University of Oregon
School of Architecture & Allied Arts

Architecture Program Report for 2013 NAAB Visit for Continuing Accreditation.

Bachelor of Architecture (231 quarter credits)
Master of Architecture III (non-architecture degree + 144 quarter credits)*
Master of Architecture II (pre-professional degree + 81 quarter credits)*

Year of the Previous Visit: 2007
Current Term of Accreditation: Six-year term, focus evaluation in 2010

*Beginning in 2012-13, the titles and credits for the Master of Architecture program change to:
Master of Architecture, Track I (non-architecture degree + 144 quarter credits)*
Master of Architecture, Track II (pre-professional degree + 87 quarter credits)*

Submitted to: The National Architectural Accrediting Board
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Part One (I) — Institutional Support and Commitment to Continuous Improvement

I.1 Identity and Self-Assessment

I.1.1. History and Mission

HISTORY AND DESCRIPTION OF THE INSTITUTION
The University of Oregon (UO) is the state's flagship institution offering nearly 300 comprehensive academic programs and is home to more than 25 research centers and institutes. The main campus is located in Eugene, an energetic college town. The department also has facilities at UO Portland. The University and the cities of Eugene and Portland are ideal host communities for an architecture program with a longstanding commitment to sustainability and community engagement.

The UO was established in 1872 by an act of the Oregon Legislature. Four years later, on October 16, 1876, the institution formally opened its doors to 177 students with an initial curriculum limited entirely to classics and science. Today, the university has developed a comprehensive mission covering a broad spectrum of instruction and research. The UO is one of seven universities within the Oregon Department of Higher Education and is administered by the Oregon University System. It offers both breadth and depth in the liberal arts, sciences and professional programs. Students are inspired by a faculty of prominent scholars and work side by side with eminent researchers involved in breakthrough discoveries. Both students and faculty members reach out to make connections that serve communities from small local groups to large international organizations. The UO is a member of the prestigious Association of American Universities and is designated by the Carnegie Foundation in the top tier "very high research activity" category.

In the fall of 2011, there were 24,447 students enrolled, including 3,816 graduate students. The student/faculty ratio is 19:1, with 973 full-time and 481 part-time faculty members engaged in teaching, research, and administration.

When the university opened in 1876, it was situated on a barren knoll in an all but treeless pasture on 17 acres of land. Since that time, more than 2,000 varieties of trees have been planted to create an arboretum of evergreens and flowering species. More than 100 sculptures and other fine art works are installed on the campus grounds and buildings. The current campus is situated on 295-acres with more than 60 major buildings and the second largest library in the Pacific Northwest. These buildings represent the changing building culture of more than a century. Deady and Villard Halls are designated National Historic Landmarks and still play key roles on the campus today. During the first half of the 20th century, Ellis Lawrence prepared a campus plan and designed several distinguished buildings for the university while serving as the first dean of the School of Architecture and Allied Arts (A&AA). Since Lawrence's time, numerous buildings on the university campus were designed by architecture alumni including several recent additions, such as the 2003 Lillis Business Complex, the 2004 Living Learning Center, the 2005 Many Nations Long House, the 2010 Matthew Knight Arena, Jaqua Academic Center and Ford Alumni Center, as well as the White Stag Block, a LEED Gold adaptive reuse project in downtown Portland that opened its doors in 2008 as the new home of the Portland Architecture Program.

PROGRAM HISTORY
Ellis F. Lawrence established the School of Architecture and Allied Arts in 1914. Lawrence was a prominent Portland architect who had been trained at M.I.T. While the architectural curriculum initially incorporated many tenets of M.I.T.'s Beaux Arts pedagogical system, Lawrence's involvement in the Arts and Crafts movement set the stage for transformation. The break with the Beaux Arts tradition was fully realized in 1922 when Walter Ross Baumes Willcox became the head of the architecture curriculum. Willcox remained in this position until 1947. The curricular structure that Willcox developed emphasized noncompetitive, individualized education with an emphasis on student self-direction and motivation. It became an exemplar for the development of independent and progressive architectural curricula. Distinguished visitors, including Bernard Maybeck, Erich Mendelsohn, and Frank Lloyd Wright,

complemented the maverick intellectual character of the school as it developed under Lawrence and Willcox. Both Lawrence and Willcox died in 1947, and Wallace Hayden was chosen to carry on the tradition as the new head of the architectural curriculum. Student enrollment increased exponentially during the post-war period, and the centralized administration of the school became unwieldy. Accordingly, in 1964, each curricular area within the school became a department with its own head and administrative staff. The Interior Architecture Program has been part of the Department of Architecture since that time.

The first head of the architecture department was Donlyn Lyndon, of the prominent firm Moore Lyndon Turnbull Whitaker. Lyndon and his immediate successors, Robert Harris and Wilmot (Bill) Gilland, had studied under Jean Labatut at Princeton in the late 1950s. In the late 1960s, Harris and Gilland developed a curriculum that could adapt to the pressures of a large enrollment, allow a shift from an open to a selective admissions system, and accommodate limited budgets while maintaining the principles of noncompetitive studio education and individual development. The graduate options for the first professional degree were also introduced during this period. The revamped curriculum preserved the Willcox spirit by allowing virtually a free choice of support coursework and vertically structured studios after the introductory term.

During the 1970s, there were two strong influences on the school: a number of faculty had worked in Philadelphia with Louis I. Kahn, and another group had been at UC Berkeley during the seminal years of design methodologies development. As a result, many faculty members and students investigated the behavioral basis of design and user-participatory design strategies, an interest that led to the university's decision to engage Christopher Alexander as a campus-planning consultant. The results of this effort are described in the book, *The Oregon Experiment,* and have been used internationally as a model for planning processes. During this period, the department also developed an international reputation for its curricular and research focus on energy-efficient, environmentally responsible design, with an emphasis on daylighting and passive solar heating. The university's physics and architecture departments created the Solar Energy Research Center to conduct joint research.

During the 1980s, a series of adjustments brought the greatly expanded curriculum of the 1970s into alignment with the faculty's changing perspective of the discipline. Under the leadership of Dean Gilland and department heads Jerry Finrow (who later assumed the position of dean) and Donald Corner, the curriculum continued to develop as an integrative structure. Many new programs were created and others expanded. Faculty members led international programs in Rome (founded by Gary Moye) and in Kyoto (founded by Ron Lovinger) became a regular part of the curriculum and created a model still used today for international study offerings.

The Historic Preservation Program, offering a master's degree and an undergraduate minor, was established in 1980. In 1982, Michael Utsey founded the Summer Architecture Academy, an intensive career discovery program offering prospective architecture, interior architecture, and landscape architecture students the opportunity to experience environmental design education. At the same time, the off-campus practicum became a regular course offering. Beginning in the mid-1980s, with leadership from Chuck Rusch and G.Z. Brown, computer applications have been integrated into design studios and subject area coursework. During the late 1980s and early 1990s, the school assumed a leadership position in software development across a number of departments, including graphic software in the art department and GIS systems in landscape architecture. The architecture department led the way in simple energy analysis tools, three-dimensional modeling programs and a pioneering effort to create a digital library known as "The Great Buildings Collection."

In 1986, the department received a one million dollar gift to endow the Frederick Charles Baker Chair in Architectural Design. The special focus of the Baker endowment is the phenomena of light and lighting in architecture. The fund supports lighting education, distinguished visiting professors and research by students and faculty members in this area. During the late 1980s, the department initiated a distinguished visiting critics program that brought emerging professionals to campus, including Peter Clegg, Gerry Cahill, and Jean Castex, among others. In 1993, this effort was supported by an endowment established

by the Belluschi family for the Pietro Belluschi Distinguished Visiting Professor of Architecture. Colin Rowe was the inaugural Belluschi Professor in 1995. Subsequent Belluschi Professors have included: Thomas Bosworth (1996), Edward Allen (1997), Laura Hartman (1998), James Cutler (1999), Carlos Jiménez (2000), Annette LeCuyer and Brian Carter (2002), Jo Noero (2004), Robert Frasca (2006), David Miller (2007), Will Bruder (2009), Michael Pyatok (2009), David Cook (2010), Edward Ford (2010), Johnpaul Jones (2011), and Carole Wedge (2013).

In 1988, a group of faculty with a shared interest in housing established the Center for Housing Innovation (CHI), with Donald Corner as founding director. The center completed prototype housing projects in collaboration with new local industries. The Energy Efficient Industrialized Housing Research Project, with principal investigators G. Z. Brown and Ron Kellett, was the largest sponsored program within the center. For several years the project was supported by an annual appropriation through the U.S. Department of Energy to CHI and the Florida Solar Energy Center. It was the largest housing research program in the United States, funded at more than $700,000 per year. In 1991, a state-funded research professorship was created within CHI and was used to support the work of Brown, director of the Energy Studies in Buildings Laboratory (ESBL), Kellett, co-director of the neighborhoodsLAB, and Alison Kwok, principal investigator of the national environmental systems education project, *Agents of Change*. CHI remained active through 2011 and its legacy of faculty research related to sustainable buildings continues in the form of several faculty-led research intiatives.

The 1990s brought an increase in graduate student enrollment and a number of program developments initiated by students. In 1991, students revived the department tradition of design/build courses, directed for several years by Will Sturgis and Stephen Duff. In 1995, architecture students launched H.O.P.E.S. (Holistic Options for Planet Earth Sustainability), a student-run conference dedicated to sustainable design, which has become an annual regional event attracting designers, students and community members. In 2001, John Reynolds and Edward Allen created the Building Technology Teaching Certificate Program in recognition of the department's continuing success preparing graduate students to pursue careers teaching design and technology at schools of architecture.

In 1989, we established a full-time presence in Portland to provide students with opportunities to study urban architecture, experience urban life, and gain access to part-time employment in professional offices. After several years of development guided by Wilmot Gilland, Donald Corner and Michael Utsey, the first class of students in the Portland-based Master of Architecture program enrolled in the fall of 1994. Gerald Gast joined the faculty as the first director of the Portland Program the same year. Responding to the Oregon University System's intent to deliver professional education in Portland, this offering of the University of Oregon's Master of Architecture degree was initially developed in cooperation with Portland State University, where students could complete a four-year pre-professional program in architecture prior to graduate study at the University of Oregon. In 1998, under the leadership of department head Michael Fifield and Portland Program director Peter Keyes, the program, along with other UO units in Portland, relocated to the University of Oregon Portland Center in the historic Willamette Block, where improved facilties and services supported enrollment growth. Since 2000, faculty positions were added and architecture faculty based in Eugene have become increasingly involved. In 2002, the ESBL expanded to Portland to provide the design community with consulting services and academic leadership in sustainable design education and research. Under the leadership of department head Christine Theodoropoulos and Portland Program director Hajo Neis, we participated in the development of new, expanded facilities shared with other UO units at the White Stag Block which became the new home of the Portland Program in 2009. As the lead academic unit for the university's expanding presence in Portland, the School of Architecture and Allied Arts provides program support and interdisciplinary opportunities in allied fields including product design and digital arts. Plans to increase Portland's academic offerings are underway. By 2014, the master's program in historic preservation will be offered in Portland and architecture students will have access to historic preservation courses and concurrent enrollment in the Master of Historic Preservation degree.

Since the school's initial status as a member of the ACSA in 1919, architecture and interior architecture have developed jointly as program options. Interior architecture coursework had been offered since 1921,

and in 1926, a separate interior design option within the architecture program was created. In 1928, a bachelor of architecture in interior design degree was offered. In 1931, Brownell Frazier was appointed as the first instructor in interior design. A skilled, principled and demanding instructor, Frazer became synonymous with the program in the following decades. She directed the interior architecture program until her retirement in 1966. The current interdisciplinary nature of the architecture and interior architecture programs allow students in either discipline to extend knowledge in the other, with opportunities to enroll in interior architecture courses such as furniture design and the working drawings studio.

Accreditation of the department's architecture programs by NAAB was established at the inception of NAAB when accreditation of schools shifted from the ACSA. In 1976, the Interior Architecture Program became the first West Coast interior design program to be accredited by the Council for Interior Design Accreditation (CIDA—formerly known as FIDER). The Master of Interior Architecture degree has been offered since 1984 and was accredited by CIDA in 1991.

Since 2003, under the leadership of department head, Christine Theodoropoulos, graduate offerings were expanded to include a new PhD program in architecture with a focus on sustainable design, directed by Alison Kwok, and an interdisciplinary graduate certificate in sustainable design, founded by the student-led Ecological Design Center, and directed by Brook Muller.

