuition), $112.00 (Fees); Part-Time Student (In-State) $290.00 (Tuition), $112.00 (Fees); Part-Time Student (Out-of-State) $678.00 (Tuition), $112.00 (Fees)
      M. Architecture: Full-Time Student (In-State) $268.00 (Tuition), $105.00 (Fees); Full-Time Student (Out-of-State) $650.00 (Tuition), $105.00 (Fees); Part-Time Student (In-State)
$268.00 (Tuition), $105.00 (Fees); Part-Time Student (Out-of-State) $650.00 (Tuition), $105.00 (Fees)

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No

c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program? No

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

2. Financial Aid: What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>% Students Receiving Aid</th>
<th>Average Amount by Types of Aid</th>
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<td>a. Institution Federal Grants</td>
<td>10%</td>
<td>2000</td>
</tr>
<tr>
<td>a. Institution State/Local Grants</td>
<td>10%</td>
<td>2000</td>
</tr>
<tr>
<td>a. Institution Institutional Grants</td>
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<td>3000</td>
</tr>
<tr>
<td>a. Institution Student Loans</td>
<td>10%</td>
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</tr>
<tr>
<td>b. Architecture Program Federal Grants</td>
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<tr>
<td>b. Architecture Program State/Local Grants</td>
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<td>b. Architecture Program Institutional Grants</td>
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<tr>
<td>b. Architecture Program Student Loans</td>
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3. Graduate Assistantships (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation. 8

SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS

1. Entering Students:
   B. Architecture: 65

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### NAAB – Annual Report -- Part I – Statistical Report

#### M. Architecture: 8

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#### Pre-Professional: 2

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<th>TOTAL Part Time</th>
<th>GRAND TOTAL</th>
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2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.

B. Architecture 222
### Section A -- Demographics

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### Section E -- Degrees Awarded

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

### B. Architecture

<table>
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<th>Race</th>
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<tr>
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2. Time to Completion/Graduation
   a. Time to completion equals the total number of semesters/quarters to complete the degree:
      B. Architecture 10, M. Architecture UG 0, M. Architecture Pre-Professional 4, M. Architecture Non-Pre-Professional 6

   b. Percentage of students that graduate in “normal time to completion”:
      B. Architecture 90%, M. Architecture UG 0%, M. Architecture Pre-Professional 90%, M. Architecture Non-Pre-Professional 90%

3. Graduation rate for B. Arch programs: 50

SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios? 375

2. Please indicate which of the following: labs, shop, and other learning resources available to

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<th>Race</th>
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| **TOTAL**                           | **18** | **12**  | **30** **|**

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</table>
| **TOTAL**                           | **1** | **1**  | **2** **|**

all students enrolled in NAAB-accredited degree program(s). Yes

3. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s). [no response needed in ARS print out]

4. Financial Resources
   a. Total Revenue from all sources $1350118
   
   b. Expenditures
      i. Instruction $1275298
      ii. Capital $65000
      iii. Overhead $9820

   c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accredited degree program. This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program. Instruction + Overhead / FTE Enrollment: 5789

SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught (needs definition and perhaps example)
   a. Total credit hours taught by full time faculty: 4170
   b. Total credit hours taught by part time faculty: 502
   c. Total credit hours taught by adjunct faculty: 311

2. Instructional Faculty
   a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor):
      Full Time Professor

      | Race                                | Tenured Male | Tenured Female | Tenure-Track Male | Tenure-Track Female | Non-Tenure-Track Male | Non-Tenure-Track Female | TOTAL   | TOTAL Female | GRAND TOTAL |
      |-------------------------------------|--------------|---------------|------------------|--------------------|-----------------------|------------------------|---------|--------------|-------------|
      | American Indian or Alaska Native    | 0            | 0             | 0                | 0                  | 0                     | 0                      | 0       | 0            | 0           |
      | Asian                               | 1            | 0             | 0                | 0                  | 0                     | 1                      | 1       | 0            | 1           |
      | Native Hawaiian or other Pacific Islander | 0          | 0             | 0                | 0                  | 0                     | 0                      | 0       | 0            | 0           |
      | Black or African American           | 0            | 0             | 0                | 0                  | 0                     | 0                      | 0       | 0            | 0           |
      | Hispanic/Latino                     | 0            | 0             | 0                | 0                  | 0                     | 0                      | 0       | 0            | 0           |
      | White                               | 2            | 0             | 0                | 0                  | 0                     | 2                      | 2       | 0            | 2           |
      | Two or more races                   | 0            | 0             | 0                | 0                  | 0                     | 0                      | 0       | 0            | 0           |
      | Nonresident alien                   | 0            | 0             | 0                | 0                  | 0                     | 0                      | 0       | 0            | 0           |
      | Race and ethnicity unknown          | 0            | 0             | 0                | 0                  | 0                     | 0                      | 0       | 0            | 0           |
      | TOTAL                               | 3            | 0             | 0                | 0                  | 0                     | 3                      | 3       | 0            | 3           |

      Full Time Associate Professor

<pre><code>  | Race                                | Tenured Male | Tenured Female | Tenure-Track Male | Tenure-Track Female | Non-Tenure-Track Male | Non-Tenure-Track Female | TOTAL   | TOTAL Female | GRAND TOTAL |
  |-------------------------------------|--------------|---------------|------------------|--------------------|-----------------------|------------------------|---------|--------------|-------------|
  | American Indian or Alaska Native    | 0            | 0             | 0                | 0                  | 0                     | 0                      | 0       | 0            | 0           |
  | Asian                               | 0            | 0             | 1                | 0                  | 0                     | 1                      | 1       | 0            | 1           |
  | Native Hawaiian or other Pacific Islander | 0          | 0             | 0                | 0                  | 0                     | 0                      | 0       | 0            | 0           |
  | Black or African American           | 0            | 0             | 0                | 0                  | 0                     | 0                      | 0       | 0            | 0           |
  | Hispanic/Latino                     | 0            | 0             | 0                | 0                  | 0                     | 0                      | 0       | 0            | 0           |
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**Full Time Assistant Professor**

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**b. Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor).**

**Part Time Professor**

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4. Salaries

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<th>Average</th>
<th>Maximum</th>
<th>University Average</th>
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<tr>
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<td>147213</td>
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NAAB RESPONSE TO UNIVERSITY OF OKLAHOMA
2011 ANNUAL REPORT

Date Report Received: November 30, 2011
Year of Next Visit: 2015

Section One:
Checklist of required elements

<table>
<thead>
<tr>
<th>Part I Statistical Report</th>
<th>Included</th>
<th>Not Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II Narrative Report</td>
<td>Included</td>
<td>Not Included</td>
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</tbody>
</table>

Section Two:
Assessment of Narrative Report

DEFICIENCIES

13.1 Speaking and Writing Skills
The program provided no new information from that presented in the 2010 annual report. In the 2012 annual report, the program is advised to provide an assessment of whether the measures taken to address this deficiency are producing the desired results.

13.14 Accessibility
The program provided no new information from that presented in the 2010 annual report.

13.22 Building Service Systems
In the 2012 annual report, please provide an assessment of whether the curricular revisions made to address this deficiency are producing student learning outcomes.

13.25 Construction Cost Control
The program provided no new information from that presented in the 2010 annual report.

13.26 Technical Documentation
Please continue to report on the outcome of efforts to address this deficiency.

13.28 Comprehensive Design
Please continue to report on the outcome of efforts to address this deficiency.

CAUSES OF CONCERN

4. Social Equity
The program is working to address this concern; please continue to report on these efforts and outcomes.

6. Human Resources
The program reports that the evaluation process is now more open and supportive. A reduction in student enrollment has resulted in somewhat lower student/faculty ratios in studios. Please continue to report on efforts to address this concern.

8. Physical Resources
Satisfied; no further reporting required.

10. Financial Resources
The program provided no new information from that presented in the 2010 annual report.

13.3 Graphic Skills
The program provided no new information from that presented in the 2010 annual report.

13.16 Program Preparation
The program provided no new information from that presented in the 2010 annual report.

13.20 Life-Safety
The program provided no new information from that presented in the 2010 annual report.

13.21 Building Envelope Systems
The program provided no new information from that presented in the 2010 annual report.
CHANGES TO THE ACCREDITED PROGRAM

None
SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information:
   - Name: University of Oklahoma
   - Title: College of Architecture
   - Office Phone Number: 405.325.3990
   - Fax Number: 405.325.0108
   - Email: arch@ou.edu

2. Institution Type:
   Public

3. Carnegie Classification:
   a. Basic Classification: RU/H: Research Universities (high research activity)
   b. Undergraduate Instructional Program: Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
   c. Graduate Instructional Program: CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)
   d. Size and Setting: L4/R: Large four-year, primarily residential

4. Which regional accreditation agency accredits your institution?
   North Central Association of Colleges and Schools (NCACS)

5. In which ACSA region is the institution located?
   West Central

6. Who has direct administrative responsibility for the architecture program?
   - Name: Joel K. Dietrich
   - Title: Interim Director
   - Office Phone Number: 405-325-6792
   - Fax Number: 405-325-7558
   - Email: dietrich@ou.edu

7. To whom should inquiries regarding this questionnaire be addressed?
   - Name: Joel K. Dietrich
   - Title: Interim Director
   - Office Phone Number: 405-325-6792
   - Fax Number: 405-325-7558
   - Email: dietrich@ou.edu

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?
   - Name: Cheryl Jorgenson
   - Title: Associate Provost/Dir. of Institutional Research
   - Office Phone Number: 405-325-3681
   - Fax Number: 405-325-7470
   - Email: cjorgenson@ou.edu

9. Institutional Test Scores
   a. SAT
      - Critical Reading
        25th percentile SAT score: 510
        75th percentile SAT score: 650
      - Mathematics
        25th percentile SAT score: 540

75th percentile SAT score: 655
Writing
25th percentile SAT score:
75th percentile SAT score:

b. ACT
25th percentile ACT score: 23
75th percentile ACT score: 29

c. Graduate Record Examination (GRE)
   Verbal: (200-800)
   Quantitative: (200-800)
   Analytical: (0.0 – 6.0)

SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. DEGREE PROGRAMS
   a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

   Accredited
   B. Architecture, M. Architecture

   Candidate
   N/A

   b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? Yes

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Available?</th>
<th>Full Degree Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Architectural Studies</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Design</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Environmental Design</td>
<td>Yes</td>
<td>Bachelor of Science in Environmental Design</td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

   c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

   Full Degree Title

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?
   No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?
   No

4. What academic year calendar type does your institution have?
   2 Semesters or Trimester

5. Credit Hours for Completion for each program:
   a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
a. B. Architecture: 160
b. M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
c. M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 51
d. M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 0

e. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
   a. B. Architecture:
      b. General Education: 32
c. Professional: 86
d. Electives: 42
e. M. Architecture undergraduate:
   f. General Education: 0
g. Professional: 0
h. Electives: 0
i. M. Architecture Pre-Professional:
   j. General Education: 0
   k. Professional: 0
   l. Electives: 0
m. M. Architecture Non-Pre-Professional:
   n. General Education: 0
   o. Professional: 0
   p. Electives: 0

6. Average credit hours per student per term by degree program?
   B. Architecture: 16

M. Architecture undergraduate: 0

M. Architecture Pre-Professional: 12

M. Architecture Non-Pre-Professional: 0

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location?
   [no response needed in ARS print out]

SECTION C – TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”
   a. What were the tuition and fees for the institution for the last fiscal year?
      B. Architecture: Full-Time Student (In-State) $128.00 (Tuition), $101.00 (Fees); Full-Time Student (Out-of-State) $493.00 (Tuition), $101.00 (Fees); Part-Time Student (In-State) $128.00 (Tuition), $101.00 (Fees); Part-Time Student (Out-of-State) $493.00 (Tuition), $101.00 (Fees)
      M. Architecture: Full-Time Student (In-State) $170.00 (Tuition), $100.00 (Fees); Full-Time Student (Out-of-State) $620.00 (Tuition), $100.00 (Fees); Part-Time Student (In-State) $170.00 (Tuition), $100.00 (Fees); Part-Time Student (Out-of-State) $620.00 (Tuition), $100.00 (Fees)
b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No

c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program? No

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

2. Financial Aid: What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>% Students Receiving Aid</th>
<th>Average Amount by Types of Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Institution Federal Grants</td>
<td>10%</td>
<td>2000</td>
</tr>
<tr>
<td>a. Institution State/Local Grants</td>
<td>10%</td>
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</tr>
<tr>
<td>a. Institution Institutional Grants</td>
<td>15%</td>
<td>3000</td>
</tr>
<tr>
<td>a. Institution Student Loans</td>
<td>10%</td>
<td>3000</td>
</tr>
<tr>
<td>b. Architecture Program Federal Grants</td>
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<td>2000</td>
</tr>
<tr>
<td>b. Architecture Program State/Local Grants</td>
<td>15%</td>
<td>3000</td>
</tr>
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<td>b. Architecture Program Institutional Grants</td>
<td>40%</td>
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<tr>
<td>b. Architecture Program Student Loans</td>
<td>40%</td>
<td>3000</td>
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</tbody>
</table>

3. Graduate Assistantships: (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation. 2

SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS

1. Entering Students:  
   B. Architecture: 70

<table>
<thead>
<tr>
<th>Race</th>
<th>Male Full Time</th>
<th>Male Part Time</th>
<th>Female Full Time</th>
<th>Female Part Time</th>
<th>TOTAL Full Time</th>
<th>TOTAL Part Time</th>
<th>GRAND TOTAL</th>
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</table>
### Native Hawaiian or other Pacific Islander

<table>
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<th>Female Part Time</th>
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### Pre-Professional: 6

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<th>TOTAL Part Time</th>
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</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
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<td>0</td>
<td>0</td>
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<tr>
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<td>0</td>
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</table>

### 2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.

#### B. Architecture 209

<table>
<thead>
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<th>Male Part Time</th>
<th>Female Full Time</th>
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<th>TOTAL Part Time</th>
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### M. Architecture 21

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<th>Male Part Time</th>
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<td>0</td>
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</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
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<td>0</td>
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<td>0</td>
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### SECTION E -- DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year? B. Architecture:

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Nonresident alien 0 1 1
Race and ethnicity unknown 4 1 5
TOTAL 17 9 26

M. Architecture:

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2. Time to Completion/Graduation
a. Time to completion equals the total number of semesters/quarters to complete the degree:

b. Percentage of students that graduate in “normal time to completion”:

3. Graduation rate for B. Arch programs: 40

SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios? 345

2. Please indicate which of the following: labs, shop, and other learning resources available to all students enrolled in NAAB-accredited degree program(s). Yes

3. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s). [no response needed in ARS print out]
4. Financial Resources
   a. Total Revenue from all sources $1241440

   b. Expenditures
      i. Instruction $1168907
      ii. Capital $63128
      iii. Overhead $9405

   c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accredited degree program. This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program. Instruction + Overhead / FTE Enrollment: 5026

SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught (needs definition and perhaps example)
   a. Total credit hours taught by full time faculty: 3963
   b. Total credit hours taught by part time faculty: 269
   c. Total credit hours taught by adjunct faculty: 0

2. Instructional Faculty
   a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor):

     | Race                          | Tenured Male | Tenured Female | Tenure-Track Male | Tenure-Track Female | Non-Tenure-Track Male | Non-Tenure-Track Female | TOTAL Male | TOTAL Female | TOTAL | GRAND TOTAL |
     |--------------------------------|--------------|---------------|------------------|--------------------|----------------------|------------------------|------------|--------------|-------|-------------|
     | American Indian or Alaska Native | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | Asian                          | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | Native Hawaiian or other Pacific Islander | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | Black or African American      | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | Hispanic/Latino                | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | White                          | 2            | 0             | 0                | 0                  | 0                    | 2                      | 0          | 2            | 2     | 2           |
     | Two or more races              | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | Nonresident alien              | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | Race and ethnicity unknown     | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | TOTAL                          | 2            | 0             | 0                | 0                  | 0                    | 2                      | 0          | 2            | 2     | 2           |

     | Race                          | Tenured Male | Tenured Female | Tenure-Track Male | Tenure-Track Female | Non-Tenure-Track Male | Non-Tenure-Track Female | TOTAL Male | TOTAL Female | TOTAL | GRAND TOTAL |
     |--------------------------------|--------------|---------------|------------------|--------------------|----------------------|------------------------|------------|--------------|-------|-------------|
     | American Indian or Alaska Native | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | Asian                          | 0            | 0             | 1                | 0                  | 0                    | 1                      | 0          | 1            | 1     | 1           |
     | Native Hawaiian or other Pacific Islander | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | Black or African American      | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | Hispanic/Latino                | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | White                          | 3            | 2             | 1                | 0                  | 0                    | 4                      | 2          | 6            | 6     | 6           |
     | Two or more races              | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | Nonresident alien              | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | Race and ethnicity unknown     | 0            | 0             | 0                | 0                  | 0                    | 0                      | 0          | 0            | 0     | 0           |
     | TOTAL                          | 3            | 2             | 2                | 0                  | 0                    | 5                      | 2          | 7            | 7     | 7           |
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### Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor)

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Part Time Assistant Professor

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Part Time Instructor

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c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):
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### Salaries

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SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information:
   Name: University of Oklahoma
   Title: College of Architecture
   Office Phone Number: 405.325.3990
   Fax Number: 405.325.0108
   Email: arch@ou.edu

2. Institution Type:
   Public

3. Carnegie Classification:
   a. Basic Classification: RU/H: Research Universities (high research activity)
   b. Undergraduate Instructional Program: Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
   c. Graduate Instructional Program: CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)
   d. Size and Setting: L4/R: Large four-year, primarily residential

4. Which regional accreditation agency accredits your institution?
   North Central Association of Colleges and Schools (NCACS)

5. In which ACSA region is the institution located?
   West Central

6. Who has direct administrative responsibility for the architecture program?
   Name: Nickolas Harm
   Title: Director of Architecture
   Office Phone Number: 405-325-1472
   Fax Number: 405-325-7558
   Email: nharm@ou.edu

7. To whom should inquiries regarding this questionnaire be addressed?
   Name: Nickolas Harm
   Title: Director of Architecture
   Office Phone Number: 405-325-1472
   Fax Number: 405-325-7558
   Email: nharm@ou.edu

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?
   Name: Cheryl Jorgenson
   Office Phone Number: 405-325-3681
   Fax Number: 405-325-7470
   Email: cjorgenson@ou.edu

9. Institutional Test Scores
   a. SAT
      Critical Reading
      25th percentile SAT score: 510
      75th percentile SAT score: 650
      Mathematics
      25th percentile SAT score: 530
75th percentile SAT score: 670
Writing
25th percentile SAT score: 50
75th percentile SAT score: 70

b. ACT
25th percentile ACT score: 23
75th percentile ACT score: 29

c. Graduate Record Examination (GRE)
   Verbal: (200-800)
   Quantitative: (200-800)
   Analytical: (0.0 – 6.0)

SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. DEGREE PROGRAMS
   a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

   Accredited
   B. Architecture, M. Architecture

   Candidate
   N/A

   b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? Yes

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   c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

   Full Degree Title
   Master of Science Urban Studies (Tulsa)

2. Does your institution have plans to initiate any new NAAB-accredited degree programs? No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs? No

4. What academic year calendar type does your institution have?
   2 Semesters or Trimester

5. Credit Hours for Completion for each program:
   a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:

a. B. Architecture: 160
b. M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
c. M. Architecture Pre-Professional (degree designed for candidates who have a preprofessional degree in architecture): 51
d. M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 0
e. B. Architecture:
b. General Education: 32
c. Professional: 86
d. Electives: 42
e. M. Architecture undergraduate:
f. General Education: 0
g. Professional: 0
h. Electives: 0
i. M. Architecture Pre-Professional:
j. General Education: 0
k. Professional: 0
l. Electives: 0
m. M. Architecture Non-Pre-Professional:
  n. General Education: 0
  o. Professional: 0
  p. Electives: 0
q.

6. Average credit hours per student per term by degree program?
   B. Architecture: 16

M. Architecture undergraduate: 0

M. Architecture Pre-Professional: 12

M. Architecture Non-Pre-Professional: 0

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location?
   [no response needed in ARS print out]

SECTION C – TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”
   a. What were the tuition and fees for the institution for the last fiscal year?
      B. Architecture: Full-Time Student (In-State) $123.00 (Tuition), $95.00 (Fees); Full-Time Student (Out-of-State) $470.00 (Tuition), $95.00 (Fees); Part-Time Student (In-State) $123.00 (Tuition), $95.00 (Fees); Part-Time Student (Out-of-State) $470.00 (Tuition), $95.00 (Fees)
      M. Architecture: Full-Time Student (In-State) $162.00 (Tuition), $95.00 (Fees); Full-Time Student (Out-of-State) $590.00 (Tuition), $95.00 (Fees); Part-Time Student (In-State) $162.00 (Tuition), $95.00 (Fees); Part-Time Student (Out-of-State) $590.00 (Tuition), $95.00 (Fees)
b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No

c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program? No

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

2. Financial Aid: What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

<table>
<thead>
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<th>Grant Type</th>
<th>% Students Receiving Aid</th>
<th>Average Amount by Types of Aid</th>
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<td>a. Institution Federal Grants</td>
<td>10%</td>
<td>2000</td>
</tr>
<tr>
<td>a. Institution State/Local Grants</td>
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<td>2000</td>
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<tr>
<td>a. Institution Institutional Grants</td>
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<tr>
<td>b. Architecture Program Federal Grants</td>
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<td>b. Architecture Program State/Local Grants</td>
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<td>b. Architecture Program Institutional Grants</td>
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<td>b. Architecture Program Student Loans</td>
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<tr>
<td>a. Institution Student Loans</td>
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3. Graduate Assistantships: (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation. 10

SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS

1. Entering Students:
   B. Architecture: 80

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### 2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.

#### B. Architecture  230

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### M. Architecture 30

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### Pre-Professional 32

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### SECTION E -- DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

B. Architecture:

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<th>Female</th>
<th>TOTAL</th>
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M. Architecture:

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<td><strong>TOTAL</strong></td>
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</table>

2. Time to Completion/Graduation
   a. Time to completion equals the total number of semesters/quarters to complete the degree:

   b. Percentage of students that graduate in “normal time to completion”:

   3. Graduation rate for B. Arch programs: 39

SECTION F – RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios? 160

2. Please indicate which of the following: labs, shop, and other learning resources available to all students enrolled in NAAB-accredited degree program(s). Yes

3. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s). [no response needed in ARS print out]

4. Financial Resources
   a. Total Revenue from all sources $1241440

b. Expenditures
   i. Instruction $1168907
   ii. Capital $63128
   iii. Overhead $9405

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accredited degree program. This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.
   Instruction + Overhead / FTE Enrollment: 5026

SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught (needs definition and perhaps example)
   a. Total credit hours taught by full time faculty: 2100
   b. Total credit hours taught by part time faculty: 0
   c. Total credit hours taught by adjunct faculty: 1262

2. Instructional Faculty
   a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor):

      Full Time Professor

      | Race                                      | Tenured Male | Tenured Female | Tenure-Track Male | Tenure-Track Female | Non-Tenure-Track Male | Non-Tenure-Track Female | TOTAL Male | TOTAL Female | GRAND TOTAL |
      |-------------------------------------------|--------------|---------------|-------------------|---------------------|-----------------------|------------------------|------------|--------------|-------------|
      | American Indian or Alaska Native          | 0            | 1             | 0                 | 0                   | 0                     | 0                      | 1          | 0            | 1           |
      | Asian                                     | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | Native Hawaiian or other Pacific Islander | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | Black or African American                 | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | Hispanic/Latino                           | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | White                                     | 2            | 0             | 0                 | 0                   | 0                     | 0                      | 2          | 0            | 2           |
      | Two or more races                         | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | Nonresident alien                         | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | Race and ethnicity unknown                | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | TOTAL                                     | 3            | 0             | 0                 | 0                   | 0                     | 0                      | 3          | 0            | 3           |

      Full Time Associate Professor

      | Race                                      | Tenured Male | Tenured Female | Tenure-Track Male | Tenure-Track Female | Non-Tenure-Track Male | Non-Tenure-Track Female | TOTAL Male | TOTAL Female | GRAND TOTAL |
      |-------------------------------------------|--------------|---------------|-------------------|---------------------|-----------------------|------------------------|------------|--------------|-------------|
      | American Indian or Alaska Native          | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | Asian                                     | 1            | 0             | 0                 | 0                   | 0                     | 0                      | 1          | 0            | 1           |
      | Native Hawaiian or other Pacific Islander | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | Black or African American                 | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | Hispanic/Latino                           | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | White                                     | 6            | 2             | 0                 | 0                   | 0                     | 0                      | 6          | 2            | 8           |
      | Two or more races                         | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | Nonresident alien                         | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | Race and ethnicity unknown                | 0            | 0             | 0                 | 0                   | 0                     | 0                      | 0          | 0            | 0           |
      | TOTAL                                     | 7            | 2             | 0                 | 0                   | 0                     | 0                      | 7          | 2            | 9           |
### Full Time Assistant Professor

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### b. Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor).

#### Part Time Professor

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c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):
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### 3. Faculty Credentials:

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<th>Average</th>
<th>Maximum</th>
<th>University Average</th>
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SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information:
   - Name: University of Oklahoma
   - Title: College of Architecture
   - Office Phone Number: 405.325.3990
   - Fax Number: 405.325.0108
   - Email: arch@ou.edu

2. Institution Type:
   - Public

3. Carnegie Classification:
   - a. Basic Classification: RU/H: Research Universities (high research activity)
   - b. Undergraduate Instructional Program: Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
   - c. Graduate Instructional Program: CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)
   - d. Size and Setting: L4/R: Large four-year, primarily residential

4. Which regional accreditation agency accredits your institution?
   - North Central Association of Colleges and Schools (NCACS)

5. In which ACSA region is the institution located?
   - West Central

6. Who has direct administrative responsibility for the architecture program?
   - Name: Nick Harm
   - Title: Director and Associate Professor
   - Office Phone Number: 405.325.1472
   - Fax Number: 405.325.7558
   - Email: Nharm@ou.edu

7. To whom should inquiries regarding this questionnaire be addressed?
   - Name: Glenn Josey
   - Title: Lecturer
   - Office Phone Number: 1.405.23.1259
   - Fax Number: 405.325.7558
   - Email: Gjosey77@ou.edu

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?
   - Name: Cheryl Jorgenson
   - Title: Assoc. Provost and Dir. of Inst. Research & Report
   - Office Phone Number: 405.325.3681
   - Fax Number: 1.405.325.7470
   - Email: cjorgenson@ou.edu

9. Institutional Test Scores
   a. SAT
      - Critical Reading
      - 25th percentile SAT score: 510
      - 75th percentile SAT score: 640
      - Mathematics
      - 25th percentile SAT score: 530

75th percentile SAT score: 660
Writing
25th percentile SAT score: 0
75th percentile SAT score: 0

b. ACT
25th percentile ACT score: 23
75th percentile ACT score: 29

c. Graduate Record Examination (GRE)
Verbal: 0 (200-800)
Quantitative: 0 (200-800)
Analytical: 0 (0.0 – 6.0)

SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. DEGREE PROGRAMS
a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

Accredited
B. Architecture, M. Architecture
Candidate
N/A

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? Yes

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Available?</th>
<th>Full Degree Title</th>
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</thead>
<tbody>
<tr>
<td>Bachelor of Environmental Design</td>
<td>Yes</td>
<td>Bachelor of Science in Environmental Design</td>
</tr>
<tr>
<td>Bachelor of Architectural Studies</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>No</td>
<td></td>
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<tr>
<td>Bachelor of Design</td>
<td>No</td>
<td></td>
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<tr>
<td>Bachelor of Fine Arts</td>
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<tr>
<td>Other</td>
<td>No</td>
<td></td>
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</tbody>
</table>

c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Full Degree Title
Master of Science in Architectural Urban Studies
Master of Architecture - Urban Design

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?
   No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?
   No

4. What academic year calendar type does your institution have?
   2 Semesters or Trimester

5. Credit Hours for Completion for each program:
a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
   a. B. Architecture: 160
   b. M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
   c. M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 51
   d. M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 0

b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
   a. B. Architecture:
   b. General Education: 65
   c. Professional: 83
   d. Electives: 12
   e. M. Architecture undergraduate:
   f. General Education: 0
   g. Professional: 0
   h. Electives: 0
   i. M. Architecture Pre-Professional:
   j. General Education: 3
   k. Professional: 42
   l. Electives: 6
   m. M. Architecture Non-Pre-Professional:
   n. General Education: 0
   o. Professional: 0
   p. Electives: 0

6. Average credit hours per student per term by degree program?
   B. Architecture: 16
   M. Architecture undergraduate: 0
   M. Architecture Pre-Professional: 12
   M. Architecture Non-Pre-Professional: 0

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location? [no response needed in ARS print out]

SECTION C – TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”
   a. What were the tuition and fees for the institution for the last fiscal year?
      B. Architecture: Full-Time Student (In-State) $118.00 (Tuition), $90.00 (Fees); Full-Time Student (Out-of-State) $451.00 (Tuition), $90.00 (Fees); Part-Time Student (In-State) $118.00 (Tuition), $90.00 (Fees); Part-Time Student (Out-of-State) $451.00 (Tuition), $90.00 (Fees)
      M. Architecture: Full-Time Student (In-State) $156.00 (Tuition), $90.00 (Fees); Full-Time Student (Out-of-State) $566.00 (Tuition), $90.00 (Fees); Part-Time Student (In-State)
$156.00 (Tuition), $90.00 (Fees); Part-Time Student (Out-of-State) $566.00 (Tuition), $90.00 (Fees)

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No

c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program? No

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

2. Financial Aid: What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

<table>
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<tr>
<th>Grant Type</th>
<th>% Students Receiving Aid</th>
<th>Average Amount by Types of Aid</th>
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<tbody>
<tr>
<td>a. Institution Federal Grants</td>
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<td>a. Institution State/Local Grants</td>
<td>15%</td>
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<td>a. Institution Institutional Grants</td>
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3. Graduate Assistantships (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation. 5

SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS

1. Entering Students:
   B. Architecture: 0
### M. Architecture: 6

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### 2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.

B. Architecture 84
### NAAB – Annual Report -- Part I – Statistical Report

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#### M. Architecture 11

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<th>TOTAL Full Time</th>
<th>TOTAL Part Time</th>
<th>GRAND TOTAL</th>
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### SECTION E -- DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?
2. Architecture:

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2. Time to Completion/Graduation
   a. Time to completion equals the total number of semesters/quarters to complete the degree:
      B. Architecture 10, M. Architecture UG 0, M. Architecture Pre-Professional 4, M. Architecture Non-Pre-Professional 0

   b. Percentage of students that graduate in “normal time to completion”:
      B. Architecture 58%, M. Architecture UG 0%, M. Architecture Pre-Professional 86%, M. Architecture Non-Pre-Professional 0%

3. Graduation rate for B. Arch programs: 58

SECTION F – RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios? 236

2. Please indicate which of the following: labs, shop, and other learning resources available to

all students enrolled in NAAB-accredited degree program(s). Yes

3. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s). [no response needed in ARS print out]

4. Financial Resources
   a. Total Revenue from all sources $1840937
   b. Expenditures
      i. Instruction $1501269
      ii. Capital $155841
      iii. Overhead $183195

   c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accredited degree program. This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.

   Instruction + Overhead / FTE Enrollment: 6479

SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught (needs definition and perhaps example)
   a. Total credit hours taught by full time faculty: 4642
   b. Total credit hours taught by part time faculty: 880
   c. Total credit hours taught by adjunct faculty: 0

2. Instructional Faculty
   a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor):

   Full Time Professor

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### b. Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor)

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NAAB
National Architectural Accrediting Board

Focused Evaluation Report
July 1, 2012

B.Arch and M.Arch Degree Programs

University of Oklahoma
Division of Architecture

Joel K. Dietrich, AIA
Interim Director
Part 2. Narrative Summary of Changes

Social Equity

This condition has been noted as met with concerns by the 2009 NAAB Accreditation Team.

As reported in the Architectural Program Report, Social Equity is mandated by The University of Oklahoma. The report states, "In national searches for new faculty, The Equal Opportunity Office of the University is involved at critical steps." The University as a whole should be commended for their ability to meet and exceed the diversity goals as represented by the number of Native American faculty, as well as women and minorities.

Since the last visit, the division continues to make an effort to change the social equity of the faculty. Two of four tenure-track positions have been filled with minority or women candidates. The University has equitable procedures and criteria for hiring and tenure, and recent searches have adhered to the standards.

However, based on the information provided, some evidence indicates that this issue has not been totally resolved. The salary reports the team was provided during our visit revealed that since the arrival of the new dean the entire architectural department had benefited from a salary adjustment, for whatever reason, the team found that a percentage of the women's faculty salaries seemed to a large extent be lower than their male counterparts.

The team observed a diverse student body and encourages the division to mirror that student diversity within the faculty. At present time, the faculty is beginning to hire new faculty and staff and has a great opportunity to match national standards and levels within the ranks of its faculty.

Efforts continue with each search to recruit more diverse candidates. All searches are subject to strict oversight from the University Equal Opportunity Office which must certify each pool for issues of diversity and social equity before the search may proceed beyond initial screening. The Division conducted searches for new faculty in the Spring 2009 semester, hiring 3 new faculty, 2 of which are female, 2 with PhDs. All 3 of the new hires were licensed architects, one of which has extensive experience in construction. The Tenured/Tenure Track faculty composition now includes: 11 male and 4 female faculty. Efforts continue within each faculty search to recruit more ethnic diversity and this is strictly governed by the EOO office for proper advertising and recruiting to encourage diversity in the pool. The short list in the last search did include some ethnic diversity; however, the selected candidates had stronger credentials.

The College has had two different salary adjustments to address equity. While the Dean’s salary plan to address compression issues is not complete because
Part 2. Narrative Summary of Changes

of budget constraints equity adjustments remain his top priority for new university budget requests. (See page 7 for the Compression Increase Timeline.)

Human Resources

This condition has been noted as met with concerns by the 2009 NAAB Accreditation Team.

Previous concerns regrading annual reviews have recently been addressed. An Annual Faculty Evaluation Template has been created to describe the annual faculty performance evaluation system for the division. Procedures for tenure are described in several publications, including the Annual Faculty Evaluation Template, the Criteria for Initial Appointment, Tenure, Annual Evaluation and Merit Salary Increase and Promotion, and the Faculty Handbook.

Significant progress has been made toward a more open and supportive evaluation system and is now in its third year of implementation. The process requires better communication, documentation, personal assessment and self-reflection by the faculty member. However, the primary change lies in a focus on performance improvement, once deficiencies are identified. This process is underpinned by realistic review based on meeting expectations, a positive approach to the evaluation experience and mentoring from an evaluation committee composed of two elected faculty members and the Director. The goal of these meetings for tenure track faculty is to help mentor them towards tenure. In addition, each tenure track faculty has both an in-house mentor and an out-of-college mentor to advise them on tenure track activities. Several tenured faculty have provided additional mentoring to tenure track faculty through the process. Since the 2009 visit we have tenured two Assistant Professors. Six tenure-track faculty are at various stages of their probationary period.

The division head holds a 12-month appointment and is supported by two dedicated advisors and one assistant that is shared between all divisions in the college. The division also employs a full time adjunct professor that has a 50% appointment to assist the director. Although this level of administrative support is the the norm throughout the College, a shared, single assistant staff position is barely sufficient to support the division head and operate the program.
Part 2. Narrative Summary of Changes

The Director continues to hold a 12 month appointment. The five division directors share one assistant. The director’s assistant is new as of May 2011 and has proven to be extremely capable.

