

2008/2009 Academic Year Annual Report

Submitted to the National Architectural Accrediting Board

Department of Architecture, University of Oregon

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November 20, 2009

This report summarizes the Department of Architecture's responses to the Conditions Not Met and Concerns listed in the 2007 Visiting Team Report (VTR) during the 2008-2009 academic year. There have been no other changes to the required curricula of the accredited B.Arch. and M.Arch. programs.

1 NOT MET CONDITIONS

1.1 Social Equity

The visiting team found the condition of Social Equity to be met for the M.Arch. program and not met for the B.Arch. program. The 2007 VTR states, "The condition is met but concerns were voiced regarding socio-economic and ethnic diversity."

Efforts to address social equity included:

- **Implementation of the School of Architecture and Allied Arts Strategic Action Diversity Plan.** (See Appendix for the 2008-09 Report and the AAA Diversity Climate Survey Results).
- **Grant support from the UO Underrepresented Minority Program (URMP)**
The Interior Architecture Program was awarded a \$45,000 grant in June 2009, to support a new faculty member from an under-represented group and to bring additional diversity to the Interior Architecture Program. This benefits the department's NAAB accredited architecture programs which share curriculum and faculty with the interior architecture programs. This faculty member teaches design studios in the introductory architecture sequence.
- **Scholarship support from the UO Promising Scholar Award Program**
This program to recruit outstanding diversity applicants by providing a full year of scholarship and stipend support enabled us to bring two graduate students, one U.S. citizen and one international student, who accepted our offer of admission in 2009. These students will bring diversity to our graduate teaching fellows pool and serve as role models for our undergraduate students.

- **Participation in leadership and curriculum training**

The department head attended a workshop on teaching students with disabilities, “Expanding Cultural Awareness of Exceptional Learners at the University of Oregon,” provided by the Office of Disabilities Services.

1.2 Physical Resources

According to the VTR, “The reason this criterion is not met is lack of accessibility to the model shop—both physical accessibility and lack of availability during studio hours.”

- The department secured new space and the resources to construct and outfit a new model shop conveniently located in Lawrence Hall. The new shop is larger and more accessible with convenient adjacency to outdoor delivery and painting areas. A new full-time professional shop steward was hired in the summer of 2009.

1.3 Financial Resources

The VTR expressed the following concerns:

The previous two reviews by NAAB visiting teams have cited with great concern the below minimum budget support of the program. Although this is primarily exhibited in the level of faculty salaries, it is equally shown in staff support, necessary enrichment programs and student financial support. While the program has maintained a credible status, the growth of the enrollment over the six years since the last visit, the development of the urban center in Portland and the growing importance of the research programs point to the danger of tension, reduction, and retraction from achieving the potential of existing and proposed programs.

Although all financial documents report minimal improvements, limited increases and incentives do not provide the team with confidence of parity within the institution and national community of architecture schools. The maintenance and growth of leadership in the timely issues of sustainable design are severely challenged by the lack of adequate support. While the team is mindful of the problems of funding higher education in the state of Oregon, the current financial state of the program in architecture has reached a critical point that cannot be ignored.

The current economic climate has impacted all schools that depend on resources other than tuition and fees to fund architectural education. Due to conservative budgeting, increases in the differential fee for architecture majors and graduate students, reduced reliance on state support, and the availability of external funds, the Department of Architecture was able to meet its budget for the 2008-2009 academic year and support the following increases:

- General faculty salary increase of 4% effective November 2008.
- Additional 6% increases for two faculty members promoted to the rank of associate professor.
- Ongoing salary stipends as part of faculty excellence awards for two faculty members (from \$5,000 to \$8,000)

- Ongoing salary stipend for a named professorship (one award of \$24,000 per year)
- Summer salary support for a new faculty member through the URMP.
- Summer salary support for two faculty members appointed to new administrative positions.
- A salary increase for the faculty member assuming the directorship of the Portland Program.
- Substantial increases in fee-supported student services in both Eugene and Portland.

1.4 Student Performance Criteria

1.4.1 SPC 9: Non-Western Traditions

The visiting team report states, “While there are investigations of non-Western traditions in courses other than architectural history, there was no evidence of systematically meeting this criterion in either the architectural history or core required courses.”

- Dialog between the architecture and art history departments concerning the need for a more global approach to the required architectural history sequence has had positive results. Searches for new faculty members in the area of architectural history and interior design history presents an opportunity to address this criterion. Architecture faculty are participating in these searches and will contribute a perspective that includes NAAB expectations for this curricular area. We anticipate that four positions will be filled this spring. (See position descriptions in the appendix.) We are also revisiting course categories that we expect students to choose from (from “Ancient,” “Renaissance,” and “Modern” to a more globally oriented nomenclature).
- Kyu-Ho Ahn, who brings Korean practice experience and scholarly interests, joined the faculty as a new assistant professor in the fall of 2008.
- Faculty teaching the design arts core courses in spatial composition, human behavior and place response continue to include more examples from non-Western traditions into their curriculum. Several of the faculty assigned to teach these courses engage in research that examines non-Western traditions.

1.4.2 SPC 13: Human Diversity

The visiting team report states,

This criterion is addressed in the required subject course, The Human Context of Design, primarily related to social activities and issues related to physical ability. Elective studios and subject courses

enhance exposure to and/or understanding of diverse and/or non-Western cultures, but there was insufficient evidence found that all students encounter or are held accountable for this material. The school's sensitivity to the human experience in the built and/or natural environment seems to fall short of addressing other than dominant American and/or European cultures, either contemporary or historical. This deficiency is only exacerbated by the lack of cultural and socio-economic diversity found in the department and the rest of Eugene, Oregon.

Several design studio instructors have selected projects that serve communities representing cultural conditions other than dominant U.S. cultures. Our responses to the social equity condition and the non-Western Traditions student performance criterion also address comments made by the team. For the past two years, faculty teams teaching the ARCH 430/530 "Architectural Contexts: Place and Culture" core course have added lectures that expose students to a greater diversity of human cultures and architectural traditions that speak to this diversity. Lectures on Aboriginal Australian cultures and Native American cultures, as examples, speak to architectural traditions in the context of social and political structures, historical developments (for example the impact of colonialism), cultural understandings of ecology and the landscape, etc. The first of three assignments in this class ask students to consider how different cultural morays may impact contemporary design understandings.

We believe the hiring of new faculty who will teach courses in architectural history will lead to more robust student engagement in issues of human diversity (see 13.9 "non-Western Traditions").

1.4.3 SPC 22: Building Service Systems

The visiting team report states,

Evidence of understanding of plumbing and electrical (lighting) systems are found in both 491/591 and 492/592 coursework. Evidence of understanding vertical transportation (showing elevator, stairs, escalators, etc. in plan, diagram, section, and perspectives) is found in 485/585 and 486/586. However, while some minimal suggestion of presenting code information relative to fire protection was found in Arch 383 and Arch 682 course handout materials, there was no evidence of understanding via quizzes, tests, or projects of communication, security, or fire protection systems in the student work presented.

Students learn about fire protection through the use of fire-rated assemblies in ARCH 4/570 Introduction to Building Construction where students are responsible for the content of the required text, Fundamentals of Building Construction, by Edward Allen. (See the appendix for the 4/570 syllabus) Students learn to design using fire resistant construction in the final term of the core studio sequence, ARCH 384 for undergraduates and ARCH 682 for graduate students where multi-story buildings on infill sites require attention to fire separation issues. Communication systems, security alarm systems and sprinkler systems are covered in the Environmental Controls courses. Students are responsible for the content of the text, Mechanical and Electrical Equipment for Buildings, a text authored by members of our faculty. Student learning is confirmed using mock ARE exam questions administered in class.

1.4.4 13.26 Construction Cost Control

The visiting team did not find construction cost control in required coursework.

We have addressed this concern by revising ARCH 470 Introduction to Building Construction to include construction cost control. (See the appendix for the syllabus and a construction cost assignment.)

2 VISITING TEAM CONCERNS

2.1 1. Portland and Eugene including the relationship between programs, student interaction, faculty interaction and physical resources

In the summer of 2008, we moved our Portland Program into the White Stag Block with state-of-art equipment and services as well as expanded support from the school and university levels. Information can be found at: <http://pdx.uoregon.edu/>.

Our refreshed presence in Portland has led to increased interest from Eugene-based students and faculty to take part in the Portland Program. An increase in the number of faculty based in Eugene who teach and conduct research in Portland has improved faculty interaction between the two sites. The increased university presence continues to have a positive effect on the department's visibility and the introduction of the school's digital arts and product design programs in Portland has added improved the interaction between students, faculty and the city's design and art community. The department completed an internal selection process to identify the next director of the Portland Program and Associate Professor Nancy Cheng assumed this role in the summer of 2009. This process helped further dialog about the relationship between the Eugene and Portland sites.

2.2 Financial Resources

See the response to Condition 8: Financial Resources.

2.3 Standards and Assessment of Student Work

The department created two new faculty administrative positions, an associated head of curriculum and curricular innovation and a director of graduate studies. Appointments to these posts were made in the summer of 2009 with Associate Professor Brook Muller as associate head of curriculum and Professor Howard Davis as director of graduate studies. The responsibilities of these positions include chairing the department's curriculum and graduate studies committees and assisting the faculty to address standards for student performance in the M.Arch. and B.Arch. programs.

2.4 Inertia that slows faculty advancement, response to student feedback, recurring accreditation deficiencies and diversity.

In order to address this concern, the department head has reorganized the department council from its previous role as an advisory group to its new purpose as a working group that shares the responsibility for advancing departmental agendas. The council meets weekly to discuss the department's needs and identify and assign tasks. It includes the following members:

Director of the Interior Architecture Program
Director of the Portland Program (a revised position)
Director of Graduate Studies (a new position)
Associate Head of Student Affairs
Associate Head of Curriculum (a new position)
Administrative Assistant to the Department Head

Descriptions of the new positions are included in the Appendix.

Concerns about diversity and other accreditation deficiencies are addressed in the Conditions Section of this report.

2.5 Faculty Recruitment and Retention

Faculty recruitment and retention is an ongoing process. Since the NAAB team's visit in 2007, the department has succeeded in recruiting several new faculty members and retaining several of its key faculty who had competing offers from other schools.

In 2009 the department filled its open positions through the hire of two new faculty members. One assistant professor resigned to accept an assistant professor position at another university. One associate professor resigned to accept a directorship at another university. These faculty will be replaced through a search for two positions during the 2009-2010 academic year.

2.6 Curriculum Oversight and Consistency/Professional Practice Course Duration

A primary purpose of the new administrative structure is to further curriculum oversight through improved communications between the department's standing committees, departmental leadership and the faculty as a whole. The curriculum committee, chaired by the new associated head of curriculum, is addressing systematic consistency in course offerings, in collaboration with the graduate studies committee, chaired by the new director of graduate studies, and the Portland Program work group chaired by the new Portland Programs director.