In recent years, student-led initiatives have energized the curriculum. These include courses in support of the CASL (Center for the Advancement of Sustainable Living) project, which guides students in the design and construction of an experimental demonstration residence, and the designBridge year program that fosters student leadership in design and construction through community service projects. Under the leadership of Dean Frances Bronet, the department has participated in numerous interdisciplinary initiatives that increase dialogue between students and faculty throughout the school. These initiatives include partnership with the Department of the History of Art and Architecture to expand the summer program in Rome, development of concurrent degree programs at the master's level, and a new undergraduate program in product design developed in collaboration with the Department of Art. Under the directorship of Nico Larco, the department has played a prominent role in the campus-wide Sustainable Cities Initiative.

Today, the department still sees its educational mission as rooted in Willcox's pedagogical philosophy. Willcox believed that each person was a unique individual with an inherent urge to create and latent powers of expression. These energies simply needed to be nurtured and refined through acquiring a sense of "style." Willcox viewed architecture, along with other arts, as an expression of the values, aspirations and character of the society that produced it. Therefore, it was incumbent upon the architect to have a broad understanding of the culture and the times in which they lived and worked, and to be an influence in forging those values, aspirations and character.

UNIVERSITY OF OREGON MISSION STATEMENT

The UO is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world, through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities' flagship institution of the Oregon University System.

The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically.
- a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity.

- a recognition that research, both basic and applied, is essential to the intellectual health of the university, as well as to the enrichment of the lives of Oregonians, by energizing the state's economic, cultural, and political structure.
- the establishment of a framework for lifelong learning that leads to productive careers and to the enduring job of inquiry.
- the integration of teaching, research, and service as mutually enriching enterprises that, together, accomplish the university's mission and support its spirit of community.
- the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather that reacting to it.
- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community.
- a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society.
- the conviction that freedom of thought and expression is the bedrock principle on which all university activity is based.
- the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life.
- a continuing commitment to affordable public higher education.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS MISSION STATEMENT

The School of Architecture and Allied Arts (A&AA) is dedicated to advancing the understanding, value, and quality of visual culture and the built, natural, and social environments through excellent and distinctive teaching, research, and creative endeavors. Grounded in a unique multi-disciplinary structure, A&AA is a diverse, collegial learning community of faculty, students and staff. We seek to enhance the lives of individuals and communities through endeavors that stem from intellectual curiosity, critical thinking, and broad inquiry, rooted in the inter-relatedness of theory, history and practice.

In support of this mission, A&AA affirms the following values.

Excellence
Supporting and celebrating a culture that promotes rigor, encourages risk-taking, and challenges standards in creating, composing, and presenting ideas.

Open Discourse
Fostering the open exchange and critique of ideas in an environment that welcomes a diversity of views.

Inclusiveness
Actively encouraging the presence and participation in the School of individuals with differing backgrounds, experience, and worldviews.

Cooperation
Working together in shared efforts to teach, learn, understand and create.

Inter-Disciplinary Experience
Engaging multiple disciplines to expand our perspectives and enrich our teaching, research, and creative practice.

Responsibility
Recognizing our accountability for the impact of our actions on environmental, social, and cultural systems.

DEPARTMENT OF ARCHITECTURE VISION STATEMENT—DRAFT

The built world has a strong role to play in the repair of the natural environment, in the regeneration of communities, and in the elevation of the human spirit. The Department of Architecture sees itself as central to contemporary efforts at innovations in the design and production of the built world at all scales—from furniture, to interiors, to buildings, to cititesIt is a department in which learning, research and professional activitiy inform each other; in which collaboration is encouraged; and in which new ideas and established traditions are constantly reinforcing each other. We believe that buildings are grounded in places and cultures, and that architects and interior architects gain credibility to the extent that their work is relevant to the real needs of clients, communities and the natural world. Our department is a place of exploration, hard work, mutual respect, self-responsibility and a shared respect for quality and beauty.

DEPARTMENT OF ARCHITECTURE MISSION STATEMENT

We pursue a vibrant, enjoyable learning community. We question, develop and teach the values, knowledge, skills and practices that create better architecture: environments that resonate with people and their cultural, physical and ecological worlds. We teach people to take responsibility for designing our future. And we believe each of us can make a difference.

- The University of Oregon Department of Architecture is a community devoted to excellence in teaching, scholarship, research, creative activity, and service to the community.
- The department is dedicated to a tradition where studio teaching serves as the primary means of integrating all meaningful design issues--e.g., social and behavioral, cultural, environmental, site and context, technological, theoretical, economic, political, and professional, that result in meaningful design solutions.
- Our programs in architecture and interior architecture value collaboration and a noncompetitive but rigorous learning environment.
- We encourage cross-disciplinary knowledge gained through association with other departments in the School of Architecture and Allied Arts as well as the wider university.
- We encourage intellectual inquiry as the basis for design exploration and we seek design excellence without dictating a specific design aesthetic or ideology.
- We are leaders in issues of environmental sustainability, including the design of buildings, interiors, and communities.
- We produce critical thinkers who will be in leadership positions in the professions in the future.
- We take great pride in being one of the premier architecture and interior architecture programs in the country.

I.1.2 Learning Culture and Social Equity

The UO Department of Architecture has a national reputation for a learning culture that promotes creative and collaborative engagement, peer teaching, sensitivity to the broad context of environmental design decisions, and a comprehensive approach to design exploration that integrates a wide range of subject areas that relate to architectural design. A spirit of public service and social and environmental responsibility is a hallmark of the department, particularly at the intermediate and advanced levels where students are encouraged to use their creative insight in addressing critical issues facing communities. Our learning culture prepares students to address the real challenges that emerge from environmental and cultural conditions.

The following text is a draft of the most recent revision of our Learning Culture Policy, developed by students in consulation with the department's curriculum committee. It describes the department's approach to teaching and learning, and the process used to engage faculty, staff and students in the development of the policy and its ongoing evolution. It will be finalized and adopted by faculty and staff in the fall of 2012. This text is posted on the department website for review and comment: *http://architecture.uoregon.edu/students/culture*.

LEARNING CULTURE POLICY
University of Oregon Department of Architecture • Draft July 17, 2012

The first architecture school in the United States to abandon the highly competitive Beaux Arts model, the University of Oregon Department of Architecture champions a constructive, collaborative work environment. The 1923 University Catalog asserts the school's emphasis on "honesty of thought and expression, and the stimulation of a spirit of cooperation." We remain committed to this approach, one that simultaneously respects the intellectual freedom of individuals and the need for a congenial learning community. While the attitudes and aspirations of our community are diverse and responsive to the changing needs and circumstances of the architecture profession, our learning culture policy reflects and affirms enduring principles of fundamental value.

Creative, Collaborative Engagement
Learning is rewarding, exciting, interactive, spirited and joyful. Non-graded studios that foster creative, collaborative engagement are at the center of the curriculum, complemented by the study of professional subjects in required and elective courses. To further curricular integration, all full-time faculty members teach studios as well as professional subject courses using a variety of approaches that stimulate creative thinking and problem solving while helping students gain the abilities and collaborative spirit that prepare them to practice architecture.

Diverse Students, Faculty and Modes of Learning
We strive to create inclusive learning environments where diverse students and faculty share a rich mix of perspectives, backgrounds, abilities, interests and intentions. The department's longstanding commitment to vertical enrollment and shared extracurricular activities unites intermediate and advanced graduate and undergraduate students into a single learning community where peer teaching among students is encouraged. All students have opportunities to select studios that are relevant to their individual interests or academic needs. We recognize that students learn in a variety of ways: from faculty and peers, from successes and mistakes, from lectures and reading, from designing and making, and also from seeing, hearing, touching, smelling and kinesthetic experience.

Comprehensive Design Integration
In founding the School of Architecture and Allied Arts, Ellis F. Lawrence envisioned the study of architecture in close association with the study of related building arts. We remain committed to aesthetic and technical achievement, and recognize the importance of interdisciplinary engagement in the practice of architecture. We also value the lessons we learn and the contributions we make to the university community through interdisciplinary collaborations. We are pragmatists and idealists, viewing design as a form of research, with innovation the result of tenacious exploration, analysis and inquisitive dialogue. We

encourage intellectual inquiry as the basis for design exploration, and we seek design excellence without dictating a specific design aesthetic or ideology.

Studios at the Core of the Curriculum
The design studio serves as the primary means of integrating all design issues—social, behavioral, cultural, environmental, contextual, technological, theoretical, economic, political, and professional—necessary for meaningful architecture. Studios are taught by instructors with diverse expertise so that students can develop a more comprehensive view of practice. Studio projects become common ground for open discussion where all members of the studio community are invited to offer constructive criticism and exchange opinions, knowledge, techniques and experiences.

To support peer teaching and encourage a spirit of sharing, studio performance is evaluated on a pass/no pass basis only. This eliminates competition for grades and promotes a culture of mutual support and collaboration. Studio instructors conduct individual exit interviews with students and document their evaluations of each student's performance in objective written assessments that address both process and product with emphasis on the growth and development of student designers. Exit interviews are opportunities to review the student's progress in the design studio sequence and develop an individualized strategy for addressing any weaknesses identified. Students also have the opportunity to evaluate design studio faculty. Through this evaluation process, we promote honest communication while working to improve the success of future studios and the success of individual students and faculty members.

Recommended Design Studio Practices

Working in the Studio
Students work in studios during studio meeting times and, when possible, at other times, to take advantage of informal academic, extracurricular and social interactions that foster collaboration and strengthen the department's learning community. It is essential that studio participants respect the property of individuals and the university and maintain a professional work environment that supports the creative pursuits of all studio members.

Collaborative Design
Studios include collaborative activities that prepare graduates for professional teamwork.

Involvement with Others
Outside professionals, experts from other disciplines, and community or client representatives are valuable partners in studio design investigations. Students are encouraged to take a design studio in an allied discipline. Faculty members are encouraged to team-teach with colleagues in other disciplines at the university or at other institutions.

Integrating the Real and the Ideal
Studio investigations that draw from the conditions of particular sites and the needs of people who occupy them help us understand diverse constituencies and places in all their richness. The department encourages studios that engage students in learning from real communities and in meeting their needs.

Interactive Reviews
Reviews are learning experiences that involve an open two-way dialogue between students and reviewers with diverse expertise and perspectives. Students should be well prepared for their own review and ready to present at the time and place assigned. It is important for students to attend the entire review session and observe or participate in the reviews of peers. Reviewers offer helpful, constructive comments that address the learning objectives of the studio. Professional conduct that is respectful and supportive is expected from all participants.

Studio instructors are encouraged to use a variety of review formats, selecting those that best serve the educational needs of their students. New faculty may want to experiment with the longstanding and popular "Oregon review." An Oregon review resembles a public poster session where students simultaneously exhibit their work while invited reviewers meet with individual students or student teams at pre-arranged appointment times. Review discussions take place concurrently, and students usually have more than one discussion scheduled. Between their scheduled appointments, students visit the exhibits of other studios, participate in one another's reviews, engage in informal discussions about projects, and present their work to visiting friends and faculty. Oregon reviews aim to provide constructive feedback using a less stressful, more supportive format.

Professional Subjects in Support of Design Integration

Non-studio courses on professional subjects provide students with an understanding of the domains of knowledge that comprise the discipline of architecture including: spatial composition, construction methods, human factors, environmental control systems, place and culture, structures, building enclosure, representation and communication, architectural history and professional practice. Equally as important as the studio, the study of professional subjects informs studio explorations and presents information within the context of architectural design. Faculty teaching professional subjects emphasize relevance to the architectural design process. Students integrate lessons learned in their professional subject coursework into their studio projects.

Goals for Studio and Subject Area Study

Sustainable Design – a Whole Systems Approach

We are committed to preparing future architecture professionals who have the ability to apply the technical, social, ecological and economic principles of sustainability to address pressing global concerns. All studios and courses, regardless of emphasis, challenge students to consider and pursue holistic approaches to the built environment.

Social Responsibility

We celebrate the architect's responsibility and capability to improve human conditions and environmental quality. We understand the context of our endeavors as complex, where physical, ecological, social and cultural concerns demand acknowledgement, and where all stakeholders deserve a voice. To be prepared for practice, students explore diverse places and building types while addressing the individual and collective needs of the people for whom architecture is created. With two campuses, one in Eugene and one in Portland, and opportunities to study beyond the region and internationally, we are committed to exploring approaches to architecture that make meaningful, appropriate contributions to society.

Experimentation with Design Methods

We encourage students and faculty to embrace speculative, innovative approaches to learning and teaching that explore new and experimental design methods and media that prepare students for the future of architectural design practice.

Student Teaching

Teaching is one of the best ways to learn. Graduate teaching fellows and teaching assistants are important members of our learning community who relate well to their peers and serve as role models for academic success. We encourage all students to teach one another and expect every teacher, whether faculty or student, to receive the same respect and professional courtesy.