Faculty teaches 12-18 credit hours, which generally translates to one studio and one lecture course, or multiple lecture courses for faculty not teaching studio. This course load allows sufficient time for research, practice or creative activities as well as service to the university. Studio ratios for the undergraduate program range from 1.27 in the freshmen year to 1:16.5 in the fifth year. Because freshmen studios only meet for 2.5 hours each week, the studio ratio does not facilitate sufficient time with full time faculty. Although faculty is supported by teaching assistants, these assistants should not be seen as an appropriate substitute for a primary instructor. Ratios of 1:6.3 in the graduate program are generous.

Teaching loads have remained the same. The University is in the process of establishing new minimum teaching load standards. The college version of these standards does not change our standard load of one studio course and one lecture course each semester. The division has seen some reduction in student enrollment in the last couple of years largely due to the economy. As a result student/faculty ratios have actually been reduced slightly.

For a couple of years GAs and recent alumni were used to assist a full-time faculty for first year studio instruction. That practice changed this past Fall with staffing shifting to the use of full-time faculty and licensed architects as adjuncts assigned to normal sections. All sections use common problems and utilize team teaching where students receive critiques from multiple instructors. In addition, this Spring we hired a local architect who specializes in very creative metal work as a Professor of Practice. He has been teaching the freshmen how to use Rhyno as a 3D modeling tool and the use of the laser cutters and the 3d CNC router in the Shop. He will follow that group of students into the second year this Fall to continue to expand their modeling and fabrication skills.

The observation that freshman studios meet for only 2.5 hours each week is incorrect. Freshmen studios meet Tuesday and Thursday mornings or afternoons for a total of 8 hours per week for a 4 credit hour course. That ratio of 2 hours contact for each hour of credit is roughly the norm for all of our
Part 2. Narrative Summary of Changes

studios. Starting this Fall there will be an additional 1 hour lecture course that supplements freshman year Fall studio instruction.

Physical Resources

This condition has been noted as met with concerns by the 2009 NAAB Accreditation Team. Construction is underway on the renovation of Gould Hall and is expected to be completed by fall 2011. In the interim period, the school of architecture, interior design and construction are housed off-campus in three former retail buildings located in close proximity to each other on Main Street. Although this arrangement is not ideal since it separates the program from the main campus and diminishes the program's ability to interface with other departments, it appears that the faculty, students and staff have adjusted well to this situation. It is expected that the college will report on the status of construction in the next annual report.

The College moved back to campus at the end of May 2011 after being located in a store front downtown for three years during the complete remodeling of Gould Hall. The building was literally stripped back to the frame and the West wing torn down and replaced to remove handicap issues and create additional space. The building now provides for the consolidation of all five academic units for the first time. The building includes a number of technological features that enhance collaboration along with some simple features such as all of the faculty offices being located together along one corridor.
Part 2. Narrative Summary of Changes

One significant area of concern for this team was the projected growth the Department of Architecture is anticipating over the next six years as it relates to the number of occupants the new building will accommodate. Currently, the renovation of Gould Hall is based on the current 600 students and faculty of all five departments. If the program grows to 900, for example, the building will not accommodate the growth. Additionally, the program is currently enjoying a unique experience with all the architecture, interior design and construction technology students housed in one building and sharing studio space on a single floor. From the comments we were able to ascertain, both students and faculty are enjoying the camaraderie, collegiality and sharing of knowledge this situation has created. Once they move to the new facility, they will again be segregated by levels, floors and departments.

Enrollment in the program is down with the economy. Consequently, there is space for enrollment growth. Recruiting efforts to attract additional students are increasing.

Studios are separated on different floors and wings. However, several studios coexist within spaces, and thus the shared space serves as an important point of cross fertilization and exchange of ideas. The graduate and fifth year studios share one space, and third and fourth year studios share another space. Students have also been encouraged to visit other studios and observe. The AIAS initiated a project to bring fifth year students to help mentor first year students. In addition to the obvious instruction benefits, this has helped build friendships among these students and encouraged the first year students to visit other studios.
Part 2. Narrative Summary of Changes

Financial Resources

This condition has been noted as met with concerns by the 2009 NAAB Accreditation Team. The program suffered financially under the previous administration. Under the new dean, many of the previous financial concerns have been targeted and are in the process of being remedied.

Of special note by this team is salary compression, which has been addressed. Salaries of recent hires have been appropriate to what the market commands in other institutions. While the maintenance and operation budget for the Department of Architecture is still considerably low, faculty report no procurement or special funding issues that could diminish the educational experience for the students. Similarly, student representatives feel their financial requests are well-supported and encouraged. The division has a continuing lecture series which is financed through the endowments of the Bruce Goff Chair, which has allowed the school to bring diverse and challenging individuals to the program. With an increased emphasis on research, practice, and creative activities, additional financial support may be required.

As the program continues its growth, expands into its new facilities, increases its outreach and supports faculty travel and associated activities, additional funding resources will be required due to the State of Oklahoma's present zero-growth budget and financial hardships. This is an issue that causes extreme concern for the team. The new dean is undertaking multiple programs and processes that require the department to grow and the financial viability of these changes will depend on the institution's unwavering support.

The combination of commitments made to the Dean as part of his hiring package and the sale of naming rights for spaces in the new Gould Hall have helped the College face what would have been real budget cut years. Despite budget cuts the Dean has been able to offer a number of salary adjustments to faculty for compression, special assignments, and other changes. The highlights of these adjustments are:

FY10: Even in a year of budget reductions the Dean gave compression increases to Professors Boeck, Bozorgi, Butzer, Chang, Dietrich, Erdener, and Fithian. In addition, stipends were given for special assignments to Professors Bozorgi, Dietrich, Fithian and Harm.

FY11: Was a budget reduction year.

FY12: In spite of budget reallocations the University gave a 3% salary increase to all faculty. Additional salary adjustments included; Professor Bozorgi for compression, Professor Butko for an Oklahoma licensing incentive, and Professor Fithian as a promotion to Associate Professor.
Part 2. Narrative Summary of Changes

**FY13:** Already scheduled is a salary incentive for Professor Barrett for Oklahoma licensing.

**Additional budget related items of note:**

- Continuation of commitments by the University to advanced technology in the new building as well as new office, studio and classroom fixtures and furnishings
- Increased travel budgets to all Divisions
- Increased international travel funds within the college
- The Research Vice President will typically pay $1/3 of the cost related to presenting papers at international venues.
- Funding of seed grant monies within the college to encourage research.
- Increased fee structure approved by the University Administration.
  - Technology Fees are used for our computer labs, software, internet infrastructure and staff support.
  - Course Fees are used for field trips and special events.
- Discretionary funds have been used to enhance classrooms and the Model Shop. These enhancements included an additional Laser Cutter and a CNC router to the shop. In Gould such enhancements have included a Distance Learn Lab, two Integrated Learning Centers, a Super Studio, a Competition Room, and several dual monitor Steelcase Media:Scape collaboration stations positioned around the building.
Part 2. Narrative Summary of Changes

B.Arch Curriculum Changes

The Division has completed a three-year review of our B.Arch curriculum that has involved students, faculty, alumni, and other design professionals. The new B.Arch curriculum simultaneously responds to the pragmatic needs of students, the established standards of accreditation, the educational standards of the University of Oklahoma, and the academic and professional expectations of the practice of architecture.

Our design pedagogy is founded on a philosophy of Creating-Making which is grounded in experience; a tangible connection between the creative endeavor and the physical act of making. As such, we are committed to maintaining a foundation in the material practices of design, in promoting intellectual engagement with creative processes, in providing both alternative cultural and professional work experiences, and in fostering intra-disciplinary and inter-disciplinary opportunities for collaboration. The philosophy of Creating-Making encourages diverse research, critical inquiry, and informed experimentation dedicated to reinforcing our core beliefs; a commitment to fostering critical engagement, material aptitude, manual competence, and most importantly an ethical commitment to the real, the tangible, and the human capital that is architecture.

The core of our new curriculum is defined by a parallel set of Design studios and Methods courses. The Methods courses will 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. These parallel courses will be taught in collaboration with courses in structures, history, and theory. Further, we have created opportunities for our students to immerse themselves in alternative cultural studies, to gain experience within professional work environments, and to productively collaborate within and across disciplines.
Part 2. Narrative Summary of Changes

As a faculty, our aspiration is to create architects who are recognized for their abilities as critical thinkers and practical problem solvers as well as demonstrating a foundational knowledge grounded in design and material aptitude. Learning within the philosophical environment of Creating-Making, we strive to educate students toward an ethical leadership model committed to employing their aggregate skills as a means of serving and improving the diverse social and cultural environments in which we live.

This new B.Arch curriculum has been approved by the University and implementation will start with the Fall 2012 semester.

Ph.D Program

The College has completed a multi-year study and proposal for a new Ph.D degree program which has passed OU approval and is in the process of receiving state approval. The expectation is that the program will officially start with the Fall 2013 semester. This will allow each of the five disciplines in the College to offer a Ph.D.

Masters Degree Curriculum Discussions

Discussions started in the Fall of 2011 to rethink our Masters degree offering. These discussions are ongoing and have included resurrecting our post-professional masters degree which could be a feeder to the Ph.D program. The idea remains under study as we explore issues of focus, strength within the faculty and marketing.

The Professional M.Arch degree curriculum has not changed. We have reassigned faculty for the introduction of the new B.Arch degree and reassignments included completely changing faculty in the graduate program. We would like to see the impacts of these changes and address the need for curriculum changes in the professional masters in the Fall of 2013.
Part 2. Narrative Summary of Changes

Move Back to Campus Into The New Gould Hall

As noted previously the College moved back to campus and Gould Hall in May 2011. Being back on campus in what is essentially a new building has been exhilarating. The students again feel part of a larger organization and have a new sense of pride in our building and how we can display what we are doing. This year included several events celebrating the completion of the new building. These events brought campus visitors to the building for exhibits of what we do. We also had a variety of speakers that brought many new faces to the building. This year was very much a year of being proud of our new building and showing it off.

Professional Advisory Board

The Division of Architecture has established a Professional Advisory Board that has been used for both programmatic input and for fundraising assistance. The board has spent a couple of years defining itself and recently expanded to include 24 members. The PAB has established a mentor program that this year paired students from third year with an architect mentor. Each student will continue with their mentor for the remainder of their time at OU. Each year the PAB will add students to the Mentor Program until all mentors are paired with 3\textsuperscript{rd}, 4\textsuperscript{th} and 5\textsuperscript{th} year students. The PAB has also been heavily involved in fundraising to create scholarships to help students study abroad.

New Faculty Hires

The Division successfully conducted a search for new faculty in the Spring 2009 semester, hiring 3 new faculty, 2 of which are female, 2 of which have PhDs, all
Part 2. Narrative Summary of Changes

of which are licensed architects, one of which has extensive experience in construction.

New Division Director

The Division is conducting a national search for a new Director. This is very exciting as our goal is to hire a candidate who can help take the program to the next level. This is the first time we have hired from outside for the Director position and feel that this is a big step for the program.
October 5, 2012

Cassandra R. Pair
Manager of Accreditation
The National Architectural Accrediting Board (NAAB)
1735 New York Avenue, NW
Washington, DC 2000

Re: University of Oklahoma Final Review Team Draft of Architecture Programs Re-accreditation

Dear Cassandra:

The Division of Architecture at the University of Oklahoma would like to address two items in what we understand is the final draft of the Focused Evaluation Team Report of October, 2012. These will be provided in the order as presented in the Team Report.

Condition 4 Social Equity

Gender Equity – faculty demographics

Concern: ..."There are no female full professors or administrators in the Division of Architecture."

Response:

It is correct that there were no females who are full professors during the review period. There were two male professors (Khosrow Bozorgi and Bob Fillpot, who has now retired). However, we had the following females in administrative positions:

Lee Fithian was the Graduate Liaison (Graduate Coordinator at the time of the report); she is currently the Division’s representative on Committee A in the College; she also serves on the University’s Academic Programs Council.

Dr. Stephanie Pilat and Dr. Catherine Barrett both serve as the Division’s representatives on the College of Architecture’s Study Abroad Programs Committee and on the University’s Study Abroad Committee. These are resource-managing, decision-making committees.
Eleanor Weinel was Coordinator of the Bachelor of Science in Environmental Design (pre-architecture) program. Professor Weinel has since retired as noted elsewhere in the report.

Marjorie Callahan has served as our Associate Dean as noted elsewhere in this report.

During the review period five women were included in the faculty, representing approximately one-third of the total faculty. This is representative of the female student percentage. The female faculty members were Eleanor Weinel, Marjorie Callahan, Lee Fithian, Stephanie Pilat, and Catherine Barrett. Two adjuncts who taught during the period were women (Mary Price and Lisa Chronister).

This representation tracks closely with student demographics at the University of Oklahoma’s (see attached tables for 2009, 2010, and 2011) so we believe our faculty composition generally represents the broader population of our state.

**Minority Representation on Faculty**

Response:

As a state institution, we are required to follow certain guidelines for equal employment opportunity (EEO) during faculty searches. Our university has an EEOC office on-campus. All ads for faculty and staff positions have to be approved by this office before they go out to assure that women and minorities are encouraged to apply for positions. Once applications are received, the pools of applicants have to be certified before interviews are held. All of our search pools have been certified during the NAAB period of review.

During the review period we had the following minority representation in addition to the female faculty. The faculty included one Asian (Chang), one Native American (Terry Patterson – now retired) and two faculty from the Middle East (Khosrow Bozorgi from Iran, and Eren Erdener from Turkey).

Like all institutions of higher learning, we wish we had more diversity, but we work hard at trying to make sure it occurs. Combining the female faculty with the minority faculty, the composition is approximately 50% of the total. Credentials, experience, salary history, and a number of other issues affect the outcomes of all searches.

Condition 6 Human Resources

**Administrative Support – number of staff**
Concern: "a shared, single assistant staff position is barely sufficient to support the division head and operate the program."

Response:

It is technically correct that there is a single staff position for the Directors of the five academic divisions to share, but this position's job duties only entail the following tasks: calendar updates, messages, scholarship applications and notices of awards, and meeting arrangements. This is for a division with approximately 239 undergraduate and 15 graduate students as of fall, 2012. Many of the clerical and support tasks for the Division of Architecture are assigned to others in the College. Following are tasks that others complete on behalf of the Division, and the other divisions:

- **Travel** – Niky Marbell (Dean's Office staff) handles all faculty travel.
- **Student Advising and Recruiting** – Erin Tyler, an academic advisor, is assigned specifically to address all of this division's needs.
- **Student Ambassadors** – Suzanne Robinson, an academic advisor, coordinates the Ambassadors. The student Ambassadors help with all major college and division level events and recruiting tours, etc.
- **Graduate Student Applications** – Cindy Willis (Dean's Office Staff) processes all incoming applications for the graduate program. Dr. Charles Warnken (Associate Dean for Instructional Services) coordinates all graduate admissions committees.
- **Graduate Assistants** – A graduate assistant is assigned to the Director to help with daily tasks.
- **Purchasing and Budgets** – Kim Goodman handles all purchases and budgets for Architecture and the other College divisions.
- **Website and Public Relations** – A public relations and e-web specialist, Laura Stone, handles the website design and posting of messages on the College and Divisions websites.
- **Development and Alumni Relations** – The College's Development Officer, Brad Purcell, handles all alumni relations and fund raising on behalf of the Division. He also helps with scholarships.

The College has for many years maintained a centralized set of resources for efficiency reasons. This configuration works well as far as we know. The Division of Architecture has never had major issues with tasks that needed to be done that the Assistant to the Directors was unable to do. Assignments and duties are spread around to enough people that everything gets done. Technically, then, there is only one Assistant to the Directors, but functionally, many tasks are handled by others on the staff.
Concerning "Data and Comments by OU provided September 2012, we do not think you should count the current Director and two Associate Directors who are not actually in Architecture in the total male faculty number. The actual number in the Division should be:

Males, Tenure-Track, Tenured, or Ranked Renewable Term-
1 Professor
6 Associate Professor
3 Assistant Professor

Females, Tenure-Track, Tenured, or Ranked Renewable Term-
0 Professor
2 Associate Professor
2 Assistant Professor

Total = 14

We hope this information satisfactorily addresses the primary concerns of the Focused Evaluation Team, especially in the areas of diversity and administrative support for the Division. Thank you for the opportunity to provide feedback on the status of our Bachelor of Architecture and Master of Architecture programs. Please let us know if you have any remaining questions.

Sincerely,

[Signature]

Charles W. Graham, Ph.D., AIA, FRICS
Dean

Attachment: OU College of Architecture student enrollment numbers and percentages by gender and ethnicity for 2009-2011, and Recap
OU College of Architecture student enrollment numbers and percentages by gender and ethnicity

2009

<table>
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<th># of female</th>
<th>% of female</th>
<th>Total #</th>
<th>Total %</th>
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<td><strong>Total</strong></td>
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<td><strong>63.9%</strong></td>
<td><strong>70</strong></td>
<td><strong>36.1%</strong></td>
<td><strong>194</strong></td>
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OU College of Architecture student enrollment numbers and percentages by gender and ethnicity

2010

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<th># of male</th>
<th>% of male</th>
<th># of female</th>
<th>% of female</th>
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<th>Total %</th>
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<td><strong>Total</strong></td>
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<td><strong>73</strong></td>
<td><strong>36.3%</strong></td>
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OU College of Architecture student enrollment numbers and percentages by gender and ethnicity

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Recap, College of Architecture (COA) compared to OU campus student diversity figures

<table>
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<tr>
<th></th>
<th>COA 2009 Total %</th>
<th>COA 2010 Total %</th>
<th>COA 2011 Total %</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>5.2%</td>
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<tr>
<td>Asian</td>
<td>9.3%</td>
<td>7.5%</td>
<td>8.1%</td>
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</tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
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<td></td>
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</tr>
<tr>
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</table>
I.3.3 FACULTY CREDENTIALS
The table of faculty credentials follows here.
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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Avery Yowell</td>
<td>Adjunct Professor</td>
<td>B.ARCH, Tulane University, integrating the use of computers comfortably into the design process.</td>
</tr>
<tr>
<td>Anthony J Cricchio</td>
<td>Professor</td>
<td>M.ARCH, a licensed architect, teaching architecture, engineering, and sustainability design.</td>
</tr>
<tr>
<td>Thomas J Cline</td>
<td>Assistant Professor</td>
<td>B.ARCH, a licensed architect, teaching architecture, engineering, and sustainability design.</td>
</tr>
<tr>
<td>David L Boeck</td>
<td>Adjunct Professor</td>
<td>M.ARCH, a licensed architect, teaching architecture, engineering, and sustainability design.</td>
</tr>
<tr>
<td>Hans B. Kudrna</td>
<td>Assistant Professor</td>
<td>B.Arch, M.Arch, State University of Nebraska, a licensed architect, teaching architecture, engineering, and sustainability design.</td>
</tr>
<tr>
<td>Nickolas L. Harm</td>
<td>Adjunct Professor</td>
<td>M.Arch, University of Texas at Arlington, a licensed architect, teaching architecture, engineering, and sustainability design.</td>
</tr>
<tr>
<td>Stanley T. Carroll</td>
<td>Assistant Professor</td>
<td>M.Arch, University of Oklahoma, a licensed architect, teaching architecture, engineering, and sustainability design.</td>
</tr>
<tr>
<td>Geoff J. Humphreys</td>
<td>Adjunct Professor</td>
<td>MFA in Furniture Design, Savannah College of Art and Design, teaching furniture design.</td>
</tr>
</tbody>
</table>

- **Collaborative Efforts**: Professor Cricchio supports the creation of a District Council of the Urban Land Institute in Oklahoma.
- **Problem Solving**: His teaching focuses on ethics and the ultimate goal in design is invention; the creation of something new, a product of human imagination and intuition.
- **Material and Economic Considerations**: The curriculum includes the use of analytical programs such as EnergyPlus, OpenStudio, Ecotect, and other energy/daylight modeling software; water/wastewater harvesting and treatment calculations.
- **Research Focus**: His research focuses on materials, sustainability, and teaching architecture is an extension of his own inquisitive nature and is evident in his pedagogical approach to the ultimate goal in design is invention; the creation of something new, a product of human imagination and intuition.
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Summary of Expertise, Credentials, Experience and Research</th>
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</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>David L. Benoit, Assistant Professor</td>
<td>M.Arch, B.Arch, B.Sc., University of Oklahoma. A licensed architect, Benoit has focused on the development of interdisciplinary tools for evaluating community impacts on the urban environment. This process has included ongoing community workshops that incorporate multidisciplinary participatory analysis research. investigations/Methodologies Ongoing participation in 3rd international conference on the redefinition of leadership in the emerging design studio. To this end, he has developed a tool for analyzing the interaction of craft and personal perception, and his pop-up research concerning both local and broader design.</td>
</tr>
<tr>
<td>Thomas J. Choin, Assistant Professor</td>
<td>M.S. in Furniture Design, Kansas State University of Design, B.A. and M.S. in Building Sciences, Harvard University. Choin should be visible in the emerging design studio. To this end, he has developed a tool for analyzing the interaction of craft and personal perception, and his pop-up research concerning both local and broader design.</td>
</tr>
<tr>
<td>Geoff E. Parker, Adjunct Professor</td>
<td>B.Arch, and B.S. in Architecture, University of Oklahoma. A licensed architect, has over 30 years of experience. During this time, he has designed and worked on a wide range of projects, including, single family residences, restaurants, institutions, multifamily residential projects, commercial office buildings, and master planning projects. He also has experience in interior design and furniture design. His current research is focused on developing high quality, modular furniture design and conduct architectural research.</td>
</tr>
<tr>
<td>Anthony J. Chisholm, Assistant Professor</td>
<td>B.Arch and B.S. in Architecture, University of Texas at Austin. A licensed architect and AIA engineer. Believes that teaching architecture is an extension of his own practice. Is evident in his pedagogical approach to the design studio. In addition, he believes in a hybrid way of teaching. A mixture of project competitions and research-driven pedagogical problems solving. Professor Chisholm uses design competitions as a way to explore the approach and to develop a student's critical thinking process through design.</td>
</tr>
<tr>
<td>Dr. Eren Erdener, Faculty</td>
<td>Assistant Professor</td>
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<tr>
<td>B.Arch, Tulane University, M.Arch, Master of City Planning and Urban Design, MIT, Bachelor of Business Administration, University of Oklahoma, a licensed architect, who specializes in historic preservation, Main Street revitalization, neighborhood revitalization, and all types of community-based, grassroots type of design programs. He has work experience that includes being a founding partner of two architecture firms, working in private sector firms, and 30 years of professional experience. His work is focused on developing high quality, modular furniture design and conduct architectural research.</td>
<td></td>
</tr>
<tr>
<td>Dr. Catherine Jean Barrett, Assistant Professor</td>
<td>B.Arch, Tulane University, MArch, University of Oklahoma, a licensed architect, who has created a niche in the field of sustainable design and community engagement. His work includes the design and construction of social housing, and Italian architecture. She has written a book about eco-city, a prolific designer for eleven years and was the 4th Year Coordinator for five years. Started teaching studio using computers 1989, and has 30 years of professional experience. His work is focused on developing high quality, modular furniture design and conduct architectural research.</td>
</tr>
<tr>
<td>Dr. Ronald H. Frantz, Assistant Professor</td>
<td>M.Mus., M.Arch, B.S., in Architecture, Georgia Tech, B.Arch, B.S., in Architecture, University of Nebraska. An award-winning practice, he has designed and worked on a wide range of projects, including, single family residences, restaurants, institutions, multifamily residential projects, commercial office buildings, and master planning projects. He also has experience in interior design and furniture design. His current research is focused on developing high quality, modular furniture design and conduct architectural research.</td>
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<tr>
<td>Blair D. Humphreys, Adjunct Professor</td>
<td>B.Arch, Tulane University, served as Executive Director of the Institute for Quality Communities at the University of New Orleans, and served as the director of build more abundant, sustainable and equitable communities through Oklahoma and provide more research and educational opportunities for OU students. He also supports the creation of an urban farm and the urban food system.</td>
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<td>B.Arch, Tulane University, M.Arch, University of Nebraska. A licensed architect, who has created a niche in the field of sustainable design and community engagement. His work includes the design and construction of social housing, and Italian architecture. She has written a book about eco-city, a prolific designer for eleven years and was the 4th Year Coordinator for five years. Started teaching studio using computers 1989, and has 30 years of professional experience. His work is focused on developing high quality, modular furniture design and conduct architectural research.</td>
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<td>Dr. Lisa E. Huntley, Adjunct Professor</td>
<td>M.Arch, B.S., Architecture, University of Nebraska. A licensed architect, who has created a niche in the field of sustainable design and community engagement. His work includes the design and construction of social housing, and Italian architecture. She has written a book about eco-city, a prolific designer for eleven years and was the 4th Year Coordinator for five years. Started teaching studio using computers 1989, and has 30 years of professional experience. His work is focused on developing high quality, modular furniture design and conduct architectural research.</td>
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<td>Dr. I-Haung Chang, Professor</td>
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PART 2 EDUCATIONAL OUTCOMES AND CURRICULUM
Section 1: Student Performance: Educational Realms and Student Performance Criteria

II.1.1 STUDENT PERFORMANCE CRITERIA

The Division of Architecture offers a 5-year Bachelor of Architecture degree and a 2-year Master of Architecture that are accredited by the National Architectural Accrediting Board (NAAB) and fulfill the educational prerequisites for professional registration required by most state boards. Our design pedagogy is founded on a philosophy of Creating-Making which is grounded in experience; a tangible connection between the creative endeavor and the physical act of making. As such, we are committed to maintaining a foundation in the material practices of design, in promoting intellectual engagement with creative processes, in providing both alternative cultural and professional work experiences, and in fostering intra-disciplinary and inter-disciplinary opportunities for collaboration.

The philosophy of Creating-Making encourages diverse research, critical inquiry, and informed experimentation dedicated to reinforcing our core beliefs; a commitment to fostering critical engagement, material aptitude, manual competence, and most importantly an ethical commitment to the real, the tangible, and the human capital that is architecture. The core of our new curriculum for both accredited is defined by a parallel set of Design studios and Methods courses. The Methods courses will 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. These parallel courses will be taught in collaboration with courses in structures, history, and theory. Further, we have created opportunities for our students to immerse themselves in alternative cultural studies, to gain experience within professional work environments, and to productively collaborate within and across disciplines.

As a faculty, our aspiration is to create architects who are recognized for their abilities as critical thinkers and practical problem solvers as well as demonstrating a foundational knowledge grounded in design and material aptitude. Learning within the philosophical environment of Creating-Making, we strive to educate students toward an ethical leadership model committed to employing their aggregate skills as a means of serving and improving the diverse social and cultural environments in which we live.

The appended diagrams and matrices provide graphic overviews of our curricular intent (studio courses intertwined with other support courses) as well as the alignment of NAAB-required Student Performance Criteria (SPC) with said courses.
The following matrices follow here:

- B.Arch SPC Matrix
- M.Arch SPC Matrix (advanced placement 4 semesters program)
- M.Arch SPC Matrix (up to seven semester program)
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<th>Course Code</th>
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**REALM A: CRITICAL THINKING AND REPRESENTATION**
- Communication Skills
- Design Thinking Skills
- Visual Communication Skills
- Technical Communication Skills
- Investigative Skills
- Fundamental Design Skills
- User of Precedents
- Ordering Systems Skills
- Historical Traditions and Events
- Critical Diversity
- Pre-Research
- Pre-Design
- Accessibility
- Sustainability
- Site Design
- Life Safety
- Comprehensive Consideration
- Environmental Systems
- Structural Systems
- Building Service Systems
- Building Material and Assemblies

**REALM B: INTEG BUILDING PRACTICES, TECHNICAL SKILLS AND KNOWLEDGE**
- Site Design
- Life Safety
- Comprehensive Consideration
- Environmental Systems
- Structural Systems
- Building Service Systems
- Building Material and Assemblies
- Collaboration
- Human Behavior
- Green Role in Architecture

**REALM C: LEADERSHIP AND PRACTICE**
- Leadership
- Legal Responsibilities
- Ethics and Professional Judgment
- Community and Social Responsibility
### DivA REQUIRED ARCHITECTURE COURSES and NAAB STUDENT PERFORMANCE CRITERIA MARCH MATRIX 2-YEAR TRACK

<table>
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<tr>
<th>NAAB STUDENT PERFORMANCE CRITERIA</th>
<th>COURSES</th>
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<th>REALM C</th>
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**SPC EXPECTED TO HAVE BEEN MET IN PRE-PRO ED**  
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**M ARCH 5723 - M VII - ADVANCED SYSTEMS**  
S ARCH 5333 - STRUCTURES III-ADV. STRUCTURES

**H ARCH 5453 - HISTORY III - MOD. AND CONT. ARCH**  
M ARCH 5823 - M VIII - ARCHITECTURAL ANALYTICS

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**M ARCH 5022 - M X - LEADERSHIP IN PRACTICE**

**D ARCH 5055 - DESIGN X - COMPR. ARCHITECTURE II**

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<tr>
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<th>REALM C: LEADERSHIP AND PRACTICE</th>
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<td>A.1 Communication Skills</td>
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<td>A.4 Technical Documentation Skills</td>
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<td>A.10 Cultural Diversity</td>
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<td>M ARCH 5022 - M X - LEADERSHIP IN PRACTICE</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D ARCH 5035 - DESIGN X - COMPR. ARCHITECTURE II</td>
<td></td>
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</tr>
</tbody>
</table>

- **A**: Ability
- **U**: Understanding
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Section 2: Curricular Framework

II.2.1 REGIONAL ACCREDITATION
A copy of the University's regional accreditation, submitted by the North Central Association of Colleges and Schools (NCACS), can be viewed at: http://www.ou.edu/content/dam/accreditation/University-of-Oklahoma-Comprehensive-Action-Letter-01152013.pdf
II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

The University of Oklahoma Division of Architecture oversees three degrees: the Bachelor of Architecture (B.Arch) professional and accredited degree, the Master of Architecture (M.Arch) professional and accredited degree, and the Master of Science in Architecture (M.Sc.). The College of Architecture oversees the Bachelor of Science in Environmental Design (B.S.E.D.) and the Doctor of Philosophy (Ph.D.) in Planning, Design and Construction, a non-professional degree program. The University of Oklahoma-Tulsa campus oversees the Master of Science in Architectural Urban Studies, a non-professional graduate program.

Bachelor Architecture (0202A – 5 Year NAAB track)
Master of Architecture (0202N – 2-year NAAB track)
Master of Architecture (0202P – 3+-year currently Non-NAAB track)
Master of Science in Architecture (3-semester Non-NAAB Post-Professional)

Master of Science in Architectural Urban Studies (205P Non-NAAB) in Tulsa

As mentioned previously in this document, Master of Architecture degree track has been recently adjusted to a four-to-seven semester track that accommodates the wide range of prerequisites in-coming students may have at the time of application. Historically, we had been granting a B.S.E.D. Pre-Architecture degree for students who did not meet all prerequisites for entry into the four semester M.Arch program. For admissions to our graduate program, any bachelor degree serves as a pre-requisite degree for our M.Arch program. To be admitted to our M.Arch advanced placement degree track, students should possess a B.S.E.D. or similar, while international students should have earned an architecture degree or similar.

The following chart presents an overview of courses and credits as requested in the Conditions.

**Minors or Second Major**

Students may choose to receive a minor from one of the 79 approved minors or double major in one of the 98 other majors. A complete list of minors and majors can be found at the following website:

[http://catalog.ou.edu/current/mjrs+minors.htm](http://catalog.ou.edu/current/mjrs+minors.htm)

Areas of concentration are available to students in the undergraduate and graduate programs. The areas of concentration are intended to align with the developing faculty research areas mentioned in I.2 of this document. They are as follows:

- **CRIT Space**
  History, Theory, and Criticism in Architecture and Allied Disciplines

- **Creating-Making Lab**
  Explorations in Pedagogy, Design Thinking, Fabrication, Craft, and Professional Practice

- **iCUBED**
  Laboratory for Visualization, Information Modeling, Simulation, sketching, Rendering, Representation, and Parametric Modeling

- **CMEAC: Center for Middle Eastern Architecture and Culture**
  Research through the Global Studio, and collaborations w OU Engineering, AA, GSD, Oslo
C.H.E.D.: Community Health in Environmental Design
Architecture’s Role in Universal Design, Accessibility, Way-finding, Acoustics, Social Equity, Physical and Mental Health

Sustainable Buildings Program

Real Estate and Urbanism
Studies in Real Estate, Urban Design, Community (Re)development, Historic Preservation/Adaptive Re-use, and Walkability

Courses may be taken within and outside of the CoA and should be selected with the assistance of the CoA student advisor or graduate liaison, with additional support for these selections coming from the DivA Director or the Curriculum Affairs Committee.

Degree Programs
The following list breaks out the required courses for the professional degrees. Subsequent Excel tables outline in further detail the credit distribution of each degree.