There is a proposal, currently under review by the curriculum committee, to divide the professional practice course into two courses. (See Appendix) There is also discussion about ways to distribute some aspects of professional practice learning to other courses.

3 RESPONSE TO CHANGES IN THE 2009 NAAB CONDITIONS

The 2009 version of the NAAB Conditions has been forwarded to the department's curriculum committee to study the changes to the student performance criteria and curricular framework and address any necessary adjustments to the required curriculum. The department head is reviewing changes to other conditions to determine if any other changes to the department's current practices or policies are required.

4 APPENDIX

The following documents are attached.

- 4.1 AAA Equity and Diversity 2008-2009 Report**
- 4.2 AAA Diversity Climate Survey Results**
- 4.3 ARCH 470 Building Construction Syllabus and Assignment**
- 4.4 ARCH 4/517 Context of the Profession Syllabus and Proposal**
- 4.5 New Faculty Position Descriptions in Architecture, Interior Architecture and Architectural History**
- 4.6 Position Descriptions for the new Associate Head of Curriculum, Director of Graduate Studies and Director of Portland Programs**

Strategic Action Diversity Plan Progress Report
School of Architecture & Allied Arts
April 2009

I. Summary of Action Items that are in Process or that have been Completed

Developing a Culturally Responsive Community

- In fall 2008 Associate Dean Doug Blandy requested goals, objectives, and initiatives from A&AA Department and Programs consistent with the goals and objectives of the A&AA Equity and Diversity Strategic Action Plan. This material was requested to ascertain baseline information on activities within A&AA academic units. This material was reviewed by the Dean and the Equity and Diversity Committee.
- In Fall 2008 two graduate students joined the membership of the A&AA Equity and Diversity Committee. This is an increase of one student over 2007/2008
- The Equity and Diversity Committee initiated a program to provide funding to motivate faculty to develop new courses or modify existing courses that attend to issues of equity and diversity in 2007/2008. Funding in the amount of \$3,000 has been distributed for this purpose.
- Short videos are in process for inclusion on the A&AA You Tube channel documenting the outcomes of curriculum grants awarded in 2007/2008
- Recognizing and Referring Students of Concern to Appropriate Campus Resources was the focus at two all A&AA meetings by Laura Blake Jones, Interim Dean of Students; Shelly Kerr, Director of UO Counseling & Testing Program; and Carolyn McDermott, Deputy Director of UO DPS

Improving A&AA Climate

- During Winter 2009 the Equity and Diversity Committee surveyed the A&AA community to gauge current perceptions regarding equity and diversity within A&AA. Survey results were reviewed in comparison to the survey conducted in 2006'/2007. An action plan based on survey results is in development for implementation in 2009/2010. Survey analysis is attached.

- The House Committee has continued its efforts to plan and develop clear and accessible signage within A&AA facilities. New signage, developed in consultation with University Planning has been installed on the first floor of Lawrence Hall during Spring 2008. Wayfinding signage on floors 2, 3, and 4 was installed in 2008/2009.
- Maps have been posted in A&AA consistent with accessibility guidelines that show accessible entrances.
- Deb Willis was a photographer in residence in A&AA presenting on her work to document African American history through photography.
- The Equity and Diversity Committee developed an addendum to A&AA syllabi that listed campus resources available to students. Associate Dean Doug Blandy emailed this addendum to all A&AA faculty with the recommendation that it be distributed to students.
- Barbara Schaeffer Bacon of the Americans for the Arts Animating Democracy Project was an Arts and Administration Program visiting scholar. Her presentations were available to all students and faculty within A&AA. Public presentations also occurred in Eugene and Portland.
- AAD faculty member John Fenn received a \$5500.00 grant from the Office of Institutional Equity and Diversity for his work in documenting a historic African American Neighborhood in Eugene. An additional proposal was submitted by A&AA for which notification has not been received to date.
- The A&AA Hearth hosted a traveling exhibit of photographs documenting the cultural heritage of China. International students from China performed at the opening reception.
- The A&AA Dean's Office launched A&AA Connect a social networking system for use by faculty, staff, and students in support of research and learning.

Building Critical Mass

- In conjunction with every hiring search, Affirmative Action has provided relevant information to Department and Program Heads related to best practices in recruiting for building diversity.

Expanding and Filing the Pipeline

- The Dean's office in association with the Office of Admissions, the Graduate School, and International Affairs has provided Department and Program Heads with information regarding developing and implementing strategies for recruiting under-represented students.

Developing and Strengthening Community Linkages

- The A&AA Professional Outreach and Development for Students (PODS) office has initiated a new A&AA co-op education/internship model that will facilitate open applications for internships previously set up as placement models thus facilitating equal access to opportunities.

II. Progress and Results

The activities associated with specific actions are described above along with results as appropriate.

The primary challenges encountered in implementing the Strategic Action Diversity Plan were largely associated with resources. For example, the Associate Dean of Academic Affairs largely responsible for facilitating the implementation of the plan has a .5 appointment. The Associate Dean for Administration who has responsibility for facilities is also at .5. Faculty, staff, and student resources are also stretched very thin with many research and teaching responsibilities competing for their time and attention. This description of the context in which the A&AA plan is being implemented is an indicator of the realities influencing the pace of implementation.

III. Future Plans

During the 2008-2009 academic year, we expect to focus on the following:

- Continued monitoring of departmental initiatives and activities.
- Implement action plan developed by the Equity and Diversity Committee as a result of the 2008/2009 all A&AA survey (survey analysis is attached along with action plan)

- The A&AA Equity & Diversity Committee will continue providing Fellowships to motivate students and faculty to develop new projects and courses or modify existing projects and courses that attend to issues of equity and diversity.
- Recipients of the 2008/2009 Equity & Diversity Fellowship Awards will present on the outcomes of their awards.
- Development of a site on the A&AA website devoted to communicating equity and diversity information and initiatives. Associated with this plan will be an assessment of the entire website for its reinforcement of equity and diversity.

A&AA Equity and Diversity Survey Results

In late 2008, the School of Allied Arts & Architecture (AAA) conducted a survey of staff, faculty, and student perceptions of equity and diversity within the School and on knowledge of campus resources. The following report summarizes the results of the survey.

Climate in AAA

Overall faculty, staff and students have quite positive views of the climate in AAA (Table 1). They reported that AAA's culture is rarely, if ever, sexist or homophobic, (mean scores of 3.6 and 3.7 respectively on a scale where 4 means "never"). They viewed the school as generally friendly and accepting of diversity (mean scores of 1.9 and 1.8 respectively on a scale where 2 equals "often"). The school is viewed as only being "often" or "sometimes" accessible to persons with disabilities.

Students hold the most positive opinions about the environment in AAA. They were more likely to say the environment was "never" sexist, disrespectful or homophobic than were faculty and staff.

Table 1. Average Overall Climate in AAA by Staff, Faculty, and Students

To what extent is the climate in AAA ...	Overall (n=263)	Type of Respondent		
		Staff (n=19)	Faculty (n=60)	Students (n=184)
Sexist	3.6	3.5	3.4	3.7***
Friendly	1.9	2.1	2.0	1.9
Disrespectful	3.4	3.1	3.2	3.5***
Accessible to persons with disabilities	2.3	2.3	2.4	2.3
Homophobic	3.7	3.8	3.5	3.8*
Accepting of diversity	1.8	1.8	2.0	1.8

* p ≤ .05, ** p ≤ .01, *** p ≤ .001

The scale was: 1 (always), 2 (often), 3 (sometimes), and 4 (never).

Differences by Demographics

We examined if perceptions of climate in AAA differed by gender, and we found that they did not (see Appendix). Notably, perceptions of sexism did not differ significantly by men and women.

However, in comparing the average responses of the perception of overall climate in AAA by race and ethnicity, we found that respondents of color felt the school was less accepting of diversity than were white respondents.

Differences by Departments

We examined whether respondents from different departments had differing views of the climate in AAA. Because of the small number of respondents in many programs, statistically significant differences were difficult to detect. That being said, there were a few trends to monitor in the future.

- Respondents from Landscape Architecture and Non-academic Support were more likely to believe that the school is “sometimes” rather than “never” sexist, compared to those in the other departments.
- Respondents from Landscape Architecture, Non-academic Support, and the Dean’s Office were more likely to report the climate was “sometimes” rather than “never” disrespectful, compared to those in the other departments.

Equity and Diversity in the Classroom

Faculty and students were asked two questions in the survey about incorporating issues of equity and diversity in the classroom. Faculty were asked how confident they feel facilitating discussions around the issues and students were asked how well the faculty facilitated discussions around the issues of equity and diversity.

Faculty responded that they “often” incorporate issues of equity or diversity into the classroom. Students, however, viewed these issues as being addressed in the classroom only “sometimes.”

Faculty reported that they were “somewhat confident” on average at facilitating discussions on issues of equity or diversity in class. Students were slight less positive in assessing how well faculty were able to facilitate these discussions (1.9 versus 2.3 for faculty versus students).

Table 2. Perceptions of Incorporating and Facilitating Discussion on issues of Equity and Diversity in classes by Faculty and Students

	Type of Respondent	
	Faculty	Students
Frequency of issues of equity or diversity incorporated into classes	2.1	2.9***
Comfort/confidence of facilitating discussions on issue of equity or diversity in classes	1.9	2.3**

* p ≤ .05, ** p ≤ .01, *** p ≤ .001

The frequency question ranged from 1 (Always), 2 (Often), 3 (Sometimes), 4 (Never). The comfort/confidence question ranged from 1 (Very well/Very confident), 2 (Somewhat well/Somewhat confident), 3 (Somewhat poorly/Not very confident), 4 (Very poorly/Not at all confident).

Awareness and Use of Campus Resources Related to Equity & Diversity

Overall awareness and use of campus resources related to equity and diversity was relatively low. Respondents were most often knew “a little bit” about the Office of Student Life, Disability Services, and the Teaching Effectiveness Program (TEP). The resources least well known were the Bias Response Team and Diversity Education and Support.

Faculty were most likely to be aware of TEP (average 3.3 in a scale where 3 means “know quite a bit, but have not used”). Those who had used it reported positive experiences: “TEP is truly excellent”, “I think TEP is great”, TEP is a great service”.