Challenging Every Student to Pursue Excellence
Learning activities are designed to challenge every student at an appropriate level so as to support individual student strengths and help remedy weaknesses. Excellence is the goal for every endeavor.

Personal Responsibility for Success
Every student admitted to the program has the opportunity to succeed, and, if successful, a guaranteed place in the program until graduation. There are no gates or internal application processes designed to reduce the number of students graduating or limit any student's access to program completion. Success is a personal responsibility. Students succeed when they meet all performance objectives in studios and courses, maintain a portfolio of design work, and take an active role in their own development as future architects by responding to the feedback they receive from their instructors.

Time Management and Reasonable Workloads
Reasonable workloads, appropriate to the credit hours assigned to studios and courses, are essential. In addition, instructors in all courses and studios, regardless of emphasis, address time management skills that will help students complete assignments effectively and efficiently. Basic time management skills for design are developed in the introductory studios. If meetings outside of scheduled class times are needed, they will be developed collectively with the consent of all members of the affected community and instructors of other courses that may be impacted.

Students are encouraged to prioritize healthy work habits throughout their time in the program so they can do their best academic work while participating in extra-curricular activities and attending to personal responsibilities. Students with outside commitments, such as athletics, part-time employment, or leadership roles in student organizations, need to manage time carefully in order to achieve academic excellence. Students who are having difficulties with time management are encouraged to meet with their faculty advisor or consult with the UO Teaching and Learning Center.

Academic Advising
The department is committed to providing timely advising for all students in the program. Students have the responsibility to attend the appropriate introductory academic advising session at the beginning of their program and make arrangements to meet with their faculty advisor at least once a year to review their progress.

Maintenance of this Learning Culture Policy
This policy statement is reviewed periodically in open forums that invite the participation of all students and faculty members. First adopted in 2006, and revised in 2008 as a Studio Culture Policy, this draft for an expanded Learning Culture Policy in 2012 was developed by the curriculum committee in collaboration with students using the following activities led by the AIAS chapter in Eugene and the Portland Student Action Council:

1) A Culture Wall – a display with questions and paper available for comments set up for a week in the Lawrence Hall second floor lobby.
2) Small group discussions among students enrolled in The Human Context of Design. (All second year undergraduate and first year graduate students were involved.)
3) A evening discussion with a faculty-student panel organized by the AIAS during which panelists addressed key questions gleaned from the Culture Wall, comments and small group discussions.
4) A student meeting in Portland to discuss learning culture issues.
5) A summary report with comments and suggestions for the learning Culture Policy, assessment of the former Studio Culture Policy, and suggestions for actions that will improve learning culture in the department.

SOCIAL EQUITY

The UO is committed to providing equitable, inclusive learning opportunities and services. To further this objective the university maintains policies and procedures that are developed using a university-wide governance structure that invites participation from all members of the UO community. Key policies and procedures related to learning culture and social equity include:

Student Conduct Code: The primary mission of the Student Conduct Code is to set forth the community standards and procedures necessary to maintain and protect an environment conducive to learning and in keeping with the educational objectives of the UO. It includes policies for academic integrity and appropriate conduct and procedures for addressing misconduct including discrimination and harrassment. Three committees involve faculty, staff and students in different capacities for the Office of Student Conduct and Community Standards:

- University Hearings Board (*http://committees.uoregon.edu/node/24*)
- Student Conduct and Community Standards Committee (*http://committees.uoregon.edu/node/23*)
- University Appeals Board (*http://committees.uoregon.edu/node/30*).

Procedures and services developed by the **Accessible Education Center** facilitate access and full inclusion of students with disabilities into the university environment and include provisions for student access and engagement, universal/inclusive design initiatives, technology access and usability. Compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are minimum expectations.

Affirmative Action Plan: In support of its commitment to ensuring equal opportunity in employment, the university maintains an Affirmative Action Plan (AAP) with specific and result oriented procedures. The UO Office of Affirmative Action and Equal Opportunity (OAAEO) is responsible for working with all members of the UO community to ensure that the university is meeting the letter and spirit of its legal obligations related to affirmative action, equal opportunity and nondiscrimination, and to support the university's commitment to diversity. The OAAEO overview document provides students, faculty and staff with information about the office's services and complaint and grievance procedures. *http://aaeo.uoregon.edu/AAEO Booklet Color.pdf*

Community Standards Affirmation: The following policy, endorsed by the Faculty Advisory Council, the Student Senate and the University Senate, and approved by the President's Small Executive Staff, sets forth and affirms a clear and cogent statement of common community standards.

> *The University of Oregon 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. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and wellbeing of all members.*
>
> *We further affirm our commitment to:*
> - *Respect the dignity and essential worth of all individuals.*
> - *Promote a culture of respect throughout the university community.*
> - *Respect the privacy, property, and freedom of others.*
> - *Reject bigotry, discrimination, violence, or intimidation of any kind.*
> - *Practice personal and academic integrity and expect it from others.*
> - *Promote the diversity of opinions, ideas, and backgrounds, which is the lifeblood of the university.*

The core vision for the **University of Oregon Diversity Plan** opens with the statement, "Equality, opportunity, and pluralism are core values that the UO embraces as an institution dedicated to the creation and dissemination of knowledge in an ever-changing, increasingly diverse world. Equality, opportunity, and pluralism are also ideals that we struggle to meet, both as a University community and within the broader society. This Diversity Plan reflects the need for direction in our continuing efforts to meet these ideals."

These continuing efforts have included the development of a Strategic Action Diversity Plan for the School of Architecture and Allied Arts (*http://bit.ly/QaQLdp*). Annual progress reports describing the university's progress toward furthering diversity are available at *http://bit.ly/PD8yZe*.

The school's Equity and Inclusion Committee furthers dialog about diversity issues and maintains the school's diversity plan: *http://bit.ly/Ofmp7T*. It also provides grants to support projects that further the school's diversity, equity and inclusion goals. Three of our faculty have received these grants: Kyuho Ahn, for a hands-on learning activity on universal design and environmental equity; Alison Snyder, for a survey and exhibition related to gender within the disciplines of architecture and interior architecture; and Nancy Cheng, for *Giving Voice*, a participatory installation about inclusion. (*http://aaa.uoregon.edu/node/166*)

Faculty and staff equity and diversity

All faculty and staff appointments made by the department are reviewed by the Office of Affirmative Action and Equal Opportunity, which monitors the department's compliance with university efforts to hire members of under-represented groups and provides training for all of the department's search committees to help them be more effective at addressing diversity and equity issues. We received $135,000 from the Underrepresented Minority Recruitment Program (*http://ups.uoregon.edu/node/69*) to recruit and support two tenure-track faculty faculty members. The Department of Architecture's tenure-related faculty profiles for 2006 and 2012 are:

	Architecture		UO	
Tenure-related Faculty	**2006**	**2012**	**Fall 2006**	**Fall 2012**
African-American	0	1	5	7
American-Indian	0	0	6	5
Asian-Pacific Island	2	3	49	75
Hispanic	0	0	22	29
Female	12 (41%) 10 tenured 1 full prof. 9 associate prof. 2 assistant prof.	14 (41%) 10 tenured 4 full prof. 7 associate prof. 3 assistant prof.	223 (35%) 148 tenured 62 full prof. 81 associate prof. 75 assistant prof. 5 senior instr.	251 (36%) 178 tenured 72 full prof. 105 associate prof. 69 assistant prof. 5 senior instr.

Source: Office of Institutional Research, UO Personnel Fall Database Extract

The profile of the department's adjunct faculty changes significantly from year to year in response to the department's hiring needs and adjunct faculty availability. In 2012, adjunct faculty included:

Adjunct Faculty	**2012**
African-American Faculty	0
American-Indian Faculty	1
Asian-Pacific Island Faculty	6
Hispanic Faculty	3
Female Faculty	13

Equity in compensation and promotions for staff and faculty and equal access to tenure for faculty are addressed through procedures that ensure all faculty and staff are apprised of and evaluated according to written performance standards that have been approved by the university Office of Academic Affairs for faculty members and by the university Office of Human Resources for staff members. Performance review, promotion, tenure and merit increase decisions always involve more than one entity within the department and are always reviewed by one or more entities outside the department. This system of layered review with input from outside the department by individuals with equity expertise ensures all candidates for personnel actions receive consistent and impartial consideration.

Faculty cases for tenure or promotion have the most extensive review process, involving evaluations from at least five external reviewers, assessments by an elected department personnel committee and the head, as well as a vote of the tenured faculty. The A&AA personnel committee then reviews files, followed by the dean and the university personnel committee. The provost makes the final decision in keeping with university-wide faculty performance expectations. Since 2006, all of the tenure and promotion cases submitted by the department were successful. Assistant Professors Ihab Elzeyadi, Mark Gillem, Esther Hagenlocher, Nico Larco, Brook Muller and Roxi Thoren were promoted to the rank of Associate Professor with tenure. Associate Professors Alison Kwok, Kevin Nute, Christine Theodoropoulos, James Tice and Jenny Young were promoted to the rank of full professor.

Student equity and diversity

The admissions process for students entering the department's accredited programs promotes a diverse student body through recruiting of student applicants and a review process that considers multiple measurements of student performance in addition to transcripts of academic work and standardized test scores. Applicants submit letters of recommendation, drawing samples, writing samples, and a portfolio of creative work. Admission is competitive, and we offer admission to the highest-ranking students in the applicant pool. In the interest of equity and diversity, the department's admissions committee may offer admission to students with slightly lower scores on SAT, GRE, or TOEFL tests, or slightly lower GPAs in cases where students' other materials clearly demonstrate high potential for success in the program.

We work closely with the university's Office of Admissions to ensure quality and accuracy in our communication with the public. We also participate in the university's minority recruitment programs. The Summer Architecture Academy, directed by James Givens, is an important venue for recruiting. A number of minority students have entered our programs after having first attended the academy. Also, a number of older, non-traditional students are attracted to the study of architecture through the academy.

We also work closely with the Graduate School to secure matching funds for recruiting and to identify students eligible for the Promising Scholars Program (a program designed to aid minorities in the pursuit of advanced degrees). Funds are also available to recruit international graduate applicants. Since 2009, when this program began, we have used these scholarships to successfully recruit nine top ranked graduate applicants who bring diverse perspectives.

The table below shows the numbers of architecture students who reported being members of under-represented groups in 2006 and 2011 along with comparison numbers for the UO as a whole. Since 2006, the department has more than doubled the number of architecture students in non-white ethnicity categories. In the fall of 2011, the total number of architecture students from underrepresented groups, including students who report mixed ethnicity, was 128, approximately 22.4% of the student body. This exceeds the percent for the university as a whole, which is approximately 17% as reported in 2011 to IPEDS. (*http://ir.uoregon.edu/ipeds*)

	Architecture Students		UO Students	
	2006	**2011**	**Fall 2006**	**Fall 2011**
African Origin Students	6	9	334	442
American-Indian Students	2	1	235	185
Asian-Pacific Island Students	34	66	1145	1388
Hispanic Origin Students	17	32	690	1392
Mixed ethnicity	n/a	20	378	818
Declined to report	33	25	1126	875
Disabled Students	15	12	571	949
Female Students	255 (46% of students)	253 (44% of students)*	10,388 (53% of students)	12,282 (52% of students)

**Including interior architecture students, over 60% of students in the department are female.*

Source: Registrar's Profile of Students
Table 1.11 Fall Term, Fourth Week Enrollment by Ethnic Background, Class Level, and Sex

About 34% of architecture students are officially residents of Oregon, although, by point of origin, the figure is closer to 29%.

Origin of U.S. Students in 2011	**OR**	**CA**	**WA**	**CO**	**IL**	**AK**	**HI**	**NY**
(States with 4 or more shown)	153	119	46	24	19	4	4	4

About 6 percent of our students are not from the U.S. The trend now is an increase in international students consistent with overall UO enrollment.

International Students	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
	9	16	11	10	16	61	68

Origin of the 61 international students enrolled in in the fall of 2011 is dispersed with more than 20 nationalities represented.

Origin of International Students in 2011	**North America**	**South America**	**Central America**	**Europe**	**Middle East**	**Asia**
	6	7	4	8	11	25

In 2012, the department will welcome two graduate students with Fulbright fellowships, one from Pakistan and one from Lebanon.

I.1.3 Responses to the Five Perspectives

I.1.3.A Architecture Education and the Academic Community

Our NAAB-accredited programs benefit from the context of a comprehensive research university with responsibility for leadership in the arts and sciences and in the professions of architecture and allied arts, business, law, journalism and communication, music and dance, and education. The physical campus and academic support, including libraries, academic programs, and research centers, enhance the study of architecture and the professional development of architecture students, staff and faculty. The value placed upon interdisciplinary linkages in academic life is reflected in the structure of the curriculum as well as in the relationship of the department to the school and to the university. Building on the liberal arts mission of the university, the school has, from its founding, emphasized the humanistic traditions of architecture. Undergraduate students enrolled in architecture programs have access to a robust menu of general education courses, courses in allied disciplines within the school and opportunities to minor in other disciplines. We also offer a minor in architecture for majors in other programs.