NAAB-accredited Bachelor of Architecture degree (160 credit hours)
Architectural Culture/History/Theory/Criticism Sequence – 14 Credit Hours
ARCH 1112, Cultures of Collaboration, Creating, & Construction – 2 Credit Hours
ARCH 2243, History of the Built Environment I – 3 Credit Hours
ARCH 2343, History of the Built Environment II – 3 Credit Hours
ARCH 4453, Modern & Contemporary Architecture – 3 Credit Hours
ARCH 4553, Research and Critical Writing - 3 Credit Hours

Science/Structures Sequence – 9 Credit Hours
MATH 1823, Calculus & Analytic Geometry I - 3 Credit Hours (Gen Ed)
PHYS 1114, Physics for Non-Science Majors - 3 Credit Hours (Gen Ed)
ARCH 4133, Architectural Structures I – 3 Credit Hours
ARCH 4233, Architectural Structures II – 3 Credit Hours
ARCH 4333, Architectural Structures III – 3 Credit Hours

Methods Sequence – 26 Credit Hours
ARCH 1121, Methods 1- Intro. to Creating_Making – 1 Credit Hour
ARCH 1223, Methods 2- Material Awareness – 3 Credit Hours
ARCH 2243, Methods 3- Design Analytics – 3 Credit Hours
ARCH 2423, Methods 4- Materials and Form – 3 Credit Hours
ARCH 4523, Methods 5- Thermal Systems – 3 Credit Hours
ARCH 4623, Methods 6- Auxiliary Systems – 3 Credit Hours
ARCH 4723, Methods 7- Advanced Systems – 3 Credit Hours
ARCH 4823, Methods 8- Architectural Analytics – 3 Credit Hours
ARCH 5922, Methods 9- Contemporary Practice – 2 Credit Hours
ARCH 5022, Methods 10- Leadership in Practice – 2 Credit Hours
Studio Sequence – 46 Credit Hours
ARCH 1154, Design I - Design Fundamentals – 4 Credit Hours
ARCH 1254, Design II - Craft & Making – 4 Credit Hours
ARCH 2354, Design III – Crafting Place– 4 Credit Hours
ARCH 2454, Design IV- Materials & Making – 4 Credit Hours
ARCH 3555, Design V - Architectural Making I – 5 Credit Hours
ARCH 3655, Design VI - Architectural Making II – 5 Credit Hours
ARCH 4755, Design VII – Systems & Context– 5 Credit Hours
ARCH 4855, Design VIII – Architectural Synthesis – 5 Credit Hours
ARCH 5955, Design IX – Comprehensive Architecture I – 5 Credit Hours
ARCH 5055, Design X – Comprehensive Architecture II - 5 Credit Hours

Professional Electives – 9 Credit Hours

Required General Studies – 16 Credit Hours
ENGL 1113, Principles of English Composition – 3 Credit Hours
ENGL 1213, Principles of English Composition or
EXPO 1213, Expository Writing – 3 Credit Hours
PHYS 1114, Physics for Non-Science Majors – 4 Credit Hours
HIST 1483 or 1493, U.S. History – 3 Credit Hours
P SC 1113, American Federal Government – 3 Credit Hours

University-wide General Education – 40 Credit Hours minimum
Natural Science, with lab – selected from approved Gen. Ed. list – 7 Credit Hours
Social Science – Advised Elective – 6 Credit Hours
Humanities – selected from suggested list – 12 Credit Hours
  Artistic Forms
  Western Civilization/Culture
  Non-Western Cultures
Open Elective Courses – 21 Credit Hours

NAAB-accredited Master of Architecture (49 credit hours) as administered through summer 2014*
Architectural Culture/History/Theory/Criticism Sequence – 6 Credit Hours
Arch 6143 Theory of Sustainability – 3 Credit Hours
Arch 6133 Sustainable Design Analytics – 3 Credit Hours

Technology/Science Sequence – 6 Credit Hours
Arch 6243 Research Methods – 3 Credit Hours
Arch 6233 Sustainable Technology – 3 Credit Hours

Studio Sequence – 24 Credit Hours
ARCH 6156, Studio I – 6 Credit Hours
ARCH 6256, Studio II – 6 Credit Hours
ARCH 6356, Studio III – 6 Credit Hours
ARCH 6456, Studio IV – 6 Credit Hours
Professional Practice Sequence – 4 Credit Hours
ARCH 5162, Professional Practice I – 2 Credit Hours
ARCH 5262, Professional Practice II – 2 Credit Hours

Professional Electives – 6 Credit Hours
Professional Sustainability Electives – 6 Credit Hours (2 courses)
Free Elective – 3 Credit Hours

*This list does not included any required pre-requisites that may have been satisfied through academic work at prior institutions, or completed through the B.S.E.D. (Pre-Architecture) degree at the University of Oklahoma.

NAAB-accredited Master of Architecture (53-89 credit hours) as administered through summer 2014
Architectural Culture/History/Theory/Criticism Sequence – 9 Credit Hours
ARCH 5143, Architectural History – 3 Credit Hours
*ARCH 5453, Modern & Contemporary Architecture – 3 Credit Hours
*ARCH 5553, Research and Critical Writing - 3 Credit Hours

Science/Structures Sequence – 9 Credit Hours
ARCH 5133, Architectural Structures I – 3 Credit Hours
ARCH 5233, Architectural Structures II – 3 Credit Hours
*ARCH 5333, Architectural Structures III – 3 Credit Hours

Methods Sequence – 16 Credit Hours
ARCH 5523, Methods 5- Thermal Systems – 3 Credit Hours
ARCH 5623, Methods 6- Auxiliary Systems – 3 Credit Hours
*ARCH 5723, Methods 7- Advanced Systems – 3 Credit Hours
*ARCH 5823, Methods 8- Architectural Analytics – 3 Credit Hours
*ARCH 5922, Methods 9- Contemporary Practice – 2 Credit Hours
*ARCH 5022, Methods 10- Leadership in Practice – 2 Credit Hours

Studio Sequence – up to 40 Credit Hours
ARCH 6156, Graduate Studio I – 6 Credit Hours
ARCH 5516, Graduate Architectural Design I – 6 Credit Hours
ARCH 5526, Graduate Architectural Design II – 6 Credit Hours
*ARCH 5536, Graduate Architectural Design III – 6 Credit Hours
*ARCH 5546, Graduate Architectural Design IV – 6 Credit Hours
*ARCH 5955, Design IX – Comprehensive Architecture I – 5 Credit Hours
*ARCH 5055, Design X – Comprehensive Architecture II - 5 Credit Hours

Research Electives – 15 Credit Hours/12 Credit Hours in the Advanced Placement sequence

*denotes courses required as part of the four semester, 53 credit hour M.Arch (Advanced Placement) degree
As stated prior, our intention for adjusting the M.Arch degree to formally acknowledge the varying necessity for prerequisites is to provide students with a higher level of transparency and to foster more consistent expectations. Most importantly, we believe this adjustment will raise the quality of student work, and will further strengthen the corollary between student work and the NAAB SPCs.

**Off-Campus Programs**

All accredited degree programs are administered from the Norman campus. Courses of our baseline degree programs may be taught at other locations, such as in Rome (3 months) or on the OU-Tulsa campus (one semester on weekends). The CoA is currently working on a proposal for occasional classes to be held in downtown Oklahoma City at the proposed Community Design Center.

The Rome location is part of an optional out-of-culture sequence offered to students in their fourth year of the undergraduate B.Arch program or in the third-to-last semester of the M.Arch program. The facility in Rome is located in central Rome and is administered with the assistance of Architecture Initiatives Abroad (A.I.A.) and Mr. Scott Schlimgen. The facilities are owned by Iowa State University’s School of Design. They include studios, lecture spaces, an architecture library and kitchen/lounge spaces. Students live in apartments in Rome, which are coordinated through A.I.A.

Courses through the OU-Tulsa program are hosted by the OU Urban Design Studio on the Tulsa Schustermann campus.
### B.Arch (5 year First Professional Degree Program) 180 Undergraduate Credits  

<table>
<thead>
<tr>
<th>Core Requirement</th>
<th>Distribution</th>
<th>Professional Credit</th>
<th>Required</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>General Elective</th>
<th>Other than architectural</th>
<th>Required</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

### University Wide General Education Requirements (minimum 40 hours)

- Understanding Artistic Forms—3 hours, 1 course
- Social Science—Advised Elective (Core III) 3
- Mathematics—3 hours, 1 course
- English Composition—6 hours, 2 courses
- Foreign Language—0–10 hours, 2 courses in the same language
- Physical Education
- Science

### DivA B.Arch (5 year First Professional Degree Program) 160 Undergraduate Credits

- Core IV Humanities (12 hours, 4 courses)
- Core III Social Science (6 hours, 2 courses)
- Core II Natural Science
- Core I English Composition, Calculus & Analytic Geometry

### Credit Distribution Table

#### Fall
- Fall Natural Science, with lab—(Core II) 4
- HIST 1493 U.S. History (Core IV) 3

#### 1st year
- Fall ENGL 1113 (Open Elective) 3
- ARCH 1223 Methods II—Material Awareness 3

#### 2nd year
- P SC 1113 American Federal Government (Core III) 3
- ARCH 2354 Design III—Crafting Place 4

#### 3rd year
- ARCH 3655 Design V—Architectural Making I 5
- ARCH 4453 Modern & Contemporary Architecture 3

#### 4th year
- ARCH 4333 Advanced Structures 3
- ARCH 4523 Methods V—Thermal Systems 3
- ARCH 5055 Design X—Comprehensive Architecture II (Core V) 5

#### 5th year
- Spring Senior Capstone Experience (5 hours, 1 course—required by the College of Architecture) 5

### Senior Capstone Experience

- Approved list, including at least one upper-division Gen. Ed. course per major.
- Courses graded S/U or P/NP will not apply.

### Total Professional Studies Required Credit 104

- Total Professional Courses Elective Credit 9

### Total General Studies Required Credit 29

- Total General Studies Elective Credit 27

### Total General (non-architecture) Studies Credit 56

- Total Undergraduate Credits 180
### DivA M.Arch Credit Distribution Table

#### General Studies Credit Requirements are fulfilled through undergraduate degree acceptance to the program

<table>
<thead>
<tr>
<th>Professional Courses</th>
<th>Professional Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Elective</td>
</tr>
</tbody>
</table>

#### Degree Track for Undergraduate Students with Non-Accredited Architecture Degrees

**Total Hours Required: NON-THESIS ONLY = 89 hours**

### 1st year

<table>
<thead>
<tr>
<th>Term</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ARCH 5155 Graduate Studio I</td>
<td>6</td>
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<tr>
<td>Fall</td>
<td>ARCH 5156 Graduate Architectural Design I</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Fall</td>
<td>ARCH 5157 Methods I – Thermal Systems</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>ARCH 5158 Architectural Structures I</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>ARCH 5159 Architectural History</td>
<td>15</td>
<td></td>
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<tr>
<td>Spring</td>
<td>ARCH 5166 Graduate Architectural Design II</td>
<td>6</td>
<td>Research Elective</td>
<td>6</td>
</tr>
<tr>
<td>Spring</td>
<td>ARCH 5167 Methods II – Electrical Systems</td>
<td>3</td>
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<tr>
<td>Spring</td>
<td>ARCH 5168 Architectural Structures II</td>
<td>3</td>
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<tr>
<td>Spring</td>
<td>ARCH 5169 Architectural History</td>
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### 2nd year

<table>
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<tr>
<th>Term</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ARCH 5176 Graduate Architectural Design III</td>
<td>6</td>
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</tr>
<tr>
<td>Fall</td>
<td>ARCH 5183 Methods VI – Advanced Systems</td>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td>Fall</td>
<td>ARCH 5184 Architectural Structures III</td>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td>Fall</td>
<td>ARCH 5185 Modern and Contemporary Architecture</td>
<td>15</td>
<td></td>
<td>15</td>
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<tr>
<td>Spring</td>
<td>ARCH 5196 Graduate Architectural Design IV</td>
<td>6</td>
<td>Research Elective</td>
<td>6</td>
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<tr>
<td>Spring</td>
<td>ARCH 5197 Methods VII – Architectural Analysis</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Spring</td>
<td>ARCH 5198 Research and Critical Writing</td>
<td>3</td>
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</tr>
<tr>
<td>Spring</td>
<td>ARCH 5199 Leadership in Practice</td>
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</table>

### 3rd year

<table>
<thead>
<tr>
<th>Term</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ARCH 5205 Comprehensive Architecture I</td>
<td>5</td>
<td>Research Elective</td>
<td>5</td>
</tr>
<tr>
<td>Fall</td>
<td>ARCH 5206 Methods VIII - Contemporary Practice</td>
<td>3</td>
<td>Research Elective</td>
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<tr>
<td>Fall</td>
<td>ARCH 5207 Methods IX – Leadership in Practice</td>
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<tr>
<td>Spring</td>
<td>ARCH 5208 Comprehensive Architecture II</td>
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<td>Research Elective</td>
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<tr>
<td>Spring</td>
<td>ARCH 5209 Methods X – Leadership in Practice</td>
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<td>Spring</td>
<td>ARCH 5210 Leadership in Practice</td>
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</table>

**Total Professional Courses Required Credit**: 74/41

**Total Professional Courses Elective Credit**: 15/12

**Total Professional Studies Credit**: 89/53

**Total Credits for M.Arch Degree**: 89/53
II.2.3 CURRICULUM REVIEW AND DEVELOPMENT

In the wake of the 2009 NAAB Accreditation visit, DivA faculty initiated what became a three-year effort to design a new undergraduate curriculum. Founded on the strengths of the program’s history, identity and “heartland” location, the new curriculum was crafted through many day and evening sessions involving faculty, students, recent graduates of the program, seasoned alumni, members of the Professional Advisory Board (PAB) and local practitioners. Four actively practicing architects were part of this process (Fred Schmidt, Heath Tate, Dave Boeck and Hans E. Butzer). The curriculum task force, consisting of Hans E. Butzer, Thomas Cline, Anthony Cricchio, Joel Dietrich, and Nick Harm, conceived of a curriculum that synthesizes material from core courses such as Structures, History, and Environmental Systems into studio. Coordination and collaboration among studio and core course instructors fosters and demonstrates the relevance of core course for design excellence. This strategy was intended to deepen students’ understanding of the relationship between architectural design and recent research in related disciplines, while enhancing the program’s rigor and commitment to the natural, community and professional environments. The new Creating_Making curriculum went into effect in fall 2012, and defines the DivA’s current pedagogical approach.

Regular Assessment of the Curriculum

With the inauguration of the Creating_Making curriculum, the faculty quickly recognized the need to improve an already successful end-of-semester review process. A formal year-level review is conducted, involving the Curriculum Committee and those faculty who teach together at a given year level. Faculty must complete in advance a standard Q/A form that invites comment on perceptions of the curriculum and its interpretation, synergistic opportunities with other courses, student responsiveness, and recommendations for improvements. A fixed schedule of meetings are set in advance prior to the semester end to ensure all faculty can attend their respective sessions. For the fall of 2012 and spring of 2013 semester reviews, sessions were held in our conference room with success. Beginning in the fall of 2013 and continued into the spring of 2014, sessions have been held in the Gould Hall Gallery with high and low pass projects exhibited. The sessions are closed sessions and not open to students or the public. All faculty now attend these sessions ensuring that awareness grows of better understanding the education of a student the year prior, as well as what is expected in the subsequent year. Feedback regarding teaching focus and effectiveness now comes not only from the director and curriculum committee, but also from all faculty. This has been a wonderful evolving process and has provided yet another opportunity for the faculty to grow closer, and to be able to better articulate a shared vision.

Formal Curricular Oversight

The Curriculum Affairs Committee maintains oversight of the Creating_Making curriculum. Led by Associate Director Anthony Cricchio, its committee membership includes professors Nick Harm and Jay Yowell. This committee leads the review process, and coordinates with Graduate Liaison Marjorie Callahan regarding admissions processes for the graduate programs. Director Butzer remains involved with all of these processes. Actively practicing architects involved with this process are professors Yowell, Butzer and Callahan.
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II.3 EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION
A process for evaluating pre-requisites through transcripts, portfolios and other means has been maintained since the last program review. That process was previously led by the graduate liaison or director, depending on into which program a prospective student sought admission. Now led by the Curriculum Affairs Committee, the process itself remains largely unchanged. The committee has however formalized the process through the forms below.

The following comprise a set of procedures and guidelines to help facilitate the assessment and evaluation of course equivalencies and educational experiences of students entering the undergraduate and graduate professional architectural programs. Please refer to previously attached SPC matrices for indicators of preparatory requirements.

Graduate Program Applicant Review
- The graduate liaison will assemble the student’s package containing their application, transcripts, portfolio, and TOEFL (paper based or internet based) or IELTS scores.
- International applicants must have a minimum of 79 score on their TOEFL or 6.5 score on their IELTS test for admittance into the graduate program.
- The graduate liaison will distribute the students’ information through physical or digital means to the committee.
- The Division of Architecture Curriculum Affairs Committee (DivA Curriculum Affairs Committee) reviews each application in reference to the Graduate College requirements as well as the Division of Architecture application requirements.
- The DivA Curriculum Affairs Committee reviews the transcript and portfolio of each student to assess the student’s preparatory/pre-professional coursework has met the attached list of NAAB Student Performance Criteria (SPC) defined by the division. Each student will have the attached worksheet placed in their file for NAAB Accreditation.
- The DivA Curriculum Affairs Committee reserves the right to ask each applicant for additional information about specific coursework from their previous educational experiences. This information includes, but is not limited to syllabi, assignment descriptions, papers, texts.
- If the DivA Curriculum Affairs Committee determines that an applicant has not met specific (SPC’S), the committee will require the student to take additional courses to address the deficiency.
- The DivA Curriculum Affairs Committee can also recommend that a test be given to the applicant for any (SPC) that cannot be determined to be met by the evidence submitted by the applicant.
- Upon determination of the applicant’s preparatory/pre-professional coursework by the DivA Curriculum Affairs Committee, any additional coursework required for the degree will be stated in the acceptance letter to the applicant and noted within the applicants file by the graduate liaison.

Graduate Program Advanced Standing Credit
- The DivA Curriculum Affairs Committee reviews the transcript and portfolio of each student to assess the student’s preparatory/pre-professional coursework for any work that met both the curriculum and has met the attached list of NAAB Student Performance Criteria (SPC) defined by the division for advanced placement or credit in the graduate program. Each student will have the attached worksheet placed in their file for NAAB Accreditation.
• The DivA Curriculum Affairs Committee reserves the right to ask each applicant for additional information about specific coursework from their previous educational experiences. This information includes, but is not limited to syllabi, assignment descriptions, papers, texts.
• Upon determination of the applicant’s preparatory/pre-professional coursework by the DivA Curriculum Affairs Committee, any coursework given credit for the degree will be stated in the acceptance letter to the applicant and noted within the applicants file by the graduate liaison.

Transfer Student Applicant Review Student Course Credit
• The academic counselor for the Division of Architecture will assemble the student’s package containing their transcripts and portfolio for evaluation by the committee. The package will then be forwarded to the chair of the DivA Curriculum Affairs Committee to be distributed to the remaining committee members.
• The DivA Curriculum Affairs Committee reviews the transcript and portfolio of each student that is applying for transfer into the Bachelor of Architecture program. The committee assesses the student’s coursework to the curriculum and the attached list of NAAB Student Performance Criteria (SPC) defined by the division. Each student will have the attached worksheet placed in their file for NAAB Accreditation.
• The DivA Curriculum Affairs Committee reserves the right to ask each applicant for additional information about specific coursework from their previous educational experiences. This information includes, but is not limited to syllabi, assignment descriptions, papers, texts.
• Upon determination of the applicant’s coursework by the DivA Curriculum Affairs Committee, any coursework given credit for the degree will be stated in the acceptance letter to the applicant and noted within the applicants file by the academic counselor for the Division of Architecture.

Exchange Student Studio Placement Review
• The academic counselor for the Division of Architecture will assemble the student’s package containing their transcripts and portfolio for evaluation by the committee. The package will then be forwarded to the chair of the DivA Curriculum Affairs Committee to be distributed to the remaining committee members.
• The DivA Curriculum Affairs Committee reviews the transcript and portfolio of each exchange student that is requesting to take a studio within the Bachelor of Architecture program. The committee assesses the student’s coursework to the curriculum and will advise the academic counselor for proper placement.
• The DivA Curriculum Affairs Committee reserves the right to ask each applicant for additional information about specific coursework from their previous educational experiences. This information includes, but is not limited to syllabi, assignment descriptions, papers, texts.
Procedures and Guidelines for review of Graduate, Transfer, and Exchange Students’ coursework for credit, advanced placement, and placement within studio courses.

The policy set forth is to provide a set of procedures and guidelines to help facilitate the assessment and evaluation of course equivalencies and educational experiences of students entering the undergraduate and graduate professional architectural programs.

Graduate Program Applicant Review

The graduate liaison will assemble the student’s package containing their application, transcripts, portfolio, and TOEFL (paper based or internet based) or IELTS scores.

International applicants must have a minimum of 79 score on their TOEFL or 6.5 score on their IELTS test for admittance into the graduate program.

The graduate liaison will distribute the students' information through physical or digital means to the committee.

The Division of Architecture Curriculum Affairs Committee (DivA Curriculum Affairs Committee) reviews each application in reference to the Graduate College requirements as well as the Division of Architecture application requirements.

The DivA Curriculum Affairs Committee reviews the transcript and portfolio of each student to assess the student’s preparatory/pre-professional coursework has met the attached list of NAAB Student Performance Criteria (SPC) defined by the division. Each student will have the attached worksheet placed in their file for NAAB Accreditation.

The DivA Curriculum Affairs Committee reserves the right to ask each applicant for additional information about specific coursework from their previous educational experiences. This information includes, but is not limited to syllabi, assignment descriptions, papers, texts.

If the DivA Curriculum Affairs Committee determines that an applicant has not met specific (SPC’S), the committee will require the student to take additional courses to address the deficiency.

The DivA Curriculum Affairs Committee can also recommend that a test be given to the applicant for any (SPC) that cannot be determined to be met by the evidence submitted by the applicant.

Upon determination of the applicant’s preparatory/pre-professional coursework by the DivA Curriculum Affairs Committee, any additional coursework required for the degree will be stated in the acceptance letter to the applicant and noted within the applicants file by the graduate liaison.
Graduate Program Advanced Standing Credit

The DivA Curriculum Affairs Committee reviews the transcript and portfolio of each student to assess the student’s preparatory/pre-professional coursework for any work that met both the curriculum and has met the attached list of NAAB Student Performance Criteria (SPC) defined by the division for advanced placement or credit in the graduate program. Each student will have the attached worksheet placed in their file for NAAB Accreditation.

The DivA Curriculum Affairs Committee reserves the right to ask each applicant for additional information about specific coursework from their previous educational experiences. This information includes, but is not limited to syllabi, assignment descriptions, papers, texts.

Upon determination of the applicant’s preparatory/pre-professional coursework by the DivA Curriculum Affairs Committee, any coursework given credit for the degree will be stated in the acceptance letter to the applicant and noted within the applicants file by the graduate liaison.
Transfer Student Applicant Review Student Course Credit

The academic counselor for the Division of Architecture will assemble the student’s package containing their transcripts and portfolio for evaluation by the committee. The package will then be forwarded to the chair of the DivA Curriculum Affairs Committee to be distributed to the remaining committee members.

The DivA Curriculum Affairs Committee reviews the transcript and portfolio of each student that is applying for transfer into the Bachelor of Architecture program. The committee assesses the student’s coursework to the curriculum and the attached list of NAAB Student Performance Criteria (SPC) defined by the division. Each student will have the attached worksheet placed in their file for NAAB Accreditation.

The DivA Curriculum Affairs Committee reserves the right to ask each applicant for additional information about specific coursework from their previous educational experiences. This information includes, but is not limited to syllabi, assignment descriptions, papers, texts.

Upon determination of the applicant’s coursework by the DivA Curriculum Affairs Committee, any coursework given credit for the degree will be stated in the acceptance letter to the applicant and noted within the applicants file by the academic counselor for the Division of Architecture.
Exchange Student Studio Placement Review

The academic counselor for the Division of Architecture will assemble the student’s package containing their transcripts and portfolio for evaluation by the committee. The package will then be forwarded to the chair of the DivA Curriculum Affairs Committee to be distributed to the remaining committee members.

The DivA Curriculum Affairs Committee reviews the transcript and portfolio of each exchange student that is requesting to take a studio within the Bachelor of Architecture program. The committee assesses the student’s coursework to the curriculum and will advise the academic counselor for proper placement.

The DivA Curriculum Affairs Committee reserves the right to ask each applicant for additional information about specific coursework from their previous educational experiences. This information includes, but is not limited to syllabi, assignment descriptions, papers, texts.
M.Arch - 2 Year Program - Prerequisite Check Sheet

Each of these courses is a prerequisite of the degree:

**Student Name:**

**ARCH 6156 Graduate Studio I**
The class introduces fundamental design and visual communication skills through the use of material, formal, and spatial properties of architecture. Fabrication safety, craft, and techniques will be introduced and developed through the making. Ideas involving creating-making are explored through exercises in the formal, spatial and material qualities of human environments.

- A5 – Investigative Skills, Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
- A6 – Fundamental Design Skills, Ability to effectively use basic architectural and environmental principles in design.
- A7 – Use of Precedence, Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

**Transfer Course Resolution**

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**ARCH 5516 Graduate Architectural Design I**
Introduces projects of moderate complexities demonstrating intermediate design principles within the context of the built environment. Application of both physical and virtual communication skills as professional techniques of representation and communication are required.

- A6 – Fundamental Design Skills, Ability to effectively use basic architectural and environmental principles in design.
- A7 – Use of Precedence, Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
- B4 – Site Design, Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
- B12 - Building Materials and Assemblies, Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

**Transfer Course Resolution**

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**ARCH 5523 Methods V – Thermal Systems**
Introduction to psychometrics, heat transmission in buildings, heating, air conditioning and ventilation, solar heat gain, passive solar conditioning, plumbing, and fire protection.

- A11- Applied Research, Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
- B8 - Environmental Systems, Understanding the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

**Transfer Course Resolution**

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**ARCH 5133 Architectural Structures I**
Introduction to the basic physics, forces within structural systems, material strength, and associated structural engineering principles. This course will develop both intuitive and empirical knowledge of forces within structural systems that serve as a foundation for future courses within the structures sequence.

- B9 - Structural Systems, Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

**Transfer Course Resolution**

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Each of these courses is a prerequisite of the degree:  

**Student Name:**

**ARCH 5143 Architectural History**

A theoretical investigation of the cultural, political, and aesthetic values of diverse Western and non-Western cultures and how these affect the built environment. This course continues the development of critical writing skills and further develops analytic skills that act to inform design decisions related to studio projects.

- A9 - Historical Traditions and Global Culture, Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

- A10 - Cultural Diversity, Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

**Transfer Course Resolution**

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**Evaluation By**

**ARCH 5526 Graduate Architectural Design II**

Continuation of ARCH 5126 with an introduction to passive and active forms of lighting, acoustics, conveyance systems, and electrical systems. An emphasis will be placed on the relation between these auxiliary building systems and Creating-Making. Issues of sustainability including environmental impacts, resource utilization, ethical resource efficiencies and performance-based design will be related to concepts of Creating-Making. Codes and standards that effect the built environment will be explored.

- A5 - Investigative Skills, Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

- A8 - Ordering Systems Skills, Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

- B1 - Pre-Design, Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

- B4 - Site Design, Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

- B5 - Life Safety, Ability to apply the basic principles of life-safety systems with an emphasis on egress.

- B11 - Building Service Systems, Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

- B12 - Building Materials and Assemblies, Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

**Transfer Course Resolution**

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**Evaluation By**

**ARCH 5623 Methods VI – Auxiliary Systems**

Introduction to lighting, acoustics and other auxiliary systems that impact the Creating-Making of the built environment. These systems are discussed in relation to issues of sustainability and human comfort. Codes and standards that effect building design will be introduced and discussed.

- B5 - Life Safety, Ability to apply the basic principles of life-safety systems with an emphasis on egress.

- B11 - Building Service Systems, Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

- B12 - Building Materials and Assemblies, Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

**Transfer Course Resolution**

______ Does ____ Does NOT - fulfill this requirement.  

**Evaluation By**

**ARCH 5233 Architectural Structures II**

Focus is on wood, concrete, and steel as structural materials. Students will develop an understanding of engineering principles as they apply to each of these structural materials. Material properties, common manufactured systems, common material sections, and common connection types will be explored with students demonstrating the ability to develop technical details related to various structural systems.

- B9 - Structural Systems, Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

**Transfer Course Resolution**

______ Does ____ Does NOT - fulfill this requirement.  

**Evaluation By**
ARCH 5453  Modern and Contemporary Architecture
Survey and discussion of built artifacts of 20th century architectural culture and the last 25 years of significant world architecture. Emphasis is placed upon the formal, philosophical, social, technical, and economic contexts of the projects discussed, as well as their later reinterpretations. This course continues the development of critical writing skills and further develops analytic skills that act to inform design decisions related to studio projects.

A1 - Communication Skills, Ability to read, write, speak and listen effectively.
A9 - Historical Traditions and Global Culture, Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
A10 - Cultural Diversity, Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

Transfer Course Resolution

ARCH 5543  Research and Critical Writing Seminar
Focus is on the development of research and academic writing in an urban and architectural context. Original research and/or analysis and a fully annotated term paper are required. Topics may range from periods, politics, technology, economics, religion, gender, and culture. A continuation of the development of critical writing skills and further develops analytic skills that act to inform design decisions related to studio projects.

A1 - Communication Skills, Ability to read, write, speak and listen effectively.
A5 – Investigative Skills, Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Transfer Course Resolution
Each of these courses is a prerequisite of the degree:

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**ARCH 5922 Methods IX - Contemporary Practice**

Explores issues in contemporary architectural practice including the role of the client, contracts, practice and project management, leadership skills, legal responsibilities, ethics and professional judgment, and community and social responsibility. Emphasis is placed upon issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession. Knowledge of techniques is developed for project justification from establishing the scope of projects to cultural, sustainable, and financial feasibility. The course contains program specific research and support related to studio projects.

- B7 - Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.
- C3 - Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
- C4 - Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
- C5 - Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
- C6 - Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
- C7 - Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.
- C8 - Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
- C9 - Community and Social Responsibility: Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

**Transfer Course Resolution**

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**ARCH 5022 Methods X - Leadership in Practice**

Explores innovative practices in contemporary architectural practice. Issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession are discussed. Innovative methods of digital prototyping and performance modeling related to project delivery will also be explored. Emphasis is placed upon the leadership role that architects can assume in the design and construction disciplines in the community and in education. Local regional, national, and global leadership opportunities are examined.

- B7 - Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.
- C3 - Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
- C4 - Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
- C5 - Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
- C6 - Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
- C7 - Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.
- C8 - Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
- C9 - Community and Social Responsibility: Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

**Transfer Course Resolution**

_____ Does ____ Does NOT - fulfill this requirement. Evaluation By ______

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**Student Name:** ________________________________
ARCH 1121  Methods I - Intro to Creating-Making
An introduction to the historical and theoretical issues forming and informing the built environment. The relationships of conceptual, methodological, and representational skills related to designed environments will be introduced and developed. Design vocabulary, studio culture, and architectural discourse will be explored and related within the framework of Creating-Making.

Transfer Course Resolution
_________ _____ Does _____ Does NOT - fulfill this requirement. Evaluation By ________

ARCH 1112  Cultures of Collaboration
Introduction to the foundations of the various planning, design, and construction disciplines. Focus on the collaborative process for creating and constructing the built environment. Histories of expertise areas such as planning, architecture, landscape architecture, interior design, construction science, engineering, and graphic environmental design will be explored and related to how these have evolved to their contemporary conditions

C1 – Collaboration, Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

C6 – Leadership, Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

Transfer Course Resolution
_________ _____ Does _____ Does NOT - fulfill this requirement. Evaluation By ________

ARCH 1154  Design I - Design Fundamentals
Development of foundational design, visual communication skills, and graphic conventions including sketching and drafting, shade and shadow, rendering methods, perspective, color, materials, and model building. Introduces processes of creating-making through methods engaged in critical thinking and experiential knowing. Methods of composition are introduced and explored: design elements and principles, proportion and scale, ordering systems, and organizational strategies. Introduction to issues of craft and material engagement

Transfer Course Resolution
_________ _____ Does _____ Does NOT - fulfill this requirement. Evaluation By ________

ARCH 1223  Methods II - Material Awareness
An introduction to the influences of materials and technology on designed environments. Introduction of the historical development and application of basic architectural technology. Introduction to structural systems and components and to the formal/spatial/material characteristics of building technology.

A5 - Investigative Skills, Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Transfer Course Resolution
_________ _____ Does _____ Does NOT - fulfill this requirement. Evaluation By ________

ARCH 1254  Design II - Craft and Making
A continuation in the development of fundamental design and visual communication skills through introductions to the material, formal, and spatial properties of architecture. Fabrication safety, craft, and techniques will be introduced and developed through the making of full-scale constructions. Continued ideas involving creating-making are explored through exercises in the formal, spatial, and material qualities of human environments.

A5 - Investigative Skills, Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Transfer Course Resolution
_________ _____ Does _____ Does NOT - fulfill this requirement. Evaluation By ________
## ARCH 2333 Methods III - Design Analytics

*An introduction to historical precedent, human factors, and the physical and cultural contexts associated with the built environment. The contextual relationships between building, site, and culture will be explored through an introduction to various environmental and site design concepts, skills, and methods appropriate for architects.*

- **A7 - Use of Precedents**, Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
- **A8 - Ordering Systems Skills**, Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
- **C2 - Human Behavior**, Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

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## ARCH 2243 History of Architecture

*A theoretical investigation of the cultural, political, and aesthetic values of diverse Western and non-Western cultures and how these affect the built environment from pre-history through the Renaissance. This course continues the development of critical writing skills and further develops analytic skills that act to inform design decisions related to studio projects.*

- **A9 - Historical Traditions and Global Culture**, Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
- **A10 - Cultural Diversity**, Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

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## ARCH 2354 Design III - Crafting Place

*Development of formal and spatial architectural components that demonstrate engagement with design principles, precedent analysis, human factors, and environmental and cultural influences on design. Expression of ideas through the application of virtual techniques of representation and visual communication are required.*

- **A6 - Fundamental Design Skills**, Ability to effectively use basic architectural and environmental principles in design.
- **A7 - Use of Precedents**, Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
- **A8 - Ordering Systems Skills**, Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

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## ARCH 2413 Methods IV - Materials and Form

*An introduction to the nature of building materials with regard to form, strength, durability, workability, structure, connections, surfaces, and edges. Analysis of architectural expression through the use of building materials including the effects of: light, air movement, humidity, and their relationships to both one another and formal and spatial expressions. Provides a phenomenological foundation for more technical development in Methods V.*

- **B12 - Building Materials and Assemblies**, Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

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## ARCH 2454 Design IV - Materials and Making

*A continuation of ARCH 2354. Introduces projects of moderate complexities demonstrating intermediate design principles within the context of the urban environment. Application of both physical and virtual communication skills as professional techniques of representation and communication are required.*

- **A6 - Fundamental Design Skills**, Ability to effectively use basic architectural and environmental principles in design.
- **A7 - Use of Precedents**, Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

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### ARCH 2343 History of Architecture II
An investigation of the cultural, political, and aesthetic values of diverse Western and non-Western cultures and how these have affected the built environment from the Renaissance through the 19th century. A continuation of the development of critical writing skills and analytic skills that act to inform design decisions related to studio projects.

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<tr>
<td>A9</td>
<td>Historical Traditions and Global Culture, Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.</td>
</tr>
<tr>
<td>A10</td>
<td>Cultural Diversity, Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.</td>
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Transfer Course Resolution

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<tr>
<td>ARCH 2343</td>
<td>History of Architecture II</td>
<td>Does NOT fulfill this requirement.</td>
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Evaluation By

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### ARCH 4523 Methods V - Thermal Systems
Introduction to psychometrics, heat transmission in buildings, heating, air conditioning and ventilation, solar heat gain, passive solar conditioning, plumbing, and fire protection.

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<td>A11</td>
<td>Applied Research, Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.</td>
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<td>B9</td>
<td>Structural Systems, Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.</td>
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<tbody>
<tr>
<td>ARCH 4523</td>
<td>Methods V - Thermal Systems</td>
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### ARCH 3535 Design V - Architectural Making I
Introduces client-initiated programming as an influence on design process. Issues related to structural systems, thermal control systems, and life safety will be explored. Site issues including access/egress/parking, building orientation, and hydrology and subsurface conditions will be introduced as factors affecting creating-making. An introduction to software essential to simulation of building performance as a means to integrate climatic conditions, building and site orientations, materials, and form in sustainable ways.

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<tr>
<td>B4</td>
<td>Site Design, Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.</td>
</tr>
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</table>

Transfer Course Resolution

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 3535</td>
<td>Design V - Architectural Making I</td>
<td>Does NOT fulfill this requirement.</td>
</tr>
</tbody>
</table>

Evaluation By

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### ARCH 4453 History III - Modern and Contemporary Architecture
Survey and discussion of built artifacts of 20th century architectural culture and the last 25 years of significant world architecture. Emphasis is placed upon the formal, philosophical, social, technical, and economic contexts of the projects discussed, as well as their later reinterpretations. Continues the development of critical writing skills and further develops analytical skills that act to inform design decisions related to studio projects.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
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<tbody>
<tr>
<td>A1</td>
<td>Communication Skills, Ability to read, write, speak and listen effectively.</td>
</tr>
<tr>
<td>A9</td>
<td>Historical Traditions and Global Culture, Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.</td>
</tr>
<tr>
<td>A10</td>
<td>Cultural Diversity, Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.</td>
</tr>
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Transfer Course Resolution

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Requirements</th>
</tr>
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<tbody>
<tr>
<td>ARCH 4453</td>
<td>History III - Modern and Contemporary Architecture</td>
<td>Does NOT fulfill this requirement.</td>
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Evaluation By

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### ARCH 4133 Structures I
An introduction to basic physics, forces within structural systems, material strength, and associated structural engineering principles. Develops both intuitive and empirical knowledge of forces within structural systems that serve as a foundation for future courses within the Structures sequence. The course will engage and influence exercises in Design V in order to develop intuitive understanding of structures and to introduce analytical tools necessary to creating/making structures.