Table 3. Average AAA Awareness of Campus Resources by Staff, Faculty, and Students

To what extent are you aware of ...	Overall (n=263)	Type of Respondent		
		Staff (n=19)	Faculty (n=60)	Students (n=184)
Disability Services	1.98	2.24	2.61	1.75***
Student Life	2.07	2.24	2.40	1.94**
Office of Affirmative Action & Equal Opportunity	1.80	2.71	2.55	1.46***
Bias Response Team	1.47	1.41	1.59	1.44
Diversity Education and Support	1.50	1.53	1.80	1.39***
Nontraditional Student Programs	1.68	1.88	1.90	1.59*
Conflict Resolution Services	1.71	1.94	2.16	1.54***
Sexual Violence Prevention	1.89	1.94	2.00	1.85
LGBT Educational and Support Services Program	1.83	1.82	2.10	1.75*
Office of Multicultural Affairs	1.94	2.06	2.39	1.78***
Cultural Forum	1.88	1.94	2.61	1.64***
Teaching Effectiveness Program	1.95	2.06	3.26	1.51***

* p ≤ .05, ** p ≤ .01, *** p ≤ .001

The questions on the knowledge of campus resources ranged from 1 (don't know anything), 2 (know a little bit), 3 (know quite a bit, but have not used) to 4 (have used the services of this office).

Staff had the highest awareness of the Office of Affirmative Action and Equal Opportunity with a mean response rate of 2.71.

Students had significantly lower awareness of nine of the twelve resources listed. Students were most familiar with Student Life, yet, their awareness level for this resource was lower than that of faculty or students.

Appendix A: Additional Overall Climate Tables

Table 4. Average Overall Climate in AAA by Gender

To what extent is the climate in AAA ...	Male (n=82)	Female (n=139)
Sexist	3.69	3.59
Friendly	1.85	1.96
Disrespectful	3.42	3.48
Accessible to persons with disabilities	2.33	2.29
Homophobic	3.71	3.78
Accepting of diversity	1.70	1.87

* p ≤ .05, ** p ≤ .01, *** p ≤ .001

The questions on the overall climate in AAA ranged from 1 (always), 2 (often), 3 (sometimes), to 4 (never).

Table 5. Average Overall Climate in AAA by Racial Groups

To what extent is the climate in AAA ...	White (n=177)	Black (n=3)	Asian (n=16)	Hawaiian or Pacific Islander (n=1)	American Indian or Alaskan Native (n=1)	Other (n=12)
Sexist	3.61	4.00	3.69	4.00	4.00	3.86
Friendly	1.91	2.00	2.06	1.00	2.00	1.83
Disrespectful	3.47	3.50	3.23	3.00	4.00	3.71
Accessible to persons with disabilities	2.33	3.00	2.14	.	.	2.14
Homophobic	3.74	4.00	3.70	4.00	.	3.83
Accepting of diversity	1.75	2.00	2.29	1.00	3.00	1.67*

* p ≤ .05, ** p ≤ .01, *** p ≤ .001

The questions on the overall climate in AAA ranged from 1 (always), 2 (often), 3 (sometimes), to 4 (never).

Table 6. Average Overall Climate in AAA by Department

To what extent is the climate in AAA ...	Architecture (n=88)	Interior Architecture (n=7)	Art (n=22)	Art History (n=8)	Digital Arts (n=6)	Product Design (n=4)	Landscape Architecture (n=3)	PPPM (n=40)	Arts & Admin. (n=26)	Historic Preservation (n=6)	Dean's Office (n=10)	Non-Academic Support Office (n=1)
Sexist	3.68	3.40	3.30	4.00	4.00	3.40	3.00	3.76	3.67	3.67	3.50	3.00**
Friendly	1.93	2.29	2.00	1.67	1.75	2.13	1.67	1.82	1.81	2.33	2.10	2.00
Disrespectful	3.43	3.20	3.21	3.67	4.00	3.67	3.00	3.63	3.67	3.75	2.78	3.00**
Accessible to persons with disabilities	2.42	2.25	2.46	2.00	1.67	1.88	2.00	2.00	2.37	2.50	2.40	3.00
Homophobic	3.77	3.60	3.33	3.60	3.67	4.00	3.50	3.74	3.95	3.67	3.71	3.00
Accepting of diversity	1.83	2.00	2.12	1.83	1.50	1.57	2.00	1.81	1.69	2.00	1.70	2.00

* p ≤ .05, ** p ≤ .01, *** p ≤ .001

The questions on the overall climate in AAA ranged from 1 (always), 2 (often), 3 (sometimes), to 4 (never).

Appendix B: Additional Campus Resource Table

Table 7. Average AAA Awareness of Campus Resources by Department

To what extent are you aware of ...	Architecture (n=88)	Interior Architecture (n=7)	Art (n=22)	Art History (n=8)	Digital Arts (n=6)	Product Design (n=4)	Landscape Architecture (n=3)	PPPM (n=40)	Arts & Admin. (n=26)	Historic Preservation (n=6)	Dean's Office (n=10)	Non-Academic Support Office (n=1)
Disability Services	1.78	1.83	2.18	1.83	1.75	2.75	3.67	1.98	2.08	1.83	2.22	2.00
Student Life	1.88	2.17	2.10	1.67	2.25	2.50	3.00	2.22	2.31	2.17	2.11	1.00
Office of Affirmative Action & Equal Opportunity	1.49	1.83	1.86	2.17	1.67	2.12	3.67	1.82	2.08	2.00	2.44	2.00
Bias Response Team	1.33	1.50	1.32	1.50	1.25	1.38	2.00	1.80	1.65	1.67	1.33	1.00
Diversity Education and Support	1.38	1.83	1.36	1.33	1.75	1.75	2.33	1.60	1.58	1.67	1.56	1.00
Non-traditional Student Programs	1.57	1.83	1.59	1.33	1.75	1.88	2.33	1.85	1.77	2.00	1.78	1.00
Conflict Resolution Services	1.52	1.67	1.57	1.83	2.00	1.50	2.33	1.95	1.92	2.17	2.00	1.00

Sexual Violence Prevention	1.73	2.17	1.86	1.83	1.75	2.25	2.67	1.95	2.00	2.17	1.89	1.00
LGBT Educational and Support Services Program	1.71	2.33	1.95	1.67	1.50	2.25	2.67	1.82	1.85	2.17	1.67	1.00
Office of Multicultural Affairs	1.73	2.00	1.86	2.00	2.25	1.75	2.33	2.12	2.38	2.17	1.78	1.00
Cultural Forum	1.47	1.83	2.23	1.17	2.00	1.75	2.67	1.88	3.23	1.33	1.78	1.00
Teaching Effectiveness Program	1.69	1.17	1.80	1.50	2.00	3.25	3.33	2.08	2.58	1.83	1.56	1.00

* p ≤ .05, ** p ≤ .01, *** p ≤ .001

The questions on the knowledge of campus resources ranged from 1 (don't know anything), 2 (know a little bit), 3 (know quite a bit, but have not used) to 4 (have used the services of this office).

Appendix C: Additional Equity and Diversity in the Classroom Table

Table 8. Perceptions of Incorporating and Facilitating Discussion on issues of Equity and Diversity in classes by Department

	Department									
	Architecture (n=88)	Interior Architecture (n=7)	Art (n=22)	Art History (n=8)	Digital Arts (n=6)	Product Design (n=4)	Landscape Architecture (n=3)	PPPM (n=40)	Arts & Admin. (n=26)	Historic Preservation (n=6)
Incorporating Issues of Equity or Diversity into classes	2.91	2.71	2.89	3.17	2.75	2.25	2.67	2.59	2.22	3.00*
Facilitating Discussions on issue of Equity or Diversity in classes	2.29	2.40	2.07	2.25	1.50	2.33	1.67	2.18	1.91	2.25

* p ≤ .05, ** p ≤ .01, *** p ≤ .001

The frequency question ranged from 1 (Always), 2 (Often), 3 (Sometimes), 4 (Never).

The comfort/confidence question ranged from 1 (Very well/Very confident), 2 (Somewhat well/Somewhat confident), 3 (Somewhat poorly/Not very confident), 4 (Very poorly/Not at all confident).

ARCH 470: BUILDING CONSTRUCTION
The Art of Building

Professors John Rowell, Associate Professor
485 Lawrence Hall
Office hrs: Tu/Th 12-1
(541) 346-3694
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Erin Moore, Assistant Professor
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GTFs Sylvan Cambier
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Eric Churchill
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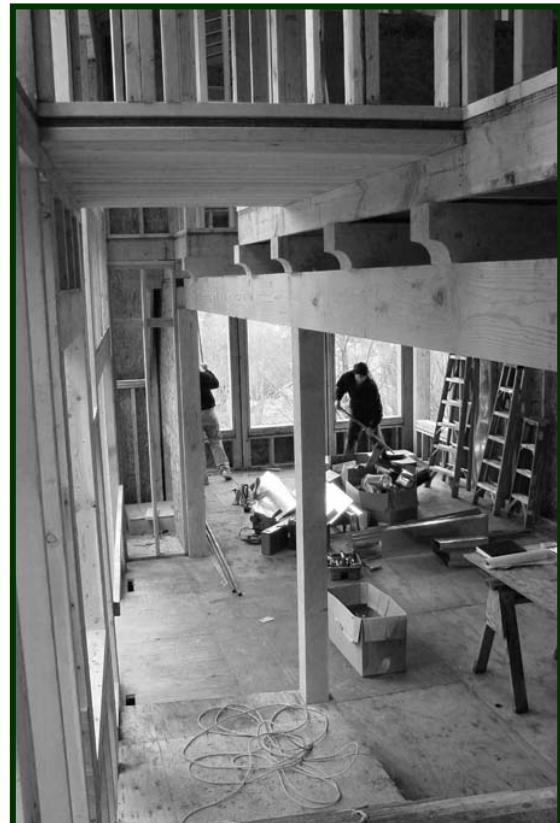
Morgan Law
mlaw@uoregon.edu
Office hour: Tu 12-1, AAA Hearth

Carrie Lee
carriel@uoregon.edu
Office hour: Th 3-4 AAA Hearth

Lectures: Tu/Th 8:30-9:50, Room 177 Lawrence
Note: No laptops in lectures please. Lecture notes will include hand-drawn details and should be recorded in a sketchbook.

Labs: 10813 Tuesday, 4 – 5:50 pm, 104 Pacific, GTF: Law
10814 Tuesday, 6 – 7:50 pm, 104 Pacific, GTF: Law
10815 Wednesday, 9 – 10:50 am, 104 Pacific, GTF: Churchill
10816 Wednesday, 11 – 12:50 pm, 278 LA, GTF: Churchill
10817 Thursday, 4 – 5:50 pm, 278 LA, GTF: Lee
10818 Friday, 9 – 10:50 am, 278 LA, GTF: Cambier
17268 Tuesday, 4-5:50 pm, 278 LA, GTF: Cambier

Credits: 4 Credit Hours, required for professional majors in Architecture.