Graduate students with special interests in interdisciplinary studies have access to courses and faculty throughout the university as well as opportunities to attain graduate teaching fellowships at administrative and academic units outside of the department. We sponsor interdisciplinary graduate certificate programs in Ecological Design, Museum Studies, Leadership in Sustainability, and New Media and Culture. We have also partnered with the Department of Landscape Architecture and the Lundquist College of Business to develop streamlined concurrent master's degree programs.

University-wide student organizations, student and faculty governance participation, and an active calendar of symposia, lectures, performances, extra-curricular and social events enrich life at the Eugene campus. We are a leader in one of the university's Big Ideas—the Sustainable Cities Initiative—a cross disciplinary program involving students in Architecture, Landscape Architecture, Historic Preservation, Planning Public Policy and Management, the Law School, College of Business, School of Journalism and Communication, and departments in the College of Arts and Sciences.

In Portland, we share facilities and resources provided by the university. We also benefit from our relationships with other entities in the city that share aspects of our academic mission. Since moving to expanded facilities in Portland's White Stag Block in 2009, the school has hosted more than 200 events that enrich the education of architecture students by providing forums for students to interact with practicing architects, artists and designers, as well as faculty and students from other disciplines. In addition, courses offered by the Product Design and Digital Arts programs, such as Art Professor Craig Hickman's *Mapping the City of Bits*, expose students to alternative interpretations of the built environment. Some examples of public events we have sponsored in Portland that engage the broader academic community at UO and other schools include:

- The 2009 ACSA Annual Meeting, hosted by the UO and co-chaired by Mark Gillem (*http://bit.ly/TjZA1p*)
- The 2012 IASTE (International Association for the Study of Traditional Environments) Conference, chaired by Mark Gillem (*http://bit.ly/NxTbwY*)
- Traveling Exihibitions such as: *Ecology.Energy.Synergy* by Behnisch Architects and Transsolar Engineering, *Getty Sketchbooks* curated by Roger Sherwood, and *Salvaged Boxes* by wHY Architects.

We comprise a major component of the school, with the largest number of tenure-related faculty and the highest level of student credit hour production. Architecture faculty and students are active participants in A&AA providing academic, extra-curricular and administrative leadership. Dean Frances Bronet, Robert Thallon (Associate Dean for Operations), and Brook Muller (Associate Dean for Academic Affairs) are members of the architecture faculty. The dean is chair of the University Strategic Campaign Priorities Task Force, as well as co-leading the IT-enhanced education task force. Architecture faculty members

serve on, and frequently chair, A&AA committees, and were instrumental in the founding of the new Product Design Program launched in 2008. Architecture students are also very active in school-wide organizations, including the Ecological Design Center (EDC), which sponsors the annual H.O.P.E.S. conference on sustainable design, the Center for the Advancement of Sustainable Living (CASL), that is constructing a demonstration student residence, and designBridge, that provides design and construction assistance to local non-profit organizations in need.

Architecture department faculty and students also contribute to university committees and projects. A few examples of recent contributions include:

- The expert advice architecture faculty members provide to the university campus planning committee, user groups on building projects, and other projects related to buildings. Michael Fifield is currently leading the university in a process to develop an enhanced physical plan.

- Service on university personnel committees such as the Off-Campus Scholarships and Grants committee (Alison Snyder), Foreign Studies Programs committee (Esther Hagenlocher), Environmental Issues committee (Erin Moore) and the Academic Requirements committee (Glenda Utsey).

- Design assistance provided by the G.Z. Brown and the Energy Studies in Buildings Laboratory to improve energy performance of buildings constructed on the UO campus.

I.1.3.B Architecture Education and Students

During the first decade after the school was established, Ellis Lawrence, W. R. B. Willcox, and other UO faculty members chose to abandon the Beaux-Arts curriculum in favor of a "contemporary curriculum" that emphasized the "freedom and responsibility" of the students. So began a tradition in which students are encouraged to establish their own goals and expectations, and to work cooperatively toward realizing those goals. This spirit of inquiry remains an important characteristic of our current programs.

Architectural education at the UO is characterized by a culture developed to foster a learning community based on respect, cooperation, and acceptance of differences. The mixture of student levels, pass/no pass grading, individualized evaluations conducted in exit interviews, special advising meetings for students experiencing difficulty, and the frequent use of the Oregon review (a method that encourages open exchanges between students and reviewers in a format that minimizes the stress of public critiques), all contribute to a nurturing and dignified learning environment that emphasizes the development of students as individuals. We encourage inclusivity in design education and support the pluralistic explorations of ideologies and the development of unique design solutions that draw from diverse perspectives. Participants in the design studio often include non-architects who represent community groups with an interest in the issues being explored. The experiences students gain by working closely with community members develop leadership skills that contribute to consensus building in the design process.

Peer teaching between students develops the habit of lifelong learning and is one of our strengths. Much of the professional curriculum involves the active engagement of GTFs (graduate teaching fellows) and teaching assistants. Design studios and non-studio courses include teamwork and peer review that encourage collaborative learning. For the department’s graduate students interested in pursuing teaching careers in building technology, the Teaching in Technical Subjects Certificate, a program directed by Alison Kwok, provides both teaching experience and mentoring from the department’s technology faculty.

Students are encouraged and supported to take active roles that make valuable, distinctive contributions to professional forums. The president of the UO AIAS chapter has a non-voting seat on the AIA Oregon Board and the department matches funds provided by AIA Oregon for representatives of the AIAS to attend the national AIAS forum and grassroots meetings as well as local and regional AIA events. In recent years many of the department’s students have presented papers or had design work exhibited at

academic or professional meetings. In 2011, through a gift from alumnus Tony Wong, the department established a fund to support student travel to present cutting-edge research in sustainability at conferences. A few examples of student presentations to professional audiences made during the 2011-12 academic year include:

Thomas D. Collins, presenting his research paper *"Using Case Studies to Navigate a Course to Zero Net Energy,"* to the ACEEE (American Council for an Energy Efficient Economy) Summer Study on Energy Efficiency in Buildings Conference in Pacific Grove, CA. (*http://www.aceee.org/conferences/2012/ssb/)*

Diana Hogard, Mike Beamer, Dave Bisers, Sophia Duluk presenting their research paper co-authored with Alison Kwok, "*Comfort, Energy, and Indoor Air Quality in Passive Houses within the U.S.,"* at the World Renewable Energy Forum in Denver, CO. (*http://ases.org/conference/)*

Nadia Kasko, presenting her terminal studio project at the Resilient Ishinomaki Workshop (*http://www.resilient-ishinomaki.com/*), speaking about resilient reconstruction and flood management in Inshinomaki, Japan.

James P. Miller giving a poster presentation of his research on Haiti's temporary post-disaster settlements at the International Disaster and Risk Conference in Davos, Switzerland. (*http://www.idrc.info/pages_new.php/IDRC-Davos-2012/831/1/*)

Our students shape their educational experience in many ways. Independent study, design studio selection, courses developed or initiated by students, participation in the department's committees, and activities planned by student organizations are common. There are currently 164 active student groups listed in the Association of Students at the University of Oregon (ASUO). (*http://asuo.uoregon.edu/index.php*)

Student organizations closely affiliated with the department range from student chapters of national organizations, such as the AIAS and ASHRAE, to organizations that are unique to our school, such as the Portland Student Action Council, the EDC, designBridge, and the editorial board of Ktisma (a new journal on design issues featuring student work). Students host events throughout the year, such as design charrettes and panel discussions, visiting speakers, tours, professional workshops, and film series. The programs sponsored by our student organizations are well organized and well publicized. They provide opportunities for students to develop leadership skills and they attract students, faculty members, campus operations staff, area professionals and community representatives.

Several of them have been strategically linked to courses offered within our accredited programs. designBridge has partnered with instructors teaching design studios. The EDC initiated the Graduate Certificate Program in Ecological Design, which is open to all graduate students within the school, and the Technical Teaching Certificate Program provides coursework and teaching opportunities to students who would like to pursue academic careers.

Team-teaching between architecture faculty and faculty in other fields such as art, planning, business and dance provide interdisciplinary education. Many courses offered by other departments within the school are open to architecture majors and, in some cases, can be used to fulfill professional elective requirements. Students can also choose to take a design studio in the interior architecture or landscape architecture programs. Our accredited programs also include opportunities to expand the breadth of professional educational to include study outside of architecture and away from the Eugene campus. The Portland program, originated as an urban immersion experience for Eugene-based students, continues to offer this opportunity in its summer session and full-year programs.

Students also have opportunities to engage in the global world through coursework that addresses global issues, and through faculty-led study abroad programs. The department currently sponsors study abroad programs in Barcelona, Copenhagen, Croatia, Kyoto, Rome, Scandinavia, Vicenza and Vancouver.

International research, practicum and internship placements are integrated into the professional curriculum. Faculty members involve students in international research activities. A good example of this is Howard Davis's Guangzhou project, which is a collaboration between UO Architecture students and students at the Guangzhou Academy of Fine Arts in Guangzhou that investigates how buildings and urban form can support small-scale economic enterprise. (*http://bit.ly/T5VBoY*) Davis's London project is looking at the same subject and is a partnership with the London Metropolitan University.

I.1.3.C Architectural Education and the Regulatory Environment

All students starting one of our NAAB accredited programs receive, as part of their first design studio orientation, information about the Intern Development Program (IDP) and the path to architectural licensure as well as their eligibility to enroll in IDP. The department's IDP education coordinator, John Rowell, AIA, conducts this orientation. Links to information sources at NCARB and the Oregon Board of Architectural Examiners (OBAE) concerning licensure, IDP, and Architectural Registration Examination (ARE) passing rates for UO graduates are available to students on the department's website at (*http://architecture.uoregon.edu/students/professional*)

Indepth discussion of internship and licensure within the context of international, national and state regulatory environments is presented as part of the required coursework in ARCH 4/517, Context of the Professions. The department recently increased the number of credit hours assigned to this course and expanded the teaching team to include discussion leaders who are NCARB certified architects licensed in Oregon, a CLARB certified landscape architect licensed in Oregon, and an NCIDQ certified interior designer. John Rowell, a full time member of our faculty who is a founding principal of Rowell Brokaw Architects (*http://www.rowellbrokaw.com/*), teaches the course and represents the department at the IDP Coordinators Conference.

Otto Poticha, FAIA, a long-standing member of our adjunct design faculty, is the State of Oregon's professional IDP coordinator. He assists the department, students and alumni with questions related to IDP, NCARB certification, and licensure in Oregon. Periodically, the OBAE conducts one of its board meetings on the UO campus and welcomes interaction with students and faculty. Since the launch of the 2.0 version of the IDP program in April 2012, many of the department's graduate teaching and research fellowships provide IDP hours for students. As a result, we are helping an increasing number of students complete IDP eligibility forms.

As a registered provider with the CPE program, we provide professionals and students with opportunities to interact as the professionals fulfill the continuing education requirements for licensure renewal by attending public lectures and graduate level educational programs. Several student-run programs involving presentations by visiting professionals provide attending architects with continuing education learning units and an opportunity for professionals and alumni to maintain continued engagement with the department, the faculty and students. As students develop these programs (in consultation with faculty advisors), they assume responsibility for determining the content and format of professional continuing education. By undertaking this leadership, they develop an understanding and appreciation for the role of continuing education in professional registration.

There is close collaboration with architects in Portland and Eugene, most being alumni of the school. These practitioners and their design staff are very generous with their time and consistently engage with design studio by attending reviews and making presentations. They share their experiences and case studies with students and contribute a practical perspective that incorporates awareness of codes and other aspects of the regulatory context to students' educational experience.

NCARB data show that graduates of our accredited architecture programs have a sustained record of pass rates on the ARE that exceed national averages. The most recent data for 2011 show our graduates performace exceeded national averages in all divisions. (*http://www.ncarb.org/ARE/ARE-Pass-Rates.aspx*)

Our faculty is well qualified to address issues related to registration and set an example of valuing licensure for our students. Currently, 57 percent of the tenure-related faculty and 60 percent of the department's adjunct faculty are registered architects in the U.S. In addition, several members of the faculty are registered architects in foreign countries and registered or certified professionals in allied fields including interior design, landscape architecture, engineering, and planning.