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<tr>
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<tbody>
<tr>
<td>B9</td>
<td>Structural Systems, Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.</td>
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<tr>
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<td>Structures I</td>
<td>Does NOT fulfill this requirement.</td>
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</table>

Evaluation By

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B.Arch - 5 Year Program – Transfer Credit Check Sheet

Each of these professional courses is required of the degree.

**ARCH 3623 Methods VI - Auxiliary Systems**

*Introduction to lighting, acoustics, and other auxiliary systems that impact the Creating-Making of the built environment. These systems are discussed in relation to issues of sustainability and human comfort. Codes and standards that effect building design will be introduced and discussed.*

___ **B8 - Environmental Systems**, Understanding the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

___ **B11 - Building Service Systems**, Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

Transfer Course

Resolution

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**ARCH 3655 Design VI - Architectural Making II**

*This course is a continuation of Design V with an introduction to passive and active forms of lighting, acoustics, conveyance systems, and electrical systems. An emphasis will be placed on the relation between these auxiliary building systems and Creating-Making. Issues of sustainability including environmental impacts, resource utilization, ethical resource efficiencies and performance-based design will be related to concepts of Creating-Making. Codes and standards that effect the built environment will be explored.*

___ **B1 - Pre-Design**, Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

___ **B4 - Site Design**, Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

Transfer Course

Resolution

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**ARCH 4543 History IV - Research and Critical Writing Seminar**

*The development of research and academic writing in an urban and architectural context. Original research and/or analysis and a fully annotated term paper are required. Topics may range from periods, politics, technology, economics, religion, gender, and culture. A continuation of the development of critical writing skills and further develops analytic skills that act to inform design decisions related to studio projects.*

___ **A1 - Communication Skills**, Ability to read, write, speak and listen effectively.

___ **A5 - Investigative Skills**, Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Transfer Course

Resolution

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<th>Does</th>
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**ARCH 4733 Structures II**

*Extension of the study of architectural structures through structural design of continuous building frameworks; loads, concrete structural systems, foundations, connections and structural detailing.*

___ **B9 - Structural Systems**, Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Transfer Course

Resolution

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</table>
ARCH 5922  Methods IX - Contemporary Practice
Explores issues in contemporary architectural practice including the role of the client, contracts, practice and project management, leadership skills, legal responsibilities, ethics and professional judgment, and community and social responsibilities. Emphasis is placed upon issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession. Knowledge of techniques is developed for project justification from establishing the scope of projects to cultural, sustainable, and financial feasibility. The course contains program specific research and support related to studio projects.

______ B7 - Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

______ C3 - Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

______ C4 - Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

______ C5 - Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

______ C6 - Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

______ C7 - Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

______ C8 - Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

______ C9 - Community and Social Responsibility: Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

Transfer Course Resolution
_________ ______ Does ______ Does NOT - fulfill this requirement. Evaluation By ________

ARCH 5022  Methods X - Leadership in Practice
Explores innovative practices in contemporary architectural practice. Issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession are discussed. Innovative methods of digital prototyping and performance modeling related to project delivery will also be explored. Emphasis is placed upon the leadership role that architects can assume in the design and construction disciplines in the community and in education. Local regional, national, and global leadership opportunities are examined.

______ B7 - Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

______ C3 - Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

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      I.1.2 Learning Culture and Social Equity
      I.1.3 Responses to the Five Perspectives
      I.1.4 Long Range Planning
      I.1.5 Self-Assessment Procedures

   Section 2: Resources
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      I.2.2 Administrative Structure and Governance
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      I.3.1 Statistical Reports
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         -Realm B: Integrated Building Practices. Technical Skills and Knowledge
         -Realm C: Leadership and Practice

   Section 2: Curricular Framework
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      II.2.2 Professional Degrees and Curriculum
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         -Master of Architecture: 4-7 semester professional degree
         -Bachelor of Architecture: 10 semester, 160 credit hour professional degree
      Include Table 1: Credit Distribution

   Section 3: Evaluation of Preparation/Pre-Professional Education

   Section 4: Public Information
      II.4.1 Statement on NAAB-Accredited Degrees (Per Appendix 5)
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PART 2 EDUCATIONAL OUTCOMES AND CURRICULUM  
Section 4: Public Information

II.4.1 STATEMENT ON NAAB-ACCREDITED DEGREES
The statement may be found at the following link: http://catalog.ou.edu/current/index.html. On the left side of the site, please click on the heading “College of Architecture”, then follow the link from there to the “Division of Architecture”, where the required statement can be found.

II.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES
The following links will access the page on the DivA website that assists parents, students and others as they seek further information: http://www.ou.edu/content/architecture/division_of_architecture/undergraduate/naab-info.html

II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION
The following links will access the page on the DivA website that assists parents, students and others as they seek further information: http://www.ou.edu/content/architecture/division_of_architecture/undergraduate/naab-info.html

II.4.4 PUBLIC ACCESS TO APRs AND VTRs
The following links will access the page on the DivA website that assists parents, students and others as they seek further information: http://www.ou.edu/content/architecture/division_of_architecture/undergraduate/naab-info.html
It should be noted here that we only received a response to annual reports in 2011, as evidenced by the NAAB website “NAAB Response” button. The NAAB Response to the 2012 Focused Evaluation Report is not posted on NAAB’s website.

II.4.5 A.R.E. PASS RATES
The following links will access the page on the DivA website that assists parents, students and others as they seek further information: http://www.ou.edu/content/architecture/division_of_architecture/undergraduate/naab-info.html
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III.3.1 SUMMARY OF RESPONSES TO THE TEAM FINDINGS

III.3.1.1 Responses to Conditions Not Met

B Arch. Degree Only

13.1 Speaking and Writing Skills
In response to this deficiency, the DivA reworked its History/Theory/Criticism (HTC) course sequence and subsequently has developed a Writing Enrichment Curriculum (WEC). The hiring of Dr. Barrett and Pilat reinvigorated our HTC courses while also infusing them with a focus on writing. The Creating_Making curriculum foresaw more extensive writing in History 1 and 2, and with Modern and Contemporary Architecture. Most importantly, the introduction of the fourth course in the HTC sequence, Research and Critical Writing, was intended to provide faculty and students a forum in which to explore topical issues through a series of readings and iterative writing assignments.

As mentioned in the Parts I and II, the introduction of the WEC served as a broader attempt to reinforce the development of writing skills through every stage of the curriculum while also fostering the development of different writing styles as demanded by day to day practice. Not only is expository, essay and term paper-style writing developed, requiring 250-400 word project descriptions based on AIA Awards submissions or Progressive Architecture awards narratives forces a student to present non-complex and understandable site, program and solution statements on a consistent basis. These succinct narratives then serve as the basis for the student’s verbal presentation. For two years now, faculty have been placing greater emphasis on the students’ verbal, written and graphic communication skills in order to better prepare students for the range of practice demands.

13.14 Accessibility
The redesign of the curriculum led to a more formalized approach to teaching certain code-related layers in studio. Without question, accessibility speaks to the larger issue of diversity and so students already more easily appreciate its importance. The issue of accessibility pervades all studio levels, though it is through greater depth of exploration at higher year levels that significant improvements have been made to the teaching of this issue.

Year-level “roadmaps” for the fourth-year and comprehensive studios in particular specify the review of codes. Greater emphasis is being placed on how accessibility can already begin to shape a design earlier in the design process, so that it does not become an afterthought and represented by mere 5’ diameter circles in plan.

13.22 Building Service Systems
This deficiency highlighted the difficulties our program experienced at the time of the last program review in regards to consistent teaching of building service systems first in lecture courses. As a result, these issues were not well addressed in studio work. Although a focused search took place to for this type of position, no candidates appeared to be the best fit for our needs. Fortunately, a local mechanical engineer, Dr. Ik-Seong Joo, with practice experience, came to our attention. Dr. Joo agreed to teach our systems courses as an adjunct and has done so until this past spring. At that time, we decided to make a focused hire of a candidate who came to our attention as part of a different search. Dr. Joo brought stability to the teaching of this issue, which has in turn improved the exploration of building service systems in studio projects.

As part of another search, the abilities of Prof. Jay Yowell made evident that the manner in which we teach these issues could be much more holistically approached. As such, we are now refining yet further the teaching of
building systems, while placing these into a design context (Jay is a practitioner and sustainability expert) rather than merely viewing these as a technical problem. We are excited about the more innovative approach with our current teaching strategy, and are pleased to be able to do so having gained stability through the teaching of Dr. Joo. We are now better positioned to manifest the Methods 5 and Methods 6 course content in their corresponding design studios.

13.28 Comprehensive Design
The Creating_Making curriculum introduced a more integrated teaching approach to our courses. Year level coordination across lectures and studios is fostered. Team teaching in studios not only enriches the teaching, but it also helps students to see complementing and often diverging faculty opinions in the studio to their pedagogical advantage. The team teaching approach, with more closely coordinated and better defined project assignments, has been very effective in helping raise the overall quality of studio work while also leveling out the quality of studio work across studio sections.

13.25 Construction Cost Control
The hiring of Prof. Dan Butko has helped us more thoroughly address this issue of cost controls in construction at the undergraduate level. Aside from the structural improvements caused by the Creating_Making curriculum, Dan’s teaching of Methods 4, and introducing costs at this level, coupled with his teaching of Methods 7, allows us to reinforce this issue more consistently. This facilitates its bearing on studio design work in subsequent year levels. As we have begun comprehensive studios with the discussion of developer pro formas, where income sources and expenditures become more visceral, cost controls have become more effectively appreciated as well.

At the graduate level, thesis committee members have been instructed to place greater emphasis on cost controls. By adjusting the M.Arch program to better align with the trajectory of the undergraduate program, and with eliminating the thesis project, we are able to better address the level of rigor with which issues like costs can be explored. Creating graduate level sections for Methods 7 and 8 will also help with improvements to this issue.

13.26 Technical Documentation
The Creating_Making curriculum’s roadmaps outlined for the comprehensive studios a more thorough strategy for helping students better develop their technical skills. Better paced, students are now able to begin considering the knowledge gained in Methods courses and to see how it can help the design development process. Establishing lists of critical drawings and details creates a transparency for both teachers and students as it relates to expectations for the technical deliberations. Overall, the curriculum celebrates the architect who can conceive pragmatic visions along with the means to implement them through technical know-how.

III.3.1.1 Responses to Causes of Concern

Social Equity (4)
To the concern over equitable salary allocations, the Dean has been very effective in coordinating with the DivA to ensure that salaries are fairly and appropriately established and consistently assessed. The narrative in this document demonstrates that equity in terms of gender and minorities has been achieved. Efforts will continue to ensure this continues.
As to the issue of minority representation among faculty, greater efforts have been made in advertising our available positions to potentially more diverse potential candidates. The APR outlines further steps still that will be taken to broaden yet further future applicant pools. Procedures for evaluating candidate pools have been followed carefully by committee leadership and the University’s EOO. Minorities have held adjunct positions, and have been recently hired to full-time positions. We have also witnessed the retirement of faculty who represented various minorities. Without question, the ethnic diversity of our faculty has decreased since the past program review. It is, however, in spite of increasing efforts to broaden the face of our faculty. We wish for our faculty to more closely represent the communities our students will serve in their professional lives. We will continue to work towards reaching at least the level of diversity reached by the University faculty.

Human Resources (6)

Significant success has occurred with improving the faculty’s annual evaluation process. Further, new mentoring programs and a 3rd year tenure track review process go far in fostering a transparent and more effective work environment.

With Director Butzer’s hiring, negotiations with the University President also include additional funding for an associate director. The approach to install three associate directors, each with their own appropriate compensation arrangements, provides a wonderful and effective solution to the leadership of the division. Due to retirements and sabbaticals, the teaching loads for these three associate directors have not been fully adjusted but will be for the 2015-2016 academic year. The shared assistant to the directors continues to be effective, as there have not yet been problems. The network of assistants throughout the college also continues to be effective.

Physical Resources (8)

The completed renovated Gould Hall serves DivA faculty and students well. Tweaking such as adding electrical drops to studio spaces, adding pin up areas, and two new Creating_Making Labs in Gould Hall prove that the building is “forgiving” and thus allows us to adjust into the new spaces and adjacencies.

While the Hobby Lobby on Main Street created a horizontality that benefitted all programs, those lessons have motivated the division directors to explore how synergies can continue in what at first appears to be a more insular building form. To this point, we now host a graduate level studio in GH305 where the graduate students from the Architecture, Landscape and Interior Design students comingle. Architecture and Interior Design students have the opportunity for shared experiences in GH B50. Within the DivA itself, vertical and parallel studio arrangements have been successful in fostering better student relationships and collaborations.

Lastly, strategically planned collaboration projects reinforce the notion that there is strength in numbers and diversity. Victories in national and regional competitions involving our collaborative teams prove this is working well.

Regarding potential growth limits imposed by the building, the DivA has established its maximum capacity at approximately 265 students, based on an average desk allocation of 1.5 desks per student. There is no concern at this time for needing to grow in numbers. Rather, our attention is comfortably shifting towards improving the quality of teaching, student work and student experiences.

Financial Resources (10)

Faculty salaries have adjusted well to regional averages. Financial support for student activities has been strong. Scholarship awards have doubled since the last program review. State appropriations to the University continue to
drop and are of concern to all in public universities. However, in many ways, our situation here in Oklahoma is better than in many other states’ public universities.

To neutralize the potential negative affects on these funding reductions, the DivA is putting into place strategies for building stronger relationships with alumni and professionals. These will serve as the basis for renewed fund-raising efforts, particularly towards growing the scholarship pool. The DivA’s PAB is fully engaged in its work with Director Butzer to seek individuals’ and firms’ commitments towards campaigns to support student travels.

In terms of financial support for faculty, greater emphasis is being placed on funded research. Efforts are ongoing to develop research work towards better-funded arenas. Recent research collaborations with other divisions and colleges have resulted in successful grant applications. The University’s research office is very proactive in its reaching out to our faculty to help them with funding. Without question, the DivA team is working well together, with the Faculty Affairs Committee charged with establishing databases to facilitate access to funding.

The next three years will be telling as to whether current legwork to build a network of financial support will be successful.

Graphic Skills (13.3)
The DivA, like many programs in the United States, has managed to keep up with the evolving possibilities of digital and freehand representation options. With clarity in terms of where focused teaching will take place (freehand scaled sketching, Rhino, and the Adobe Suite), our chances for a more consistent and higher level of quality of student work are great. These represent design processes frequently found in the best practices. As a complement, the teaching of Revit will grow so that students not only have a stronger technical design/drawing tool for studio, but will also prepare our graduates for success in firms and collaborative design/construction teams.

At the graduate level, the unevenness of students’ backgrounds has been a concern. However, our entry studies are focusing on ensuring that “leveling” exercises can better lead to higher quality student representation work on a more consistent basis.

Program Preparation (13.16)
The new curriculum seeks to take what worked well in the former graduate level Research Methods course and apply it to the level 5, 6, 7 and 8 courses. With a renewed focus on site and user analysis, the corollary between architectural space and form with user needs and sustainability is becoming clearer for faculty in their teaching, and for students in their project preparatory work.

Life-Safety (13.20)
Renewed focus on basic teaching (and thesis) requirements for student project deliverables, in addition to an attempt to invite code restrictions into the early design process, has led to more consistent examples of students' understanding of egress issues.

Building Envelope Systems (13.21)
The teaching of Methods 7 and 8 has specifically brought heightened focus on the role of the façade in a building’s aesthetic and energy performance, not to mention how it affects the building’s users, their productivity, and its impact on shaping better urban environments. Not only is this impacting the quality of studio work in Design 7 in particular, rigorous roadmaps and team teaching is leading to improved and consistent quality of student work in the comprehensive studios and thesis projects.
III.3.2 SUMMARY OF RESPONSES TO CHANGES IN THE NAAB CONDITIONS
Since our 2009 NAAB Accreditation visit took place at the time of the last changes in the NAAB Conditions, we were able to integrate and respond to the changes as we formed our new Creating_Making curriculum. The following are some of the key responses to those changes. In most cases, our response has not only enhanced our program, but helps defines the DivA.

I.1.1 History and Mission:
By requiring evidence and being integrated in the APR, the 2009 changes caused us to reconsider our history in all aspects of the program. Looking back gave us a better sense from where we were to move forward. This phase of introspective review helped us better understand the impact of the Goff era, and to see which aspects of that era to embrace (celebration of diversity and individual creativity), and which to continue adapting in new ways (a global community approach in balance with individual expression). This new self-portrait provides us with an identity that strengthens the student learning experience, deepens an understanding of critical professional processes and information, while enhancing the program’s rigor and commitment to the natural, community and professional environments.

I.1.2 Learning Culture and Social Equity
The DivA promotes collaboration and “out-of culture” experiences as key components in the Creating_Making curriculum. As “Create-Collaborate-Construct” is our CoA mantra, so this emphasis on collaboration further supports our larger mission of ensuring all voices are heard and respected.

I.1.4 Long-Range Planning:
During the process of redefining the curriculum, the DivA underwent a long-range planning initiative which helped define and place the new curriculum in context with its mission and culture.

I.2.2 Administrative Structure & Governance:
The DivA reorganized its committee structures to enhance faculty input while streamlining service responsibilities in order to allow more time for research and teaching.

II.1 Student Performance -- Educational Realms & Student Performance Criteria:
The course alignments featured in the Creating_Making curriculum responds to NAAB’s division of the SPCs into realms through the pairing of “method” and studio courses. The structure of the Creating_Making curriculum especially enhances the learning experiences expected in Realm B.

II.2.3 Curriculum Review and Development:
The creation of a permanent curriculum committee along with an associate director of curriculum affairs has enhanced the review and evaluation of the Creating_Making curriculum.

II.3 Evaluation of Preparatory/Pre-professional Education:
The curriculum committee along with the associate director of curriculum affairs and the graduate liaison define the core group that establish and maintain standards for incoming students to the graduate program.
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      I.1.2 Learning Culture and Social Equity
      I.1.3 Responses to the Five Perspectives
      I.1.4 Long Range Planning
      I.1.5 Self-Assessment Procedures
   Section 2: Resources
      I.2.1 Human Resources and Human Resources Development
      I.2.2 Administrative Structure and Governance
      I.2.3 Physical Resources
      I.2.4 Financial Resources
      I.2.5 Information Resources
   Section 3: Institutional and Program Characteristics
      I.3.1 Statistical Reports
      I.3.2 Annual Reports
      I.3.3 Faculty Credentials (Per Appendix 2)
   Section 4: Policy Review (Per Appendix 3: Documents to be Available in the Team Room)

PART 2  EDUCATIONAL OUTCOMES AND CURRICULUM
   Section 1: Student Performance: Educational Realms and Student Performance Criteria
      II.1.1 Student Performance Criteria (Per Appendix 4: SPC Matrix)
         -Realm A: Critical Thinking and Representation
         -Realm B: Integrated Building Practices. Technical Skills and Knowledge
         -Realm C: Leadership and Practice
   Section 2: Curricular Framework
      II.2.1 Regional Accreditation
      II.2.2 Professional Degrees and Curriculum
         -Doctor of Architecture: N/A
         -Master of Architecture: 4-7 semester professional degree
         -Bachelor of Architecture: 10 semester, 160 credit hour professional degree
      Include Table 1: Credit Distribution
   Section 3: Evaluation of Preparation/Pre-Professional Education
   Section 4: Public Information
      II.4.1 Statement on NAAB-Accredited Degrees (Per Appendix 5)
      II.4.2 Access to NAAB Conditions and Procedures
      II.4.3 Access to Career Development Information
      II.4.4 Public Access to APRs and VTRs
      II.4.5 ARE Pass Rates

PART 3  PROGRESS SINCE THE LAST SITE VISIT
   III.3.1 Summary of Responses to Team Findings
      III.3.1.1 Responses to Conditions Not Met
      III.3.1.2 Responses to Causes of Concern
   III.3.2 Summary of Responses to Changes in the NAAB Conditions

PART 4  SUPPLEMENTAL INFORMATION
   IV.4.4 Course Descriptions (Per Appendix 1)
   IV.4.5 Faculty Resumes (Per Appendix 2)
   IV.4.6 Visiting Team Report (VTR) from the Previous Visit
   IV.4.7 Catalog (or URL for Retrieving Online Catalogs and Related Materials)
   IV.4.8 Additional Documents as Cited in Parts I and II
PART 4 SUPPLEMENTAL INFORMATION

IV.4.4 COURSE DESCRIPTIONS (PER APPENDIX 1)
Creating-Making: A Curriculum for Design Education  
Division of Architecture - University of Oklahoma

After a three-year review period involving students, faculty, alumni, and other design professionals, we have established a curriculum that simultaneously responds to the pragmatic needs of students, the established standards of accreditation, the educational standards of the University of Oklahoma, and the academic and professional expectations of the practice of architecture.

Our design pedagogy is founded on a fundamental premise of Creating-Making, which is grounded in experience, a tangible connection between the creative endeavor and the physical act of making. As such, we are committed to maintaining a foundation in the material practices of design, in promoting intellectual engagement with creative processes, in providing both alternative cultural and professional work experiences, and in fostering intra-disciplinary and inter-disciplinary opportunities for collaboration. The philosophy of Creating-Making encourages diverse research, critical inquiry, and informed experimentation dedicated to reinforcing our core beliefs; a commitment to fostering critical engagement, material aptitude, manual competence, and most importantly an ethical commitment to the real, the tangible, and the human capital that is architecture.

The core of our new curriculum is defined by the parallelism and the planned mutual support of Design studios and Methods courses. Methods courses will 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. These parallel courses will be taught in collaboration with courses in structures, history, and theory. Further, we have created opportunities for our students to immerse themselves in alternative cultural studies, to gain experience within professional work environments, and to productively collaborate within and across disciplines.

As a faculty, our aspiration is to create architects who are recognized for their abilities as critical thinkers and practical problem recognizers and solvers as well as demonstrating a foundational knowledge grounded in design and material aptitude. Learning within the philosophical environment of Creating-Making, we strive to educate students toward an ethical leadership model, committed to employing their aggregate skills as a means of serving and improving the diverse social and cultural environments in which we live.
ARCH 1112 Cultures of Collaborating, Creating, and Constructing (1 hour credit)

Course Description:
Co-requisites: None. This course provides an introduction to the cross-disciplinary foundations of the various design and allied fields. Students will develop an awareness of how architecture is defined by varying histories, cultures, professions, and other related forces. The shared histories of expertise areas such as planning, architecture, landscape architecture, interior design, construction science, engineering, and graphic environmental design will be explored and related to how these have evolved to their contemporary conditions. (F)

Course Goals and Objectives:
• Provide an introduction to the collaborative process.
• Gain a general knowledge of the parties involved in the planning, design and construction of a project and the importance of developing a team approach.
• Realize the importance of the current trends in planning, design and construction industry and how they affect each discipline.
• Understand the basic responsibilities of each discipline in the delivery of a project and gain an appreciation for the various career paths available to College of Architecture graduates.

SPC:
None

Topical Outline:
This course provides an introduction to the physical and conceptual cross-disciplinary foundations of architecture, a historical survey of its evolution, and the forces and expertise that shape what it is today. Students will develop an awareness of how architecture is defined by varying histories, cultures, professions, and other related forces. (25%) The shared histories of expertise areas such as planning, architecture, landscape architecture, interior design, construction science, engineering, and graphic environmental design will be explored and related to how these have evolved to their contemporary conditions. (25%) Emphasis will be placed on the commonalities and differences of viewpoints defined by these expertise areas and the importance of collaboration between these as individuals, professions, and cultural institutions involved in the process of creating and constructing the built environment. (50%)

Prerequisites:
None

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall, 2012, 2013, and 2014

Faculty Assigned:
David Boeck (2012), Hans Butzer (2013, 2014)
ARCH 1121 Methods I - Introduction to Creating-Making (2 hours credit)

Course Description:
Co-requisites: ARCH 1122, ARCH 1154. This course provides an introduction to the historical and theoretical issues forming and informing the built environment. The relationships of conceptual, methodological, and representational skills related to designed environments will be introduced and developed. Design vocabulary, studio culture, and architectural discourse will be explored and related within the framework of Creating-Making. (F)

Course Goals and Objectives:
The course covers the following subjects:

- Creating-Making Fundamentals
  - Studio Culture
  - Peer-to Peer Relations
  - Faculty-Student Relations
  - Studio-work environment Cleanliness
  - Design Thinking
  - Critical Thinking
  - Problem Solving
  - Making and Materiality
  - Craft and Engagement
  - Graphics and Visualization
    - Presentation Skills
    - Design Ideation
    - Sketching
    - Lettering
    - Digital Representation

  - Design Vocabulary
    - Elements of Design
    - Principles of Design
    - Methods of Making
    - Professional Practices
    - Design Ethics

SPC:
None

Topical Outline:
This course introduces the historical and cultural forces that inform architectural thought and to issues and factors that define the quality of the built environment. It is intended to engage the students in explorations of the theoretical foundations of design and provide an introduction to methods and processes of design. (25%) Also introduced are the ethical considerations and their effect upon the design professions. (10%) Students are expected to develop an awareness of the conceptual basis of Creating-Making as this approach defines the overarching goals of our architectural education. (25%) Studio culture, the available learning environments, and architectural discourse will be introduced and rigorously critiqued. (15%) Design vocabulary will be introduced as a means for both verbal and written explorations of design ideas. (25%)

Prerequisites:
Co-requisites: ARCH 1122, ARCH 1154

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall, 2012, 2013, and 2014

Faculty Assigned:
ARCH 1154 Design I – Design Fundamentals (4 hours credit)

Course Description:
Co-requisites: ARCH 1121, ARCH 1122. Development of foundational design, visual communication skills, and graphic conventions including sketching and drafting, shade and shadow, rendering methods, perspective, color, materials, and model building. The course introduces processes of Creating-Making through methods engaged in critical thinking and experiential knowing. Methods of composition are introduced and explored: design elements and principles, proportion and scale, ordering systems, and organizational strategies; Introduction to issues of craft and material engagement. Laboratory (F)

Course Goals and Objectives:
• Creating-Making Fundamentals
  • Design Thinking
    • Problem Definition
    • Critical Thinking
    • Problem Solving
  • Making and Materiality
    • Shop Tool Safety and Usage
    • Laser Cutter Usage
  • Craft and Engagement
  • Graphics and Visualization
• Presentation Skills
  • Design Ideation
  • Sketching
  • Lettering
  • Mechanical Representation
  • Digital Representation
• Composition
  • Elements of Design
  • Principles of Design

• To understand and practice the fundamentals of the Creating_Making curriculum
• To develop critical thinking skills in research for design
• To understand and practice the Studio Culture principles
• To demonstrate the ability to ideate, create and make the proposed design solutions
• To develop and demonstrate the use of sketching skills together with the designated software

SPC:
None

Topical Outline:
This course introduces the concept of craft through the process of Creating-Making. It includes a demonstrated beginning proficiency in sketching, drafting, and model building. (25%) Students develop experiential understanding of making through material and space manipulations. (25%) An understanding of design principles and methods is demonstrated through a series of conceptual exercises. (25%) Students engage in explanation and critique of works and ideas related to the built environment. (25%) Projects are expected to demonstrate a relational understanding of the topics presented in the Methods I course.

Prerequisites:
Co-requisites: ARCH 1121, ARCH 1122

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall, 2012, 2013, and 2014

Faculty Assigned:
ARCH 1223 Methods II - Material Awareness (3 hours credit)

Course Description:
Prerequisites: ARCH 1121, ARCH 1122, ARCH 1154 with a grade of C or better. Co-requisite: ARCH 1254. This course provides an introduction to the influences of materials and technology on designed environments. Introduction of the historical development and application of basic architectural technology. Introduction to structural systems and components and to the formal/spatial/material characteristics of building technology.

Course Goals and Objectives:
• Appropriateness of Materials
• Material Standards
• Modularity
• Material Connections
• Materials Testing
• Experimentation
• Material Awareness
• Materials and the physical, tactile and sensual factors and the environment
• To develop critical thinking skills in research for materiality in design
• To understand and practice the Studio Culture principles

SPC:
None

Topical Outline:
This course is an introduction to the historical development and application of basic architectural materials and technology. Students are expected to develop an understanding of the relationships between spatial and material character of exterior and interior environments with a demonstrable initial understanding of material, formal, and spatial awareness in writings and discussions about the built environment. (75%) While structural systems and components are introduced in relation to the formal and material aspects of design, (25%) the fundamental intention of the course is to inspire critical and curious discourse regarding the roles of materials and technology in the design and development of the built environment.

Prerequisites:
Prerequisites: ARCH 1121, ARCH 1122, ARCH 1154 with a grade of C or better. Co-requisite: ARCH 1254

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013 and 2014

Faculty Assigned:
David Boeck (2013), Hans Butzer (2014)
ARCH 1254 Design II – Craft and Making (4 hours credit)

Course Description:
Prerequisites: ARCH 1121, ARCH 1122, ARCH 1154 with a grade of C or better; co-requisite: ARCH 1223. The class is a continuation in the development of fundamental design and visual communication skills through introductions to the material, formal, and spatial properties of architecture. Fabrication safety, craft, and techniques will be introduced and developed through the making of full-scale constructions. Continued ideas involving Creating-Making are explored through exercises in the formal, spatial, and material qualities of human environments. Laboratory (Sp)

Course Goals and Objectives:

- Fundamentals of Design Fabrication
- Design Thinking
  - Critical Thinking
  - Problem Solving
- Fabrication Methods
  - Hand Fabrication
  - Digital Fabrication
  - Hybrid Fabrication
- Making and Materiality
  - Shop Tool Safety and Usage
  - Laser Cutter Usage

- CNC Usage
- Craft and Engagement
- Graphics and Visualization
  - Presentation Skills
  - Design Ideation
  - Sketching
  - Digital Representation
- Composition
  - Three-dimensional Composition
- Large Scale Fabrication

SPC:
None

Topical Outline:
This course further develops techniques of representation and visual communication with a continued integration of design principles and design compositional skills into an understanding of the tectonics of architectural form, space, and material. Projects continue to demonstrate a development of both visual and verbal design communication vocabulary. (25%) Students continue to engage in explanation and critique of works and ideas related to the built environment. (25%) Design intentions should be clearly defined with the ability to view design as a complex system that must rely upon multiple factors in order to reach appropriate solutions. (25%) Students continue to develop experiential understanding of making through manipulation of materials and space. (25%) Projects demonstrate a parallel understanding of the topics presented in the Methods II course.

Prerequisites:
Prerequisites: ARCH 1121, ARCH 1122, ARCH 1154 with a grade of C or better; co-requisite: ARCH 1223

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013 and 2014

Faculty Assigned:
ARCH 2323 Methods III - Design Analytics (3 hours credit)

Course Description:
Prerequisites: ARCH 1223, ARCH 1254 with a grade of C or better, co-requisites: ARCH 2354, ARCH 2243. An introduction to historical precedent, human factors, and the physical and cultural contexts associated with the built environment. The contextual relationships between building, site, and culture will be explored through an introduction to various environmental and site design concepts, skills, and methods appropriate for architects. (F)

Course Goals and Objectives:
• Fundamentals of architectural history and theory
• Cultural diversity
• Problem solving methods
• Historical sustainability
• Historical, theoretical and cultural use of materials
• Historical tools in Architecture and Construction
• To understand why historically different cultures used different materials and methods
• To understand historical perspectives of space
• To understand historical use of formal design principles

SPC:
None

Topical Outline
This course provides an introduction to precedent analysis, human factors, and the physical and cultural contexts associated with the built environment. (25%) Students develop an understanding of and engagement in Creating-Making through both verbal and graphical critical studies, of these historical, physical, and cultural contexts, which will be explored as Historical concepts of sustainability and will be introduced, explored in relation to physical geographies. (75%) Various methods of problem solving within the environmental design disciplines will be introduced.

Prerequisites:
Prerequisites: ARCH 1223, ARCH 1254 with a grade of C or better, co-requisites: ARCH 2354, ARCH 2243

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
ARCH 2354 Design III - Crafting Place (4 hours credit)

Course Description:
Prerequisites: ARCH 1223, ARCH 1254 with a grade of C or better. Co-requisites: ARCH 2323, ARCH 2243. Development of formal and spatial architectural components that demonstrate engagement with design principles, precedent analysis, human factors, and environmental and cultural influences on design. Expression of ideas through the application of virtual techniques of representation and visual communication are required. Laboratory (F)

Course Goals and Objectives:
- Spatial Understanding
- Digital and hand design
- Digital and hand composition
- Architectural Precedent
- Conceptual Design
- Formal Design Principles
- To develop understanding of Introduce library/information research skills
- To further develop and refine of craft
- To be able to demonstrate precedents analysis in introduction to materials
- To continue development of two-dimensional digital drafting skills
- To continue the development of three-dimensional Rhino virtual modeling skills
- To begin understanding of architectural components (threshold, window, stair, entry, hallway, approach entry)
- To relate the knowledge of structure to these components.
- To create a foundation for understanding building code egress requirements
- To reinforce quality of graphic presentation along with intent
- To begin study of site conditions and natural forces upon architectural design (wind, sun, topography, geology, hydrology)
- Demonstration of the use of computer, hand graphics and models as design tools
- Demonstration of the use of formal design principles in design
- Demonstration of the ability to manipulate spaces to achieve project goals
- Demonstration of the ability to analyze architectural precedents and apply them to the design process

SPC:
- A.6 Fundamental Design Skills (A)
- A.7 Use of Precedents (A)
- A.8 Ordering Systems Skills (U)

Topical Outline:
This course will continue and further develop techniques of representation and communication, employing both virtual and physical processes. Projects demonstrate the application of analytic processes related to historical precedent, human factors, and the physical and cultural contexts associated with the built environment. (25%) Students begin to develop an awareness of the effects of site and environmental conditions upon both formal and spatial design decisions. (50%) Students demonstrate an understanding of architectural components and spatial sequencing. Projects continue to demonstrate a development of design vocabulary through both verbal and graphic communications encompassing all aspects of design processes. (25%) Projects demonstrate a relational understanding of the topics presented in the Methods III course.