Course Schedule:

1	Tuesday September 29	Introduction Lecture: Case Study: Sustainability and Building Construction Read: Kibert (Blackboard)
	Thursday October 1	Lecture: Material Ecology: Sustainability and Building Construction Read: Berge, chapters 1 & 2, pp 3-47.
	Lab	Discuss readings, Introduce Project #1
2	Tuesday October 6	Lecture: Steel: History and General Structures Read: Berge chapter 6, pp 71-82, p 193; Allen/Iano Chapter 11
	Thursday October 8	Lecture: Steel: Stick Construction Read: Allen/Iano Chapter 5, structures readings on Blackboard
	Lab	Discuss readings, review Project #1
3	Tuesday October 13	Lecture: Site Construction Read: Allen/Iano Chapter 2
	Thursday October 15	Lecture: Cost estimating (guest) Read: TBA (see Blackboard)
	Lab	Project #1 due, Introduce Project #2
4	Tuesday October 20	Lecture: Field trip Read: TBA (see Blackboard)
	Thursday October 22	Lecture: Concrete Read: Berge, pp 86-99, 194-202
	Lab	Discuss reading, review Project #2
5	Tuesday October 27	Lecture: Concrete Read: Allen/Iano Chapter 13, 14, 1
	Thursday October 29	Lecture: Wood Read: Berge, ch 10, pp157-179, 217-219; Allen/Iano Chapter 3&4
	Lab	Discuss reading, review Project #2

6	Tuesday November 3	Lecture: Wood (foundations and walls) Read: Thallon pages 1-8, 27-32, 42, 46, 48, 49, 65-68, 78-81; (Examine detail drawings associated with the assigned pages)
	Thursday November 5	Lecture: Wood (roofs) Read: Thallon pages 127-141, 144, 145
	Lab	Project #2 due, Introduce Project #3
7	Tuesday November 10	TBA
	Thursday November 12	Lecture: Wood enclosure Read: Thallon pages 61, 88-91, 120, 121, 167, 168, 177, 193, 197, 200; Allen/Iano Chapter 6, Chapter 18, and pages 625-638 steep roofs
	Lab	Discuss readings, Project #3 work session
8	Tuesday November 17	Lecture: Masonry Read: Berge pp 128-138, 204-207; Allen/Iano Chapter 8
	Thursday November 19	Lecture: Masonry Read: Berge, ch 8, pp 119-128, 204-210, 372; Allen/Iano pages 297-309 Concrete Masonry, and pages 314-324 Masonry Wall Types and Detailing
	Lab	Project #3 work session
9	Tuesday November 24	Lecture: Reviewing drawing details
	Thursday November 26	THANKSGIVING
	Lab	Project #3 work session
10		FINAL REVIEW WEEK: No lectures. Project #3 will be due and will be reviewed at studio final review.
11		FINAL EXAM: 8am, Monday, December 7th. Location TBA The exam will require students to produce several annotated drawings based on course content.

Course Objectives:

The objective of this course is to provide an understanding of the basic materials and methods of architecture with emphasis on the design, construction, environmental impact and performance of primary structure in wood, steel, concrete and masonry. The class will study:

- properties of materials and the rationale for their assembly
 - basic principles of structural systems using a non-mathematical approach
 - environmental impacts of construction strategies
 - standard wood light frame construction system
 - fundamental ideas of building technology that can be directly applied to studio design work
- Principles learned in this class will also provide a foundation for the continuing study of structures and construction. This is the first of a five-course sequence in these areas.

Course Content:

Through lecture presentations, readings, field trips, lab projects, and lab discussions, this course will explore fundamental principles of building structure and construction. This includes an introduction to steel frames, concrete, masonry, and heavy timber frames. In addition, light wood frame construction will be studied in some detail because of its predominance in our building culture. This emphasis on a single system will establish a foundation for further study of larger scale systems in subsequent courses. Students will be asked to complete several projects, including the analysis of existing buildings and construction of detailed models. The importance of quality and craft will be stressed throughout the course. Several simple short quizzes will be administered during lectures to evaluate and encourage comprehension of the course content.

Texts for Arch 470:

Allen/Iano, Fundamentals of Building Construction, Fourth Edition, Wiley, 2004.

Thallon, Graphic Guide to Frame Construction, Second Edition, Taunton, 2000.

Undergraduate course reader

Bjorn Berge, Ecology of Building Construction, Second Edition, Elsevier, 2009

Course Grading:

Point Distribution

Lab homework (5 @ 10 points)	50 points
Lecture quizzes (4@ 10 points)	40 points
Project #1.	100 points
Project #2.	100 points
Project #3.	150 points
Final Exam	100 points
<hr/>	
Total	550 points

Exams

Five simple short quizzes will be given at intermittent times during lab. The first quiz will be announced. Sample quiz questions will be discussed in lab previous to the first quiz.

A final exam will be given at the time allocated for final exams for this class. The final exam will require the production of four or five annotated drawings related to the content of the course

and especially focused on the type of drawing necessary in design studio. The content of the exam will be referenced in lectures throughout the term, and specific content will be announced before the exam.

Final Presentation

Presentation of Project #3 will occur during each student's scheduled final review where faculty and professionals will review them. Class members are encouraged to view the work of all fellow students.

Students who are not concurrently enrolled in studio will have a special project #3, and the work will be reviewed during finals week at a time to be arranged.

Late Policy

Projects 1 & 2 are due during the lab time identified in the project descriptions. Project 3 is due the final review of studio. Projects submitted after these deadlines will receive an immediate 10% penalty, and 10% will be deducted for each additional day the project is late.

Incomplete/No basis for grade

If you do not turn in a project, or you miss the final exam, you will receive a "Y"--no basis for grade. This will require you to repeat the class at a later date. You are eligible to receive an "Incomplete" only if you have a documented medical excuse or family emergency.

Requirements

- attend all class meetings and participate in class activities — **laboratory attendance is required.**
- complete required readings during the week they are assigned.
- ask questions if you are unclear about how to proceed with any part of any assignment.
- complete all lab homework assignments and turn them in on time.
- complete Project 1
- complete Project 2
- complete Project 3
- submit work that is well organized, concise and communicates effectively.

Course Guidelines:

Email

We recommend email for:

- Questions about assignments that can be answered with a simple one word or one phrase response.
- Reporting absences or requesting extensions for due dates. (Extensions are only granted for excused absences.)
- Suggestions about how to improve the course. Your feedback will help us to become more aware of your interests and perceptions, modify presentations and assignments, and furnish us with information that will assist us in future course planning.

Office Hours	We recommend office hours visits for questions about course content that are best addressed through discussion. Office hours are also the best way to address questions about assignment expectations and grades. If you have a conflict and cannot meet during office hours, please contact your instructor or GTF by email to schedule a mutually convenient time.
Academic Honesty	<p>You should be familiar with University policies related to academic integrity and the consequences for dishonest conduct.</p> <p>In this course, the first two projects are team assignments. You are encouraged to discuss laboratory exercises with your team members and other teams, but it is important that your team prepare its own assignment submissions and be the sole author of written discussions and graphic presentations that explain your response to each assignment. If the same written or graphic work is received from two or more teams no points will be awarded, and a meeting with the students' lab instructors will be required before the next assignment is submitted.</p> <p>The third project is an individual assignment. Again, you are encouraged to discuss your work with other students, but your submittal must be your own work. There should be no appearance of duplicate work in writing or graphics. If the same written or graphic work is received from two or more individuals—regardless of the explanation for this unlikely occurrence--no points will be awarded, and a meeting with the students' lab instructors will be required.</p>
Students with Disabilities	If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with us soon. You should also request that the counselor for students with disabilities provide you with a letter verifying your disability.
Community Standards	The University community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. A culture of respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom. Students are expected to conduct themselves in a manner that respects the rights and well-being of others.
H1N1 Policy	<p>Students with severe respiratory or flu-like illness must avoid attending class until they are without fever for 24 hours without the aid of fever-reducing medication. Students with absences related to severe respiratory or flu-like illness will be given the opportunity to make-up their assignments and class content without penalty. It is the responsibility of the student to notify the instructor, in advance, when absent due to influenza. Faculty are under no obligation to excuse absences related to concerns of acquiring influenza by coming to class.</p> <p>All students should utilize the following precautions to prevent influenza exposure: 1) Frequent handwashing – consider carrying a bottle of alcohol cleanser with you at all times; 2) Cover your cough; 3) Place used tissues immediately in the waste basket followed by washing your hands; 4) Use approved disinfectants on shared surfaces – such as doorknobs, desk tops, etc.</p>

and, 5) Stay home if you have severe respiratory or flu-like illness. Call your health care provider if you are experiencing flu-like symptoms AND you have an underlying health condition which increases your risk of complications OR if you become concerned about your condition. Seek care immediately if you develop warning signs of more severe infection.

Students should anticipate absences and assure they have access to the Internet and Blackboard. Regardless of a student's H1N1 status, students must complete the requirements of the course to receive a passing grade. Abuse of a more lenient absence policy and attendance of classes while contagious would demonstrate a lack of academic integrity.

PROJECT 2 A COST AND ENVIRONMENTAL IMPACT COMPARISON

Description

In this project, you will compare the incremental cost and environmental impact of the green building strategy that you researched in Project 1, compared to a conventional building alternative. For example, if you chose to research a green roof system, you will compare the cost and environmental impact of the green roof with the cost and environmental impact of a standard roof.

Goal of Project

- Become familiar with initial cost analysis in construction
- Explore the relationship between initial cost and life cycle cost
- Become familiar with resources and tools for cost analysis and environmental impact analysis
- Make good material decisions informed by cost, lifecycle and environmental impact

Project Requirements

A. Description of Materials or Systems to be compared

Using clear, annotated diagrams, describe the components of the green strategy and the conventional strategy. Arrange the information in a parallel format to allow for comparison. *This description should provide a clear introduction to the systems being compared.*

B. Comparative Cost Analysis

Part 1: Estimate the incremental cost of your green building strategy.

If cost data can be obtained for complete assemblies, this is a simple comparison of unit cost (from RS Means, for example). Focus on unit cost rather than total cost of a specific project. Some assemblies or systems may require more analysis, isolating the elements that differ and estimating the unit cost of those for comparison. For example, alternative 1: green roof system might be made up of soil, plastic grate, and three layers of waterproof membrane and alternative 2: standard built-up roof would be just the three layers of waterproof membrane. Assuming other materials are the same (roof framing and insulation, for example), you can identify the incremental cost of the green strategy. *Provide a list or table in your presentation that describes the basis of the cost comparison, and clearly shows the data for the green strategy and conventional approach in parallel format.*

Part 2: Lifecycle cost implications.

Briefly outline the most important positive and negative lifecycle implications of both systems. You should specifically address the following questions for both systems:
What is the expected life of the system?

Does the assembly or system require maintenance?

What is the approximate cost of maintenance and maintenance cycle?

What is the cost for repair or replacement?

Include an analysis of these issues and their significance in your presentation.

C. Comparative Lifecycle Analysis (Environmental Impact)

Part 1: Estimate the embodied water and energy in the manufacture of the material per unit of your building strategy—most likely per square foot (meter) of floor, wall or roof.