I.1.3.D Architectural Education and the Profession

The curricula of the accredited BArch and MArch programs correspond closely to the organization of the NAAB student performance criteria, the two having evolved together over the years. Foremost is the emphasis on competence in design and the development of a realistic understanding of the issues faced by practicing architects. Coursework addresses design integration and provides a balanced preparation in history, theory, technology and practice. In the design studio, where actual projects contributed by architects and communities are common and practicing architects participate in final reviews, student performance is measured by gauging the students' capacity for integrative work and their ability to acquire the knowledge needed to address the particular issues inherent in a specific design project. As students interact with design firms responsible for projects and with the representatives of client and community stakeholders, they develop first-hand experience evaluating tradeoffs and reconciling conflicts.

For decades, the department has pioneered national and international developments in sustainable design and green building. Award winning faculty, recognized for their contributions to sustainable design research, teaching and service, work closely with students in the laboratory and the studio to investigate building performance as it relates to energy and lighting, materials and construction, ecology and environmental impacts. Interdisciplinary graduate certificate programs in ecological design and sustainability leadership, as well as our new PhD program focused on sustainable design, enrich the professional programs. The department takes pride in the large number of UO graduates who have emerged as leaders in sustainable design practice, teaching and research.

Professional ethics is addressed across the curriculum, and it receives particular attention in the design studio where questions of ethics, cultural diversity, client expectations and community values are explored as part of the design process. The required course on professional practice provides all students with a comprehensive overview of the roles and responsibilities of architects. This course, offered in both Eugene and Portland, is taught by practicing architects with extensive experience leading design firms. In Eugene, interior design students and landscape architecture students take this course along with architecture students, providing all three groups with an understanding of the relationships among associated disciplines and the roles of each. In Portland, this course is taught by a team from the nationally renouned design firm, Zimmer Gunsul Frasca Architects (ZGF). The team, led by Bob Packard, ZGF's managing partner, includes individuals with expertise that range from human resources to computing technologies.

Leading practitioners from Portland and the west coast teach studios based on case studies derived from their practice using a firm-sponsored design studio format in which the firm's architects and consultants team-teach in ways that model collaborative practice. Participating firms have included: Allied Works Architecture, Fletcher Farr Ayote Architecture and Interiors, HOLST Architecture, THA (Thomas Hacker) Architects, Opsis Architecture, TVA (Thomson/Vaivoda) Architects, and wHY (Ho/Yantrasast) Architects.

Each year, we also offer studios taught by distinguished visiting professors with nationally recognized, award-winning practices. In 2011-12, Johnpaul Jones from Jones and Jones, James Cutler from Cutler Anderson, Michael Pyatok from Pyatok Architects, and Mehrdad Yazdani from Yazdani Studio, offered

studios, seminars and lectures. With an active and accessible professional community, Portland provides many opportunities for students to gain professional experience and have contact with the city's architectural firms.

Our place within A&AA affords our students with extensive contact with other design fields. Undergraduate minors in art history, interior design, historic preservation and landscape architecture are common, and collaborations among faculty members across the school's programs provide students with access to team-taught courses and jointly sponsored lectures and extracurricular events.

The school's long tradition linking research, practice and professional education through community engagement was recently extended to include the entire university community by the Sustainable Cities Initiative (SCI), founded in 2009, with leadership from co-founding director Nico Larco, AIA. SCI advocates for design-based solutions based on the needs of diverse communities and populations. It is a research entity and leader of academic programs, including the highly successful Sustainable City Year Program, a partnership between SCI and one city in Oregon per year in which a number of courses from across the university focus on assisting the city with its sustainability goals and projects. Faculty and students work with the partner city through a variety of studio projects and service-learning programs to provide students with a real-world project to investigate, apply their training, and help a local city transition to a more sustainable and accessible future. It has had a deep impact on the professional development of students who learn leadership and collaborative skills as they work with city constiutents and professional consultants. The program received the national Partners for Livable Communities Bridge Builders award in 2010, and a 2011 NCARB Prize for Creative Integration of Practice and Education in the Academy. (*http://sci.uoregon.edu*)

The school's Office of Professional Outreach and Development for Students (PODS), hosts an annual career symposium in Portland. This full-day program of speakers, panel discussions, workshops, and mock interviews conducted by area professionals, with active involvement of the school's Board of Visitors, has been well attended and received by architecture students. The office also organizes the department's annual visiting firms day in Eugene, providing students with career counseling specific to the field of architecture, sponsoring programs that strengthen students' job seeking skills and providing access to state, national and international practicum and internship opportunities. Short courses and workshops on subjects that range from job interview techniques to portfolio development are offered throughout the year. Kassia Dellabough, the director of PODS, meets with classes to provide students with an orientation to the school's variety of career services. Area professionals, including many architecture alumni, are active contributors to programs sponsored by PODS.

We maintain close relationships with professional associations, including local, state and regional chapters of the American Institute of Architects (AIA), through shared programs and other forms of exchange. Michael Fifield, FAIA, served as president of the Southwest Oregon Chapter in 2010, and was instrumental in bringing the AIA Northwest and Pacific Region Annual Conference to Eugene and the school. The department head and the president of the AIAS are non-voting members of the AIA Oregon board, serving as liasions to architecture faculty and students.

I.1.3.E Architectural Education and the Public Good

Through our faculty and curriculum, we emphasize respect for the many contexts of architecture and foster student development in the necessary knowledge and skills required to build appropriately and with sensitivity to the needs and aspirations of the people for whom architecture is created. Students are asked to look beyond the limits of present opportunities as they confront the problems faced by society and prepare to become leaders in areas of the profession that will respond to cultural and environmental challenges in the future. Coursework in design arts and building technology, particularly in the areas of human behavior, place and culture, urban design, and environmental systems, develop student understanding of architecture as a social art that addresses the relationships between social needs and the built and natural environment. In design studios students learn to apply these concepts to further the public good.

Our long-standing tradition of service-based learning, research and creative practice prepare students to be active citizens in work that helps communities while developing students' abilities to address complex social and ethical issues. Numerous curricular and extracurricular projects that assist designers, organizations and government agencies encourage civic engagement and introduce students to the responsibilities and rewards of public service. Examples include:

- Energy Studies in Buildings Laboratory (ESBL), under the direction of G.Z. Brown, FAIA. The lab involves students in collaborative hands-on design assistance services to professional design teams with the aim to improve building performance related to energy conservation and occupant well being. This work has been an important catalyst for the advancement of environmental sustainability in the Pacific Northwest and has helped produce a significant collection of buildings that contributes to our region's international reputation for sustainable design. ESBL's involvement in the design of over 20 million square feet of building includes high-performance classrooms developed with BOORA and SOLARC; a study of daylighting in hospital rooms with ZGF; and numerous award winning, LEED-certified projects, such as SRG's Lillis Business Complex, Opsis Architecture's Firstenburg Community Center, Mithun's Novelty Hill Winery, and the EPA Headquarters in Denver, CO, designed by ZGF. (*http://pages.uoregon.edu/esbl/ESBL_website/*)

- The annual Pacific Northwest and Croatia Field Schools, overseen by Kingston Heath, director of the Historic Preservation Program. Architecture students and faculty, including Donald Peting and Robert Thallon, participate in hands-on preservation projects for the National Park Service, the Northwest State Park Service, and the Ministry of Culture in Trogir, Croatia, with the involvement of other organizations. This work focuses on the conservation of vernacular settings, with an emphasis on the role of preservation in furthering the cultural and material sustainability of communities. (*http://hp.uoregon.edu/fieldschools*)

- designBridge is a student organization dedicated to public service, providing design and design-and-build services to community organizations that couldn't otherwise afford to undertake vital projects. Led by elected student officers, and advised by adjunct instructor Juli Brode, designBridge students have completed a variety of projects, ranging in scale and complexity. Projects are associated with studio and technology courses when appropriate. Notable projects include bike shelters for several local schools, a seedling greenhouse with NorthWest Youth Corps alternative school, waiting and meeting areas in counseling centers for AIDs patients and victims of abuse, and an agricultural tractor shed/walk-in-cooler/farm stand for the low-income, undocumented farmers of the collaborative Small Farmers Project. (*http://designbridge.org*)

- The Architecture Foundation of Oregon's Architects in Schools Program, led by Kim Knowles in collaboration with Christine Theodoropoulos, matches architecture students and architects with 3rd through 5th grade teachers in public schools for a six-week classroom residency that incorporates architecture into the existing curriculum. The program furthers children's awareness of architecture as a meaningful way to shape communities and as a career possibility. The program is based on a curriculum guide that teaches participants to use architectural concepts, including "green" building concepts, to teach math, science, social studies, language arts and other disciplines. (*http:// bit.ly/SIXBrf*)

I.1.4. Long Range Planning

Our long-range planning process includes participation in university- and school-level planning initiatives, as well as the development of goals and objectives that are specific to *our* mission and programs. As a large department with facilities in two locations, seven degree programs (two accredited by NAAB) and *approximately* 700 students taught by *more than* 100 faculty members, planning is structured in ways that engage all members of the department's community. This is primarily achieved using the leadership and committee structure established for departmental governance. Part 1.2, "Resources," Section 2: "Administrative Structure and Governance," provides a description of administrative positions and committees.

Monthly faculty and staff meetings, which includes video conference with Portland, are forums to collectively explore planning goals and objectives proposed by committees, individuals or groups, as well as identify objectives and forward them to committees for development. A full-day annual faculty and staff retreat at the start of each academic year addresses a theme of importance to our mission. In recent years, retreats have been dedicated to student performance in design studio, the design communications curriculum and faculty research.

Data used to inform the department's long-range objectives includes the following types of information:

- Results from annual and ad hoc surveys of faculty, students or other constituents. We conduct some of these surveys, such as the recent survey on student internship experience. Others are conducted by other university entities, such as the annual graduate student survey conducted by the Graduate School.
- Perspectives and information gathered at organized meetings or focus group sessons with representatives of student and other constituent groups. Recent meetings included open forums led by students to discuss learning culture and focus groups discussing issues related to diversity within the student body.
- Informal observations and feedback provided by students, faculty, staff, alumni and visitors. This includes comments from the architect members of the school's Board of Visitors, design studio reviewers and student members of departmental committes.
- Information compiled by the department on faculty qualifications and achievements, admissions, matriculation, enrollments, change of major, progress to degree completion, graduation, etc. This includes annual reports on admissions and matriculation.
- Data provided by the Office of Institutional Research to promote on-going institutional self-assessment. This includes tracking of university-wide operations and data by academic units, such as faculty and student demographics, enrollments, graduation rates, credit hour production, faculty/student ratios, salaries, research activity, etc. In addition to compiling data for the UO, comparative data from peer institutions is also collected.
- New data from Academic Analytics are showing faculty production relative to national peers in scholarship and research.
- Financial analysis based on budget history and projections, developed with the assistance of the school's associate dean for finance.
- Information collected, evaluated and reported by external consultants, such as the strategic vision plan for the school developed by a team of design firms led by Bruce Mau Design in collaboration with Yazdani Studio and Ove Arup. The project, conducted during the 2010-11 academic year, included research about current academic programs, in-person and online information gathering, and a review of higher eduction trends that can help guide the future of the school as it prepares to build new facilities.
- Other externally produced data on our programs, such as ARE pass rates and architecture school rankings from *DesignIntelligence* and others.

- Information about new developments and best practices at other schools of architecture, in the U.S. and abroad. This information is contributed by the department's faculty who are invited to other schools to speak or serve as reviewers or serve as external evaluators of programs or faculty achievements. Graduate students with undergraduate degrees from other architecture programs also contribute useful information.

We have effectively used strategic long-range planning to develop multi-year objectives and achieve major goals, both at the department-level and as part of other programmatic and institutional planning initiatives. Most of the goals and objectives articulated in the department's long-range plan developed in 2006 have been achieved. The department will develop a new long-range plan in 2013 under the leadership of Judith Sheine, the incoming department head, and in response to university planning processes in preparation for an advancement campaign under the leadership of UO's new President, Michael Gottfredson. This is also an important time for planning at the school level as we anticipate the future enhanced by a new buiding complex on the Eugene campus.

Goals related to the improvement of our accredited programs often address more than one aspect of the NAAB perspectives. The following examples of goals, assessment results and supporting objectives achieved since the last accreditation visit, illustrate the many connections between our long-range planning and the five NAAB perspectives, A through E.