Prerequisites:
Prerequisites: ARCH 1223, ARCH 1254 with a grade of C or better. Co-requisites: ARCH 2323, ARCH 2243

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
ARCH 2243 History of Architecture I (3 hours credit)

Course Description:
Prerequisite: majors only or permission of instructor, co-requisites: ARCH 2323, ARCH 2354. An investigation of the cultural, political, and aesthetic values of diverse Western and non-Western cultures and how they have been affecting the built environment from pre-history through the Renaissance. This course continues the development of critical writing skills and further develops analytic skills that act to inform design decisions related to studio projects. (F) [IV-WC]

Course Goals and Objectives:
- Architectural history and theory
- Cultural diversity
- Visual/written inquiry into built environments
- To write four research based position papers
- To demonstrate why historically different cultures used different materials and methods
- To demonstrate the understanding historical perspectives of space
- To demonstrate through written form, historical use of formal design principles
- To demonstrate why historically different cultures used different materials and methods
- To demonstrate the understanding historical perspectives of space
- To demonstrate through written form, historical use of formal design principles

NAAB Criteria
None

Topical Outline:
The course objective is to engage the history of architecture in an effort to expose students to historical contexts, within, which precedents exist. Through a survey of the historiography of the built environment, cultures, arts, events, and construction technologies of world civilizations, students will develop an understanding of the various forces that influence Creating-Making within the built environment. (25%) Study of economic, technological, and cultural issues will introduce students to the influences these have had on world architecture. (25%) Students will develop an awareness of the relationships existing between engineering, architecture, landscape architecture, interior design, planning, and construction in the making of architecture. (25%)The course studies will continue in developing and refining design vocabulary and demonstrate critical thinking along with writing skills. (25%)

Prerequisites:
Prerequisite: majors only or permission of instructor, co-requisites: ARCH 2323, ARCH 2354

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
Dr. Catherine Barrett (2013, 2014)
ARCH 2423 Methods IV - Materials and Form (3 hours Credit)

Course Description:
Prerequisites: ARCH 2323, ARCH 2354, ARCH 2243 with a grade of C or better; co-requisites: ARCH 2454, ARCH 2343. This course offers an introduction to the nature of building materials with regard to form, strength, durability, workability, structure, connections, surfaces, and edges. Analysis of architectural expression through the use of building materials including the effects of: light, air movement, humidity, and their relationships to both one another and formal and spatial expressions. This course provides a phenomenological foundation for more technical development in Methods V. (S)

Course Goals and Objectives:
- Architectural history and theory
- Cultural diversity
- Problem solving methods
- Historical sustainability
- Historical, theoretical and cultural use of materials
- Historical tools in Architecture and Construction
- Explain and discuss why historically different cultures used different materials and methods
- Explain and discuss historical perspectives of space
- Explain and discuss historical use of formal design principles
- To demonstrate why historically different cultures used different materials and methods
- To demonstrate the understanding historical perspectives of space
- To demonstrate through written form historical use of formal design principles
- To demonstrate focused proposal for entry into third year

SPC:
None

Topical Outline:
This course offers a direct experience-introduction to the nature of building materials. Materials will be explored and critiqued with regard to form, strength, durability, workability, structure, connections, surfaces, and edges. (50%) Analysis of architectural expression through the use of building materials including the effects of: light, air movement, humidity, and their relationships to both one another and formal and spatial characteristics. (50%)

Prerequisites:
Prerequisites: ARCH 2323, ARCH 2354, ARCH 2243 with a grade of C or better; co-requisites: ARCH 2454, ARCH 2343

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013 and 2014

Faculty Assigned:
Daniel Butko (2013, 2014)
ARCH 2454 Design IV - Materials and Making (4 hours credit)

Course Description:
Prerequisites: ARCH 2323, ARCH 2354, ARCH 2243 with a grade of C or better. Co-requisites: ARCH 2423, ARCH 2343. A continuation of ARCH 2354, this course introduces projects of moderate complexities demonstrating intermediate design principles within the context of the urban environment. Application of both physical and virtual communication skills as professional techniques of representation and communication are required. Laboratory (Sp)

Course Goals and Objectives:
• Spatial understanding
• Continued demonstration of analysis and use of precedents
• Continued demonstration of the ability to graphically diagram and map information and data from abstract forms to understand the ideas of context, organization, systems, and tectonic perceptions
• To develop hybrid drawing and modeling skills
• To demonstrate analysis and use of precedents
• Introduction to materials
• To continue demonstration of the use of precedent analysis
• To continue development of 3D Rhino virtual modeling (skills)
• To begin developing an understanding of architectural components (threshold, window, stair, entry, hallway, approach entry) and structure as it relates to these components.
• To develop an understanding for code egress requirements
• To continue developing an understanding of basic structural systems as they relate to components
• To demonstrate the use of computer, hand graphics and models as design tools
• To demonstrate the use of formal design principles in design
• To demonstrate the ability to manipulate spaces to achieve project goals
• To demonstrate the ability to analyze architectural precedents and apply them to the design process
• To demonstrate the understanding of dynamic ordering systems.

SPC:
• A.5 Investigative Skills (A)
• A.6 Fundamental Design Skills (A)
• A.7 Use of Precedents (A)

Topical Outline:
This course provides an introduction to the context of urban in-fill site conditions and their effect upon design decisions. Projects demonstrate the application of analytic processes primarily related to the physical and cultural contexts associated with the urban environments. (25%) Students begin to engage the effects of site and environmental conditions upon material, formal, and spatial design decisions. (25%) Students further demonstrate an understanding of material applications and spatial sequencing within the urban context. (25%) Projects continue to demonstrate a development of design vocabulary through both verbal and graphic communications. (25%) Graphic communication skills will be advanced through the application of hybrid forms of drawing and modeling.

Prerequisites:
Prerequisites: ARCH 2323, ARCH 2354, ARCH 2243 with a grade of C or better. Co-requisites: ARCH 2423, ARCH 2343

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013 and 2014

Faculty Assigned:
ARCH 2343 History of Architecture II (3 hours credit)

Course Description:
Prerequisites: ARCH 2323, ARCH 2354, ARCH 2243 Co-requisites: ARCH 2423, ARCH 2454. An investigation of the cultural, political, and aesthetic values of diverse Western and non-Western cultures and how these have affected the built environment from the Renaissance through the 19th century. This course continues the development of critical writing skills and further develops analytic skills that act to inform design decisions related to studio projects. (Sp)

Course Goals and Objectives:
- Architectural history and theory
- Cultural diversity
- Visual/written inquiry into built environments
- To prepare four research-based papers
- To demonstrate writing and critical thinking
- To develop a working vocabulary of significant built artifacts over time
- To demonstrate why historically different cultures used different materials and methods
- To demonstrate the understanding historical perspectives of space
- To demonstrate through written form, historical use of formal design principles

SPC:
None

Topical Outline:
This course engages the history of architecture in an effort to expose students to historical contexts and precedents. Through a survey of the historiography of the built environment, cultures, arts, events, and construction technologies of world civilizations students will develop an understanding of the various forces that influence Creating-Making within the built environment. (50%) Study of economic, technological, and cultural issues will introduce students to the influences these have had on world architecture. (25%) Students should develop an historical view of the development of theories of architecture during this period. Students will continue to develop and refine design vocabulary and demonstrate critical thinking and writing skills. (25%)

Prerequisites:
Prerequisites: ARCH 2323, ARCH 2354, ARCH 2243 Co-requisites: ARCH 2423, ARCH 2454

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013 and 2014

Faculty Assigned:
Dr. Catherine Barrett (2013, 2014)
ARCH 3523 (4523) Methods V – Thermal Systems (3 hours credit)

Course Description:
Prerequisites: ARCH 2423, ARCH 2454, ARCH 2343 Co-requisite: ARCH 3555, ARCH 3443 (4453), ARCH 3133 (4153). Introduction to psychrometrics, heat transmission in buildings, heating, air conditioning and ventilation, solar heat gain, passive solar conditioning, plumbing, and fire protection. (F)

Course Goals and Objectives:
• Introduction to psychrometrics, heat transmission in buildings, heating, air conditioning and ventilation, solar heat gain, passive solar conditioning, plumbing and fire protection.
• Students should become aware of thermal controls in buildings and should understand MEP (Mechanical, Electrical, and Plumbing) systems selection criteria, preliminary calculations and implications of engineering principles on the creation of architecture.

SPC:
None

Topical Outline:
This course provides an introduction to both passive and active forms of thermal control and the effects these systems have on building design. (50%) Students develop an awareness of and are able to demonstrate thermal control systems. An overview of systems selection criteria, preliminary calculation methods, and the implication of engineering principles on architectural design is provided. (50%)

Prerequisites:
Prerequisites: ARCH 2423, ARCH 2454, ARCH 2343 Co-requisite: ARCH 3555, ARCH 3443 (4453), ARCH 3133 (4153)

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
ARCH 3555 Design V - Architectural Making I (5 hours credit)

Course Description:
Prerequisites: Arch 2454, ARCH 2423, ARCH 2343 Co-requisites: ARCH 3523 (4523), ARCH 3133 (4153), ARCH 3443 (4453). This course introduces client initiated programming as an influence on design process. Issues related to structural systems, thermal control systems, and life safety will be explored. Site issues including access/egress/parking, building orientation, and hydrology and subsurface conditions will be introduced as factors affecting Creating-Making. This course will introduce software essential to simulation of building performance as a means to integrate climatic conditions, building and site orientations, materials, and form in sustainable ways. Laboratory (F)

Course Goals and Objectives:
• Public service or community intervention
• Projects should contain structural ordering systems, bay systems, and masonry systems, an awareness of building systems, and envelope systems.
• To introduce site issues including egress, building orientation, hydrology, and subsurface conditions
• To Introduce software essential to simulation of building performance as a means to integrate climatic conditions, materials, orientation, and form in sustainable ways.
• To develop the ability to relate functional/spatial/aesthetic conditions in buildings and include site-parking requirements.

SPC:
None

Topical Outline:
This course provides an introduction to process oriented programmatic issues within the context of a given program (influence of client). Students explore the Creating-Making of multi-level building typologies and begin to incorporate structural systems, thermal systems, and life safety issues. (25%) Structural ordering systems, including bay systems, masonry systems, and skin systems are engaged and explored. Thermal comfort systems, both passive and active, are expressed within the context of building and site. (25%) Relationships of building to site access, egress, and parking are explored. (25%) Projects continue to demonstrate a development of design vocabulary through both verbal and graphic communications. (25%) Graphic communication skills will be advanced through the application of physical and virtual forms of drawing and modeling. Projects demonstrate a relational understanding of the topics presented in the Structures I and Methods V courses.

Prerequisites:
Prerequisites: Arch 2454, ARCH 2423, ARCH 2343 Co-requisites: ARCH 3523 (4523), ARCH 3133 (4153), ARCH 3443 (4453)

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
ARCH 3443 (4453) Modern & Contemporary Architecture (3 hours credit)

Course Description
Prerequisite: ARCH 2343, ARCH 2423, and ARCH 2454. Co-requisite: ARCH 3133 (4153), ARCH 3523 (4523), ARCH 3555; Interior Design majors: ID 3753. Survey and discussion of built artifacts of 20th century architectural culture and the last 25 years of significant world architecture. Emphasis is placed upon the formal, philosophical, social, technical, and economic contexts of the projects discussed, as well as their later reinterpretations. Continues the development of critical writing skills and further develops analytical skills that act to inform design decisions related to studio projects. No student may earn credit for both 4453 and 5453. (F)

Course Goals and Objectives:
• Architectural history and theory
• Cultural diversity
• Visual/written inquiry into built environments
• Four research based position papers
• Demonstrations of writing and critical thinking
• Critical thinking/ writing
• Working vocabulary of significant built artifacts over time
• Demonstrate why historically different cultures used different materials and methods
• Demonstrate the understanding historical perspectives of space
• Demonstrate through written form, historical use of formal design principles

SPC:
• A. 1 Communication Skills (A)
• A.9 Historical Traditions and Global Culture (U)
• A.10 Cultural Diversity (U)

Topical Outline:
This course engages the modern history of architecture and its theoretical foundations in an effort to expose students to historical contexts and precedents and contemporary theories of design. Through a survey of the cultures, arts, events, and construction technologies of world civilizations in the modern period students will develop an understanding of the various forces that influence Creating-Making within the built environment. (50%) Study of economic, technological, and cultural issues will introduce students to the influences these have had on contemporary world architecture. (25%) Students will continue to develop and refine design vocabulary and demonstrate critical thinking and writing skills. (25%)

Prerequisites:
Prerequisite: ARCH 2343, ARCH 2423, and ARCH 2454. Co-requisite: ARCH 3133 (4153), ARCH 3523 (4523), ARCH 3555

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
Dr. Stephanie Z Pilat (2013, 2014)
ARCH 3133 (4153) Structures I (3 hours credit)

Course Description:
Prerequisites: ARCH 2423, ARCH 2454, ARCH 2343 Co-requisites: ARCH 3523 (4523), ARCH 3555, ARCH 3443 (4453), Physics 1114 and MATH 1823; or Construction Science major and completion of Physics 2414 and MATH 1823. This course is an introduction to basic physics, forces within structural systems, material strength, and associated structural engineering principles. This course will develop both intuitive and empirical knowledge of forces within structural systems that serve as a foundation for future courses within the Structures sequence. The course will engage and influence exercises in Design V in order to develop intuitive understanding of structures and to introduce analytical tools necessary to Creating-Making. (F)

Course Goals and Objectives:
• To develop both intuitive and empirical knowledge of forces within structural materials and systems that serve as a foundation for the succeeding courses in structures.
• To develop awareness of common structural systems, understand compression, tension, moment, sheer and basic understanding of connections as they relate to creating and making of architecture.
• To develop understanding of methods for resolving vertical, horizontal and lateral forces in designed environments
• To demonstrate the ability to resolve systems and connections by critical thinking and applied engineering in simple systems.

SPC:
None

Topical Outline
Students demonstrate an awareness of common structural systems; understand basic effects of building forces compression, tension, moment, and sheer. (50%) The course develops a basic understanding of structural connections as they relate to the processes of Creating-Making architecture. (25%) Methods for resolving vertical, horizontal and lateral forces in designed environments should be demonstrated. (25%) Students demonstrate the ability to resolve systems and connections through critical thinking and applied engineering in simple systems.

Prerequisites:
Prerequisites: ARCH 2423, ARCH 2454, ARCH 2343 Co-requisites: ARCH 3523 (4523), ARCH 3555, ARCH 3443 (4453), Physics 1114 and MATH 1823; or Construction Science major and completion of Physics 2414 and MATH 1823

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
Dr. I-Kwang Chang (2013), Dr. Shideh Shadravan (2014)
ARCH 3623 (4623) Methods VI - Auxiliary Systems (3 hours credit)

Course Description:
Prerequisites: ARCH 3523 (4523), ARCH 3555, ARCH 3443 (4453), ARCH 3133 (4153) Co-requisites: ARCH 3655, ARCH 3233 (4233). This course provides and introduction to lighting, acoustics, and other auxiliary systems that impact the Creating-Making of the built environment. These systems are discussed in relation to issues of sustainability and human comfort. Codes and standards that effect building design will be introduced and discussed. (Sp)

Course Goals and Objectives:
• To develop an understanding of building codes and standards.
• To develop an understanding of building conveyance systems and the integration in the design
• To understand daylighting and electrical lighting design principles and uses in building
• To understand the acoustical qualities a building design should possess
• To develop the ability to size electrical systems
• To Understand acoustical applications and terminology
• To Understand fundamentals of lightning/daylighting and their impact on building form.

SPC:
None

Topical Outline
This course introduces non-thermal systems that inform the Creating-Making of built environments. Emphasis will be placed on passive and active forms of lighting, acoustics, egress, conveyance, and electrical systems. (30%) Students will demonstrate the ability to size electrical systems, understand acoustical applications and terminology, and understand the fundamentals of lightning/daylighting and their impact upon building form. (30%) Students will be able to understand the relationships of these systems to concepts of sustainable design. (30%) Students will continue to address life-safety issues and be introduced to additional Codes and standards that effect building design. (10%)

Prerequisites:
Prerequisites: ARCH 3523 (4523), ARCH 3555, ARCH 3443 (4453), ARCH 3133 (4153) Co-requisites: ARCH 3655, ARCH 3233 (4233)

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013 and 2014

Faculty Assigned:
Ike-Seong Joo (2013, 2014)
ARCH 3655 Design VI - Architectural Making II (5 hours credit)

Course Description:
Prerequisites: ARCH 3523 (4523), ARCH 3555, ARCH 3443 (4453), ARCH 3133 (4153) Co-requisites: ARCH 3623 (4623), ARCH 3233 (4233). This course is a continuation of Design V with an introduction to passive and active forms of lighting, acoustics, conveyance systems, and electrical systems. An emphasis will be placed on the relation between these auxiliary building systems and Creating-Making. Issues of sustainability including environmental impacts, resource utilization, ethical resource efficiencies and performance-based design will be related to concepts of Creating-Making. Codes and standards that effect the built environment will be explored. Laboratory (5p)

Course Goals and Objectives:
• Introduction to daylighting as an integral element of ambient lighting and Indoor Environmental Quality (IEQ) in general.
• Acoustics and sustainability principles in design
• Sustainability issues of project environmental impact
• Project Scope: Multi level, small to medium sized buildings of increasing program complexity
• Project/Program Types: Local libraries, low density mix-use commercial-office facilities, small churches, temples on challenging sites, urban refills, additions to existing buildings.
• Introduce the concept of Ethical Resource Efficiencies (?) and performance-based design (definition needed).
• To develop an understanding of process-oriented programming issues and the demonstration of the ability to create an architectural program. This already exists in the concept section
• To critically analyze and select appropriate MEP and structural systems for design.

SPC:
None

Topical Outline:
Students further their awareness of programming process issues while demonstrating the ability to create a specific architectural program. (20%) Projects involve multi-level buildings with increasing programmatic complexity. Projects will include restricted and/or geographically complex sites as a refinement of site issues encountered in previous coursework. (20%) Students are introduced to increasingly complex thermal and auxiliary control systems, and advanced structural building systems. (20%) Projects continue to demonstrate a development of design vocabulary through both graphic and verbal communications. (20%) Graphic communication skills will be advanced through the application of physical and virtual forms of drawing and modeling. (20%) Projects demonstrate a relational understanding of the topics presented in the Structures II and Methods VI courses.

Prerequisites:
Prerequisites: ARCH 3523 (4523), ARCH 3555, ARCH 3443 (4453), ARCH 3133 (4153) Co-requisites: ARCH 3623 (4623), ARCH 3233 (4233)

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013 and 2014

Faculty Assigned:
ARCH 3543 (4543) Research and Critical Writing Seminar (3 hours credit)

Course Description:
Prerequisite: ARCH 2243, ARCH 2343, ARCH 3443 (4453), and permission of instructor. Co-requisite: ARCH 3623 (4623), and ARCH 3655. The development of research and academic writing in an urban and architectural context. Original research and/or analysis and a fully annotated term paper are required. Topics may range from periods, politics, technology, economics, religion, gender, and culture. A continuation of the development of critical writing skills and further develops analytic skills that act to inform design decisions related to studio projects. Open to non-architecture majors to encourage interdisciplinary research/writing. No student may earn credit for both 4543 and 5543. (Sp) [IV-WC]

Course Goals and Objectives:
• Students will read roughly 50 to 100 pages of material per week.
• The reading load varies because some texts are more concentrated than others.
• Over a semester they may read 4 to 5 books and/or a reader that is composed of book chapters and articles posted online.
• Readings will be drawn from both primary and secondary sources if possible.

SPC:
• A.1 Communication Skills (A)
• A.5 Investigative Skills (A)
• A.9 Historical Traditions and Global Culture (U)
• A.10 Cultural Diversity (U)

Topical Outline:
The seminar should be a mix of lecture, discussion, and student presentations. In the early weeks of the term, it is expected that the greater part of the class will be used for professors’ lectures, although engaging students in discussion is strongly encouraged. As the term progresses and students have time to research their topics, it is expected that they will increasingly take part in leading discussion and in making presentations about the subjects of their papers. Research Seminars are developed around a topic that has a general application to both Creating-Making and larger themes. Chronology, geography and topical threads are to be defined by the Instructor. Students will learn research methods, literature search and review, and critical thinking. (25%) Students will participate in seminar presentations and discussions. (25%) Students will develop a term paper through a series of written assignments and tasks including: topic selection and literature review, initial research, written drafts, and final paper. (50%) The course may include seminar formatted discussions, a mid-term essay exam, and paper topic presentations.

Prerequisites:
Prerequisite: ARCH 2243, ARCH 2343, ARCH 3443 (4453), and permission of instructor. Co-requisite: ARCH 3623 (4623), and ARCH 3655

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2014

Faculty Assigned:
Dr. Stephanie Z Pilat (2014), Dr. Catherine Barrett (2014)
ARCH 3233 (4233) Architectural Structures II (3 hours Credit)

Course Descriptions:
Prerequisites: ARCH 3523 (4523), ARCH 3555, ARCH 3443 (4453), ARCH 3133 (4153), co-requisites: ARCH 3623 (4623), ARCH 3655. This course focuses on wood, concrete, and steel as structural materials. Students will develop an understanding of engineering principles as they apply to each of these structural materials. Material properties, common manufacturing(edi?) systems, common material sections, and common connection types will be explored with students demonstrating the ability to develop technical details related to various structural systems. (S)

Course Goals and Objectives:
• This course should be a continuation of hands on experiences with structural systems together with engineering principles to develop a deeper understanding of the relationship between the two.
• There should also be a demonstrated relationship to studio.

SPC:
• B.9 Structural Systems (U)

Topical Outline
Students demonstrate ability of high level of intuitive structural systems comparisons and critical selection. Students further the ability to apply engineering methods to resolve more complex structural systems in buildings. Structural calculations and applied structural software will be utilized. (25%) Exposure to and understanding of parametric resources will supplement both intuitive and technical methodologies. (25%) This course fosters hands-on experience with structural systems combined with engineering principles-to develop a deeper understanding of the relationship between the two. (50%) There should also be a demonstrated relationship to studio. The course will engage and influence exercises in Design VI in order to further an intuitive understanding of structures and the analytical tools necessary to Creating-Making.

Prerequisites:
Prerequisites: ARCH 3523 (4523), ARCH 3555, ARCH 3443 (4453), ARCH 3133 (4153), co-requisites: ARCH 3623 (4623), ARCH 3655.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013 and 2014

Faculty Assigned:
Dr. I-Kwang Chang (2013, 2014)
ARCH 4723 Methods VII - Advanced Systems (3 hours credit)

Course Catalog Description
Prerequisites: ARCH 3623 (4623), ARCH 3655, ARCH 3233 (4233), co-requisites: ARCH 4755, ARCH 4333. This course introduces students to advanced issues of structure, building systems, sustainability, and integrated building management systems. Course material will develop advanced understanding of the theories and practices of these complex systems and their effects on the built environment. (F)

Course Goals and Objectives:
• This course will expose students various changing methods utilized to produce built environments.
• Students will be expected to understand the nature of these methods, think critically about the advantages and disadvantages of each, where they are more appropriate and how they students might adapt themselves to future professional practice.
• Contractual, economic and ethical issues will be discussed along with their implications on the role of architects in built environments.

SPC:
• A.4 Technical Documentation (A)
• A.11 Applied Research (U)
• B.8 Environmental Systems (U)
• B.10 Building Envelope Systems (U)
• B.11 Building Service Systems (U)

Topical Outline:
This course develops advanced understanding of structural systems, building systems, issues of sustainable design, and integrated building systems management. (25%) Through introduction to practices and software applications, students gain an understanding of these complex systems and their effects on the built environment. (25%) Critical innovation and analysis coupled with modeling and testing will facilitate greater understanding of the opportunities, challenges, and constraints that these systems entail. (25%) Opportunities for collaboration with other disciplines will be presented at various points during the course of the semester. (25%)

Prerequisites:
Prerequisites: ARCH 3623 (4623), ARCH 3655, ARCH 3233 (4233), co-requisites: ARCH 4755, ARCH 4333

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall, 2013, 2014

Faculty Assigned:
Daniel Butko (2013, 2014)
ARCH 4755 Design VII - Systems and Context (5 hours credit)

Course Description:
Prerequisites: ARCH 3623 (4623), ARCH 3655, ARCH 3233 (4233) Co-requisites: ARCH 4723, ARCH 4333.
This course emphasizes the relationship of schematic design to contract documents in order to understand structural, mechanical, electrical, plumbing, and other systems integration. Students demonstrate an understanding of drafting conventions, the production of traditional contract documents, Building Information Modeling, and the communication of additional solutions necessary for construction. A major component of the course is dedicated to developing interdisciplinary and collaborative skills through team based projects and other small group exercises. Laboratory (F)

Course Goals and Objectives:
• Design Development (DD) from a given schematic plan of a preferably two-story building.
• A building of simple program, structure, form, with long and short span, Detail Driven
• To introduce BIM (Building Information Modeling)
• To introduce Building and Plumbing Codes
• To study building systems integration, using BIM modeling.

SPC:
• B.1 Pre-Design (A)
• B.2 Accessibility (A)
• B.3 Sustainability (A)
• B.4 Site Design (A)
• B.5 Life Safety (A)
• B.6 Comprehensive Project (A)

Topical Outline:
Students are expected to develop an analysis of contract documents in order to understand structural, mechanical, electrical, plumbing, and other systems within an existing building. (25%) Students also demonstrate an understanding of drafting conventions and the production of contract documents. (25%) Students demonstrate ability in traditional contract document production and Building Information Modeling (BIM). This course also extends previous material in sustainability, construction sequencing, and cost analysis. (25%) Projects will include programs of increased complexity with multi-zone uses, mixed structural systems, and advanced formal and material developments. (25%) This course develops interdisciplinary and collaborative skills through team-based projects and other small group exercises. Opportunities for collaboration across disciplines will be presented at various points during the course of the semester. Projects demonstrate a relational understanding of the topics presented in the Structures III and Methods VII courses.

Prerequisites:
Prerequisites: ARCH 3623 (4623), ARCH 3655, ARCH 3233 (4233) Co-requisites: ARCH 4723, ARCH 4333.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2012, 2013, 2014

Faculty Assigned:
ARCH 4333 Advanced Structures (3 hours credit)

Course Description:
Prerequisite: ARCH 3233 (4233), ARCH 3623 (4623), and ARCH 3655; Co-requisite: ARCH 4723, and ARCH 4755. Continuation of engagement with wood, concrete, and steel structural systems and introduces complex structural systems and their developed connections. Building materials and systems will be related to building detailing and structural connections. Code and life safety issues will be introduced as they relate to structural systems. Cost effectiveness and system selection are included in course material. No student may earn credit for both 4333 and 5333. (F)

Course Goals and Objectives:
• Understand the nature of loads associated with buildings.
• Learn methods of structural analyses for essential loads carrying by structural members, such as joists, beams, girders and columns. Methods of calculations of these structural members’ structural properties, e.g., center of gravity, moment of inertial, etc., will be learned as well.

SPC:
B. 9 Structural Systems (U)

Topical Outline:
Students are exposed to a more developed understanding of the methods of resolution of structural systems and detailing related to Creating-Making in the built environment. (25%) Students develop structural proposals for related studio projects that demonstrate the ability to make critical decisions regarding the relationship of structural systems to design intent. (25%) Students demonstrate the ability to visualize three dimensional modeling, interpret stress analysis, respond to forces, and resolve sub-surface conditions for foundation support. (25%) Innovative systems and conditions will be explored. (25%)

Prerequisites:
Prerequisite: ARCH 3233 (4233), ARCH 3623 (4623), and ARCH 3655; Co-requisite: ARCH 4723, and ARCH 4755

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
Dr. I-Kwang Chang (2013), Dr. Shideh Shadravan (2014)
ARCH 4823 Methods VIII - Architectural Analytics (3 hours credit)

Course Catalog Description
Prerequisites: ARCH 4723, ARCH 4755, ARCH 4333, co-requisites: ARCH 4855. This seminar format course introduces students to less common structural systems: pneumatics, shells, folded plates, high-rise structures, manufactured components and assemblies, and long span systems in buildings. This course also focuses on the Design Development phase of architectural production with the introduction of limits of responsibility for architects, various specification types, integrated project delivery, preliminary cost estimating, etc. Studio project will be utilized to demonstrate alternative proposal methods and evaluation as part of the design decision-making process. (S)

Course Goals and Objectives:
• The course emphasizes development and critical analysis of project proposals, considering alternative structures, design development, detailing, and specifications with due attention to project delivery types, and the impact on cost estimation.

SPC:
• A.11 Applied Research (U)
• B.8 Environmental Systems (U)
• B. 10 Building Envelope Systems (U)
• B.11 Building Service Systems (U)
• B.12 Building Materials and Assemblies (U)

Topical Outline:
Through discussions and presentation students will be required to recommend alternative solutions to design proposals. Students demonstrate the ability to research less common structural building types, critically analyze their advantages and disadvantages, understand the implications on built environments and cost implications. (50%) Students demonstrate the ability to understand their responsibility when developing custom, rather than manufactured systems and methods of integration into design development. (25%) Exploration of Building Information Modeling (BIM) is encouraged. (25%) Students are exposed to structural engineering software used in building design.

Prerequisites:
Prerequisites: ARCH 4723, ARCH 4755, ARCH 4333, co-requisites: ARCH 4855

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2014

Faculty Assigned:
ARCH 4855 Design VIII - Architectural Synthesis (5 hours credit)

Course Description:
Prerequisites: ARCH 4723, ARCH 4755, ARCH 4333 with a grade of C or better. Co-requisites: ARCH 4823. This course emphasizes the development of a complete project from schematic design through design development and construction detailing. Students will develop a building of limited programmatic complexity through more complete technical development. The application of Building Information Modeling software will be required. This course addresses and builds upon the collaborative and analytic knowledge developed in ARCH 4755. Laboratory (5p)

Course Goals and Outcomes:
• In this course program development and interpretation of its requirements, technical development - in terms of critical systems selection and integration, coming together with design development and detailing, using the analytical tools given in the Methods course (ARCH 4823).
• Project types are not to be too complex but of functional variety manifest in space and their related building systems. Preferably detail driven to create good opportunity for developing this critical design task in conformance with the Creating_Making curriculum
• To understand the relationship between program requirements and design
• To understand the use of Design Analytics in making project decisions
• To develop the ability to use BIM in establishing and understanding the integration among building systems, and
• To develop characteristic details in order to explain the type and level of integration among systems.

SPC:
None

Topical Outline:
Students demonstrate the ability to develop and interpret programmatic requirements, demonstrate skills that are necessary for collaborative project production (50%), produce technical documentation for construction at a Design Development level (50%), and communicate clearly the visual/aesthetic aspects of their solutions. Projects demonstrate a relational understanding of the topics presented in the Methods VIII course.

Prerequisites:
Prerequisites: ARCH 4723, ARCH 4755, ARCH 4333 with a grade of C or better. Co-requisites: ARCH 4823

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring, 2013, 2014

Faculty Assigned:
Lee A Fithian (2013), Dr. Catherine Barrett (2013), Dr. Eren Erdener (2014), Dr. Khosrow Bozorgi (2014)
ARCH G5922 Methods IX - Contemporary Practice (2 hours credit)

Course Description
Prerequisites: ARCH 4823, ARCH 4855, co-requisites: ARCH G5955. This course explores issues in contemporary architectural practice including the role of the client, contracts, practice and project management, leadership skills, legal responsibilities, ethics and professional judgment, and community and social responsibilities. Emphasis is placed upon issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession. Knowledge of techniques is developed for project justification from establishing the scope of projects to cultural, sustainable, and financial feasibility. The course contains program specific research and support related to studio projects. (F)

Guidelines:
• Understanding political, business and community leadership
• Appropriate social skills, networking, and marketing
• Understanding one’s personal strengths and weakness (growth opportunities)
• Engagement of community and social responsibilities; social sustainability
• Exploring cultures (western and non-western)
• Exploring environmental/ecological systems and issues
• Exploring the relationships between cultural and environmental issues
• Changing role of architects in the community
• Exploring master planning and urban design issues, contexts, histories
• Project programming and needs identification
• Financial feasibility (Pro Formas, market studies, economic sustainability)

SPC:
• B.7 Financial Considerations (U)
• C.3 Client Role in Architecture (U)
• C.4 Project Management (U)
• C.5 Practice Management (U)
• C.6 Leadership (U)
• C.7 Legal Responsibilities (U)
• C.8 Ethics and Professional Judgment (U)
• C.9 Community and Social Responsibility (U)

Topical Outline:
This course explores issues in contemporary architectural practice including the role of the client, contracts, practice and project management, leadership skills, legal responsibilities, ethics and professional judgment, and community and social responsibilities. (50%) Emphasis is placed upon issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession. (50%)

Prerequisites:
Prerequisites: ARCH 4823, ARCH 4855, co-requisites: ARCH G5955.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2012, 2013, 2014

Faculty Assigned:
Marjorie P Callahan (2012), Nickolas Harm (2013, 2014)
ARCH G5955 Design IX – Comprehensive Architecture I (5 hours credit)

Course Catalog Description:
Prerequisites: ARCH 4823, ARCH 4855, co-requisites: ARCH G5922. This is the first of a two-semester sequence that includes the design of a moderately complex building on a contextual site. The course encourages innovative exploration, analysis, speculation, and experimentation in developing schematic proposals. Students will develop an architectural program, establish pro-forma attributes, and conduct feasibility studies for their chosen project. Students will be expected to develop solutions with refined mechanical, electrical, structural, and material components. Both active and passive energy systems, issues of sustainability, issues of site and context, life safety issues, and traditional functional and aesthetic requirements will be integral to design solutions. There will be a significant focus on ethical, environmental, sustainable, social, material, and historical issues related to Creating-Making within the built environment. Laboratory (F)

Course Goals and Objectives:
• Program addresses aesthetic, spatial, social, cultural, environmental and development (sustainability) issues
• Project explores issues of, market needs, social skills, and leadership
• Development-related issues - ULI (Urban Land Institute) guidelines, pro formas, local policy and economic development issues
• Project with interdisciplinary implications:
• Construction-related issues (Cost estimating; construction sequencing, fabrication techniques)
• Interior design ID issues (space planning, lighting, issues of color and furniture, material detailing, fabrication)

SPC:
• A.2 Design Thinking Skills (A)
• A.3 Visual Communication Skills (A)
• B.1 Pre-Design (A)
• C.2 Human Behavior (U)

Topical Outline:
Design development and critical detail. Presentation drawings and models. Project types are self-generated within a given context and require professional program development (50%). Should have an urban analysis component. Programming of a single building. Professional sets of documents. (50%) Projects demonstrate a relational understanding of the topics presented in the Methods IX course.