To begin, determine what materials make up the green alternative and the standard alternative building strategy. For example, alternative 1: green roof system might be made up of soil, plastic grate, and three layers of waterproof membrane and alternative 2: standard built-up roof would be just the three layers of waterproof membrane. Because this is a comparison, you should not include the materials that are the same in both cases (roof framing and insulation, for example). Then, estimate how much of each material is in each unit—a great use of your math and spreadsheet skills to calculate volume and weight. Use the table in your textbook (Berge) to find factors for embodied energy and water associated with each material. Generate sum total embodied energy and water per unit of each material and assembly. You may use either imperial or metric units, just be clear and consistent. *Include comparative totals for embodied air and water per unit along with key factors in your presentation.*

Part 2: Relative environmental impact narrative explanation.

What are the most important positive and negative environmental impacts of each alternative? Consider general benefits of each system and any drawbacks that should be considered. Use your textbook (Berge) to find associated issues like toxicity (in manufacturing or use) or additional CO₂ or SO₂ emissions. Consider that the primary factors may not be those related to the manufacture of the material. *This discussion of key points will make up the body of this part of your presentation.*

Part 3: Lifecycle.

How long will different parts of the two alternatives last? How does this compare with how long the whole building is likely to last? What replacement or repairs will be necessary and what might be their associated environmental impacts? *Include an analysis of these issues and their significance in your presentation.*

Presentation Format

This project will be presented by your team in lab, but will also be displayed as a poster. The information must be organized to make sense independent of your presentation. You should complete this project with the same team as in project 1.

The format will be a single 24" x 36" horizontal-orientation poster. You should use words, diagrams and tables to communicate your analysis and conclusions. It is critical that you make a board that is legible graphically and has an appropriate balance of factual information and clear communication. Use diagrams and graphics to simplify explanations. Create a narrative flow and hierarchy of information to allow the poster to communicate clearly on its own. Cite references you used to support analysis. Use short paragraphs, bullet points and diagrams to convey information efficiently.

Project Schedule

Week 3 Labs

The project is introduced in Week 3.

Week 4 Labs

During week 4, you should conduct necessary research to collect cost data and complete preliminary environmental impact analysis. Come to lab ready to discuss what you have found.

Week 5 Labs

During week 5, each team will present a mock up of the poster for review and feedback.

Week 6 Labs

During week 6, each team will present the analysis and findings (5-10 minutes). Your presentation board should be formatted to support your presentation, but also to stand on its own as a poster and for evaluation.

References

RS Means Assemblies Cost Data TH 435.B848
RS Means Building Construction Cost Data TH 435.84
RS Means Square Foot Costs TH 435.M44
Green Building Resource Guide
Greenspec Directory TH455.G74
2009 National Construction Estimator
Green Building Resource Guide TH455.H47 1997
Notes from guest lecture on Blackboard

Berge, Ecology of Building Materials
Elizabeth and Adams, Alternative Construction
Kibert, Sustainable Construction
Kwok and Grondzik, The Green Studio Handbook
Yeang, Eco-Design
HOK Manual on Sustainability
USGBC LEED checklists
Environmental Building News website (see Blackboard for instructions)

Arch 470 Building Construction
A Cost and Environmental Impact Comparison
Presentation and Poster Evaluation

Team Members

A. Description of Materials or Systems to be compared **Comments**

_____ **(10)** *Clear introduction to the systems being compared.*

B. Comparative Cost Analysis

_____ **(15) Part 1: Estimate the incremental cost of your green building strategy.**

Describes the basis of the cost comparison, and clearly shows the data for the green strategy and conventional approach in parallel format.

_____ **(15) Part 2: Lifecycle cost implications.**

Analyzes issues and their significance.

C. Comparative Lifecycle Analysis (Environmental Impact)

_____ **(15) Part 1: Estimate the embodied water and energy in the manufacture of the material per unit of your building strategy.**

Compares totals for embodied air and water per unit along with key factors.

_____ **(15) Part 2: Relative environmental impact narrative explanation.**

Discussion of key points.

_____ **(15) Part 3: Lifecycle.**

Analyzes issues and their significance.

Overall Presentation

_____ **(5)** *Lab presentation*

_____ **(10)** *Written and graphic clarity*

_____ / **100 Points Total**



Renzo Piano Building Workshop

Context of the Profession

Arch 4/517 – Winter 2008

CRN 20563/ 20622

3 credits

T/Th 12:00-1:50, Lawrence 177

Professor Roxi Thoren

Office Hours: Tues. 9-11

Lawrence Hall 217

GTF's

Kira Benesh kabenesh@gmail.com

Erik Churchill echurch1@uoregon.edu

Matt Cunha-Rigby cunharigby@gmail.com

Nathan Majeski nmajeski@uoregon.edu

Course Description

This course is intended to introduce students to the professional practice of architecture, landscape architecture, interior design and related careers. The course is divided into three sections:

- The Professions

Includes personal professionalism; ethics and professional judgment; legal responsibilities; professional organizations, licensure, and development; as well as various career options within the professions

-The Firm

Includes types of practices (public and private); firm structure and management; and firm identity and marketing.

-The Project

Includes project phases and the associated process, products and fees; contracts; scheduling and budget; project management, administration and leadership; multidisciplinary team organization; business communications; contract documents; and the client role.

Course Format

The course is lecture and lab based, with outside speakers and panels on topics such as licensure, contract law, and types of practice.

Lecture T/Th 12:00 – 12:50

Lab T or Th 1:00 – 1:50

you will be assigned to a lab group the first class day

Readings:

Required Textbook – One of the following:

AIA, The Architect's Handbook of Professional Practice, Student Edition

Rogers, The Professional Practice of Landscape Architecture

Piotrowski, Professional Practice for Interior Designers

Additional required readings will be provided as PDF's on Blackboard or on library reserves

Course Assignments and Exams:

- There are three group assignments, based on a fictitious design/ construction project.
- The final project assembles these individual assignments into a single project book.
- There are two exams: a midterm and a final. The final exam is **not** cumulative.

Course Policies:

Attendance:

- Students are required to be on time and to attend all classes.
- Planned absences should be cleared with the instructor in advance. If class or lab section will be missed due to an unforeseen event such as illness, notify the instructor as soon as possible, preferably prior to class. Students have one grace day (class and/ or lab); two or more unexcused absences will result in a lowered grade of one letter grade (e.g. A to A-).

Assignments and Exams:

- Students are responsible for three assignments, expected to take 2-3 hours **per week** to complete.
- Late work will not be accepted. Missed assignments will result in a 0 grade.
- There will be a midterm and a final exam. Make-up exams will not be offered except in documented, extraordinary hardship circumstances; a missed exam will result in a 0 grade.

Readings:

- Students are responsible for weekly readings, expected to take 2-3 hours to complete.

Labs:

- Students are expected to participate in all lab sections, and will be assigned a grade based on their contributions to the group.
- Students are expected to use lab time to begin and to coordinate group work, and to receive feedback on work, but are also expected to meet as a team and complete work outside of lab.
- Students are encouraged to work on the weekly assignment prior to the lab section, to maximize the usefulness of the time.

Arch 517:

In addition to the above policies, graduate students are expected to:

- Become familiar with the source materials listed in the assignments by consulting originals in the library and visiting websites of the professional organizations cited.
- Submit work of professional quality. Written work should conform to technical writing standards.

Course Evaluation:

Assignment 1-3	45%
Final project	10%
Midterm Exam	20%
Final Exam	20%
Lab Participation	5%

The course may be taken for a grade, or P/F. Pass for Arch 417 is C-; pass for Arch 517 is B-. Grading policy follows the University of Oregon Grading System, available on-line at:
http://registrar.uoregon.edu/common/grading_system.html

Due to the policies above, there is no basis for a grade of "I" or "Y" other than documented, extraordinary hardship circumstances. If you believe you have a hardship that prevents your

completing required work, it is your responsibility to notify the professor in a timely manner, preferably prior to missing a deadline.

Roles of Instructional Team:

The professor evaluates and grades the work of students enrolled in ARCH 517. ARCH 517 students who have questions about their grades should direct them to the professor.

GTFs evaluate the work of students enrolled in ARCH 417. They grade the weekly assignments according to grading criteria established by the faculty instructor. ARCH 417 students who have questions about their grades should direct them to the GTF who teaches their lab section.

A GTF assists the professor with administrative tasks related to course grades. This includes managing the course grade spreadsheet, helping students troubleshoot discrepancies between their grades and blackboard grade reports, entering grades prepared by the faculty, and assisting faculty with analysis of grade data for the purpose of improving test questions and evaluation methods. This GTF will work with all of the grade data generated in the course, including the grades received by graduate students. Students receiving ARCH 517 course credit who prefer that only faculty members see their grades can request that their grades be recorded separately. To request separate recording, please contact the professor.

Academic Honesty Policy:

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented.

For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding the requirements, please consult with the instructor before you complete any requirement of the course.

Principles of academic honesty and professional ethics also apply to any use of computers associated with the class. This includes observing all software licensing requirements and respecting copyrights of intellectual property published on the Internet.

This policy is found on the larger policy page:

http://www.uoregon.edu/~stl/programs/student_judi_affairs/academic-dishonesty.htm

Disability Resources:

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible. You are also welcome to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu

Selected Bibliography

Professional Practice, General:

- Pressman. Professional Practice 101: A Compendium of Business and Management Strategies in Architecture
- Sharkey. Ready, Set, Practice

Education and Development:

- AIA Compensation Report: A Survey of US Architectural Firms (2005)
- Kim. The Survival Guide to Architectural Internship and Career Development
- Landscape Architecture Registration Examination: A Guide for Professional Development
- LARE Review Guides, Practice Problems
- ASLA. Map of the Territory: Survey Data on the Size Scope and Direction of Landscape Architecture Practice
- ASLA National Salary Survey of Landscape Architects (2008)
- Mann. Time Management for Architects & Designers
- Waldrep. Becoming an Architect: A Guide to Careers in Design

Professional Ethics

- Wasserman, Sullivan and Palermo. Ethics and the Practice of Architecture

Marketing, Proposals, Writing, Portfolios

- Kliment. Writing for Design Professionals
- Linton. Portfolio Design
- Marjanovic. The Portfolio: An Architecture Student's Handbook
- Stasiowski. Architect's Essentials of Winning Proposals

Business and Project Management

- Burstein and Stasiowski. Project Management for Design Professionals
- Janssens. Design-Build, Explained
- Stasiowski. Staying Small Successfully
- Wintner and Tardif. Financial Management for Design Professionals

Context of the Profession

Arch 4/517 – Winter 2009

Course Schedule

Week 1: Introduction to the professions

Note: No lab sections this week

T 1/6 Course introduction

(Brief) history of the professions

Reading:

Arch: AIA Handbook, ch. 1.1, 1.4

IArch: Piotrowski, ch. 1

LArc: Rogers, pp. 1-12

All: Beach (2003), *A Case for Unprofessional Architecture*
Dean (2002), *B.Arch? M.Arch?*

Th 1/8 Preparing for the Job Search: Resume and Portfolio Preparation

Guest: Kassia Dellabaugh, PODS

Reading:

All: Piotrowski, ch. 33: Getting the Next – or First – Job

Piotrowski, ch. 34: Landing the Job

Week 2: Forms of practice

Lab: Firm profile and identity

T 1/13 Modes of practice

Office organization

Reading:

Arch: AIA Handbook, 4.1, 4.2, 4.3
(Skim ch. 5)

Pressman (2007), *Practice Matters*

IArch: Piotrowski, ch. 6, 7
(skim ch. 16, 17)

LArc: Rogers, pp. 12-15, ch. 2
(skim ch. 3 – firm profiles)
(skim ch. 6, 7)

All: Fisher (1995), *Good Firms, Bad Firms*
Kolleeny, Linn (2002), *Small, Medium, Large: Size Affects Firm Culture*
Piotrowski, ch. 13: Strategic Planning

Th 1/15 Panel: office size and structure

Week 3: Finding and organizing projects

Lab: Responding to an RFQ

T 1/20 Marketing principles

Finding a niche

Marketing materials

Reading:

Arch: AIA Handbook, ch. 4.5

IArch: Piotrowski, ch. 18

LArc: Rogers, ch. 8

All: Kolleeny and Linn (2001), *Marketing, The Unsung Heroine of Successful Architectural Practice*
(skim Piotrowski ch. 19, 20, 22 for products and processes of marketing)

Th 1/22 Project delivery methods

Project team organization

The client role in design

Reading:

Arch: AIA Handbook, pp. 4.4, 4.6, 6.6, 8.1, 8.2

IArch: AIA Handbook, pp. 4.4, 4.6, 6.6, 8.1, 8.2.

LArch: Rogers, ch. 4, pp. 355-360

All: LePatner (1998), *From Vulnerable to Valuable*

Pressman (2007), *Integrated Practice in Perspective: A New Model for the Architectural Profession*

Solomon (2005), *The Hopes and Fears of Design-Build*

Stevens (2007), *Crowding the Marquee*

Fr 1/23 Assignment 1 due at 4:00 to the architecture office

Week 4: Setting and achieving milestones

Lab: Developing a project schedule

T 1/27 Panel: Licensure and professional development

Reading:

Arch: AIA, *Internship and the IDP*

McAllister, *What Every Student Needs to Know About IDP*

AIA, *Architecture Internship: A Chronology*

(Skim AIA Handbook, Ch. 3)

IArch: Piotrowski, ch. 2

ASID, *Interior Design Exam*

ASID, *Interior Design Registration Laws*

LArch: Rogers, pp. 15-21

The LARE: A Step-by-Step Guide

Th 1/29 Project Management 1: Scheduling

Project phases, products

Scope of services

Developing a project schedule

Reading:

Arch: AIA Handbook, ch. 6.1., 7.3, 9.2, 9.3

(skim ch. 6.3, 6.4, 6.5, 9.1)

IArch: Piotrowski, ch. 28

LArch: Rogers, pp. 337-350

All: Piotrowski, ch. 5: Personal Goals

Week 5: How to make great places, a profit, and your client happy

Lab: Developing a project fee proposal

T 2/3 Project Management 2: Money, money, money

Budgets, fees and salary

Cost estimating 1

Reading:

Arch: AIA Handbook, ch. 6.2, 9.4

(skim ch. 5.1, 5.3)
IArch: Piotrowski, ch. 23
LArch: Rogers, pp. 350-355, 361-364

Th 2/5 **Midterm Exam**

Week 6: The rules: making and understanding them

Lab: Developing a letter of agreement

T 2/10 Panel: Law

Th 2/12 Legal aspects of the professions

Contracts

Reading:

Arch: AIA Handbook, ch. 2.1, 2.2
(skim ch. 10, 11)
IArch: Piotrowski, ch. 4, 24
LArch: Rogers, ch. 9, 11

Fr 2/13 Assignment 2 due at 4:00 to the architecture office

Week 7: Values and communication

Lab: Project development 1

T 2/17 Professional ethics, ethical dilemmas

Ethics and leadership

Reading:

Arch: 2004 Code of Ethics (AIA Handbook ch. 1.2)
IArch: Piotrowski, ch. 3
ASID Code of Ethics
LArch: Rogers, pp. 21-29
ASLA Code of Ethics

All: Jorgensen (2009), *Practice Matters*

Th 2/19 Project Management 3: Construction documents

Construction drawings

Specifications

Cost estimating 2

Reading:

Arch: AIA Handbook, ch. 8.3
(skim ch. 7.5)
IArch: Piotrowski, ch. 25, 30
(skim Piotrowski ch. 21, 26, 27)
LArch: AIA Handbook, ch. 8.3

Week 8: From paper to places

Lab: Project development 2

T 2/24 Panel: Construction

W 2/25 Visiting Firms Day

Th 2/26 Project Management 3: Construction and contract administration
The bidding process
The construction process
Reading:
Arch: AIA Handbook, ch. 8.4, 8.5, 9.6
Pressman, *Practice Matters*
IArch: Piotrowski, ch. 31, 32
LArch: Sharkey, ch. 16
(skim Rogers, pp. 401-417)

Fr 2/27 Assignment 3 due at 4:00 to the architecture office

Week 9: Next steps

Lab: Careers and career planning
T 3/3 Panel: Career options

Th 3/5 Life after Lawrence Hall

Fr 3/6 Project book due at 4:00 to the architecture office

Week 10: Review Week – No Lectures or Labs

Finals Week:

T 3/17 1:00 Final Exam

Proposal to revise the Professional Practice curriculum

Overview:

This proposal divides the existing required 3-credit *Context of the Profession* course (previously proposed to be raised to 4 credits) into two required 2-credit courses. The first course, Professional Development, would cover issues relating to the profession and to firms. The second course, Project Management, would be chosen from a list of approved courses, and would cover project management issues.

This will provide a more robust curriculum, both in reality and in the eyes of NAAB accreditation teams. It will also provide a better learning environment for student synthesis and comprehension.

Curriculum:

The current *Context of the Profession* attempts to cover:

- The Professions: ethics and professional judgment; legal responsibilities; professional organizations, licensure, and development; career options.
- The Firm: modes of practices; marketing; firm structure and management.
- The Project: project phases and deliverables; scheduling, fees and budget; contracts; project administration; multidisciplinary team organization; business communications; contract documents; and the client role.

In the current format, much of this material receives superficial coverage.

Dividing the course content into two terms would allow greater depth of coverage, as well as allow time for guest lectures and panels that are critical to providing context to the material.

Professional Accreditation:

The existing *Context of the Profession* is the only course to cover 8 of the 34 NAAB student performance criteria. NAAB requires that the criteria be met in *required* courses, and through *documented student work*. While some of this material is covered in other courses, those courses fail to meet one or both of NAAB's requirements.

Appendix A shows that a bare-minimum course is overloaded with content and the associated documentary assignments. Dividing the material into a two-course sequence will provide robustness and redundancy to the curriculum.

Learning Environment:

In nine weeks, it is difficult to fit this volume of material into a large-format lecture course with a real expectation of student synthesis and retention. While creative teaching and assignments provide opportunities for content internalization, the better option for student retention of the material is time, robustness and redundancy.

Dividing the course into two terms will provide a better learning environment. It will also focus the first course on material appropriate to first or second year students, while focusing the second course on issues relevant to students about to graduate.

Curricular Structure and Integration:

Professional Development (2 credit) and Project Management (2 credit) will cover the 4-credit Professional Practice requirement. Both will be taught in spring term, by the same teaching team, likely with Professional Development on Tuesday and Project Management on Thursday.

Professional Development will be aimed at lower-level students, and Project Management at upper-level students, although students could feasibly take both the same year.

Alternately, students may take pre-approved courses that meet the Professional Practice criteria (see following pages.)

Proposed Professional Practice Sequence: Course Content & Format

1. Professional Development:

- Target term: Undergraduate Spring Y1 or 2
Graduate Spring Y1
- Content: Professional development: career options, professional organizations, licensure, ethics, etc.
Office organization: firm structure, marketing, strategic planning, etc.
- NAAB Criteria: 1: Speaking and writing skills
2: Critical thinking skills
27: Client role in architecture
30: Architectural practice
*31: Professional development
*32: Leadership
33: Legal responsibilities
*34: Ethics and professional judgment

Courses: *all courses need to be approved by the Professional Practice coordinator (R. Thoren) and the curriculum committee*

Context of the Profession I (2 credits, revised course, existing faculty line)

Format: Lecture-based, 120 student course

Faculty: 2 adjuncts, coordinated by R. Thoren (no GTF)

Pre-designBridge (Arch 4/507) (existing course, existing faculty line)

Format: Project-based, design development prior to design-build, 20 students

Faculty: N. Larco

2. Project Management:

- Target term: Undergraduate Spring Y4 or 5
Graduate Spring Y3 (Y2, Opt. 2)
- Content: Project management, phasing, scheduling, budgeting, cost estimating, specifications, the construction process, etc.
- NAAB Criteria: 1: Speaking and writing skills
2: Critical thinking skills
7: Collaborative skills
*26: Technical documentation
27: Client role in architecture
*29: Architect's administrative roles
30: Architectural practice
33: Legal responsibilities

Courses: *all courses need to be approved by the Professional Practice coordinator (R. Thoren) and the curriculum committee*

Context of the Profession II (2 credits, revised course, existing faculty line)

Format: Lecture-based, 80 student course

Faculty: 2 adjuncts, coordinated by R. Thoren (no GTF)

Pre-designBridge (Arch 4/507) (existing course, existing faculty line)

Format: Project-based, design development prior to design-build, 20 students

Faculty: N. Larco

Practicum

Format: Pre-approved work experience, 20 students

Faculty: R. Thoren coordinate

Terminal studio

Design-build

(See attached course approval forms, Appendix B & C)

* Criteria met only by this course

Appendix A: NAAB Accreditation Requirements

(Note that many of these criteria are met in courses other than Professional Practice, but either not in *required* courses, or not in a *documented* manner that is acceptable to the accreditation board.)

Met by Professional Practice and other required courses

1. Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

2. Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

7. Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met only by Professional Practice

26. Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

27. Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

29. Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

30. Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

31. Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

32. Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

33. Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

34. Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

Appendix B: Professional Development Course Approval Form

To fulfill the Professional Development curricular requirement, a course must be a minimum of 2 credits (4 credits if also counting for Project Management), and cover the following five aspects of architectural practice. Briefly describe the course activity and student products that engage each aspect of practice.