- *Realize the Potential of Portland.* We have expanded Portland's educational offerings, support for students and public outreach. This goal was addressed through collaboration with academic and administrative units at the school and university as part of the development of new facilities, services and programs at the White Stag Block. In 2009, we moved to the new facility with increased administrative support, a new fabrication shop and library, expanded computing equipment and services, improved classrooms and studios, and public event and exhibition space. Architecture student enrollment in Portland increased 25%, which enabled us to offer a richer array of elective courses, some shared by the school's programs in product design and digital arts, which recently joined architecture in Portland. More faculty based in Eugene teach in Portland on a regular basis, and we host many more public exhibitions and events, including programs that provide continuing education learning units for architects and career exploration for high school students. (Perspectives A, B, C, D, E)

- *Nourish the Intellectual Environment.* This goal was met by strengthening our existing graduate programs. Surveys and meetings with graduate students communicated their desire for a more intellectually stimulating graduate experience with more robust extracurricular enhancements and closer relationships to faculty advisors. Objectives were defined, with input from graduate students, and funded through a successful proposal for differential tuition. Howard Davis became the first faculty member to assume the new director of graduate studies position and, with the assistance of a revitalized graduate studies committee, increased the department's ability to provide personalized graduate advising and admissions reviews. Several graduate study enhancement grants were awarded in response to proposals from the faculty. Curriculum adjustments included revisions to program requirements and course offerings, such that all graduate-level students have opportunities to pursue a focused area of study. The post-professional MArch degree was renamed a Master of Science degree to emphasize its research focus and eliminate confusion with the professional MArch degree. Extracurricular enhancements include an annual graduate research symposium and the journal, Ktisma, edited by students. (*http://ktismajournal.com*) Over the past few years, increasing numbers of graduate students are presenting research to professional audiences at national and international conferences. (Perspectives A, B, D, E)

- *Realize Our Leadership Position in Sustainability.* By leveraging our long-standing strengths in the area of sustainable design, our national and international presence has expanded by the development of new graduate study and research opportunities, supporting faculty research, and hosting activities that promote national and international engagement. This goal was identified in

response to concerns expressed by faculty, students, alumni and others that UO's long-standing leadership in sustainability was becoming less visible to prospective and current students and globally as all architecture programs become increasingly responsive to national and international sustainability issues.

After several years of planning and proposal development, involving extensive research on graduate programs at other institutions, the department launched the highly popular interdisciplinary graduate Certificate in Ecological Design, directed by Brook Muller, and a new PhD in Architecture with a focus on sustainable design, directed by Alison Kwok. The PhD program, now entering its second year, provides all PhD students with ongoing teaching and research fellowship support for the duration of the program. These highly qualified graduate students, most of whom are licenced architects, assist faculty with research and contribute teaching that benefits undergraduate students. In 2012-13, a search for a new faculty position to further this effort will be conducted. (Perspectives A, B, D, E)

The faculty continues to be among the nation's most productive researchers and authors in the area of architectural sustainability. Since 2006, they published extensively on sustainable design subjects and assumed leadership roles related to sustainability, both within the university and nationally. Examples include the founding of the UO Sustainable Cities Initiative by Nico Larco with collaboration from the Department of Planning, Public Policy and Management, and the founding of the Biology and the Built Environment (BioBE) Center by G.Z. Brown in collaboration with the Department of Biology. New, cutting-edge research facilities, such as the High Performance Environments Lab, developed by Ihab Elzeyadi, and the Environmental Comfort Simulator, developed by the ESBL, provide UO and external researchers with unique research opportunities.

Publication of leading textbooks related to sustainable design continues with new editions, including translations in multiple languages, of the *Green Studio Handbook* and *Mechanical and Electrical Equipment for Buildings* by Alison Kwok, and the *Graphic Guide to Frame Construction* and *Fundamentals of Residential Construction* by Rob Thallon. Several scholarly books, such as Howard Davis' *Living over the Store*, Mark Gillem's *America Town*, and Kingston Heath's *Vernacular Architecture and Regional Design,* address issues of cultural sustainability.

The department has also hosted numerous national and international meetings related to sustainability in the built environment, such as the 2007 meeting of the ARCC (Architectural Research Centers Consortium), the 2009 annual meeting of the ACSA, the first International PUARL (Portland Urban Architecture Research Laboratory) Symposium, "Current Challenges for Patterns, Pattern Launguages, and Sustainability, organized by Hajo Neis, and the 2012 IASTE (International Association for the Study of Traditional Environments) conference. In addition, faculty members have been keynote speakers at international conferences on sustainability, including the keynote address, "Climate Change, Wholeness and Sustainability," presented by Hajo Neis at the Third International Conference of the Council for European Urbanism in Oslo, Norway, in 2009. (Perspectives A, B, D, E)

- *Re-invest in the Teaching Mission.* We have provided more instructional and technical support for students and improved student preparation for the transition from school to professional practice.

  In response to student and faculty requests for more shop access for hands-on fabrication work, including digital fabrication, we partnered with the Departments of Art, Landscape Architecture and the Product Design Program, to provide a new, professionally staffed studio shop, and upgraded and increased access to the existing furniture shop. This included the development of safety training and monitoring protocols, equipment purchases and new staff positions. As a result, the quality of models produced by students has improved, more faculty are including model or prototype construction projects in their courses, and student organizations involved in

construction, such as designBridge and CASL, have access to shops and professional advisors to help them achieve their missions. (Perspectives A, B)

In response to student requests for more opportunities to gain professional experience while in school, and feedback from some practitioners who commented that the portfolios of graduating students needed improvement, we partnered with PODS, the school's career services office, to provide targeted programs that help students plan for careers and develop job seeking skills, including resume and portfolio preparation. Programs sponsored by PODS, such as the career symposium, job fair and courses, have been well attended by architecture students. It has improved the management of the school's listings of internship opportunities and assists the department with the selection and preparation of students for international internships at the Xian Dai Architectural Design Group in Shanghai and Rick Mather Architects in London. The practicum course, taught by Christine Theodoropoulos, was revised to provide students and mentors with guidelines that ensure educational quality. (Perspectives B, C, D)

- *Promote Our Strengths and Publicize Our Successes.* This has been achieved by improving external communications. Feedback from alumni and practitioners, and a comparative analysis of promotional materials from other schools, showed that we needed to do more to publicize our strengths and successes. Feedback from the department's tenure and promotion cases indicated a need for more dialogue to better explain the nature of creative practice as a research activity to colleagues from other disciplines, and variability in our graduate applicant pool indicated a need for a more effective and sustained recruiting strategies. In response, we revised the department's website and produced updated brochures for several programs using a new graphic template and branding concepts developed by Ziba Design.

  Also, strategic restructuring of the dean's staff created the new school-wide Office of External Relations and Communications that provides the department with support for the production of press releases, posters, website additions, articles for internal and external publications and advertising. We soon realized our need extended beyond the capacity of that office, and have recently added a new administrative position for operations and communications within the department. Amy Pinkston assumed this role in 2012 and brings extensive experience in academic marketing and communications.

  Other outreach to promote the department includes professional conferences, workshops, meetings, and other events. We have increased investment in sending our faculty around the country and the world to participate in scholarly exchange and professional and community service, including a new international program in Finland, led by Virginia Cartwright that started in 2008 and has evolved into an interdisciplinary partnership with the College of Forestry at Oregon State University.

  We also remodeled the main architecture department office in Eugene to improve the quality of staff work stations, the reception area, and conference spaces, in ways to present a more professional public image to students, prospective students and visitors, improving their perception of the department's identity. Furnishings were selected by Linda Zimmer to illustrate design concepts in her furniture theory course. (Perspectives A, B, D, E)

Other long-term objectives currently in progress include:

- Reinvigorating and updating the design communications curriculum.
- Integrating more opportunities for hands-on construction and fabrication, particularly digital fabrication, into the professional curricula.
- Developing a new Master of Urban Design program and a design research track for the department's post-professional Master of Science programs.
- Developing new graduate concentrations aligned with recently developed Graduate School policies that will allow for coherent advanced-study clusters to appear on students' transcripts.
- Leveraging the move of the Historic Preservation Program to Portland to enrich coursework and interdisciplinary study available to Portland-based architecture students.
- Building connections with the Department of Art and Architecture History by expanding the Rome program to include an Art History component and new courses of particular interest to architecture students, such as the History of Sustainability.
- Increasing student participation in interdisciplinary activities, programs and concurrent master's degrees.
- Improving the quality and accessibility of the department's undergraduate minors to broaden understanding of architecture among UO students and provide students from other majors, who plan to pursue the study of architecture in graduate school, with preparatory background.
- Increasing the demographic diversity of the faculty and student body.
- Expanding external communications to promote the successes of community members and recruit well-qualified students and faculty.
- Assisting the school with development in support of future new facilities that improve the quality of learning, teaching, research and service and promote interdisciplinary engagement.

The department's long-range planning contributes to, and benefits from, university-wide planning initiatives. Current discussions of academic priorities for the university's development campaign have identified the following themes:

1. Civic + Social Engagement
2. Sustainability/Environment/Place
3. Scientific Frontiers
4. Creativity/Culture/Arts
5. Global/International
6. Innovation + Entrepreneurship

The two leading themes, Civic + Social Engagement and Sustainability/Environment/Place are closely related to our strengths. These are now being explored further by the university community as the recent hire of Dr. Michael R. Gottfredson as UO President has precipitated renewed long-range planning discussions.

I.1.4. Self-Assessment Procedures

Self-assessment takes place within the department, school, and university, with input from academic and professional architecture community members.

Self-assessment within the department

Faculty and Staff Meetings

Faculty and staff meet monthly, and the meetings are open to students and guests. The department head and administrative council, with input from faculty and staff, establish the agendas, which address a variety of topics, usually focusing on two or three objectives, such as curriculum revision proposals, accreditation preparations, computing support, etc. These discussions contribute to an ongoing process of self-assessment that influences the development of policies and programs. A daylong retreat at the beginning of the academic year is also used to establish strategic priorities for the coming year and typically focuses on one of the department's primary goals.

Department Committees

Standing committees address aspects of the department's teaching, research, and service mission. They define and implement self-assessment projects in response to concerns raised by members of the community and provide a basis for proposals that initiate change to policies and programs. A list of standing committees and their roles are included in Part 1.2, "Resources," Section 2: "Administrative Structure and Governance." Ad hoc committees are formed around specific initiatives identified in the department's planning process. Examples of recent self-assessment activities conducted by committees include: the curriculum committee's survey of all students about their internship experience, which was found to be more extensive than we had realized; and the design communications task force's analysis of the current media curriculum at the UO and selected peer institutions, which is being used to form curricular revisions.

Assessment Contributions Made by Students and Student Organizations

We frequently survey students and conduct special meetings with students for assessment purposes. Students are encouraged to meet with or email the department head, members of the administrative council, staff and instructors to make suggestions or express concerns. Student organizations also occasionally contribute assessment projects. The most recent example of this is the AIAS Chapter's effort to gather student opinion on the existing studio culture policy and develop ideas for a new learning culture policy. Graduate teaching fellows (GTFs), teaching assistants (TAs), and graduate students enrolled in the Building Technology Teaching Certificate program occasionally assist faculty members with curriculum assessment.

Student Evaluations of Teaching (*http://academicaffairs.uoregon.edu/student-evaluations*)

Students are invited to evaluate courses and instructors at the end of each term. These online evaluations include a standardized set of multiple choice questions and open-ended questions requesting written responses. In addition, the university's Teaching Effectiveness Program, described in Part 1.2, "Resources," Section 1: "Human Resources and Human Resource Development," helps instructors develop interim assessments of teaching that solicit feedback as courses progress. Students rank their perceptions of the quality of the course and the performance of the instructor in comparison to other courses taken at the university. Results for selected questions are posted on the university website, providing public access to student assessment of our courses in comparison with all other courses taught at the university. This data is graphed against the department mean to provide comparative information about student perception of our courses.

Student assessments of teaching are used to further the teaching mission of the department. They help instructors to improve their courses and are taken into consideration in the head's annual evaluations of tenure-track faculty and for making decisions about teaching assignments. This data also affects mentoring and hiring of adjunct faculty members. Student evaluation data is placed in faculty members' personnel files and made available to the personnel committee and the voting faculty for the department's reappointment, tenure, promotion and post-tenure review cases.

Peer Evaluations of Teaching
All tenure-related and career adjunct faculty members have their teaching evaluated by faculty peers. The peer review process involves a meeting between the faculty member being evaluated and the peer reviewer to discuss the learning objectives and teaching approaches, a review of the syllabus, assignments, and other course documents, and a scheduled visit to observe the class. Peer evaluators complete an evaluation form developed by the department that is copied to the faculty member and placed in their personnel file. Peer evaluations of teaching are included in files prepared by the department as part of reappointment, tenure, promotion and post-tenure review processes. (*http://academicaffairs.uoregon.edu/peer-evaluation-teaching-and-learning*)

Studio Final Reviews
The participation of visiting architects and faculty members in design studio reviews contributes to the department's ongoing assessment of the design curriculum, providing the department with objective external evaluations of student performance. Faculty participation in reviews ensures that all design instructors see work produced in studios across the curriculum and can assess how the work of their students compares to others. This experience helps faculty become familiar with the strengths and weaknesses of the design studio curriculum so they can contribute to its improvement.