Prerequisites:
Prerequisites: ARCH 4823, ARCH 4855, co-requisites: ARCH G5922

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2012, 2013, 2014

Faculty Assigned:
ARCH G5022 Methods X - Leadership in Practice (2 Hours Credit)

Course Description:
Prerequisites: ARCH G5922, ARCH G5955, co-requisites: ARCH G5055. This course explores innovative practices in contemporary architectural practice. Issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession are discussed. Innovative methods of digital prototyping and performance modeling related to project delivery will be explored. Emphasis is placed upon the leadership role that architects can assume in the design and construction disciplines, in the community, and in education. Local, regional, national, and global leadership opportunities are examined. (Sp)

Course Goals and Objectives:
• Understanding of contemporary practice
• Changing roles of architects and the profession and how architecture may be practiced (professional sustainability)
• Exploring the role of technology on practice and design
• Exploring lighting, fabrication techniques, and furniture design
• Ethics and professional judgment
• Project/client leadership skills
• Client- architect relationship
• Contractor-architect relationship
• Legal responsibilities (professional services, AIA, BIM-related contracts)
• Understanding codes (issues of egress and accessibility)
• Project management
• Running a practice; book-keeping; human resources

SPC:
• B.7 Financial Considerations (U)
• C.3Client Role in Architecture (U)
• C.4 Project Management (U)
• C.5 Practice Management (U)
• C.6 Leadership (U)
• C.7 Legal Responsibilities (U)
• C.8 Ethics and Professional Judgment (U)
• C.9 Community and Social Responsibility (U)

Topical Outline:
This course explores innovative practices in contemporary architecture including the role of the client, contracts, practice and project management, leadership skills, legal responsibilities, ethics and professional judgment, and community and social responsibilities. (25%) Issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession are discussed. (25%) Innovative methods of digital prototyping and performance modeling related to project delivery will be explored. (25%) Emphasis is placed upon the leadership role that architects can assume in the design and construction disciplines, in the community, and in education. Local, regional, national, and global leadership opportunities are examined. (25%)

Prerequisites:
Prerequisites: ARCH G5922, ARCH G5955, co-requisites: ARCH G5055.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013, 2014

Faculty Assigned:
Marjorie P Callahan (2013, 2014)
ARCH G5055 Design X - Comprehensive Architecture II (5 hours credit)

Course Description:
Prerequisites: ARCH G5922, ARCH G5955, co-requisites: ARCH G5022. This is a continuation of ARCH G5955 and the project development begun in that course. Students are expected to further develop their project to a level of Design Development and limited Construction Detailing. The course encourages the continued exploration, speculation, and experimental innovation begun in Design IX extended into materials detailing, construction methods, mechanical systems, and creative spatial and aesthetic development. Component and assembly prototyping and performance modeling are a significant component of the course. Laboratory (Sp)

Course Goals and Objectives:
• mixed-use high-rise residential/commercial
• All shall include parking component.
• Projects will address the following requirements as educational objectives:
  • Complex code issues (e.g., accessibility, multiple of use/occupancy classifications);
  • Demonstration of sustainable mechanical, structural systems and strategies
  • Demonstration of the connection between design concept and design details executed
  • Critical details in construction document form
  • Demonstration of understanding materials and materiality
  • Engagement of the role of evolving technologies in the documentation and/or fabrication of proposed design

SPC:
• A.2 Design Thinking Skills (A)
• A.3 Visual Communication Skills (A)
• A.4 Technical Documentation (A)
• B.2 Accessibility (A)
• B.3 Sustainability (A)
• B.5 Life Safety (A)
• B.6 Comprehensive Design (A)
• C.1 Collaboration (A)

Topical Outline:
Design development and critical detail. (25%) Presentation drawings and models. There should be three choices of project types, self-generated, generated within a given context, development of a given project type (25%)
Professional program development. Should have an urban analysis component. Programming of a single building. Professional sets of documents. (50%) Projects demonstrate a relational understanding of the topics presented in the Methods X course. Leadership in Practice.

Prerequisites:
Prerequisites: ARCH G5922, ARCH G5955, co-requisites: ARCH G5022

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013, 2014

Faculty Assigned:
## GRADUATE DEGREE

### Master of Architecture Credit Distribution

**Degree Track for Undergraduate Students with Non-Architecture Degrees**

Total Hours Required: NON-THESIS ONLY = 89 hours

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<tr>
<th>Year 1 Summer</th>
<th>Hours</th>
<th>Total per Semester</th>
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<tr>
<td>ARCH 6156</td>
<td>Graduate Studio I</td>
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<td>ARCH 5133</td>
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<td>ARCH 5233</td>
<td>Architectural Structures II</td>
<td>3</td>
</tr>
<tr>
<td>Research Elective</td>
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**Degree Track for Undergraduate Students with Non-Accredited Architecture Degrees**

Total Hours Required: NON-THESIS ONLY = 53 hours

<table>
<thead>
<tr>
<th>Year 2 Fall</th>
<th>Hours</th>
<th>Total per Semester</th>
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<tr>
<td>ARCH 5536</td>
<td>Graduate Architectural Design III</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 5723</td>
<td>Methods VII- Advanced Systems</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 5333</td>
<td>Advanced Structures</td>
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<tr>
<td>ARCH 5453</td>
<td>Modern and Contemporary Architecture</td>
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<tr>
<td>ARCH 5546</td>
<td>Graduate Architectural Design IV</td>
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<tr>
<td>ARCH 5823</td>
<td>Methods VIII – Architectural Analytics</td>
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<td>ARCH 5543</td>
<td>Research and Critical Writing</td>
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<tr>
<td>ARCH 5955</td>
<td>Design IX – Comprehensive Architecture I</td>
<td>5</td>
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<td>ARCH 5922</td>
<td>Methods IX – Contemporary Practice</td>
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<td>ARCH 5055</td>
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<td>ARCH 5022</td>
<td>Methods X – Leadership in Practice</td>
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<tr>
<td>Research Elective</td>
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</table>

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.
ARCH 6156 Graduate Studio I (6 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison. The class introduces fundamental design and visual communication skills through the use of material, formal, and spatial properties of architecture. Fabrication safety, craft, and techniques will be introduced and developed through the making. Ideas involving creating_making are explored through exercises in the formal, spatial, and material qualities of human environments. Laboratory (Su)

Course Goals and Objectives:
- Creating-Making Fundamentals
  - Design Thinking
    - Problem Definition
    - Critical Thinking
    - Problem Solving
  - Making and Materiality
    - Shop Tool Safety and Usage
    - Laser Cutter Usage
  - Fabrication Methods
    - Hand Fabrication
    - Digital Fabrication
    - Hybrid Fabrication
- Craft and Engagement
- Graphics and Visualization
  - Presentation Skills
  - Design Ideation
  - Sketching
  - Lettering
  - Mechanical Representation
  - Digital Representation
- Composition
  - Elements of Design
  - Principles of Design
  - Three-dimensional Composition

SPC:
None

Topical Outline:
This course develops techniques of representation and visual communication with an integration of design principles (50%) and design compositional skills (50%) into an understanding of the tectonics of architectural form, space, and material. Projects demonstrate a development of design vocabulary through both verbal and visual communication methods. Students engage in explanation and critique of works and ideas related to the built environment. Design intentions should be clearly defined with the ability to view design as a complex system that must rely upon multiple variables in order to reach appropriate solutions. Students develop experiential understanding of making through material and spatial manipulation.

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
New Course in Curriculum/ Summer 2015

Faculty Assigned:
N/A
ARCH 5516 - Graduate Architectural Design I (6 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
This course introduces projects of moderate complexities demonstrating intermediate design principles within the context of the built environment. Application of both physical and virtual communication skills as professional techniques of representation and communication are required. Laboratory (F)

Course Goals and Objectives:
• Public service or community intervention
• Projects should contain structural ordering systems, bay systems, and masonry systems, an awareness of building systems, and envelope systems.
• To introduce site issues including egress, building orientation, hydrology, and subsurface conditions
• To introduce software essential to simulation of building performance as a means to integrate climatic conditions, materials, orientation, and form in sustainable ways.
• To develop the ability to relate functional/spatial/aesthetic conditions in buildings and include site-parking requirements.

SBC:
• A.5 Investigative Skills (A)
• A.6 Fundamental Design Skills (A)
• A.7 Use of Precedents (A)
• A.8 Ordering System Skills (A)

Topical Outline:
This course provides an introduction to process oriented programmatic issues within the context of a given program (influence of client). Students explore the creating making of multi-level building typologies and begin to incorporate structural systems, thermal systems, and life safety issues. (25%) Typical projects might include a library, fire station, convent, or other process oriented program whereby the functional/spatial relationships of buildings can be addressed. Structural ordering systems including bay systems, masonry systems, and skin systems are engaged and explored. Thermal comfort systems, both passive and active, are expressed within the context of building and site. Relationships of building to site access, egress, and parking are explored. (25%) Projects continue to demonstrate a development of design vocabulary through both verbal and graphic communications. (25%) Graphic communication skills will be advanced through the application of physical and virtual forms of drawing and modelling. (25%) Projects demonstrate a relational understanding of the topics presented in the ARCH 5523 and ARCH 5133 courses.

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2014

Faculty Assigned:
Deborah Richards (2014)
ARCH 5523 - Methods V – Thermal Systems (slashlisted with ARCH 4523) (3 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison. The class is an Introduction to psychometrics, heat transmission in buildings, heating, air conditioning and ventilation, solar heat gain, passive solar conditioning, plumbing, and fire protection. No student may earn credit for both 4000- and the 5000-level course. (F)

Course Goals and Objectives:
- Introduction to psychometrics, heat transmission in buildings, heating, air conditioning and ventilation, solar heat gain, passive solar conditioning, plumbing and fire protection.
- Students should become aware of thermal controls in buildings and should understand MEP (Mechanical, Electrical, and Plumbing) systems selection criteria, preliminary calculations and implications of engineering principles on the creation of architecture.

SPC:
None

Topical Outline:
This course provides an introduction to both passive and active forms of thermal control and the effects these systems have on building design. (50%) Students develop an awareness of and are able to demonstrate thermal control systems. An overview of systems selection criteria, preliminary calculation methods, and the implication of engineering principles on architectural design is provided. (50%)

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
ARCH 5133-Architectural Structures I (Slashlisted with ARCH 4153) (3 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
This course is an introduction to basic physics, forces within structural systems, material strength, and associated structural engineering principles. This course will develop both intuitive and empirical knowledge of forces within structural systems that serve as a foundation for future courses within the Structures sequence. The course will engage and influence exercises in ARCH 5516 in order to develop intuitive understanding of structures and to introduce analytical tools necessary to Creating-Making. No student may earn credit for both 4000- and the 5000-level course. (F)

Course Goals and Objectives:
• To develop both intuitive and empirical knowledge of forces within structural materials and systems that serve as a foundation for the succeeding courses in structures.
• To develop awareness of common structural systems, understand compression, tension, moment, shear and basic understanding of connections as they relate to creating and making of architecture.
• To develop understanding of methods for resolving vertical, horizontal and lateral forces in designed environments
• To demonstrate the ability to resolve systems and connections by critical thinking and applied engineering in simple systems.

SPC: None

Topical Outline
Students demonstrate an awareness of common structural systems; understand basic effects of building forces compression, tension, moment, and shear. (50%) The course develops a basic understanding of structural connections as they relate to the processes of Creating-Making architecture. (25%) Methods for resolving vertical, horizontal and lateral forces in designed environments should be demonstrated. (25%) Students demonstrate the ability to resolve systems and connections through critical thinking and applied engineering in simple systems.

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
Dr. I-Kwang Chang (2013), Dr. Shideh Shadravan (2014)
ARCH 5143 Architectural History (3 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
A theoretical investigation of the cultural, political, and aesthetic values of diverse Western and non-Western cultures and how these affect the built environment. This course continues the development of critical writing skills and further develops analytic skills that act to inform design decisions related to studio projects. (F)

Course Goals and Objectives:
• Architectural history and theory
• Cultural diversity
• Visual/written inquiry into built environments
• To write four research based position papers
• To demonstrate of writing and critical thinking
• To develop a working vocabulary of significant built artifacts over time
• To demonstrate why historically different cultures used different materials and methods
• To demonstrate the understanding historical perspectives of space
• To demonstrate through written form, historical use of formal design principles

Topical Outline
The course objective is to engage the history of architecture in an effort to expose students to historical contexts and precedents. Through a survey of the historiography of the built environment, cultures, arts, events, and construction technologies of world civilizations students will develop an understanding of the various forces that influence Creating-Making within the built environment. (25%) Study of economic, technological, and cultural issues will introduce students to the influences these have had on world architecture. (50%) Students will develop an awareness of the relationships existing between engineering, architecture, landscape architecture, interior design, planning, and construction in the making of architecture. Students will continue to develop and refine design vocabulary and demonstrate critical thinking and writing skills. (25%)

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2014

Faculty Assigned:
Dr. Catherine Barrett (2014)
ARCH 5526 - Graduate Architectural Design II

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
This course is a continuation of ARCH 5126 with an introduction to passive and active forms of lighting, acoustics, conveyance systems, and electrical systems. An emphasis will be placed on the relation between these auxiliary building systems and Creating-Making. Issues of sustainability including environmental impacts, resource utilization, ethical resource efficiencies and performance-based design will be related to concepts of Creating-Making. Codes and standards that effect the built environment will be explored. Laboratory (Sp)

Course Goals and Objectives:
• Introduction to daylighting as an integral element of ambient lighting and Indoor Environmental Quality (IEQ) in general.
• Acoustics and sustainability principles in design
• Sustainability issues of project environmental impact
• Project Scope: Multi level, small to medium sized buildings of increasing program complexity
• Project/Program Types: Local libraries, low density mix-use commercial-office facilities, small churches, temples on challenging sites, urban refills, additions to existing buildings.
• Introduce the concept of Ethical Resource Efficiencies (?) and performance-based design (definition needed).
• To develop an understanding of process-oriented programming issues and the demonstration of the ability to create an architectural program. This already exists in the concept section
• To critically analyze and select appropriate MEP and structural systems for design.

SBC:
• A.5 Investigative Skills (A)
• A.6 Fundamental Design Skills (A)
• A.7 Use of Precedents (A)
• A.8 Ordering System Skills (A)

Topical Outline:
Students further their awareness of process oriented programming issues while demonstrating the ability to create an architectural program. (25%) Projects involve multi-level buildings with increasing programmatic complexity. Projects will include restricted and/or geographically complex sites as a refinement of site issues encountered in previous coursework. (25%) Students are introduced to more complex thermal and auxiliary control systems as well as more advanced structural building systems. (10%) Projects continue to demonstrate a development of design vocabulary through both verbal and graphic communications. (15%) Graphic communication skills will be advanced through the application of physical and virtual forms of drawing and modeling. (25%) Projects demonstrate a relational understanding of the topics presented in the ARCH 5623 and ARCH 5233 courses.

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
New Course in Curriculum/ Spring 2015

Faculty Assigned:
N/A
ARCH 5623 - Methods VI. – Auxiliary Systems (slashlisted with ARCH 4623) (3 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
This course is an introduction to lighting, acoustics and other auxiliary systems that impact the Creating-Making of the built environment. These systems are discussed in relation to issues of sustainability and human comfort. Codes and standards that effect building design will be introduced and discussed. No student may earn credit for both 4000- and the 5000-level course. (Sp)

Course Goals and Objectives:
• To develop an understanding of building codes and standards.
• To develop an understanding of building conveyance systems and the integration in the design.
• To understand daylighting and electrical lighting design principles and uses in building.
• To understand the acoustical qualities a building design should possess.
• To develop the ability to size electrical systems.
• To Understand acoustical applications and terminology.
• To Understand fundamentals of lightning/daylighting and their impact on building form.

Topical Outline
This course introduces non-thermal systems that inform the Creating-Making of built environments. Emphasis will be placed on passive and active forms of lighting, acoustics, egress, conveyance, and electrical systems. (30%) Students will demonstrate the ability to size electrical systems, understand acoustical applications and terminology, and understand the fundamentals of lightning/daylighting and their impact upon building form. (30%) Students will be able to understand the relationships of these systems to concepts of sustainable design. (30%) Students will continue to address life-safety issues and be introduced to additional Codes and standards that effect building design. (10%) 

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013 and 2014

Faculty Assigned:
Ike-Seong Joo (2013, 2014)
ARCH 5233-Architectural Structures II (slashlisted with ARCH 4233) (3 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
This course focuses on wood, concrete, and steel as structural materials. Students will develop an understanding of engineering principles as they apply to each of these structural materials. Material properties, common manufactured systems, common material sections, and common connection types will be explored with students demonstrating the ability to develop technical details related to various structural systems. No student may earn credit for both 4000- and the 5000-level course. (Sp)

Course Goals and Objectives:
• This course should be a continuation of hands on experiences with structural systems together with engineering principles to develop a deeper understanding of the relationship between the two.
• There should also be a demonstrated relationship to studio.

SPC:
• B.9 Structural Systems (U)

Topical Outline
Students demonstrate ability of high level of intuitive structural systems comparisons and critical selection. Students further the ability to apply engineering methods to resolve more complex structural systems in buildings. Structural calculations and applied structural software will be utilized. (25%) Exposure to and understanding of parametric resources will supplement both intuitive and technical methodologies. (25%) This course fosters hands-on experience with structural systems combined with engineering principles to develop a deeper understanding of the relationship between the two. (50%) There should also be a demonstrated relationship to studio. The course will engage and influence exercises in Design VI in order to further an intuitive understanding of structures and the analytical tools necessary to Creating-Making.

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013 and 2014

Faculty Assigned:
Dr. I-Kwang Chang (2013, 2014)
ARCH 5536 - Graduate Architectural Design III (6 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
This course emphasizes the relationship of schematic design to contract documents in order to understand structural, mechanical, electrical, plumbing, and other systems within buildings. Students demonstrate an understanding of drafting conventions, the production of traditional contract documents, Building Information Modeling, and the communication of additional solutions necessary for construction. A major component of the course is dedicated to developing interdisciplinary and collaborative skills through team-based projects and other small group exercises. Laboratory (F)

Course Goals and Objectives:
• Design Development (DD) from a given schematic plan of a preferably two-story building.
• A building of simple program, structure, form, with long and short span, Detail Driven
• To introduce BIM (Building Information Modeling)
• To introduce Building and Plumbing Codes
• To study building systems integration, using BIM modeling.

SPC:
• B.1 Pre-Design (A)
• B.2 Accessibility (A)
• B.3 Sustainability (A)
• B.4 Site Design (A)
• B.5 Life Safety (A)
• B.6 Comprehensive Project (A)
• C.1 Collaboration (A)
• C.2 Human Behavior (U)

Topical Outline:
Students develop an analysis of contract documents in order to understand structural, mechanical, electrical, plumbing, and other systems within an existing building. (25%) Students also demonstrate an understanding of drafting conventions and the production of contract documents. (25%) Students demonstrate ability in traditional contract document production and Building Information Modeling. (25%) This course also extends previous material in sustainability, construction sequencing, and cost analysis. Projects will include programs of increased complexity with multi-zone uses, mixed structural systems, and advanced formal and material development. (25%) This course develops interdisciplinary and collaborative skills through team-based projects and other small group exercises. Opportunities for collaboration across disciplines will be presented at various points during the course of the semester. Projects demonstrate a relational understanding of the topics presented in ARCH 5333 and ARCH 5723 courses.

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2014

Faculty Assigned:
David Boeck (2014)
ARCH 5723 - Methods VII – Advanced Systems (slashlisted with ARCH 4723) (3 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
This course introduces students to advanced issues of structure, building systems, sustainability, and integrated building management systems. Course material will develop advanced understanding of the theories and practices of these complex systems and their effects on the built environment. No student may earn credit for both 4000- and the 5000-level course. (F)

Course Goals and Objectives:
• This course will expose students various changing methods utilized to produce built environments.
• Students will be expected to understand the nature of these methods, think critically about the advantages and disadvantages of each, where they are more appropriate and how they students might adapt themselves to future professional practice.
• Contractual, economic and ethical issues will be discussed along with their implications on the role of architects in built environments.

SPC:
• A.4 Technical Documentation (A)
• A.11 Applied Research (U)
• B.8 Environmental Systems (U)
• B.10 Building Envelope Systems (U)
• B.11 Building Service Systems (U)
• B.12 Building Materials and Assemblies (U)

Topical Outline:
This course develops advanced understanding of structural systems, building systems, issues of sustainable design, and integrated building systems management. (25%) Through introduction to practices and software applications, students gain an understanding of these complex systems and their effects on the built environment. (25%) Critical innovation and analysis coupled with modeling and testing will facilitate greater understanding of the opportunities, challenges, and constraints that these systems entail. (25%) Opportunities for collaboration with other disciplines will be presented at various points during the course of the semester. (25%)

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall, 2013, 2014

Faculty Assigned:
Daniel Butko (2013, 2014)
ARCH 5333- Advanced Structures (slashlisted with ARCH 4333) (3 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
This course provides a continuation of engagement with wood, concrete, and steel structural systems and introduces complex structural systems and their developed connections. Building materials and systems will be related to building detailing and structural connections. Code and life safety issues will be introduced as they relate to structural systems. Cost effectiveness and system selection are included in course material. No student may earn credit for both 4000- and the 5000-level course. (F)

Course Goals and Objectives:
• Understand the nature of loads associated with buildings.

• Learn methods of structural analyses for essential loads carrying by structural members, such as joists, beams, girders and columns. Methods of calculations of these structural members’ structural properties, e.g., center of gravity, moment of inertial, etc., will be learned as well.

SPC:
B. 9 Structural Systems (U)

Topical Outline:
Students are exposed to a more developed understanding of the methods of resolution of structural systems and detailing related to Creating-Making in the built environment. (25%) Students develop structural proposals for related studio projects that demonstrate the ability to make critical decisions regarding the relationship of structural systems to design intent. (25%) Students demonstrate the ability to visualize three dimensional modeling, interpret stress analysis, respond to forces, and resolve sub-surface conditions for foundation support. (25%) Innovative systems and conditions will be explored. (25%)

Prerequisites:
Prerequisite: ARCH 3233 (4233), ARCH 3623 (4623), and ARCH 3655; Co-requisite: ARCH 4723, and ARCH 4755

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
Dr. I-Kwang Chang (2013), Dr. Shideh Shadravan (2014)
ARCH 5453 - Modern and Contemporary Architecture (slashlisted with ARCH 4453) (3 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
This course provides a survey and discussion of built artifacts of 20th century architectural culture and the last 25 years of significant world architecture. Emphasis is placed upon the formal, philosophical, social, technical, and economic contexts of the projects discussed, as well as their later reinterpretations. This course continues the development of critical writing skills and further develops analytic skills that act to inform design decisions related to studio projects. No student may earn credit for both 4000- and the 5000-level course. (F)

Course Catalog Description
Prerequisite: ARCH 2343, ARCH 2423, and ARCH 2454. Co-requisite: ARCH 3133 (4153), ARCH 3523 (4523), ARCH 3555; Interior Design majors: ID 3753. Survey and discussion of built artifacts of 20th century architectural culture and the last 25 years of significant world architecture. Emphasis is placed upon the formal, philosophical, social, technical, and economic contexts of the projects discussed, as well as their later reinterpretations. Continues the development of critical writing skills and further develops analytical skills that act to inform design decisions related to studio projects. No student may earn credit for both 4453 and 5453. (F)

Course Goals and Objectives:
• Architectural history and theory
• Cultural diversity
• Visual/written inquiry into built environments
• Four research based position papers
• Demonstrations of writing and critical thinking
• Critical thinking/writing

• Working vocabulary of significant built artifacts over time
• Demonstrate why historically different cultures used different materials and methods
• Demonstrate the understanding historical perspectives of space
• Demonstrate through written form, historical use of formal design principles

NAAB Criteria:
• A. 1 Communication Skills (A)
• A.9 Historical Traditions and Global Culture (U)
• A.10 Cultural Diversity (U)

Topical Outline:
This course engages the modern history of architecture and its theoretical foundations in an effort to expose students to historical contexts and precedents and contemporary theories of design. Through a survey of the cultures, arts, events, and construction technologies of world civilizations in the modern period students will develop an understanding of the various forces that influence Creating-Making within the built environment. (50%) Study of economic, technological, and cultural issues will introduce students to the influences these have had on contemporary world architecture. (25%) Students will continue to develop and refine design vocabulary and demonstrate critical thinking and writing skills. (25%)

Prerequisites:
Prerequisite: ARCH 2343, ARCH 2423, and ARCH 2454. Co-requisite: ARCH 3133 (4153), ARCH 3523 (4523), ARCH 3555

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2013 and 2014

Faculty Assigned:
Dr. Stephanie Z Pilat (2013, 2014)
ARCH 5546 - Graduate Architectural Design IV (6 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
This course emphasizes the development of a complete project from schematic design through design development and construction detailing. Students will develop a building of limited programmatic complexity through more complete technical development. The application of Building Information Modeling software will be required. This course addresses and builds upon the collaborative and analytic knowledge developed in ARCH 5423. No student may earn credit for both 4000- and the 5000-level course. Laboratory (Sp)

Course Goals and Objectives:
• In this course program development and interpretation of its requirements, technical development -in terms of critical systems selection and integration, coming together with design development and detailing, using the analytical tools given in the Methods course (ARCH 4823).
• Project types are not to be too complex but of functional variety manifest in space and their related building systems. Preferably detail driven to create good opportunity for developing this critical design task in conformance with the Creating_Making curriculum
• To understand the relationship between program requirements and design
• To understand the use of Design Analytics in making project decisions
• To develop the ability to use BIM in establishing and understanding the integration among building systems, and
• To develop characteristic details in order to explain the type and level of integration among systems.

SPC:
None

Topical Outline:
Students demonstrate the ability to develop and interpret programmatic requirements, demonstrate skills that are necessary for collaborative project production, produce technical documentation for construction at a Design Development level, and communicate clearly the visual/aesthetic aspects of their solutions. Projects demonstrate a relational understanding of the topics presented in the course ARCH 5423.

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
New Course in Curriculum/ Spring 2015

Faculty Assigned:
N/A
ARCH 5823 Methods VIII - Architectural Analytics (slashlisted with ARCH 4823) (3 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
Seminar format course introduces students to less common structural systems: pneumatics, shells, folded plate, high-rise structures, manufactured components and assemblies, and long span systems in buildings. Course also focuses on the Design Development phase of architectural production with the introduction of limits of responsibility for architects, various specification types, integrated project delivery, preliminary cost estimating, etc. Studio project will be utilized to demonstrate alternative proposal methods and evaluation as part of the design decision-making process. No student may earn credit for both 4000- and the 5000-level course. (Sp)

Course Goals and Objectives:
• The course emphasizes development and critical analysis of project proposals, considering alternative structures, design development, detailing, and specifications with due attention to project delivery types, and the impact on cost estimation.

SPC:
• A.11 Applied Research (U)
• B.8 Environmental Systems (U)
• B. 10 Building Envelope Systems (U)
• B.11 Building Service Systems (U)
• B.12 Building Materials and Assemblies (U)

Topical Outline:
Through discussions and presentation students will be required to recommend alternative solutions to design proposals. Students demonstrate the ability to research less common structural building types, critically analyze their advantages and disadvantages, understand the implications on built environments and cost implications. (50%) Students demonstrate the ability to understand their responsibility when developing custom, rather than manufactured systems and methods of integration into design development. (25%) Exploration of Building Information Modeling (BIM) is encouraged. (25%) Students are exposed to structural engineering software used in building design.

Prerequisites:
Prerequisite: Program admission or permission of graduate liaison.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2014

Faculty Assigned:
ARCH 5543 - Research and Critical Writing Seminar (slashlisted with 4543) (3 hours credit)

Course Description:
Prerequisite: Program admission or permission of graduate liaison.
This course focuses on the development of research and academic writing in an urban and architectural context. Original research and/or analysis and a fully annotated term paper are required. Topics may range from periods, politics, technology, economics, religion, gender, and culture. A continuation of the development of critical writing skills and further develops analytic skills that act to inform design decisions related to studio projects. Open to non-architecture majors to encourage interdisciplinary research/writing. No student may earn credit for both 4000- and the 5000-level course. (Sp)

Course Goals and Objectives:
• Students will read roughly 50 to 100 pages of material per week.
• The reading load varies because some texts are more concentrated than others.
• Over a semester they may read 4 to 5 books and/or a reader that is composed of book chapters and articles posted online.
• Readings will be drawn from both primary and secondary sources if possible.

SPC:
• A.1 Communication Skills (A)
• A.5 Investigative Skills (A)
• A.9 Historical Traditions and Global Culture (U)
• A.10 Cultural Diversity (U)

Topical Outline:
The seminar should be a mix of lecture, discussion, and student presentations. In the early weeks of the term, it is expected that the greater part of the class will be used for professors’ lectures, although engaging students in discussion is strongly encouraged. As the term progresses and students have time to research their topics, it is expected that they will increasingly take part in leading discussion and in making presentations about the subjects of their papers. Research Seminars are developed around a topic that has a general application to both Creating-Making and larger themes. Chronology, geography and topical threads are to be defined by the Instructor. Students will learn research methods, literature search and review, and critical thinking. (25%) Students will participate in seminar presentations and discussions. (25%) Students will develop a term paper through a series of written assignments and tasks including: topic selection and literature review, initial research, written drafts, and final paper. (50%) The course may include seminar formatted discussions, a mid-term essay exam, and paper topic presentations.

Prerequisites:
Prerequisite: ARCH 2243, ARCH 2343, ARCH 3443 (4453), and permission of instructor. Co-requisite: ARCH 3623 (4623), and ARCH 3655

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2014

Faculty Assigned:
Dr. Stephanie Z Pilat (2014), Dr. Catherine Barrett (2014)
ARCH 5922 Methods IX- Contemporary Practice (2 hours credit)

Course Description
Prerequisites: ARCH 4823, ARCH 4855, co-requisites: ARCH G5955. This course explores issues in contemporary architectural practice including the role of the client, contracts, practice and project management, leadership skills, legal responsibilities, ethics and professional judgment, and community and social responsibilities. Emphasis is placed upon issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession. Knowledge of techniques is developed for project justification from establishing the scope of projects to cultural, sustainable, and financial feasibility. The course contains program specific research and support related to studio projects. (F)

Guidelines:
- Understanding political, business and community leadership
- Appropriate social skills, networking, and marketing
- Understanding one’s personal strengths and weakness (growth opportunities)
- Engagement of community and social responsibilities; social sustainability
- Exploring cultures (western and non-western)
- Exploring environmental/ecological systems and issues
- Exploring the relationships between cultural and environmental issues
- Changing role of architects in the community
- Exploring master planning and urban design issues, contexts, histories
- Project programming and needs identification
- Financial feasibility (Pro Formas, market studies, economic sustainability)

SPC:
- B.7 Financial Considerations (U)
- C.3 Client Role in Architecture (U)
- C.4 Project Management (U)
- C.5 Practice Management (U)
- C.6 Leadership (U)
- C.7 Legal Responsibilities (U)
- C.8 Ethics and Professional Judgment (U)
- C.9 Community and Social Responsibility (U)

Topical Outline:
This course explores issues in contemporary architectural practice including the role of the client, contracts, practice and project management, leadership skills, legal responsibilities, ethics and professional judgment, and community and social responsibilities. (50%) Emphasis is placed upon issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession. (50%)

Prerequisites:
Prerequisites: ARCH 4823, ARCH 4855, co-requisites: ARCH G5955.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2012, 2013, 2014

Faculty Assigned:
Marjorie P Callahan (2012), Nickolas Harm (2013, 2014)
ARCH 5955 Design IX – Comprehensive Architecture I (5 hours credit)

Course Catalog Description:
Prerequisites: ARCH 4823, ARCH 4855, co-requisites: ARCH G5922. This is the first of a two-semester sequence that includes the design of a moderately complex building on a contextual site. The course encourages innovative exploration, analysis, speculation, and experimentation in developing schematic proposals. Students will develop an architectural program, establish pro-forma attributes, and conduct feasibility studies for their chosen project. Students will be expected to develop solutions with refined mechanical, electrical, structural, and material components. Both active and passive energy systems, issues of sustainability, issues of site and context, life safety issues, and traditional functional and aesthetic requirements will be integral to design solutions. There will be a significant focus on ethical, environmental, sustainable, social, material, and historical issues related to Creating-Making within the built environment. Laboratory (F)

Course Goals and Objectives:
- Program addresses aesthetic, spatial, social, cultural, environmental and development (sustainability) issues
- Project explores issues of, market needs, social skills, and leadership
- Development-related issues - ULI (Urban Land Institute) guidelines, pro formas, local policy and economic development issues
- Project with interdisciplinary implications:
- Construction-related issues (Cost estimating; construction sequencing, fabrication techniques)
- Interior design ID issues (space planning, lighting, issues of color and furniture, material detailing, fabrication)

SPC:
- A.2 Design Thinking Skills (A)
- A.3 Visual Communication Skills (A)
- B.1 Pre-Design (A)
- C.2 Human Behavior (U)

Topical Outline:
Design development and critical detail. Presentation drawings and models. Project types are self-generated within a given context and require professional program development (50%). Should have an urban analysis component. Programming of a single building. Professional sets of documents. (50%) Projects demonstrate a relational understanding of the topics presented in the Methods IX course.

Prerequisites:
Prerequisites: ARCH 4823, ARCH 4855, co-requisites: ARCH G5922

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Fall 2012, 2013, 2014

Faculty Assigned:
ARCH 5022 Methods X - Leadership in Practice (2 Hours Credit)

Course Description:
Prerequisites: ARCH G5922, ARCH G5955, co-requisites: ARCH G5055. This course explores innovative practices in contemporary architectural practice. Issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession are discussed. Innovative methods of digital prototyping and performance modeling related to project delivery will be explored. Emphasis is placed upon the leadership role that architects can assume in the design and construction disciplines, in the community, and in education. Local, regional, national, and global leadership opportunities are examined. (Sp)

Course Goals and Objectives:
- Understanding of contemporary practice
- Changing roles of architects and the profession and how architecture may be practiced (professional sustainability)
- Exploring the role of technology on practice and design
- Exploring lighting, fabrication techniques, and furniture design
- Ethics and professional judgment
- Project/client leadership skills
- Client- architect relationship
- Contractor-architect relationship
- Legal responsibilities (professional services, AIA, BIM-related contracts)
- Understanding codes (issues of egress and accessibility)
- Project management
- Running a practice; book-keeping; human resources

SPC:
- B.7 Financial Considerations (U)
- C.3 Client Role in Architecture (U)
- C.4 Project Management (U)
- C.5 Practice Management (U)
- C.6 Leadership (U)
- C.7 Legal Responsibilities (U)
- C.8 Ethics and Professional Judgment (U)
- C.9 Community and Social Responsibility (U)

Topical Outline:
This course explores innovative practices in contemporary architecture including the role of the client, contracts, practice and project management, leadership skills, legal responsibilities, ethics and professional judgment, and community and social responsibilities. (25%) Issues of cultural and environmental sustainability, political activism, and the changing role of the architecture profession are discussed. (25%) Innovative methods of digital prototyping and performance modeling related to project delivery will be explored. (25%) Emphasis is placed upon the leadership role that architects can assume in the design and construction disciplines, in the community, and in education. Local, regional, national, and global leadership opportunities are examined. (25%)

Prerequisites:
Prerequisites: ARCH G5922, ARCH G5955, co-requisites: ARCH G5055.

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013, 2014

Faculty Assigned:
Marjorie P Callahan (2013, 2014)
ARCH 5055 Design X - Comprehensive Architecture II (5 hours credit)

Course Description:
Prerequisites: ARCH G5922, ARCH G5955, co-requisites: ARCH G5022. This is a continuation of ARCH G5955 and the project development begun in that course. Students are expected to further develop their project to a level of Design Development and limited Construction Detailing. The course encourages the continued exploration, speculation, and experimental innovation begun in Design IX extended into materials detailing, construction methods, mechanical systems, and creative spatial and aesthetic development. Component and assembly prototyping and performance modeling are a significant component of the course. Laboratory (Sp)

Course Goals and Objectives:
• mixed-use high-rise residential/commercial
• All shall include parking component.
• Projects will address the following requirements as educational objectives:
• Complex code issues (egress, accessibility, multiple of use/occupancy classifications);
• Demonstration of sustainable mechanical, structural systems and strategies
• Demonstration of the connection between design concept and design details executed
• Critical details in construction document form
• Demonstration of understanding materials and materiality
• Engagement of the role of evolving technologies in the documentation and/or fabrication of proposed design

SPC:
• A.2 Design Thinking Skills (A)
• A.3 Visual Communication Skills (A)
• A.4 Technical Documentation (A)
• B.2 Accessibility (A)
• B.3 Sustainability (A)
• B.5 Life Safety (A)
• B.6 Comprehensive Design (A)
• C.1 Collaboration (A)

Topical Outline:
Design development and critical detail. (25%) Presentation drawings and models. There should be three choices of project types, self-generated, generated within a given context, development of a given project type.(25%) Professional program development. Should have an urban analysis component. Programming of a single building. Professional sets of documents. (50%) Projects demonstrate a relational understanding of the topics presented in the Methods X course.