NAAB 27. Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Deliverable: _____

NAAB 30. Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Deliverable: _____

NAAB 31. Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Deliverable: _____

NAAB 32. Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Deliverable: _____

NAAB 33. Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Deliverable: _____

NAAB 34. Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

Deliverable: _____

Course Instructor: _____ Date: _____

Professional Practice Coordinator: _____ Date: _____

Submitted to Curriculum Committee: _____

Appendix C: Project Management Course Approval Form

To fulfill the Project Management curricular requirement, a course must be a minimum of 2 credits (4 credits if also counting for Professional Development), and cover the following five aspects of architectural practice. Briefly describe the course activity and student products that engage each aspect of practice.

_____ NAAB 26. Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Deliverable: _____

_____ NAAB 27. Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Deliverable: _____

_____ NAAB 29. Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Deliverable: _____

_____ NAAB 30. Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Deliverable: _____

_____ NAAB 33. Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Deliverable: _____

Course Instructor: _____ Date: _____

Professional Practice Coordinator: _____ Date: _____

Submitted to Curriculum Committee: _____

**Marion Dean Ross Distinguished Professor of Architectural History
Art History**

Posting: 9318

Location: Eugene

Closes: Open Until Filled

Position Description:

The Department of Art History at the University of Oregon invites applicants for a full-time, tenured appointment to an endowed chair in architectural history, effective fall 2010. Scholars working in any field of architectural history are encouraged to apply. A Ph.D. in architectural history or art history is required. Candidates at the associate level should be well advanced toward promotion to full professor. The successful candidate will have a distinguished record of research, teaching, and service and be an internationally recognized figure in the field. Teaching duties include an annual undergraduate introductory survey and advanced undergraduate and graduate courses in areas of expertise.

The department has a distinguished history of teaching and research in architectural history, beginning with Marion Dean Ross, in whose honor the Northwest chapter of the Society of Architectural Historians is named. Among the dedicated resources available for teaching and research in architectural history is a substantial endowed library fund, for which the Ross Chair has principal oversight responsibilities. Art History is located in the School of Architecture and Allied Arts, an institutional framework that facilitates close collaborations with the Departments of Architecture, Landscape Architecture, and Art as well as with Programs in Historic Preservation, Interior Architecture, and Product Design. Further details about the department and the School of Architecture and Allied Arts are available at: aaa.uoregon.edu.

To apply, submit, in hard-copy form, the following: letter of application, CV, and the names and contact information of three references. Send application materials to: Ross Search Committee, Department of Art History, University of Oregon, Eugene, OR 97403-5229. The review of applications will begin on January 6, 2010 and continue until the position is filled.

The University of Oregon is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. Thus, candidates who promote and enhance diversity are strongly desired.

Assist Professor of Architectural History (2 positions)
Art History

Posting: 9319

Location: Eugene

Closes: Open Until Filled

The Department of Art History at the University of Oregon invites applicants for two full-time tenure-related positions at the rank of Assistant Professor, effective fall 2010. Scholars working in any field of architectural history are encouraged to apply. Ph.D. in architectural history or art history by September 16, 2010 is required. Previous teaching experience is preferred, and a record of research and publications is desirable. Teaching responsibilities will include undergraduate surveys and upper-division undergraduate and graduate courses in the candidates' areas of expertise. The annual teaching load is five courses distributed over three ten-week terms.

The department has three lines in architectural history and a distinguished history of teaching and research in this field. These activities are supported by a substantial endowed library fund dedicated to architectural history. The department is located in the School of Architecture and Allied Arts, an institutional framework that facilitates close collaborations with the Departments of Architecture, Landscape Architecture, and Art, as well as with Programs in Historic Preservation, Interior Architecture, and Product Design. Further details about the department and the School of Architecture and Allied Arts are available at: aaa.uoregon.edu.

To apply, submit the following in hard-copy form: letter of application, CV, and the names and contact information of three references. Send application materials to: Architectural History Search Committee, Department of Art History, University of Oregon, Eugene, OR 97403-5229. The review of applications will begin on January 6, 2010 and continue until the position is filled.

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**Assistant or Associate Professor
Architecture**

Posting: 9291

Location: Eugene

Closes: Open Until Filled

The University of Oregon Department of Architecture, a national leader in sustainable design education and research, seeks a thoughtful, skillful and innovative faculty member for a tenure-track position in architecture. The appointment begins September 2010.

Assistant or Associate Professor of Architectural Design + Structures The Architecture Program is seeking candidates who address the synthesis of structure, construction and architecture in their teaching, research and/or creative work. Candidates should demonstrate the ability to teach design studios and subject area courses in structures. Candidates are expected to pursue a well-defined research and/or creative practice agenda with a commitment to sustained inquiry into emerging issues in the field. These may include, but are not limited to quantitative research, digital modeling, fabrication, sustainability and innovative structural design. We seek applicants with diverse and interdisciplinary backgrounds who hold at least one degree in architecture and an advanced degree in architecture, engineering or an allied field.

Applications Applications must include the following:

*curriculum vitae

*a narrative, 1-2 page description of the candidate's background, interests, relevant qualifications and his/her intentions in seeking this position. Include a discussion of views about teaching and long-range plans for research and/or creative practice.

*a portfolio of no more than 20 pages (one hard copy and a pdf on cd) that includes representative professional/scholarly work, evidence of design capability, examples of teaching potential (teaching syllabi, examples of student work for courses and/or studios and/or descriptions of classes the candidate is qualified to teach)

*a list of three references with addresses, telephone numbers and email addresses

Complete applications should be sent to:

Nancy McNaught, Office Manager

Faculty Search Committee

Department of Architecture

1206 University of Oregon

Eugene, Oregon 97403-1206

Review of applications will begin January 8, 2010 and continue until the position is filled.

Descriptions of individual positions are available on our web site:

<http://architecture.uoregon.edu/people/positions>; or you may contact Nancy McNaught, Office Manager, telephone: 541-346-1435; e-mail: mcnaught@uoregon.edu. For more information about teaching opportunities at the University of Oregon, you may also contact Christine

Theodoropoulos, Head of the Department of Architecture at ctheodor@uoregon.edu.

The University of Oregon is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. We invite candidates with a commitment to working effectively with students, faculty, and staff from diverse backgrounds.

**Assistant or Associate Professor Interior Architecture
Architecture**

Posting: 9290

Location: Eugene

Closes: Open Until Filled

The University of Oregon Department of Architecture, a national leader in sustainable design education and research, seeks a thoughtful, skillful and innovative faculty member for a tenure-track position in interior architecture. The appointment begins September 2010.

Assistant or Associate Professor of Interior Architecture, Design + History/Theory
The Interior Architecture Program is seeking candidates who are excellent designers and studio instructors who will bring a sophisticated and diverse understanding and desire to teach design history and theory. Candidates should demonstrate the ability to teach design studios and subject area courses. Candidates are expected to pursue a well-defined research or creative practice agenda with a commitment to sustained inquiry. We seek applicants with varied and interdisciplinary backgrounds who hold at least one degree in interior architecture/design or architecture, and an advanced degree which may be in architectural history or an allied field. NCIDQ certification or qualification to apply for NCIDQ certification is an asset.

Applications

Applications must include the following:

*curriculum vitae

*a narrative, 1-2 page description of the candidate's background, interests, relevant qualifications and his/her intentions in seeking this position. Include a discussion of views about teaching and long-range plans for research and/or creative practice.

*a portfolio of no more than 20 pages (one hard copy and a pdf on cd) that includes representative professional/scholarly work, evidence of design capability, examples of teaching potential (teaching syllabi, examples of student work for courses and/or studios and/or descriptions of classes the candidate is qualified to teach)

*a list of three references with addresses, telephone numbers and email addresses

Complete applications should be sent to:

Nancy McNaught, Office Manager

Faculty Search Committee Department of Architecture

1206 University of Oregon

Eugene, Oregon 97403-1206

Review of applications will begin January 8, 2010 and continue until the position is filled.

Descriptions of individual positions are available on our web site:

<http://architecture.uoregon.edu/people/positions>; or you may contact Nancy McNaught, Office Manager, telephone: 541-346-1435; e-mail: mcnaught@uoregon.edu. For more information

about teaching opportunities at the University of Oregon, you may also contact Christine Theodoropoulos, Head of the Department of Architecture at ctheodor@uoregon.edu; or Alison Snyder, Director of the Interior Architecture Program at absny@uoregon.edu.

The University of Oregon is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. We invite candidates with a commitment to working effectively with students, faculty, and staff from diverse backgrounds.

University of Oregon

Department of Architecture

Call for Faculty Administrative Positions open in 2009

Associate Head of Curriculum and Curricular Innovation: (10 month, 4 courses)

Programs and Program Development, Adjunct Recruiting for Eugene and for Portland

Director of Graduate Studies: (10 month, 4 courses)

Graduate Programs and Activities, Student Recruiting, Admissions, Advising, for Eugene and for Portland

Director of Portland Programs: (10 month, 3 courses)

Portland Programs and Activities, Student Recruiting, Admissions, Advising, Adjunct Recruiting, and Outreach for Portland, Representative of the Department in Portland.

These positions are open to any of the department's tenure-related faculty and can be held by individuals currently based in Eugene or in Portland. Interested faculty members are invited to meet with the Department Head to discuss the department's needs and the position opportunities. Appointments will be made in the spring of 2009 for an initial two-year term ending in June of 2011.

A more detailed description of each position follows.

Associate Head of Curriculum and Curricular Innovation:

The Associate Head of Curriculum will lead departmental curricular initiatives and coordinate the department's participation in interdisciplinary curricular activities. S/he will chair the department's curriculum committee, represent the department on the AAA Academic Affairs Committee and work closely with the Associate Head of Student Affairs, the Director of Graduate Studies, the Director of Interior Architecture and the Portland-based faculty to ensure that course offerings are consistent with the department's curricular objectives and provide students in all of the department's degree programs in both Eugene and Portland as well as the department's international and off-campus programs with inspirational and challenging learning opportunities. The Associate Head of Curriculum will recruit prospective adjunct instructors for the programs in Eugene and in Portland, and orient new adjunct instructors to the department's teaching expectations and studio culture. S/he will oversee the department's presentation of the curriculum in publications, on the web and accreditation reports. This position is open to tenure-related faculty in the department

with curriculum development experience, a history of demonstrated teaching excellence, a commitment to including diverse perspectives in architectural education, as well as the ability to build consensus and work collaboratively with colleagues and students.