Faculty Self-Evaluations and Evaluations by the Department Head
Tenure-related faculty members submit annual reports that include self-assessment of their teaching, research, creative practice and service contributions. Tenure-track faculty members are also asked to complete a statement of short- and long-term objectives. The department head prepares a written evaluation of tenure-track faculty members, which is shared with the faculty member before becoming part of the personnel file. The dean reviews the head's annual report and self-evaluation.

Reappointment, Tenure and Promotion Evaluations
Reappointment, tenure and promotion evaluations are conducted in accordance with university policies. New tenure-track faculty members are hired with three-year fixed-term contracts. The department's personnel committee and the department head review their dossiers at the end of the third year, prior to reappointment. The department's evaluation process and decisions for tenure and promotion to associate professor are made in the sixth year of the tenure-track, with subsequent promotions to full professor considered when candidates choose to submit their cases, typically six or more years after attaining the rank of associate professor. Tenure and promotion dossiers are assessed by a minimum of five external referees, a majority of who must be named by the department from a pool of referees that are qualified to review the candidate's research contributions. These reviews include consideration of peer and student evaluations of teaching, and letters prepared by students and faculty members in response to a call from the department. The school personnel committee, the dean, the university personnel committee and the provost subsequently evaluate cases prepared by the department.
(*http://academicaffairs.uoregon.edu/evaluation-and-promotion-tenure-track*)

Post-tenure Evaluations
After attaining tenure, faculty members are evaluated every three years, alternating a three-year review of progress conducted by the faculty member and the head, with a major six-year evaluation of achievements conducted by the department's personnel committee.
(*http://policies.uoregon.edu/policy/by/1/0201-personnel/post-tenure-review*)

Self-assessment within the school
The School of Architecture and Allied Arts prepares its students to pursue careers in fields that contribute to physical environments and visual arts. It provides the architecture department and all academic units within the school with shared leadership from the dean's office and shared resources, including collegial connections, financial support, facilities, services, and equipment. Self-assessment is a collaborative responsibility conducted by the dean's office with the input of committees comprised of representatives from students, staff, faculty members, alumni, and other external stakeholders who are members of or

have interests in the school's departments, programs, and service units. School-level self-assessment procedures include:

School Meetings
Semi-quarterly school-wide faculty and staff meetings address matters affecting the entire school community. These meetings are also open to students. The meetings provide school-wide feedback for proposals made by the dean's office and by individual departments and programs. Recently, school meetings addressed strategic priorities related to planning for new facilities in Eugene. New courses and other curricular change proposals submitted by the department are assessed and voted on by this body.

School Committees
Standing committees of the school are responsible for oversight and some administrative aspects of the school's teaching, research, and service activities. These committees define and implement self-assessment projects in response to concerns raised by members of the community and to evaluate proposals to initiate new practices or change existing ones. A list of standing committees and their roles are included in Part 1.2, "Resources," Section 2: "Administrative Structure and Governance." Ad hoc committees are formed around specific initiatives identified in the school's planning process. Committees undertake self-assessment projects and prepare strategic plans such as the 2012 Five Year Report of the Strategic Action Diversity Plan. (*http://aaablogs.uoregon.edu/equityandinclusion/files/2011/05/SAP-5Yr-Report-AAA1.pdf*)

Special Assessment Projects
Since the last accreditation review, the school has conducted several special assessment projects to clarify the school's mission and identity, and to prepare for a future that will include new facilities. The school partnered with Ziba Design to develop a brand platform and guidelines for a consistent graphic image for school communications. This process included research to understand the perspectives of current students, faculty, staff and external constituents. THA Architects completed a programming project to assess current needs for physical space and project future needs in anticipation of the evolution of the school's programs and mission. The initial programming was followed by feasibility studies for site alternatives identified by the university conducted by SERA Architects and Rowell Brokaw Architects.
In preparation for the upcoming development campaign, the school enaged a team led by Bruce Mau Design in collaboration with Yazdani Studio and Ove Arup to develop a strategic vision plan for the school that included research about current academic programs, in-person and online information gathering, and a review of higher eduction trends that can guide the school as it prepares to build new facilities.

Self-assessment within the University

Ongoing self-assessment activities at the UO help the department and the school measure performance related to the university's mission. Examples of university assessment services that help us aim for continuous improvement include:

- The Teaching Effectiveness Program's self-assessment assistance for instructional faculty and graduate teaching fellows. Instructors use these services to assess and improve their teaching. (*http://tep.uoregon.edu*)

- The Office of Resource Management's annual departmental performance indicators provide comparative data on enrollment, student credit hours, faculty FTE, salaries, expenditures, revenues, etc. The school and the department use this data to plan budgets and address equity concerns related to resource allocation. Data is posted on the university website at: *http://rm.uoregon.edu/*

- The University Committee on Courses and the Graduate and Undergraduate Councils evaluate proposals for new and revised curricula. The Foreign Study Programs Committee evaluates proposed, new and continuing international programs.

- Various offices at the university provide assessments of our administrative practices with respect to the university's mission. Examples include the Office of Affirmative Action and Equal Opportunity's evaluation of faculty and staff hiring, and the Graduate School's annual review of the department's GTF guidelines document.

The University conducts ongoing and ad hoc assessment projects to evaluate progress toward meeting the University's mission. Examples of university-level projects that guide our self-assessment include:

- Periodic academic program reviews conducted by the UO Office of Academic Affairs examine the quality and value of the department's academic programs and help clarify program goals and objectives as they relate to the University's academic mission and strategic priorities. The process involves a self-assement report prepared by the department and input from an external visiting team. Our next academic program review is scheduled for the 2013-14 academic year. (*http://academicaffairs.uoregon.edu/program-review*)

- Participation in national assessment efforts such as the SERU (Student Experience at Research Universities) assessment project. (*http://ir.uoregon.edu/seru*)

- The UO's accreditation by the Northwest Commission on Colleges and Universities provides a comprehensive university-wide self-assessment that takes place every ten years. The most recent accreditation review was completed in 2007. (*http://accredit.uoregon.edu/?page=intro*)

Self-assessment that engages constituents outside the university

Board of Visitors
The school's Board of Visitors involves distinguished alumni and friends of the school. The board meets semiannually, alternating its meeting location between Eugene and Portland. Meetings include focused discussions of issues faced by the school, presentations of the work of faculty members and students, meetings of the board's councils and committees, and collective creative brainstorming. Board members contribute perspectives, expertise, critiques, analysis, connections and assistance. They also participate in the school's annual career symposium. The current board is heavily focused on the development of the school's proposal for a new building complex. (*http://aaa.uoregon.edu/bov*)

The Portland Round Table
The Portland Round Table (formerly known as the Portland Program Advisory Council) meets periodically with the head of the department and director of the Portland Program to discuss opportunities that can enhance our activities in Portland. Round table members are practicing architects based in Portland who have special knowledge of the mission of the Portland Program through their involvement as alumni, adjunct faculty or past participation as members of the Board of Visitors.

Visiting Professors and Practitioners
Visiting professors and practitioners teach courses, give lectures, attend reviews and otherwise contribute to our accredited programs. Their observations of the department's strengths and weaknesses and the information they provide about architectural education at different schools, and the diversity of architectural practice, provide valuable feedback.

Alumni and Professional Contacts
Faculty members stay in contact with former students and participate in professional associations maintaining a robust network of professional contacts. The school's Offices of Development and External Relations and Communications work closely with the dean and the head to promote dialog with alumni and professionals. This includes discussions of their assessments of the school and the preparation of graduating students for professional practice.

Contacts with Colleagues at Other Schools

Our faculty members are well connected to national and international networks of architectural educators and researchers. Faculty members frequently make presentations about aspects of the department's accredited programs at conferences organized and attended by colleagues from other schools. The peer review, which takes place in the form of paper submission evaluations and responses to conference presentations, provides valuable feedback about our educational programs and research undertakings.

I.2. Resources

I.2.1. Human Resources and Human Resource Development

The department, school and university are committed to providing all members of our community with the human resources to accomplish our mission and ensure that every faculty member, staff member and student has opportunities to learn, teach, and work in a supportive, respectful environment. The UO affirms and actively promotes the right of all individuals to equal opportunity in education and employment without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other extraneous consideration not directly and substantively related to effective performance. As a federal contractor, the UO is committed to affirmative action in employment as a means of ensuring equality of opportunity. In addition, student admission, tuition, financial aid, employment, housing, social and recreational programs, advising, and instruction are administered consistently with the University's equal opportunity policy. The department follows policies and procedures established by the university to address affirmative action and equal opportunity. These include:

- The 2011-12 Affirmative Action Plan developed by the Office of Affirmative Action & Equal Opportunity (OAAEO). The plan includes specific results-oriented procedures ensuring equal opportunity in employment. (*http://aaeo.uoregon.edu/2011-2012%20AAP.pdf*)

- Appointment Process Guidelines developed by the OAAEO. These documents guide the search process for the hire of unclassified staff. Unclassified staff members are employees who are not represented by collective bargaining agreements. In the 2011-12 academic year, this included faculty, officers of administration and management. (*http://aaeo.uoregon.edu/process.html*)

- Requirements of the Veterans Preference Act. These requirements grant a preference in employment to veteran or disabled veteran applicants with equal or higher qualifications than non-veterans. (*http://aaeo.uoregon.edu/vetpref.html*)

- Grievance Procedures developed by the OAAEO. (*http://aaeo.uoregon.edu/AAEO%20Booklet%20Color.pdf*)

- 2011-2013 SEIU Labor Agreement. This collective bargaining agreement between the Oregon State University System and the Service Employees International Union provides guidelines for staff positions other than faculty, officers of administration, or management. (*http:// bit.ly/PleKXh*)

- 2010-2012 GTFF Labor Agreement. This collective bargaining agreement between the UO and the Graduate Teaching Fellows Federation provides guidelines for GTF positions. (*http:// bit.ly/TkSoSA*) Each year the department revises its General Duties and Responsibilities Statement with guidance from the UO Graduate School. The current version is available at: (*http://gradschool.uoregon.edu/gtf/rights-and-responsibilities/gdrs*).

In 2012, the UO and United Academics of Oregon reached an agreement to form a collective bargaining unit to represent faculty who are not in supervisory positions. The first collective bargaining agreement will be developed during the 2012-13 academic year and will include processes for equal opportunity and affirmative action related to faculty positions.

Faculty

All tenure-related faculty teach courses in the accredited programs and contribute service to the department, the school and the university. We have a long tradition that every tenure-track faculty member teaches design studios. This ensures that the entire faculty is vested in the success of the studio curriculum and that the non-studio courses they teach help students apply the knowledge they learn to design. Faculty members develop specific expertise and maintain currency in the field of architecture

through their pursuit of research or creative practice that is peer reviewed and disseminated in national and international venues and through their contributions to professional service outside the university that advances the mission of the department.

Non-tenure track faculty (NTTF), most of whom are practicing architects or designers, teach subjects related to their expertise.

A summary matrix and resumes outlining the qualifications and teaching assignments for all faculty members for the 2010-11 and 2011-12 academic years is in Part 4, "Supplemental Information."

At the University of Oregon, the standard distribution of effort for full-time tenure-track faculty members is 40 percent teaching, 40 percent research and 20 percent service. Full-time members of the architecture faculty teach five courses per year, distributed throughout a three-quarter academic year, plus some unassigned teaching to advise special studies or thesis students. Most spend approximately 40–50 percent of their time teaching, with research and service taking up the remaining time. Part-time, non-tenure track faculty, including adjuncts and visiting professors, are appointed to teach any additional courses we need. Faculty administrators are released from some of their teaching to provide time for administration.

In the 2011-12 academic year, we had 33 tenure-track faculty teaching architecture courses and 44 adjunct faculty contributing additional instruction. The total full-time equivalent (FTE) of faculty effort was 49.55. An additional 16.14 FTE of teaching GTFs (graduate teaching fellows) and 14.47 FTE of research or administrative GTFs. Faculty and GTF full-time equivalents are 9-month appointments over the three-quarter academic year.

During the same year, the department offered 88 design studios and 91 subject area courses. (These numbers do not include courses offered by other departments within the school that serve as professional electives for architecture degree requirements). Class sizes vary according to format with some large lecture courses having enrollments as high as 180 students and seminars that may have 10 or fewer students. Faculty who teach required courses with enrollments exceeding 50 students are assigned GTF support. The average numbers of students enrolled in design studios are:

Studio Level	2005-6 Average students/studio	2011-12 Average students/studio
Studio: first year undergraduate	15.1	13.9
Studio: second year undergraduate	14.5	15.7
Studio: graduate track I core	14.0	12.2
Studio: graduate track II core	14.0	12.6
Studio: intermediate topic	14.2	19.9*
Studio: advanced terminal project	14.7	17.1

**Studios with more than 18 students are assigned two or more instructors such that the student to faculty ratio is smaller than the average students/studio figures.*

A description of initiatives for diversity related to faculty and a profile of faculty gender and ethnicity are included in Part 1.1, "Identity and Self-Assessment," Section 2: "Learning Culture and Social Equity."