Leadership in Practice.

Prerequisites:
Prerequisites: ARCH G5922, ARCH G5955, co-requisites: ARCH G5022

Textbooks/Learning Resources:
Refer to Course Notebooks for Details

Offered:
Spring 2013, 2014

Faculty Assigned:
PART 4 SUPPLEMENTAL INFORMATION

IV.4.5 FACULTY RESUMES (PER APPENDIX 2)
Name: Catherine Barrett, Ph.D.

Courses Taught:
Arch 2343 (History of the Built Environment II)
Arch 3543 (Research and Critical Writing) “Myth and Measure: Architecture and Urbanism from Late Antiquity through the Gothic Period in Selected Western European Sites.”
Arch 2243 (History of the Built Environment I)
Arch 5955 (Design Studio IX) “Corpus Felix: A Senior Wellness Center for Norman, Oklahoma.”
Arch 5960: Directed Reading: Rebekah Ulm, research on precedents for affordable housing.
Arch 3655 and 4855 (Design Studios VI and VIII in Rome): “Ara Pacis: A Design for the Enclosure of the Ara Pacis Monument in Rome.”
Arch 2243 (History of the Built Environment I)
Arch 4954 (Design Studio IV)
Arch 4960: Directed Reading

Educational Credentials:
B.F.A., California State University at Northridge, 1975
M. Arch., University of Washington, 1980
Ph.D., Art History, University of Washington, 2010

Teaching Experience:
Lecturer, Seattle University, 2008 - 2010
Lecturer, University of Washington, 1986 - 2007
Instructor, University of Washington, 2003 – 2004
Teaching Assistant, University of Washington, 2002 – 2004
Instructor, University of Washington Extension, 1988 - 1989
Instructor, Seattle Central Community College, 1985

Professional Experience:
Sole proprietor, Barrett & Co., 1984-2005
Apprentice, James Cutler Architects, 1982 - 1983
Apprentice, ARC Architects, 1980 – 1982
Apprentice, Hewitt/Daly Architects, 1978 - 1979
Apprentice, Smith and Swenson Engineers, 1976-1977

Licenses/Registration:
Washington
Oklahoma
NCARB Registration

Selected Publications and Recent Research:

Professional Memberships:
American Institute of Architects (AIA)
International Center of Medieval Art (ICMA)
Medieval Academy of America (MAA)
National Council of Architectural Registration Boards (NCARB)
Southeastern College Art Conference (SECAC)
Society of Architectural Historians (SAH)
Name: David Boeck

Courses Taught:
ARCH 3013 Architecture for Non-majors
ARCH 4433 Rendering
ARCH 1121 Methods I Introduction to Creating-Making
ARCH 2354 Studio III Crafting Place
ARCH 1223 Methods II Material Awareness
ARCH 1154 Design I
ARCH 1112-Cultures of Collaboration

Educational Credentials:
Bachelors of Environment Design, University of Oklahoma, May 1978
Bachelors of Architecture, University of Oklahoma, May 1979
Masters of Architecture, University of Oklahoma, May 1979

Teaching Experience:
Associate Professor, University of Oklahoma, 2006 - Present

Professional Experience:
Senior Architect, 3 Level Design, 2007 – Present
Owner/Principal-in-Charge, DLB Architects, PC, 1993 – Present
Partner, Robison-Boeck Architects, 1983 - 1993

Licenses/Registration:
Oklahoma
National Council of Architectural Registration Boards (NCARB)
National Council for Interior Design Qualification (NCIDQ)
Leadership in Energy and Environmental Design (LEED) AP
Certified Aging in Place Specialist (CAPS)

Selected Publications and Recent Research:


“Changing the Paradigm: Multidisciplinary Teaching in Design”, 2010 Regional Interior Designer’s Education Council Conference Atlanta, GA, Wachter, H. P. and Boeck, D.


Developed the course syllabus, structure, assignments and lectures for the new curriculum installed this fall for ARCH 3013 Architecture for Non-Majors This course focuses on introducing the non-architect students an understanding of the qualities and characteristics of well-designed architecture in the context of the natural and built environment.

Developed the course syllabus, structure, assignments and lectures for the new curriculum installed this fall for ARCH 1121 Methods I course that focuses on introducing the students to the methodologies and processes of design and drawing as well as critical thinking.

Participating in developing a learning tool which will help students understand the connections between design creativity and positive emotions, using the images of entry/door, their memories, and the connection between these memories and creating design images.

Professional Memberships:
Environmental Design Research Association
Design Communications Association
Interior Design Educator’s Council
American Institute of Architects
Name: Khosrow Bozorgi

Courses Taught:
Arch6256 - Graduate Studio
Arch4183 - Survey of Middle Eastern Architecture
Arch6156 - Graduate Studio
Arch3013 – Architecture for Non-Majors
Arch3013 – Architecture for Non-Majors
Arch5505-Urban Design Studio
Arch4183 - Survey of Middle Eastern Architecture

Educational Credentials:
B. Arch, National University of Iran, 1974
M. Arch, National University of Iran, 1977
MS Arch, University of Pennsylvania, 1983
Ph.D., University of Pennsylvania, 1988

Teaching Experience:
Professor, University of Oklahoma, 2006 – Present
Associate professor, University of Oklahoma, 1998 – 2006
Associate professor, University of Tehran, 1991 - 1998

Professional Experience:
Project Designer, Bozorgi Partnership, 2007 – Present
Project Designer, ACL International Investment Company, 1994 – 1999
Project Designer, ACL/Bouygues Batiment International Ltd., Engineers and Constructors, 1994 – 1998

Licenses/Registration:

Selected Publications and Recent Research:


Bozorgi, Khosrow. Field research work on traditional sustainable desert court architecture in the desert city of Kashan, Iran, July 2012.

Bozorgi, Khosrow, Pl. “Unity of Being: The Hidden Manifestation Of Indoor-Outdoor Relationship Traditional Sustainable Architecture Of Ganj-Ali Khan Complex In Iran Kerman”. Research proposal under development for funding. Dr. Fuller, project consultant from office of Vice President for Research, University of Oklahoma.


Professional Memberships:
ASMEA Association for the Study of the Middle East and Africa
ACSA Association of Collegiate Schools of Architecture
ISAP Iranian Society of Architects and Planners
Name: Daniel Butko

Courses Taught:
Architectural Acoustics (developed course at OU and KSU from research initiatives)
Architecture Design Studios I, IV, V, VI, and VII (within a 10 studio sequence)
Architectural Materials and Methods
CASA Playhouse: Design-Build Summer Course
Directed Readings (Compressed Earth Block and Acoustics)
Earthen Design and Construction (developed course from research initiatives)
Environmental Technologies I and II
Introduction to Building Technology
Methods IV – Materials and Form (developed course from curriculum requirement)
Methods VII – Advanced Systems (developed course from curriculum requirement)

Educational Credentials:
Bachelor of Design in Architecture, University of Florida, High Honors, 1998
M. Arch., University of Florida, 2005

Teaching Experience:
Assistant Professor, University of Oklahoma, 2010 – Present
Adjunct Instructor, Kansas State University, 2008
Instructor, University of Florida, 2005
Graduate Teaching Assistant, University of Florida, 2004

Professional Experience:
Architect, RBDG, Inc., 2014
Quality Assurance Manager, JE Dunn Construction, 2008 – 2010
Project Architect, HOK Sport, 2006 - 2008
Project Captain and Designer, DLR Group, 2005 – 2006
Designer/Project Captain, CE Block Architect, 2001 – 2003
Designer/Project Captain, Garcia Stromberg Architects, 1999 – 2001

Licenses/Registration:
Kansas
Oklahoma
Texas
American Institute of Architects, (AIA)
National Council of Architectural Review Boards, (NCARB)
Leadership in Energy and Environmental Design,(LEED) AP

Selected Publications and Recent Research:


Professional Memberships:
American Institute of Architects, (AIA)
National Council of Architectural Review Boards, (NCARB)
Leadership in Energy and Environmental Design,(LEED) AP
Acoustical Society of America
Name: Hans E. Butzer, Architect, AIA, AK NW, LEED AP BD+C

Courses Taught:
ARCH 4854 Design Studio VII
ARCH G9055 Studio IX – Comprehensive Architecture I
ARCH G5055 Studio X – Comprehensive Architecture II
ARCH 1112 Cultures of Collaboration
ARCH 1121 Methods I - Intro to Creating_Making
ARCH 1223 Methods II – Material Awareness
ARCH 4363 Sustainability
ARCH 6143 Theory of Sustainability

Educational Credentials:
Bachelor of Architecture, University of Texas at Austin, Austin, TX, 1990
Master of Architecture II, Harvard University Graduate School of Design, Cambridge, MA, 1999

Teaching Experience:
Director/Professor, University of Oklahoma, 2013 – Current
Associate Professor, University of Oklahoma, 2006 – 2012
Assistant Professor, University of Oklahoma, 2000 – 2006

Professional Experience:
Director, Butzer Gardner Architects, Oklahoma City, OK, 2008-present
Principal of Design, TAParchitecture Oklahoma City, OK, 2004-2008
Design Director / Project Architect , Meyer Ernst Partner, Berlin, Germany, 1995-1997
Design Director / Intern Architect , Architekturburo Clemenz und Partner, Berlin, Germany, 1994-1995
Partner Butzer Design Partnership/LocusBold, Austin, TX – Düsseldorf/Berlin, Germany - Oklahoma City, OK
Murphy/Jahn Inc., Chicago, IL, 1989

Licenses/Registration:
Oklahoma
Germany

Selected Publications and Recent Research:
Commission Awarded: OKC MAPS3 Central Park Design: short-listed qualifications competition in collaboration with Hargreaves Associates
First Place: Mayfair Residential Urban Redevelopment Design Competition, OKC.
Second Place: 430 NW 12th St. Residential Urban Redevelopment Design Competition, OKC; juried design competition
Contract Awarded: OKC MAPS3 Central Park Concept Design: short-listed qualifications competition in collaboration with Hargreaves Associates and ADG
Contract Awarded: Civic Center Music Hall: qualifications competition; completed in 2011
First Place: SkyDance Bridge National Design Competition: juried short-listed national design competition with SXL/MKEC
Excellence in Structural Engineering Awards: National Council of Structural Engineers Associations; with SXL for the Oklahoma City Skydance Bridge
American Institute of Architects Citation Award: AIA Central States with Butzer Gardner Architects for Nichols Law

Professional Memberships:
AIA
LEED AP BD+C
AK NRW
Name: Marjorie Callahan

Courses Taught:
ARCH 3565 Studio, Third Year
ARCH 4960 Directed Reading
ARCH/LA 5922 Methods IX: Contemporary Practice
ARCH/CNS/LA 5993 Special Projects Research

Educational Credentials:
Bachelor Art, Mills College, 1977
Master of Science, University of Massachusetts, 1980
Bachelor of Architecture, University of Oklahoma, 1985

Teaching Experience:
Associate Professor, University of Oklahoma, 2007 - Current
Assistant Professor, University of Oklahoma, 2001 - 2006
Adjunct Faculty, University of Oklahoma, 1998 - 2001
Visiting Lecturer, University of Central Oklahoma, 1997-1999
Graduate Assistant, University of Massachusetts, 1979
Research Assistant, Palo Alto Cultural Center, 1977
Research Assistant, De Young Museum, 1972

Professional Experience:
Sole Proprietor, Marjorie Parry Callahan Architects, 1988 – Present
Consultant, ADG Architects, 1999 – 2000

Licenses/Registration:
Oklahoma

Selected Publications and Recent Research:

Professional Memberships:
American Institute of Architects, (AIA)
National Council of Architectural Review Boards, (NCARB)
Leadership in Energy and Environmental Design,(LEED) AP
National Council for Interior Design Qualification (NCIDQ)
Name: Lisa Chronister

Courses Taught:
ARCH 5955 Comprehensive Architecture
ARCH 5055 Comprehensive Architecture

Educational Credentials:
Bachelor of Architecture, University of Oklahoma, 1994
Master of Architecture, Pratt Institute, 2006

Teaching Experience:
Adjunct Lecturer, University of Oklahoma, 2012 – 2013
Adjunct Professor, New York College of Technology, 2007, 2009
Adjunct Professor, University of Oklahoma, 2004

Professional Experience:
Urban Design Program Planner, City of Oklahoma City Planning Department, 2014 – Present
Principal, LWPB Architects & Planners, PC, 2010 – 2014
Project Manager/Architect, LWPB Architects & Planners PC, 1998 – 2010
Vice President, Project Manager/Architect, Special Projects Studio, 2001 – 2002

Licenses/Registration:
Oklahoma
New York

Selected Publications and Recent Research:

Professional Memberships:
National Council of Architectural Review Boards, (NCARB)
Leadership in Energy and Environmental Design,(LEED) AP
Name: Thomas Cline, Jr.

Courses Taught:
ARCH 1254 (five sections), Design Two
ARCH 1154 (eight sections), Design One
ARCH 6990, Special Studies, "Intro to Revit"

Educational Credentials:
Bachelor of Science, Auburn University, 1991
Bachelor of Architecture, Auburn University, 1991
Master of Fine Arts, Savannah College of Art and Design, 2009

Teaching Experience:
Assistant Professor of Architecture, University of Oklahoma, 2008 – Present
Affiliate Faculty, University of Oklahoma, 2009 – 2013
Graduate Teaching Assistant, Savannah College of Art and Design, 2006 – 2008
Assistant Dean for International Relations & Special Foreign Lecturer, Chiang Mai University, 2004 – 2005
Graduate Teaching Assistant, Georgia State University, 2003

Professional Experience:
Principal/Project Architect, g5 Design Group, 2002 – Present
Project Manager/Project Architect, Robert and Company; Robert International, 2000 – 2002
Assistant Project Manager, Camden Construction Company, 1991 -1994
Muralist, David K. Braly, Muralist, 1989 – 1991

Licenses/Registration:
Georgia

Selected Publications and Recent Research:
"Aesthetic Relativism," published in the proceedings of the 2012 National Conference on the Beginning Design Student

"Queering Sustainability: A Pedagogical Approach," published in the proceedings of the 2012 National Conference on the Beginning Design Student

"Development, Oppression, and Design Education," published in the proceedings of the 2011 Design, Development, and Research Conference


"Transgendered: Interpreting the Bavinger House," primary author (with Nick Safley) published in the proceedings of the 2010 Creating_Making Forum

"Critical and hermeneutic enquiry: A feminist approach to architectural discourse," co-authored with Angela Person, published in the proceedings of the ARCC/EAAE 2010 International Conference on Architectural Research, The Place of Research/The Research of Place

"Teaching English, Teaching Architecture, Teaching Identity," published in the proceedings of the 2010 Asian Conference on Arts and Humanities, East meets West

"Transilient minds: An historical-anthropological approach to first year architecture studio," primary author (with Angela Person) published in the peer-reviewed journal Edinburgh Architecture Research, Volume 32

Professional Memberships:
NCARB
LEED AP
Name: Anthony Cricchio

Courses Taught:
ARCH 2354 Studio III
ARCH 2454 Studio IV
ARCH 4854 Design Studio VII
ARCH 1154 Design I – Design Fundamentals
ARCH 4970 Architectural Competitions
ARCH 4970 CASA Playhouse
ARCH 2323 Methods III – Design Analytics
ARCH G5055 Studio X – Comprehensive Architecture II

Educational Credentials:
Bachelor of Science in Architecture, University of Texas at Arlington, 1993
Master of Architecture, University of Texas at Arlington, 1995

Teaching Experience:
Assistant Professor, University of Oklahoma, 2008 – Current
Assistant Professor, Oklahoma State University, 2006 – 2008
Lecturer, University of Texas at Arlington, 2003 – 2006
Graduate Teaching Assistant, University of Texas at Arlington, 1993 - 1995

Professional Experience:
Project Assistant, Self Employed, 2003 - Present

Licenses/Registration:
Texas

Selected Publications and Recent Research:
“Design Synesthesia: A Pedagogical Link between Metaphor and Form in Basic Design Studies”
2007 23rd National Conference on the Beginning Design Student
2007 Kuwait University International Architectural Conference

“Collage: Discipline Engagement in Basic Design”
25th National Conference on the Beginning Design Student 2009

“Collage and the Millennials”
2009 ACSA Southeast Fall Conference

“Hybrid Myths” Poster
26th National Conference on the Beginning Design Student 2010

“Tectonic Memento” Poster
“Synesthetic Artifacts” Poster
2010 Creating_Making Forum

Unlearning Architecture: Mythology and Collage for Beginning Architecture and Design Students”
27th National Conference on the Beginning Design Student 2011

“Are Studios Sustainable”
28th National Conference on the Beginning Design Student 2012

“Drawings are dead”
2012 Design Communications Association Conference

“Mythology and Collage: Connections for Beginning Architecture Students”
2012 Symposium for the Study of Myth
2012 TSI Colloquium

Professional Memberships:
National Council of Architectural Review Boards, (NCARB)
Name: Joel Dietrich

Courses Taught:
ARCH 3555 Design V
ARCH 3655 Design VI
ARCH 4940 Field Work
ARCH 5160 Preceptorship
ARCH 5023 Digital Visualization Tools

Educational Credentials:
Bachelor of Environmental Design, University of Kansas, 1973
Master of Architecture, University of Wisconsin-Milwaukee, 1975

Teaching Experience:
Professor Emeritus, University of Oklahoma, 2014 – Present
Associate Professor, University of Oklahoma, 1984 – 2014
Interim Director, Division of Architecture, University of Oklahoma, 2011 – 2012
Director, Division of Architecture, 1994 – 2000
Coordinator of Computer Services, College of Architecture, University of Oklahoma, 1986 – 1994
Assistant Professor, Louisiana State University, 1978 – 1984
Assistant to the Director, Louisiana State University, 1982 – 1984
Instructor, Louisiana State University, 1976 – 1978
Adjunct Professor and Consultant, Southern University, 1983 – 1984
Special Consultant, Louisiana State University, 1982 - 1984

Professional Experience:
Owner, theEArchitect.com, 2000 – Present
Architect, Joel K. Dietrich, AIA

Licenses/Registration:
Louisiana

Selected Publications and Recent Research:

Professional Memberships:
American Institute of
AIA Oklahoma (state chapter)
AIA Central Oklahoma (local chapter)
Name: Eren Erdener

Courses Taught:
ARCH 6643 – Urban Design Theory Seminar
ARCH 6356/6456 – Professional Project Studio
ARCH 6243/6013 – Research Methods and Programming
ARCH 5156/5536 – Pre-Professional (BSED) Design Studios, I-III
ARCH 5546 – Graduate Architectural Design IV
RCPL 5113 – Research Methods – Statistics (Regional and City Planning)
RCPL 5175 – Urban Planning Studio
ARCH 4855 – Studio VIII – Architectural Synthesis
ARCH 4754 – Studio VII – Building Systems Integration
ARCH 5595/5505 – Studios IX and X – Comprehensive Project
ARCH3162 – Architectural Programming
ARCH 4213 – Facilities Management
ARCH 4970.900 – Istanbul Study Abroad Program
ARCH 3575 – Site Design
ARCH 2122 – Architectural Graphics

Educational Credentials:
M. Arch., State Fine Arts Academy (DGSA), 1973
M.S. Architectural Technology, Columbia University, 1976
Ph.D. Architecture, University of Pennsylvania, 1979

Teaching Experience:
Associate Professor, University of Oklahoma, 1989 – Present
Assistant Professor, University of Oklahoma, 1980 – 1989
Visiting Assistant, University of Oklahoma, 1979 – 1980
Assistant Professor, State Fine Arts Academy, 1973 - 1975

Professional Experience:
Private Professional Practice, 1973 – 1990
Designer, TATAS (Turkish-German Tourism Corporation), 1970 – 1971

Licenses/Registration:

Selected Publications and Recent Research:


Professional Memberships:
Design Communication Association (DCA)
International Facility Management Association, Academic Facilities Council (IFMA)
Union Internationale d’Architectes (UIA)
National Institute of Building Sciences (NIBS)
The Emerald Publications Group, U.K. (LITERATI)
Name: Lee A. Fithian, AIA, AICP, NCARB, LEED AP

Courses Taught:
ARCH 4855 – Design VIII
ARCH 4823 – Methods 8
ARCH 4823 - Service Learning
ARCH 3823 – Methods VI
ARCH 6256 – Grad Studio II
ARCH 6133 - Sustainable Design Analytics
ARCH 4755 - Design VII
ARCH 6156 - Grad Studio I
ARCH 6233 - Sustainable Technology
ARCH 4855 - Design VIII

Educational Credentials:
Bachelor of Science in Engineering, University of Oklahoma, 1984
Bachelor of Science Computer Science, University of Oklahoma, 1986
Master of Architecture, University of Oklahoma, 1998

Teaching Experience:
Associate Professor, College of Architecture, University of Oklahoma, Norman, Oklahoma 2011 – Current
Assistant Professor, College of Architecture, University of Oklahoma, Norman, Oklahoma 2005 – 2011
Adjunct Instructor, College of Architecture, University of Oklahoma, Norman, Oklahoma 2003 – 2005

Professional Experience:
Principal, Fithian Architecture, Norman, Oklahoma, 2005-current
Project Manager, The Benham Companies, LLC, Oklahoma City, Oklahoma, 1997-2005
Project Coordinator, Architectural and Engineering Services, University of Oklahoma, Norman, OK, 1987-1997

Licenses/Registration:
Oklahoma

Selected Publications and Recent Research:
Fithian, L. and McCuen, T., FOREFRONT Conference - AIA Architects as Collaborative Leaders "BIMStorm OKC: A Virtual Event to Build Community and Enhance Connectivity", the outcomes of Dream Course funding, Salt Lake City, UT, 2013.


2012 TSI Colloquium

Professional Memberships:
National Council of Architectural Review Boards, (NCARB)
AICP - Certified Planner
LEED AP – LEED Accredited Professional
Name: Ronald Frantz, Jr.

Courses Taught:
ARCH 4970 IQC Community Workshop
ID 4970 General Departmental Course focused on Historic Preservation and Interior Design
ARCH 5970 IQC Community Workshop
RCPL/ LA 5525 Regional and City Planning and Urban Design Studio Project
RCPL 5970/ Historic Preservation Planning
ARCH 5970
ARCH 5516 Graduate Architectural Design I

Educational Credentials:
B. Arch, Tulane University of Louisiana, 1981
M. Arch, Tulane University of Louisiana, 2004

Teaching Experience:
Faculty Member, University of Oklahoma, 2011-Present

Professional Experience:
Architect, Oklahoma Main Street Center, 2003-2011
President, The Frantz Alliance, LLC, 2000-Present
Architect, Oklahoma Main Street Program, 1986-1997

Licenses/Registration:
Oklahoma

Selected Publications and Recent Research:
“Historic Preservation in Oklahoma City: Taking an Effort Beyond the Minimum,”

“2010 National Main Streets Conference, Oklahoma City,” Main Street News,
Conference Overview, Number 266, Washington, DC, December 2009. (Of 16 pages, 13
pages of this national newsletter are dedicated to Oklahoma City and the Oklahoma
Main Street Center.)

“Revive on a Dime,” Oklahoma Today, Expert Advice section, Vol. 60, No. 1,
Oklahoma City, Oklahoma, January/February 2010. (The whole 138-page issue focuses
on the Oklahoma Main Street Center and network.)

“Art Deco Grandeur Graces Oklahoma City,” distinctly Oklahoma, Design section,
Nichols Hills, Oklahoma, January 2010.

“What Makes a Great Place,” Sooner Magazine, cover article, Vol. 3, No. 3, Norman,
Oklahoma, Spring 2013.

Professional Memberships:
AIA
NCARB
Name: Nickolas Harm

Courses Taught:
Architectural Design Studios – All Undergraduate Levels, including:
- Human Factors – Architectural Design 1
- Building Systems Integration – Architectural Design 3
- Architectural History I & II
- Architecture for Non-Majors
- Architectural Photography
- Basic Design
- Graphics 1
- Graphics 2
- Graphics 3
- Community Action Studio
- Furniture Design and Non-Traditional Materials
- Human Aspects of Design Multi-Disciplinary Studio

Educational Credentials:
- B.S., University of Nebraska, 1976
- M.S., University of Nebraska, 1978

Teaching Experience:
- Associate Professor, University of Oklahoma, 1995-Present
- Director, The University of Oklahoma 2004-2010
- Interim Dean, The University of Oklahoma, 2009-2010
- Visiting Graduate Faculty, Universidad Privada de Santa Cruz, 1999
- Assistant Professor, The University of Oklahoma, 1989-1995
- Assistant Professor, King Fahd University of Petroleum and Minerals (KFUPM) 1984-1986
- Assistant Professor, The University of Oklahoma, 1981-1984

Professional Experience:
- Studio 3C, Principal Architect, 1988-Present
- Graphic Consultant, Staff Architect, Howard Porch Inc. Architects, 1983
- Staff Architect, Frankfort, Short, Bruza Architects and Engineers, 1982

Licenses/Registration:
- Nebraska

Selected Publications and Recent Research:
- 1983 "Introduction," Heroes, Proceedings of the Associated Collegiate Schools of Architecture Regional Meeting
- 1983 "Expressions in Steel," Modern Steel Construction Volume XXII (No. 3)
- 1980 "Model Solutions (Design of Healthcare Facilities)," Published by the American Hospital Association and the American Institute of Architects
- 1979 – 1980 The Ogee (newsletter published by the Nebraska Chapter of the American Institute of Architects); Co-Publisher and Architectural Critic
- 1979 Planning and Design of Health Care Facilities; Contributing Writer

Professional Memberships:
- Member, American Institute of Architects
- Member, Construction Specification Institute
Name: Ik-Seong Joo P.E.

Courses Taught:
ARCH3523: Method V – Thermal Systems
ARCH3623: Method VI – Auxiliary Systems

Educational Credentials:
B.S Refrigeration & Air Conditioning Engineering, Pukyong National University, 1996
M.S Refrigeration & Air Conditioning Engineering, Pukyong National University, 1998
Ph.D. AE, University of Nebraska, 2004

Teaching Experience:
Research Assistant, University of Nebraska – Lincoln, 1999-2004
Adjunct Professor, University of Oklahoma, 2011 – 2014

Professional Experience:
Engineering Director, Building Energy Solutions & Technology Inc., Dallas (www.bes-tech.net) 2004-2008
Chief Sustainability Development Officer Engineering Director, Cedar Valley College, Dallas County Community College District 2008-2009
Principal / Chief Engineer, BENEF, LLC, Norman, Oklahoma, 2009-current

Licenses/Registration:
Texas
Georgia

Selected Publications and Recent Research:


Professional Memberships:
None
Name: Jim Kudrna, AIA, LEED® AP

Courses Taught:
ARCH G5955 Studio IX – Comprehensive Architecture I
ARCH G5055 Studio X – Comprehensive Architecture II

Educational Credentials:
Bachelor Architecture, University of Nebraska / Lincoln
Master of Architecture, University of Nebraska / Lincoln

Teaching Experience:
Adjunct Professor, University of Oklahoma, 2012-2013
Interim Dean, University of Oklahoma, 1993-1994
R. Blaine Imel Professor of Architecture, University of Oklahoma

Professional Experience:
Senior Design Architect at GH2

Licenses/Registration:
Colorado

Selected Publications and Recent Research:
• Jenks Public Schools - Jenks, OK
  High School Fieldhouse
  Early Childhood Center
  Education Service Center
  High Performance Math & Science Center
  Central Campus Master Plan
  Jenks West Elementary New 3rd and 4th Grade Center

• Broken Arrow Public Schools - Broken Arrow, OK
  Highland Park Elementary School
  61st Street Elementary School
  111th Street Elementary School
  Oakcrest Elementary School Renovation and Addition

• Holland Hall Health and Wellness Center (3-Stories, Building Addition to
  Existing Campus) - Tulsa, OK

• Union Public Schools 8th Grade Center Expansion and Renovation - Tulsa, OK

• Texas A&M Equine Initiative Master Plan - College Station, TX

Professional Memberships:
LEED® Accredited Professional
A.I.A.
Name: Geoffrey Embrey Parker

Courses Taught:
ARCH 1154 Design I
ARCH 1254 Design II
ARCH 2354 Design III
ARCH 2454 Design IV

Educational Credentials:
B. Arch University of Oklahoma, 1998
M. Arch, University of Oklahoma, 2010

Teaching Experience:
Adjunct Studio Instructor, University of Oklahoma, 2001-2010

Professional Experience:
308 Design Collaborative, LLC - September 5, 2012 - Current - Architect
CADDtech/Intern, Glover - Smith - Bode Inc.: 1996
Office Manager, Frankfurt Short Bruza: 1993-1994

Licenses/Registration:
Oklahoma

Selected Publications and Recent Research:
$20 million development set for east Norman” Journal Record, February 14, 2006 , illustration published, TAParchitecture

“Scaled for luxury lifestyle, Urban Living” The Oklahoman, March 26, 2006, Illustration published, TAParchitecture

“Deep in the Deuce”, The Oklahoman, September 3, 2005, Illustration published, TAParchitecture

“Sometimes it takes a team”, OKC Business, July 10, 2005, Illustration published, TAParchitecture

“Big Plans”, The Oklahoman, April 22, 2007, Illustration published, TAParchitecture

“Downtown on the Verge of Moving Up” The Oklahoman, December 16, 2007, Illustration published, TAParchitecture

“I-40 Bridges may cross arts path” The Oklahoman, July 5, 2004, design and illustration published, TAParchitecture

“Competition Heats up developing city land near bricktown” The Journal Record, November 19, 2004, Illustration published, TAParchitecture

“New Owners plan renovation of Shartel Plaza” The Oklahoman, September 17, 2004, design and illustration published, TAParchitecture

“OC center takes on new enterprise” The Oklahoman, 2007, Illustration published, TAParchitecture

Professional Memberships:
AIA
Name: Robert Pavlik, NCARB

Courses Taught:
ARCH 1154 Design I – Design Fundamentals
ARCH 2323 Methods III - Design Analytics

Educational Credentials:
Bachelor of Architecture, Roger Williams University, Bristol, RI, 2001
Master of Design Studies, Harvard University Graduate School of Design, Cambridge, MA, 2011

Teaching Experience:
Assistant Professor, University of Oklahoma, 2014 – Current
Instructor, Rhode Island School of Design, 2012-2014
Lecturer, Northeastern University, 2011-2014
Adjunct Faculty, Roger Williams University, 2006-2011

Professional Experience:
Independent Design Practice, Providence, RI and Cambridge, MA, 2008-present
Project Manager, Aharonian and Associates, Smithfield, RI, 2008
Intern Architect, Bianco Giolitto Weston Architects, Middletown, CT, 2001-2003

Licenses/Registration:
Rhode Island

Selected Publications and Recent Research:
Rhode Island School of Design Art Museum, Exhibition: Locally Made, Office Hours
Presentation: The Architecture Garage: the ultimate set of tools
Solo gallery presentation and discussion to general museum audience of selected projects and work, focusing on novel uses of materials, and demonstrating the computational methods of simulating their behaviors within a controlled design process.

Rhode Island School of Design, Woods Gerry Gallery, Summer Faculty Show
Exhibited Project: Computational Tectonics, steel, aluminum, acrylic

Rhode Island School of Design, Woods Gerry Gallery, Summer Faculty Show
Exhibited project: “Zero-K” (site specific reconfiguration), poplar, nylon zippers, steel

Harvard Graduate School of Design, Exhibited project: “Zero-K,” a physical installation of a digitally fabricated research project, investigating novel methods of generating surfaces of zero-Gaussian curvature and simulating their flexural behavior within 3d computer modeling environments. Exhibit installation occurred within Gund Hall, Harvard Graduate School of Design, and May-June 2010

Rhode Island School of Design; invited to present design work focusing on novel construction techniques and development of machines, to a graduate design studio titled Tooling Infrastructure: Tectonic Mediation in the Cholera Environment

Harvard GSD; invited to present thesis research, focusing on plastic composites. Presentation of case studies, material science, manufacturing processes, and suitability for architectural structures and components

Harvard GSD; represented the research of the Design Robotics Group during Accepted Students Day, presenting my individual work in digital manufacturing and integration of parametric modeling

Professional Memberships:
Building Technology Educator's Society (BTES)
Association for Computer Aided Design in Architecture (ACADIA)
International Association for Shell and Spatial Structures (IASS)
Name: Stephanie Pilat.

Courses Taught:
ARCH 3555 Design V
ARCH 3655 Design VI
ARCH 4453 Modern and Contemporary Architecture
ARCH 5453 Modern and Contemporary Architecture
ARCH 4553 Research and Critical Writing
ARCH 5553 Research and Critical Writing
ARCH 4970 Modern Italian Architecture

Educational Credentials:
B. Arch, University of Cincinnati, 1999
M. Arch, University of Michigan, 2002
Medieval and Early Modern Studies Graduate Certificate, 2009
Ph.D., University of Michigan, 2009

Teaching Experience:
Assistant Professor, University of Oklahoma, 2010-Present
Lecturer, University of Michigan, 2009-2010
Lecturer, Lawrence Technological University, 2009

Professional Experience:
Reconstruct Design, Norman, OK, Partner, 2009-present.
University of Cincinnati Community Design Center, Designer, Fall 1998-Summer 1999.
Solar Survival Architecture, Taos, New Mexico, Volunteer, Fall 1995.

Licenses/Registration:

Selected Publications and Recent Research:
Shaping the Body Politic: Architecture for Youth and Sports in Fascist Italy. I am presently conducting research for this book project.

Reconstructing Italy: The Ina-Casa Neighborhoods of the Postwar Era (Farnham: Ashgate Press, 2014).