Director of Graduate Studies:

The Director of Graduate Studies will provide leadership that nurtures the Master of Architecture and Master of Interior Architecture Programs. S/he will further an exploratory, interdisciplinary environment for applied design research and theoretical investigations; act as a mentor for students; develop innovative curricular and extra-curricular opportunities; link graduate research to national, regional and international networks; work closely with the Associate Heads, the Director of the Interior Architecture Program and the faculty directors of the department's graduate certificates and the future Ph.D. program; ensure adherence to UO Graduate School policies; and assist with the department's graduate student recruiting and admissions process. The director will chair the department's graduate studies committee. S/he will be equally concerned with the graduate student experience in Eugene and Portland, helping to make connections between faculty and students at both locations, and will engage in teaching that reaches graduate students in both locations. This position is open to tenure-related faculty who have achieved a distinguished research record and have a history of demonstrated graduate-level teaching excellence as well as the ability to build consensus and work collaboratively with colleagues and students in ways that promote diversity.

Director of Portland Architecture Programs:

The Director of Portland Architecture Programs will serve as the Department of Architecture's Portland site representative. S/he will further an exploratory, interdisciplinary environment for architectural education and research at the White Stag; provide teaching and research leadership in one or more subject areas, assist Portland-based students to make connections to UO resources in Eugene; develop innovative curricular and extra-curricular opportunities that draw upon the Portland region and attend Portland events that pertain to the mission of the Department.

The Director reports to the Head of the Department of Architecture and will work closely with the Director of AAA Portland Programs and members of the Department of Architecture Council including the Associate Heads of Student Affairs and Curriculum and the Director of Graduate Studies. The Director advises faculty teaching in Portland to ensure that Portland-based students receive high quality versions of the B.Arch and M.Arch curricula. The Director will assist the Department Head with recruiting adjunct

faculty for Portland, help implement departmental and university policies in Portland; and contribute to the department's student recruiting, admissions and advising.

The Director of Portland Programs will receive an additional month of summer salary, and one or two course releases each year. This position is open to any of the department's tenure-related faculty whose research would benefit from an appointment in Portland and can be held by individuals with the ability to build consensus and work collaboratively with colleagues and students. Eugene-based faculty who prefer to maintain their primary residence in Eugene while serving as the Director of Portland Programs will have the option of living at the Cotrell House designed by John Yeon.

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SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information:

Name	University of Oregon
Title	Department of Architecture
Office Phone Number	541.346.3656
Fax Number	541.346.3626
Email	archinfo@aaa.uoregon.edu

2. Institution Type:

Public

3. Carnegie Classification:

- | | |
|---|--|
| a. Basic Classification:
activity) | RU/H: Research Universities (high research |
| b. Undergraduate Instructional Program:
professions, high graduate coexistence | A&S+Prof/HGC: Arts & sciences plus |
| c. Graduate Instructional Program:
(no medical/veterinary) | CompDoc/NMedVet: Comprehensive doctoral |
| d. Size and Setting: | L4/NR: Large four-year, primarily nonresidential |

4. Which regional accreditation agency accredits your institution?

Northwest Commission on Colleges and Universities (NWCCU)

5. In which ACSA region is the institution located?

West

6. Who has direct administrative responsibility for the architecture program?

Name	Christine Theodoropoulos
Title	Department Head
Office Phone Number	541-346-3656
Fax Number	541-346-3626
Email	ctheodor@uoregon.edu

7. To whom should inquiries regarding this questionnaire be addressed?

Name	Helga Wood
Title	Advisor
Office Phone Number	541-346-1433
Fax Number	541-346-3626
Email	hwood@uoregon.edu

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Andrea Larson
Title	Assoc. Dir. of Institutional Research
Office Phone Number	541-346-0502
Fax Number	541-346-2537
Email	adlarson@uoregon.edu

9. Institutional Test Scores

a. SAT

Critical Reading
25th percentile SAT score: 489
75th percentile SAT score: 607
Mathematics
25th percentile SAT score: 499

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75th percentile SAT score: 612

Writing

25th percentile SAT score:

75th percentile SAT score:

b. ACT

25th percentile ACT score:

75th percentile ACT score:

c. Graduate Record Examination (GRE)

Verbal: 556 (200-800)

Quantitative: 611 (200-800)

Analytical: 4.4 (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

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

Full Degree Title
Master of Architecture Option I

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?

3 Quarters

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: 231
 - 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): 81
 - d. M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 144
 - e.

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- b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
- a. B. Architecture:
 - b. General Education: 87
 - c. Professional: 144
 - d. Electives: 15
 - 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: 81
 - l. Electives: 15
 - m. M. Architecture Non-Pre-Professional:
 - n. General Education: 0
 - o. Professional: 144
 - p. Electives: 15
 - q.

6. Average credit hours per student per term by degree program?

B. Architecture: 15

M. Architecture undergraduate: 0

M. Architecture Pre-Professional: 14

M. Architecture Non-Pre-Professional: 14

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) \$5202.00 (Tuition), \$1620.00 (Fees); Full-Time Student (Out-of-State) \$18759.00 (Tuition), \$1620.00 (Fees); Part-Time Student (In-State) \$2970.00 (Tuition), \$1512.00 (Fees); Part-Time Student (Out-of-State) \$11256.00 (Tuition), \$1512.00 (Fees)
M. Architecture: Full-Time Student (In-State) \$10530.00 (Tuition), \$2724.00 (Fees); Full-Time Student (Out-of-State) \$15552.00 (Tuition), \$2724.00 (Fees); Part-Time Student (In-State) \$9360.00 (Tuition), \$2679.00 (Fees); Part-Time Student (Out-of-State) \$13824.00 (Tuition), \$2679.00 (Fees)
 - b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? Yes

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- 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? Yes

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.*

Grant Type	% Students Receiving Aid	Average Amount by Types of Aid
a. Institution Federal Grants	29%	2148
a. Institution State/Local Grants	7%	1658
a. Institution Institutional Grants	43%	2507
a. Institution Student Loans	35%	4137
b. Architecture Program Federal Grants	7%	850
b. Architecture Program State/Local Grants	12%	2361
b. Architecture Program Institutional Grants	64%	2258
b. Architecture Program Student Loans	47%	7031

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.* **92**

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

1. Entering Students:

B. Architecture: 57

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	5	0	3	0	8	0	8
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	1	0	1	0	2	0	2
White	13	4	21	3	34	7	41

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Two or more races	1	1	2	0	3	1	4
Nonresident alien	0	1	1	0	1	1	2
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	20	6	28	3	48	9	57

M. Architecture: 45

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	1	2	0	3	1	4
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
White	14	3	12	1	26	4	30
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	1	1	1	1	2
Race and ethnicity unknown	8	0	1	0	9	0	9
TOTAL	23	4	16	2	39	6	45

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

B. Architecture 343

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	1	0	1	1
Asian	11	4	15	1	26	5	31
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	1	1	1	2	2	4
Hispanic/Latino	5	3	4	0	9	3	12
White	108	27	103	0	211	27	238
Two or more races	4	1	5	24	9	25	34
Nonresident alien	2	1	5	2	7	3	10
Race and ethnicity unknown	7	2	3	1	10	3	13
TOTAL	138	39	136	30	274	69	343

M. Architecture 229

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	4	3	6	0	10	3	13
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	1	0	2	0	3	0	3
White	80	13	50	10	130	23	153

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Two or more races	3	0	2	0	5	0	5
Nonresident alien	4	0	6	1	10	1	11
Race and ethnicity unknown	27	3	14	0	41	3	44
TOTAL	119	19	80	11	199	30	229

SECTION E -- DEGREES AWARDED

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

B. Architecture:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	3	2	5
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	1	1
Hispanic/Latino	0	1	1
White	21	26	47
Two or more races	0	0	0
Nonresident alien	0	1	1
Race and ethnicity unknown	2	2	4
TOTAL	26	33	59

M. Architecture:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	2	0	2
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	1	1	2
White	29	24	53
Two or more races	0	0	0
Nonresident alien	2	1	3
Race and ethnicity unknown	8	4	12
TOTAL	42	30	72

2. Time to Completion/Graduation

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

B. Architecture 15, M. Architecture UG 0, M. Architecture Pre-Professional 6, M. Architecture Non-Pre-Professional 10

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

B. Architecture 83%, M. Architecture UG 0%, M. Architecture Pre-Professional 84%, M. Architecture Non-Pre-Professional 84%

3. Graduation rate for B. Arch programs: 83

SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. Total number of catalogued titles in the architecture library collection within the institutional library system (Main Campus; Other locations – links from B8). 142000

2. Total number of catalogued titles that have Library of Congress NA or Dewey 720-729 (Main Campus; Other locations – links from B8). 26725

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3. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios? 483
4. Please indicate which of the following: labs, shop, and other learning resources available to all students enrolled in NAAB-accredited degree program(s). No
5. 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]

6. Financial Resources

a. Total Revenue from all sources \$4801771

b. Expenditures

- i. Instruction \$4377346
- ii. Capital \$18465
- iii. Overhead \$373771

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: 10440

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: 12633
- b. Total credit hours taught by part time faculty: 1549
- c. Total credit hours taught by adjunct faculty: 6146

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	0	0	0	0	0	0	0	0
Asian	0	1	0	0	0	0	0	1	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	7	1	0	0	0	0	7	1	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 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	0	1	0	0	0	0	0	1	1

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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	4	6	0	0	0	0	4	6	10
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	4	7	0	0	0	0	4	7	11

Full Time Assistant 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	0	0	1	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	0	0	4	2	0	0	4	2	6
Two or more races	0	0	1	0	0	0	1	0	1
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	0	0	6	2	0	0	6	2	8

Full Time Instructor

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

Part Time Professor

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Part 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	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	3	0	0	0	0	0	3	0	3
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

Part Time Assistant 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	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	0	0	0	1	0	0	0	1	1
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	0	0	0	1	0	0	0	1	1

Part Time Instructor

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Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	1	3	3	1	4
TOTAL	0	0	0	0	14	22	22	14	36

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

Race	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	Instructor Male	Instructor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Asian	0	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	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0
White	4	0	2	0	0	0	1	0	7	0	7
Two or more races	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	1	0	0	0	0	0	0	0	1	0	1
TOTAL	5	0	2	0	0	0	1	0	8	0	8

3. Faculty Credentials:

Highest Degree Achieved	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0
M. Arch. (accredited)	3	1	2	4	4	2	9	7	16
B. Arch. (accredited)	0	0	0	0	0	0	0	0	0
Ph.D. in architecture	1	1	2	0	1	0	4	1	5
Ph.D. in other discipline	0	0	0	0	0	0	0	0	0
Post-professional graduate degree in architecture	3	0	0	3	0	0	3	3	6
Other degrees	0	0	0	0	1	0	1	0	1
Registered in U.S. Jurisdiction	0	0	0	0	0	0	0	0	0

4. Salaries

Instructional Faculty Type	Number	Minimum	Average	Maximum	University Average
Professor	9	68200	89100	112900	92800
Assoc. Prof.	11	62000	65000	76400	72400
Assist. Prof.	8	52000	56300	59400	66400
Instructor	0	0	0	0	0