Dawn Jourdan and Stephanie Pilat. “Preserving Public Housing: Federal, State and Local Efforts to Preserve the Social and Architectural Forms Associated with Housing for the Poor.” Currently under review by the peer-reviewed journal, Preservation Education and Research and presented at the Urban Affairs Association Conference (San Antonio, March 2014).


http://www.worldliteraturetoday.org/2012/november/against-architecture-franco-la-cecla#.UaUBWusyGHk


Professional Memberships:
Society of Architectural Historians (SAH) member.
American Association of University Women (AAUW) member.
American Collegiate Schools of Architecture (ACSA) member.
American Academy in Rome, Society of Fellows, member.
Name: Mary M. Price, AIA, IDEC, IIDA

Courses Taught:
ARCH 2343 History of Architecture II
ARCH 3654 Design Studio 6

Educational Credentials:
Bachelor of Arts Environmental and Interior Design (with honors), San Diego State University, 1984
Master of Architecture, College of Architecture & Urban Studies Virginia Polytechnic Institute and State University (Virginia Tech) 2003

Teaching Experience:
Assistant Professor, Division of Interior Design, University of Oklahoma, 2013-current
Adjunct Professor, University of Oklahoma, 2011-2012

Professional Experience:
Principal, Price Group Architects PLLC, Shawnee, Oklahoma, 2011 - 2014
Project Architect, Frankfurt Short Bruza Architects, Oklahoma City, Oklahoma, 2008-2010
Project Architect, GH2 Architects, 2007-2008

Licenses/Registration:
Oklahoma
Pennsylvania

Selected Publications and Recent Research:
Facilities Design & Management, Today's Facility Manager, and Facility Issues
Authored and conducted facilities management surveys, which were published, 1993, 1994

Professional Memberships:
The American Institute of Architects and AIA Central Oklahoma Chapter
Interior Design Educators Council
International Interior Design Association
International Association of Lighting Designers
Women in Architecture / AIA Northern Virginia
Name: Deborah Richards

Courses Taught:
ARCH 5516 Graduate Studio 1

Educational Credentials:
B.S. Arch, University of Michigan, 2006
M.Arch, Columbia University, 2009

Teaching Experience:
Adjunct Professor, University of Oklahoma 2014F

Professional Experience:
Independent Work, Residences, 2010-Present
Fitzsimmons Architects, 2012-Present
WORK Architecture Company, 2011-2012
Urbanus Architecture and Design, 2010-2011
The Living & X Clinic, 2009
Buell Center, 2009
Intern, Leeser Architecture, 2007-2008

Licenses/Registration:
Oklahoma

Selected Publications and Recent Research:
The Future of the Medina: Negotiating Modernization and Gentrification through comparative studies in North Africa

Fellowship - William Kinne Fellows Memorial Traveling Prize travel to Morocco, Tunisia, (Libya), Egypt, Jordan

Developing the Mega Block, team research of current community building trends in China China Lab, Studio in Beijing

Home, graphic comparison of various residential communities from south to north focusing on traditional use of space and western influence Studio in Ghana, cities of study were Accra, Cape Coast, Kumasi and Bolgatanga

Professional Memberships:
AIA
Name: Shideh Shadravan

Courses Taught:
ARCH 4133 Structures 1
ARCH 5133 Structures 1
ARCH 4333 Structures 3
ARCH 5333 Structures 3
CEES 5010/5020: Graduate Project
CEES 5773: Graduate Course- Steel Design II
CEES 3663: Undergraduate Course- Steel Design I
CEES 3414: Undergraduate Course- Structural Analysis

Educational Credentials:
B.S. Civil Engineering, University of Ferdosi-Mashad, 1993
M.S. Civil Engineering, University of Oklahoma, 2007
Ph.D. Civil Engineering, University of Oklahoma, 2011

Teaching Experience:
Lecturer, Cornell University, 2011-2013
Adjunct Instructor, University of Oklahoma, 2009-2010
Teaching Assistant, University of Oklahoma, 2009
Graduate Research Assistant, University of Oklahoma, 2005-2011

Professional Experience:
Bridge Design Engineer, Oklahoma Department of Transportation, 2013-2014
Design Engineer, Structures America Innovative, 2009-2010
Design Engineer, Star Building Systems, 2006-2009
Project Manager, Civil Engineering Organization of Tehran Municipality, 1995-2001
Consultant Engineer, Tehran, Iran, 1995-2001
Cost Estimator, Civil Engineering Organization of Tehran Municipality, 1993-2001

Licenses/Registration:
Oklahoma

Selected Publications and Recent Research:


Shadravan, S., Ramseyer, C.C., and Kang, T." Stability of Concrete Slabs-on-Grade", submitted to the Magazine of Concrete Research, July 2013- Under Review.


Shadravan, S., Ramseyer, C.C., and Kang, T." Stability of Concrete Slabs on Grade Considering Moisture Gradient and Porosity", in process.

Professional Memberships:
Member of American Society for Civil Engineering (ASCE) Member of American Concrete Institute (ACI)
Member of American Institute of Steel Construction (AISC)
Member of Building Construction and Design Engineering Systemization Organization, Iran
Name: Jay Yowell

Courses Taught:
Studio I
Studio VII
Studio X
Interior Design Drawing I & III
ARCH 233 Architecture and the Environment
LEED Seminar
ARCH 2323 Methods III
Interior Design Masters class – Sustainable Living

Educational Credentials:
B.Arch, Oklahoma State University, 1994
M. Arch, University of Oklahoma, 2011

Teaching Experience:
Adjunct Instructor, University of Oklahoma, 2004-2013
Sustainability Coordinator, University of Central Oklahoma, 2008-2009

Professional Experience:
jy architecture, 2004-Present
Elliott + Associates Architects, 2001-2004

Licenses/Registration:
Oklahoma

Selected Publications and Recent Research:
'Seeing Green' in "At Home in Edmond" Fall/Winter, 2006-2007
'Crisis and Opportunity' in "Oklahoma Gazette" April 18, 2002
"Dallas Real Estate Magazine" Winter, 1998

Professional Memberships:
LEED AP
AIA
PART 4 SUPPLEMENTAL INFORMATION

IV.4.6 VISITING TEAM REPORT (VTR) FROM THE PREVIOUS VISIT
PART 4 SUPPLEMENTAL INFORMATION

IV.4.7 CATALOG URL

https://ssb.ou.edu/StudentRegistrationSsb/ssb/classSearch/classSearch
Follow this link, then select “Browse Classes”, enter term and press “Continue”, then click in the “Subject” box, select “Architecture” then press “search”.
PART 4 SUPPLEMENTAL INFORMATION

IV.4.8 Additional Documents as Cited in Parts I and II
The following documents can be found at: http://www.ou.edu/content/architecture/about/policies.html

- Student Handbook
- Progress Towards Tenure Guidelines
- Third Year Tenure Track Faculty Review
- CoA Annual Evaluation Guidelines
- Promotion and Tenure Guidelines
- College Junior Faculty Mentoring Program
- Research Enhancement Policy

The following documents are appended here.

- DivA Annual Evaluation Criteria
- Writing Enrichment Curriculum (WEC)
- Creating_Making Lab Tools List
Division of Architecture  
College of Architecture  
University of Oklahoma  

Policies and Procedures  

Annual Faculty Evaluations for 2014  

Purpose  

To describe the annual faculty performance evaluation system for the Division of Architecture.  

Philosophy  

The Philosophy ascribed to by the Division is that the faculty should have a work load which is consistent with high overall College productivity in teaching, research/scholarship/creative activity, and service. There should be ample latitude for individual faculty to contribute most in those areas where they can do their best, while being mindful of the mission and specific needs of the Division of Architecture.  

The evaluation of the contributions of faculty members, with multiple and diverse skills, to the missions of the department, the college, and the university is a complex process. There is no way in which human judgment can or should be eliminated. The annual review process should allow for diverse contributions to our mission to be adequately assessed. It is expected that there be competence in executing the teaching assignments, scholarly work and service undertaken. These are the criteria under which people are hired and continue in service to the students, their peers and professions, and the institution. There are certain expectations built into the execution of our work. Meeting threshold expectations is not meritorious, but rather a basic function of being a visiting, tenure-track or tenured professor. It should be noted that meeting threshold expectations does not meet the qualifications required for tenure. The granting of tenure requires, per article 3.7.4 of the faculty handbook, “scholarly attainment, primarily but not exclusively through teaching and research/creative achievement.” Expected behavior would include meeting scheduled classes, challenging the students, being available outside of scheduled classes, equal participation in division and college governance, equal participation in division extra-curricular activities, a continuing agenda in research/creative activities, and a service agenda which serves the mission of the division.  

This policy reflects normal guidelines. However, when all parties agree, there can be weights which do not fall within the guidelines provided for in this document. Also, teaching assignments which involve significant program and/or course development may require a teaching weight other than that recommended by the guidelines in this document.  

It is assumed that the fewer courses faculty members teach, the more they should engage in activities which fall into the other areas. Teaching is expected to be of primary or equal importance to research/scholarship/creative activity, with service receiving the least emphasis of the three areas of primary focus.  

During the pre-tenure period, it is important for assistant or associate professors to improve their teaching skills while simultaneously developing a research/scholarship/creative activity agenda. To allow professors to develop a research/scholarship/creative activity agenda every effort should be made to allow them to teach in their area of expertise, teach courses which require less preparation time, or to teach repetitive sections of the same course when possible.
For the Division of Architecture, the annual percentage ratio is considered a 50-30-20 ratio. It is important that faculty members play a significant role in determining the weights and thus their evaluation score. It is intended that the faculty member and Director agree on the precise percentages which will be allocated for the components of the evaluation. It would be expected that throughout the year if opportunities arise that alter this original set goal/percentages, the faculty member will give notice of the change to the Director. When there is disagreement, the Dean and Committee A can be used to assist in the final outcome. It is assumed throughout the evaluation process that guidelines specific to the Division of architecture will be used by the Dean and Committee A.

The Division considers **professional development** to be a key element in our professional growth, development and continued success in the classroom and our research/scholarship/creative activity. Professional development should address specific weaknesses, strengthen teaching and research/scholarship/creative activity and help maintain a current knowledge base which will benefit the mission of the Division. Professional development should be approximately 10 percent of the effort in each category. In further support of professional development, the College of Architecture’s official mentoring policy for tenure track faculty shall guide development practices as well.

**Collegiality**

The Division of Architecture aims to preserve and protect the rights of every faculty member to hold and share dissenting opinions. We define collegiality as the expectation that faculty will treat each other, as well as students and staff, with civility and respect. Disagreement and dissent should therefore be voiced in a constructive manner. Faculty should ultimately respect the consensus of the majority in regards to decisions affecting the division. Collegiality is not a criterion distinct from teaching, research/creative, and service activities. Rather, it is inherent in all three traditional areas of evaluation and may be considered in any or all of these.

Issues concerning collegiality shall be addressed at the division level. In cases where concerns cannot be resolved by the affected faculty they will be addressed by the director with those involved.

**General Guidelines**

Each faculty member must submit an annual review package to the Division director each year. The package due date is set by the college. However, this packet is normally due in January for the preceding calendar year. The package will generally conform to the following:

- University Mini-Vita as required by the university.
- Self-Evaluation Form for Teaching, Research/Creative Activity and Service and a Professional Development Plan for the next Academic Year.
- Student Evaluations for each class along with class GPA & student count and additional questions which support the self-evaluation.
- Refer to page 6 for other submission materials.

Examples to help faculty focus and properly identify their efforts are included with each category. These elements of teaching, research/scholarship/creative activity, and service are not meant to be all encompassing. As faculty explore new avenues of teaching, research/scholarship/creative activity, and service, the division faculty will add or delete from this list as appropriate.
The continuum of strong and fruitful years along with those considered ‘building years’ for exploring new avenues of teaching, research/creative activity is understood and recognized in a more global perspective by the Dean, Director and Committee A. It is important that the faculty member make clear their processes.

In early January, when faculty members prepare their annual performance evaluation packets for submission to directors, they should work with their directors to arrive at the precise percentages which are to be included in their packets for the next year. These percentages will normally fall into the range determined by the teaching, research/scholarship/creative achievement, and service loads. Normally, the faculty member will make the final decision regarding his or her exact weight. This weight will then be used in the next year’s evaluation process.

**TEACHING WEIGHT GUIDELINES:**

<table>
<thead>
<tr>
<th>Position</th>
<th>Credit hrs/yr</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure or Tenure Track</td>
<td>12-18</td>
<td>40% - 60%</td>
</tr>
<tr>
<td>Visiting, Adjunct, Instructor</td>
<td>as assigned</td>
<td></td>
</tr>
</tbody>
</table>

The Division of Architecture has a certain number of courses which must be taught. This requires that faculty teach 12 - 18 credit hours of regularly scheduled courses per academic year. In the Division’s studio-based curriculum, this results in approximately 15 contact hours (one studio and one lecture) per week in an academic year. Exceptions to this will be determined when percentage of efforts are being formulated in December. Time devoted to teaching, class size, contact hours, number of preparations, new preparations, teaching effectiveness, graduate committees, advisees, teaching-related service, and directed readings will be considered in the faculty member’s and director’s final selection of teaching weight within the appropriate range.

**Teaching Examples**

These activities are examples of items considered within the teaching category.

1. Development of new courses or new course content.
2. Coordination of multi-course sections.
3. Development or coordination of Interdisciplinary course work.
4. Development of effective courses, preparation of innovative teaching materials or instructional techniques, or creative contributions to a department’s instructional program.
5. Special contributions to effective teaching for diverse student populations.
6. Versatility in contributing to the department’s teaching mission, e.g. effective performance at all levels of instruction appropriate to the department, including membership on the Graduate Faculty.
7. Materials produced for individual courses such as reading lists, syllabi, and examinations.
8. Successful direction of individual student work, e.g., independent studies, special student projects, and directed readings which produce tangible products that serve the mission of the college.
9. Effective and diligent advisement of students in pursuing their chosen academic programs.
10. Materials prepared for use in teaching including audio-visual or computerized instructional materials.
11. Selection for special teaching activities outside of the University, especially outside the United States, in international assignments, e.g., Fulbright awards, special lectureships, panel presentations, seminar participation, and international study and development projects.
12. Membership on special bodies concerned with teaching, e.g., accreditation teams and special commissions.
13. Selection for teaching in special honors courses and programs.
14. Teaching assignments that are unusually demanding or require special expertise or preparation.
15. Service on a graduate committee.
16. Undergraduate and graduate advising.
RESEARCH/CREATIVE ACTIVITY: 20% - 40%

There are no specific numerical guidelines for this category of evaluation as with the others. Research and Creative Activity is important to the professional development of the faculty, though it is recognized that some individuals will choose a weight on research/scholarship/creative activity which will be consistent with their individual needs while being mindful of the needs of the Division and the College overall.

The Division of Architecture supports article 3.6.2 of the Faculty handbook which states “To qualify as research or creative achievement, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question.” However, the Division also believes that “research/scholarship/creative activities in progress” is important to the Division and should receive credit (although not equal credit to funded projects or disseminated research) in this category. *Continual “research in progress” which spans more than one evaluation period without critical peer review will receive partial credit.* *(Meaning that demonstration of work submitted for peer review with comments such as “needs numbers” will be considered “worthy of”)*

The essence of this section is that intellectual work and creative activity, and their by-products are subject to external peer review. A significant publication of one article in a leading academic or professional journal would indicate an important contribution in a given year. However, a number of other indicators are also worth noting. For example, conference papers (ACSA, AIA), show awards, or other forms of external recognition are important. These are matters of agreement between the faculty member, director and Committee A. **The intent of this category is the dissemination of intellectual work products to the larger community.** The general order credit is assumed to be local, regional, national, and international venues.

The division encourages publication in a wide range of journals and other media. The weight of the publication will be judged by such issues as local, regional or national status and level of peer review. Examples of appropriate venues include:

- Trade Journals
- Professional Journals
- Scholarly Journals
- Academic Journals
- Other Journals

**Research, Scholarship and Creative Activity Examples**

The following activities are examples of items which are considered to be in the research and creative activities category.

1. Published architectural projects.
2. Examples of profession-related work.
3. Professional practice, e.g.: commission for a building, building evaluation.
4. Design competitions such as the design of a building.
5. Design awards such as a local, regional or national award.
6. Books, articles, and other scholarly works published by reputable journals, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
7. Citations of research/ or creative activity work in scholarly publications.
8. Reprinting or quoting of publications or projects, these materials appearing in reputable venues to the discipline.
9. Grants and contracts to finance the development and dissemination of ideas, purchase of equipment, facilities improvement and purchase of software. These grants should be subject to the peer review process.
10. Awards of special fellowships for research or creative activities or selection for tours of duty at special institutes for advanced study.
11. Presentation of research papers/creative projects before scholarly meetings and learned societies.
12. Development of information technology applications and their application to the industry.

**SERVICE WEIGHT GUIDELINES:**

10% - 20%

The Division of Architecture has a certain amount of service which must be performed. (If for some reason, the faculty has offered to serve but not been appointed to any COA committee, this should be noted). Service weights depend upon the relative amount of service assumed but should fall in the percentage range outlined above. Service which can show a direct benefit to the mission and goals of the division will be given more credit than other service. Service which is critical to the division shall be met before other service is undertaken. Other service which shows direct benefits to the Division of Architecture such as consulting work, design commissions, community outreach projects, service in professional organizations, paper reviewer, editor of a journal, etc., is encouraged within the percentages outlined above.

Service Examples

The following activities are examples of items which are considered to be in the service category.

**University, College, and Division Service**

1. Performance of functions pertaining to scholarships, internships, or other division functions which require significant additional contact with industry and/or students.
2. Effective coordination and organization of the following:
   a) Speakers, Guest Lecture Programs
   b) Conference Organization or Coordination
   c) Field Trips
   d) Receptions
   e) Other Division Functions
3. Development and Maintenance of the Division Website.
4. Performance of unbudgeted administrative responsibilities at the departmental level such as, Graduate Liaison.
5. Advisor to a student organization.
6. Student Advising.
7. Membership, especially in positions of leadership, in standing or ad hoc committees of the University or any of its subordinate units.
8. Membership, especially in positions of leadership, in bodies participating in faculty governance, such as the Faculty Senate and it committees, the Graduate Council, and other College Committees.
9. Special assignments such as representing the University at national and international meetings.

**Professional Service**

1. Holding office in professional associations and learned societies.
2. Service on committees for professional organizations and learned societies.
3. General presentations or addresses at conventions and other professional meetings.
4. Organizing or chairing sessions at professional meetings or organizing the meeting itself.
5. Editorial work for professional journal, e.g., writing book reviews for publication and service as editor, associate editor, book review editor, or member of an editorial board. Peer review of articles.
6. Membership on panels judging grant/contract proposals.
7. Service as consultant on problems appropriate to the discipline.
8. Peer review of tenure and promotion packages.
9.

Community Service

1. Service to Local, Regional, National and International Communities.
Division of Architecture
Annual Faculty Meets Expectations Evaluation Criteria

This document establishes norms for the Division of Architecture in the three areas on which faculty are evaluated – Teaching, Research/Scholarship/Creative Activity and Service. Below are the evaluation guidelines. It specifically establishes the expectations of the division for a professor to achieve a “meets expectations” score on their annual faculty evaluation.

Teaching:
There are 4 components to teaching: student evaluations, course material, other teaching items, and professional development. Each component will have a percentage weight with expected performance. Faculty members are to define specific percentages for the coming year in their annual self-evaluation. Faculty can explain deviations during the evaluation process. The 4 components of the teaching section are:

Meets Expectations: 100% Total

1. Student Course Evaluations  20% - 40%
Faculty are expected to receive a overall minimum average rating of 3.00 for all questions on the course evaluation. The evaluators are encouraged to give further focus on a more select number of questions from the student course evaluations in the case a more critical analysis of the quality of the faculty member’s impact on the course is desired or needed. The size and nature of the classes taught and student comments will be considered. Team-taught classes will have separate course evaluations for each instructor. Each faculty member is expected to submit a calculated average score with their annual evaluations.

2. Course Materials  30% - 40%
Professors will submit their syllabi that clearly indicate the intended learning objectives for each course. Professors must also include at least one example of high pass and low pass work examples from representative assignments that support the intended learning objectives. As the instructor feels is necessary, additional course materials or assignments may be submitted to demonstrate the quality of what was taught and what the student outcomes were. The evaluation committee will judge the quality and merit above a “meets expectations” rating.

Items such as teaching innovation, new teaching methods, development of new courses, etc. will be taken into account in judging the merit of each professor’s teaching.

3. Other Teaching Items  10% - 30%
This section encompasses advising, graduate committees, chairing graduate committees, competition team coaching and student club advising. A “meets expectations” score requires meeting the yearly needs of the division; i.e. are you handling your fair share of advisees, are you coaching a competition team, etc? The evaluation committee will judge quality.

4. Teacher Development  10% - 20%
It is expected that each professor will attend teaching development seminars or engage in other activities as possible that relate to their teaching area. Explanation, if necessary, is to be added to the Self-Evaluation form at the end of this document. This earns a “meets expectations” score in this category. The evaluation committee will judge merit.
Research/Scholarship/Creative Activity:
To be counted as acceptable, productive research/creative activity, the work must ultimately be recognized by peer-review such as being published in a journal, the proceedings of a national conference, receiving design awards or other such acclaim. Recognizing that research/creative activity must first be completed before it can be published; the receipt of external funding for research is also accepted as productive in this category. The following guidelines are established:

Meets Expectations: 100% Total

1. Research/Scholarship/Creative Activity
To be evaluated above “meets expectations” the evaluated professor will exceed the minimums stated in the previous introductory paragraph. The rating will also take into account where the articles are published, how many articles are published, grants received as a Co-PI, etc. Critical peer review must be an articulated formalized process. The Penn State List of Refereed or Juried Design Journals (http://www.libraries.psu.edu/psul/architecture/refereed_or_juried.html) is a reference for Architectural Journals and their review processes, but note that this is not an exclusive list.

Creative activities such as those that receive peer review through design competitions will receive credit based on the level of local, regional or national recognition. It is acknowledged that creative activities that receive funding are receiving a certain level of peer review as demonstrated by the commission. Additionally, demonstrated progress on multi-year projects such as grants renewed, book contracts awarded, book chapters completed, or progress toward completion of a significant design commission may warrant a “meets expectations” rating provided the faculty presents evidence of significant progress.

The following matrix orders potential activities into categories of importance as a guide to how efforts should be expended and how efforts will be evaluated. Activities in Group 1 are most highly valued. For example any single activity from Group 2 or two activities from Group 3 may warrant a “meets expectations” rating for a given year. Activities in any category can be combined with other category activities for purposes of evaluation. The faculty recognizes that there will be exceptions to the activities and weights categorized below. Faculty members are encouraged to plan their activities in advance in consultation with the Director and evaluation committee.
<table>
<thead>
<tr>
<th>Division of Architecture</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
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<tbody>
<tr>
<td>Scholarship</td>
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<tr>
<td>Major external grant or award (such as a PA award, NSF, Graham, or NEH grant)</td>
<td>Textbook publication</td>
<td>Winning local awards or grants</td>
<td>Winning internal grants</td>
<td>Grant, fellowship and award applications not funded or won</td>
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<tr>
<td>Publication of a book/textbook through a reputable publisher.</td>
<td>Publication in an international/national conference peer reviewed conference proceedings</td>
<td>Research in progress</td>
<td>Grant extended, renewed</td>
<td>Papers not accepted</td>
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<tr>
<td>Publication of an article in a respected journal through peer review process</td>
<td>Article published in a journal through peer review process</td>
<td>Positive reviews about one's book</td>
<td>Abstracts not accepted</td>
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<tr>
<td>Book introduction</td>
<td>Citations of work</td>
<td>Unpublished manuscripts</td>
<td></td>
<td>No discernible activity</td>
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<tr>
<td>Academics</td>
<td>Invited talks at international universities or conferences</td>
<td>Chairing a session at a major or regional conference</td>
<td>Citations of work</td>
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<tr>
<td>Postdoctoral Fellowship (such as a Getty or Mellon)</td>
<td>Invited talks at other universities or conferences</td>
<td>Invited talks at OU or local venues</td>
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<td>No discernible activity</td>
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<tr>
<td>Design/Creative Activity</td>
<td>Winning a national/international competitively awarded project</td>
<td>Winning a regional competitively awarded project</td>
<td>Citations of work</td>
<td>Entered but did not win competitively awarded projects</td>
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<tr>
<td>Winning a national/international award</td>
<td>Winning a state award</td>
<td>Winning a local competitively awarded project</td>
<td>Entered but did not win award</td>
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<tr>
<td>Inclusion of one's design work in a major national exhibition</td>
<td>Inclusion of one's design work in a regional exhibition</td>
<td>Winning a local award</td>
<td>Commissioned professional work</td>
<td>No discernible activity</td>
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<tr>
<td>Curating a national exhibition</td>
<td>Curates/Co-curates a university and/or regional exhibit</td>
<td>Inclusion of one's work in a local exhibition</td>
<td>Professional consulting</td>
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<tr>
<td>Product patent/Invention disclosure</td>
<td>Contributes Essay to Professionally Edited Publication</td>
<td>Organizing a local exhibition</td>
<td>Product developed</td>
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<td>Publication of a monograph about one's design work by someone else</td>
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<td>Essays in exhibition catalogs</td>
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<td></td>
<td>Positive reviews of one's design work</td>
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Service:
The Division Director and Committee A will judge quality of service above or below “meets expectations”. The Faculty, Director and Committee A should agree on the percentage allocation between the following categories at the beginning of the evaluation cycle.

Meets Expectations: 100% Total

1. Division/College Service
Actively engaged in a fair share of division and/or college service obligations as determined by the evaluation committee. Completing service requirements in a timely manner and actively participating in all meeting, events, competitions, extracurricular student activities, etc.

2. University Service
Actively engaged in university service obligations, if assigned, and in consultation with the evaluation committee.

3. Service Outside the University
Actively engaged in external service obligations that are of value to the profession and coincide with individual technical/ educational interests as determined in consultation with the evaluation committee. Service with charities that have no connection to the profession, political activities, and other organizations is given lower priority than service that is related to the professor’s technical discipline.
Teaching:

Course Information:

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>No. of Students</th>
<th>Class GPA</th>
<th>GA</th>
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I. What did I do this PAST year to improve myself as a teacher?
The following questions should be considered when completing this section.

- What new ways of teaching did I try?
- What did I do to assess my teaching?
- What did I do to learn about better ways of teaching?

II. How well did I teach this past year?
The following questions should be considered when completing this section.

- What strengths and limitations do I see?
- What evidence leads me to this conclusion?

III. What are MY GOALS for this NEXT ACADEMIC YEAR to improve my teaching?
The following questions should be considered when completing this section.

- What aspects of my teaching do I want to improve?
- What am I going to do to learn about and try new ways of teaching?

How will these GOALS be measured?

IV. Graduate Committee Work
The following questions should be considered when completing this section.

- How did the Graduate Committee’s I chaired meet the mission of the Division?
- Did the Special Projects help me in my research/creative activity efforts?
- Is there anything that could be done to improve the Special Project experience for the professor and student?
Research/Scholarship/Creative Activity:

I. What did I do this PAST year to further my research/creative activity agenda?
The following questions should be considered when completing this section.

   How did my research/creative activity further the goals of the division?
   Did I disseminate my research and creative activities through peer evaluation?
   Did I disseminate my research and creative activities to industry in an organized manner which would benefit the division?

II. How well did I perform my research/creative activities during the past year?
The following questions should be considered when completing this section?

   What strengths and limitations do I see?
   What evidence leads me to this conclusion?

III. What do I plan to do this NEXT ACADEMIC YEAR to improve my research/creative activities?
The following questions should be considered when completing this section?

   What aspects of my research/creative activities do I want to improve?
   What are my GOALS for my research/creative activity efforts for the next academic year?
   How do I plan to disseminate these activities?

   How will these goals be measured?

Service:

I. How did my service during the past year further my personal goals and the goals of the Division?

II. What are my goals for service during the next academic year and how will these further the mission of the Division of Architecture?
2013 DivA WRITING ENRICHED CURRICULUM PROGRAM

Writing Enriched Curriculum (WEC) Program Committee Members
Marjorie Callahan, Associate Professor
Dr. Eren Erdener, Associate Professor
Ron Frantz, Associate Professor, Committee Chair
Nick Harm, Associate Professor
Dr. Stephanie Pilat, Assistant Professor

Policy Strategies
• Create a short, general statement that provides guidelines yet allows flexibility for developing a writing curriculum for the DivA.
  This short, general statement should meet the following criteria:
  • Fit into the new curriculum of the Architecture Division,
  • Complement the writing guidelines for general education courses,
  • Complement the English language (Comp I and Comp II) courses, and
  • Promote improved writing quality for capstone projects.

• Promote the idea of a progressive curriculum that promotes more writing and more complex writing as students move through our Architecture program.
• Create guidelines for studio courses and lecture courses with considerations for the differences between history and theory courses and technically oriented structures and environmental controls classes.

Process
Preliminary information was gathered from Dr. Michele Eodice at the OU Writing Center, the OU Law School, and other resources based on our educational and teaching experiences. A presentation by Ms. Rebecca Damron and Mr. Tom Spector made in fall 2013 on the topic of writing in the architecture and construction professions served as a resource for exploring writing improvement strategies. Many Architecture faculty members passed along suggestions and experiences in writing improvement strategies to the committee as well. One writing area that is not addressed is social media writing, though it shall be in future updates to this document.

Recommendations
Writing is an essential part of communicating in every profession. As a student of architecture, writing can be low-stakes: short, ungraded and often done in class; i.e. brainstorming, reflecting, defining, questioning. Writing can be high-stakes: more substantial texts, usually developed over time and evaluated; i.e. proposals, reports, presentations. Architects write to convey ideas, share research, propose projects, and record experiences. Writing, like drafting or photographing, communicates to peers and the public the meaning and intent of one’s work. Students who pursue a career in architecture will need to practice different forms of writing as undergraduates in the program. To that end, all faculty are encouraged to follow a few basic guidelines for introducing writing into courses.

Recommended writing activities
1. Each studio class instructor shall require students to write a 250-word project description aimed towards AIA (American Institute of Architects) submissions for each design project assigned. The format shall follow that from the P/A (Progressive Architecture) Awards published annually in the January issue of ARCHITECT Magazine: (1) Site History; (2) Project Goals; (3) Architectural Concept. The emphasis is on the progressive development of the writing with each design studio. As the beginning level students are learning the fundamentals of architectural graphics and design in the first two studio courses, they may be exempted from this requirement.

2. Each lecture class instructor shall require students to write, recognizing the differences between History/Theory/Criticism and Methods classes and what might be deemed standards of writing for these varied expertise arenas. The writing format shall in most instances follow the MLA or Chicago style of writing: bibliography and footnotes must
cite references from peer-reviewed and other reputable sources to support the position or argument. Writing assignments shall be developed, not as one-time student efforts, but where students receive critical writing feedback as part of an iterative process. Assignment formats may follow one of the following, based on the instructor’s discretion and curricular preferences:

a. A five (approx.) paragraph essay that allows the students to articulate a simple idea within a succinct format. It may consist of an introductory paragraph with thesis statement, three subsequent paragraphs that each offers a different idea of supporting evidence of the thesis, and a concluding paragraph. This format may be more appropriate for 1000 and 2000 level courses, or where depth of analysis is less critical.

b. An 8-10 page essay that addresses a more complex subject matter and is drafted over time, with feedback offered during the process. This format may be more appropriate for 3000 and higher level courses, or where depth of analysis is more critical.

c. A written document that prepares students for writing project specifications, and other legal information such as contracts. The instructor shall offer greater detail on the nature of this type of assignment.

NOTE: It is important for the instructor to carefully consider which of these suggested writing assignments are appropriate for the various courses and year levels in the curriculum. Not only should these factors be considered, but also whether writing TAs are available to assist with grading or whether or not the faculty member is in a position to provide consistent, critical and responsive feedback to the students during the evolution of the students’ writing drafts. Essential to the integrity of this WEC Program and its effectiveness is the consistency and rigor with which it is applied and implemented by the faculty. Faculty should consult with the Director for clarification as necessary.

3. The Western Civilization GenEd courses issue: The committee is of the opinion that, since faculties from other colleges teach these courses, and these courses are enrichments to the core professional architectural curriculum, the writing requirements may not be directly related to this charge. However, the general education writing requirements of the University will guide the framework for these writing assignments.

4. Graduate Program: The writing improvement guidelines for the new graduate programs, newly active in fall 2014, shall follow these same guidelines.

A writing assessment rubric shall be developed that provides all DivA faculty with a format that, when uniformly applied, fosters consistent feedback and evaluations of student writing.

The appended matrix of Creating-Making curriculum courses identifies, with the color orange, the courses through which the writing improvement strategies will be applied.

Resources
The following are resources that may be useful in this effort:
# THE UNIVERSITY OF OKLAHOMA
## COLLEGE OF ARCHITECTURE
### REQUIREMENTS FOR BACHELOR OF ARCHITECTURE
#### MAJOR CODE 0202A
##### WEC FALL 2014

**UG WRITING ENRICHMENT CURRICULUM**

**HOURS REQUIRED FOR DEGREE:**

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<th>UGE I</th>
<th>UGE II</th>
<th>UGE III</th>
<th>UGE IV</th>
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<tbody>
<tr>
<td>First</td>
<td>3</td>
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<td>Second</td>
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<td>Third</td>
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<td>Fourth</td>
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<td>Fifth</td>
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**Writing Enrichment Courses (WEC)**

| First   | 3     | 3      | 3       | 3      |
| Second  | 3     | 3      | 3       | 3      |
| Third   | 3     | 3      | 3       | 3      |
| Fourth  | 3     | 3      | 3       | 3      |
| Fifth   | 3     | 3      | 3       | 3      |

*Admittance is limited. ARCH majors must have a 2.5 OU combined retention GPA and student work must pass division review to enter third year classes.*
C_ML: Tools

Stationary Tools/Machines
- Media Cutter- Fletcher 3000, Onyx 90
- 2 - Saw Stop Table Saws
- Delta 10" contractor table saw (not for Student use)
- Panel Saw
- Compound Miter Saw
- Sliding Compound Miter Saw
- 2 - 14" Band Saws
- 18" Band Saw
- Scroll saw
- 8" Jointer
- 16" Jointer
- 20" Thickness Planer
- 37" Wide Belt Sander
- 3 1/4 hp Router Table
- Shaper (not for Student use)
- Wood Lathe
- 2-Belt/Disk Sander
- 2-Edge Sander
- 2-Oscillating Spindle Sander
- Down Draft Table
- Bench Top Drill Press
- 17" Floor Drill Press
- Hollow Chisel Mortiser
- Bench Top Mortiser

Pneumatic Fasteners
- 23GA Pin Nailer
- 2 - 18GA Brad Nailer
- 15GA Finish Nailer
- 22GA Upholstery Stapler
- 2 - 18GA x 1/4" Stapler

Hand-Held Power Tools
- Corded Hand Drill
- Cordless Drill
- Circular Hand Saw
- Jig Saw
- Reciprocating Saw
- Routers
- Dremels
- Hand Belt Sander
- Finishing Sander
Pneumatic Tools
3" Cut Off
Impact Wrench
Ratchet
Sanders

Hand Tools
Hand Saws
Hammers
Chisels
Screwdrivers
Block Planes
Wrenches
Pliers
Makeup and Layout Tools

Fastening /Jointing Tools
Hot Glue Guns, Pop Rivets, Dowel Gig, Pocket Screw Gig, Plate Jointers, Festool Domino

Digital Tools
2 – Universal Laser Cutters X-660 60 Watt,
1 - Universal Laser Cutters ILSI 2.75 24 x 48 with 150watts ORDERED 7/27/14

CNC Router - ShopBot Buddy Standard 24" x 48" with 96" x 48" Power stick. 3 ¼ hp
Porter Cable Router

24” KNK MAXX Knife cutter

Metal Shop
Bench Top Drill Press
3 – Bench Top Grinders
Miter Saw for Aluminum Stock
14” Dry cut off Saw,
2- 14" Friction Cut Off Saws
Miller 210 MIG Welder with Dual Tanks, Al Spoil gun
Plasma Torch
Lincoln Arc welder
Oxy/Ace Cutting/Welding Rig
Soldering torches
4 1/2" Angle Grinder
36" 20GA Sheet Metal Break
12" disc sander.
Vises
Anvil
Pipe Bender
Small Cabinet Sand Blaster
Welding Table with Exhaust Hood

Plastics Lab

Range Oven
Thermo Vacuum Former
Heat Gun
Vent Hood
Sewing machine

Paint Room
Spray Booth
Vented paint storing room

Mini Creating/Making Lab Gould Hall
9" Band Saw
Scroll Saw
Small Belt/ Disc Sander
Dust collector