Policies and procedures for initial appointment, reappointment, promotion, tenure, and post-tenure review, including the Department of Architecture's Tenure and Promotion Criteria, are described in documents maintained by the UO Office of Academic Affairs and available on the Academic Affairs website. (*http://academicaffairs.uoregon.edu*). They are structured to provide tenure-related faculty with performance evaluations every three years. Starting with the re-appointment evaluation at the end of the third year for faculty on the tenure track; followed by the review for tenure and promotion to associate professor in the 6th year; followed by a post-tenure review in the 9th year; and the opportunity to submit a case for promotion to full professor in the 12th year or later. Post-tenure reviews take place every three

years thereafter. Differences in prior experience or extensions of the tenure clock for parents of newborn or newly adopted children can affect the time individuals may spend on the tenure track and the final date set for a tenure decision. Evaluations of tenure and promotion cases are based primarily on performance in the areas of teaching and research, including creative practice. Service is also evaluated, but it carries less weight.

Prior to reappointment, the department head evaluates the teaching performance of adjunct faculty members with input from program directors, when applicable.

Since 2006, alll tenure and promotion cases in the department were successful. The table below shows the numbers of tenured and promoted faculty in the department and at the university.

Number of faculty tenured		
	Architecture	UO
2006-07	2	32
2007-08		22
2008-09	1	39
2009-10	3	30
2010-11	2	30
2011-12		35

Number of faculty promoted					
	To associate professor			To full professor	
	Architecture	UO		Architecture	UO
2006-07	1	25		1	15
2007-08		21		3	25
2008-09	1	33			20
2009-10	3	28			17
2010-11	2	26			1
2011-12		27		1	17

Faculty Development
Tenure-related faculty members at all ranks receive ongoing support for professional development. Types of support available include:

- Academic support accounts. The university provides every tenure-related faculty member with an annual academic support account (ASA) of $1,000.

- Sabbatical leaves. Faculty members are eligible to apply for a sabbatical leave every seven years. Sabbatical durations vary from one to three quarters with salary compensation at 60 percent of the faculty member's full-time salary for three quarters, 75 percent for two quarters, and 85 percent for one quarter. Since 2006, all of the department's sabbatical proposals were approved and 19 faculty members benefited from sabbatical leaves.

- Faculty mentoring. This includes regular meetings tenure-track faculty members arrange with their tenured faculty mentor and the annual performance evaluation tenure-track faculty receive from the department head. All faculty members are encouraged to seek peer mentoring from colleagues at the UO and other institutions.

- Course releases. All newly hired tenure-track faculty members receive at least one course release for their research prior to the preparation of their tenure case. Faculty who are awarded

internally or externally funded research grants can propose to buy out of courses to allow more time for funded research.

- Start-up funds. At the time of hire, tenure-track faculty members receive start-up funds to intitiate their research agenda. In recent years, amounts have ranged from $10,000 to $25,000.

- Internal grants. The department, school and the university offer numerous competively awarded research and teaching grants based on project proposals. During the 2011-12 academic year, our faculty received many internal grants in amounts ranging from $ 4,000 to $25,000.

- External grants. We encourage faculty members to apply for external grants or contracts to support their professional development in the areas of research, teaching and service. We provide matching funds or reduced buyout rates in accordance with conditions required by grant or fellowship sponsors. Our faculty have recently received grants and fellowships from the Fulbright Foundation, The Getty Foundation, The Sloan Foundation, the AIA, the Meyer Fund for a Sustainable Environment, OPSIS Architecture Fund for Innovation in Education, Roundhouse Foundation, the City of Eugene and the Oregon Community Foundation.

- Research GTFs. In 2011-12, we made 33 quarters of research GTF appointments to assist faculty with research.

- Teaching GTFs. In 2011-12, we made 44 quarters of teaching GTF appointments to assist faculty with teaching and course development.

- Administrative GTFs. In 2011-12, we made 3 quarters of administrative GTF appointments to assist with preparations for accreditation.

- Travel support. Tenure-related faculty with peer-reviewed invitations to make presentations at venues relevant to our mission receive the difference in support needed when the cost of their participation exceeds the amounts available in their ASA, start-up or other appropriate UO accounts under their control. The full cost of their registration, transportation and lodging are covered.

- Computing support. New faculty members purchase computer hardware and software that best suits their teaching and research needs with their start-up funds. The school and the department cover the cost of a replacement computer for every faculty member every four years. Assistance from computing technology specialists is available from staff in A&AA Computing Services, the UO Computing Center, and UO Information Technology.

- Teaching support. The UO Teaching Effectiveness Program offers confidential services and workshops on all aspects of teaching and learning, including designing a course, improving presentation skills, facilitating discussions, dealing with difficult student situations, using instructional technology, teaching large classes, and receiving feedback on teaching.

- Leadership support. The department provides the necessary financial support for faculty members who have been elected or appointed to national or international leadership positions in organizations that contribute to the department's teaching, research and service missions. In recent years, Nancy Cheng has served as the president of ACADIA, Ihab Elzeyadi as the president of SBSE, Christine Theodoropoulos as president of BTES, and Mark Gillem as director of IASTE.

- Department hosted conferences. The department invests in hosting national or international meetings that showcase the work of the faculty and students and stimulate faculty and student development. Recent conferences at the UO include the 2007 ARCC annual conference, the 2009 ACSA annual meeting, and the upcoming 2012 IASTE conference.

Staff
Since 2006, we have increased the total FTE contributed by permanent staff from 4.5 to 7.0. One full-time position was added in Eugene and three 0.5 FTE positions were added in Portland. Services provided by the department's staff positions are described below.

Executive Assistant to the Department Head (1.0 FTE)
Nancy McNaught provides executive-level administrative and academic support to the head, including handling the head's scheduling; calendar matters for the department, including course scheduling; assisting in implementing the department's academic and faculty-related directives; and all aspects of faculty affairs, including search and personnel processes. This position provides support for the department's faculty and committees, serving as a liaison between the head and the faculty, and also between the department and external contacts, including university leadership and the professional community.

Operations and Communications Manager—new position in 2012 (1.0 FTE)
Amy Pinkston manages administrative operations and communications. Reporting to the head, she is responsible for oversight and management of all department administrative functions, including clerical support, personnel, budget tracking, and student services. She manages external communications, including drafting business communications, updating the department website and preparing reports and publications. She supervises staff in Eugene, coordinates with staff in Portland, and backs up essential operations when staff members are absent.

Student Records Administrative Assistant (1.0 FTE)
Kathy Cannon maintains the department's student records; represents the department in advising communications with students; manages administrative functions related to student placement in classes and tracking student progress in programs; administers the GTF appointment process; projects enrollment and tracks data related to enrolled students as needed to inform program planning. She supports the department's curriculum committee, and collaborates with members of department's faculty who lead or contribute to student advising activities, as well as other department and university staff.

Admissions Advisor and Administrative Assistant (1.0 FTE)
Helga Wood is responsible for management of the admissions process (developing procedures and technical systems, monitoring the process, preparing statistics and reports, procedural revisions, etc.); communications, including meeting with prospective student and their families to explain admissions procedures and academic programs; overseeing the preparation and dissemination of communications related to admissions; and administration of the the Summer Architecture Academy. She is the primary liaison between prospective and admitted students, faculty, staff and university offices; and assists the Admissions Chair, PhD Chair, Director of Graduate Studies, the Admissions Committee and Summer Academy Director.

Receptionist and Administrative Assistant in Eugene (1.0 FTE)
Sophie Navarro responds to the departmental walk-in, telephone, and email requests and provides communications and clerical support to architecture department, as well as postings in the public areas of Lawrence Hall and course descritions and symposia and lecture announcements posted on the website. She provides communications assistance to the new communications and operations manager.

Fabrication Lab Technician in Eugene—new position in 2009 (0.5 of a 1.0 FTE position)
Tom Coates manages the model shop and the furniture shop in Eugene. He provides lab safety and procedures training, and assists faculty, students and shop staff with shop use and scheduling. The school's art, product design and landscape architecture programs in Eugene fund the other 0.5 FTE for this position. The department also hired 0.99 FTE of part-time shop staff in 2011-12 to assist with ongoing operations and support for the furniture design studio.

Officer of Administration in Portland—new position in 2008 (0.5 of a 1.0 FTE position)
Corey Smitke supports the director of A&AA in Portland and is responsible for oversight and management of all administrative functions, including clerical support, personnel, budget tracking and student services. She supervises staff in Portland, coordinates with staff in Eugene, and backs up essential operations when staff members are absent. The school's product design and digital arts programs in Portland fund the other 0.5 FTE for this position.

Receptionist and Administrative Assistant in Portland—new position in 2008 (0.5 of a 1.0 FTE position)
Kirsten Poulson-House, the school's receptionist in Portland, responds to the Portland Program's walk-in, telephone, and email requests and provides communications and clerical support for the director of the Portland architecture program. The school's product design and digital arts programs in Portland fund the other 0.5 FTE for this position.

Lab Manager and Instructor in Portland—new position in 2008 (0.5 of a 1.0 FTE position)
John Leahy manages the fabrication shop in Portland, provides lab safety and procedures training, supports faculty and student use of the shop and and teaches courses and workshops on model making and fabrication methods. The school's product design and digital arts programs in Portland fund the other 0.5 FTE for this position.

Student Staff
Student assistants work at the front desk and provide support for admissions filing and mailing. During the 2011-12 academic year, the total FTE of students with clerical or administrative support appointments in the department offices was approximately 1.32 FTE. In addition, the department appointed 0.84 FTE of GTF appointments to assist with the administration of special projects such as reformatting the student advising handbook and organizing archives of student work.

Staff at the school level support department operations in the following critical areas.

Fiscal Services
Shoshana Cohen, the school's director of fiscal affairs, works with an accountant, two accounting technicians and a payroll accounting clerk. This office provides all A&AA departments with accounting services and assists with information related to the budgeting process.

Facilities Services
Michael Smith, the school's director of facilities, oversees facilities maintenance and improvements. His team includes trades maintenance workers, the department's fabrication lab technician, caretakers at the Yeon historic properties, and the office coordinater who oversees Faculty and Student Services, where faculty, staff and students can send faxes, check out equipment, and obtain supplies. Part-time staff and student employees provide additional support.

Computing Services
Gary Sullivan, the director of computing services, works with a lab manager, output room manager, educational technologist and student staff to support the computing needs of the departments, faculty, staff and students.

Dean's Office
The assistant to the dean (position now open) works with a special projects assistant and office specialist to support the central office of the school. This includes providing departments with key information related to schedules, policies and procedures.

Office of External Relations and Communications
Karen Johnson, assistant dean and director, works with a designer, communications specialist and public information assistant, and student staff to provide the department with communications outreach, including school publications, press releases and website news, promotion of distinguished visiting

professors and lecturers, brochures and advertising. This office also maintains the alumni roster and helps with alumni relations.

Office of Development
The senior director of development (position now open) works with a director of development based in Portland, an associate director of development and program coordinator to help the school and the A&AA departments with fundraising efforts.

Web Services
Ed Parker provides web development services and manages the school's websites with the assistance of Krystin VanderMeer.

Staff Development
We recognize the importance of encouraging and supporting employees in professional development activities that are related to their employment. It extends to work-related professional development opportunities including, but not exclusive to, reduced tuition rates, eLearning, employee workshops, classes, and professional conferences. A copy of the university's professional development and training policy is available at: *http:// bit.ly/MWvIKd*.

We encourage staff to propose appropriate professional training and development activities and provide the release time and financial support to cover approved program costs. New staff complete training recommended by their supervisors at the earliest convenient time and all staff are responsible to identify continuing professional development activities. Planning for professional development can take place during annual performance evaluations when staff and their supervisors identify goals for the following year. The department is also responsive to opportunities as they arise.

The Office of Organizational Development and Training (ODT) provides training to enhance the knowledge, skills, and abilities of the faculty, staff, and administrators in support of the UO mission. Utilizing a distributed network approach, ODT taps into existing learning providers to offer a central resource for learning experiences that enhance the competence and confidence of the UO workforce. More information about educational programs for staff is available at (*http://odt.uoregon.edu*). Professional development activities undertaken by the department's staff during the past year include:

- Banner system training for the financial information system, human resource information system and student information system
- Employee supervisory training
- Grants administration training
- Adult CPR/AED and Basic First Aid Certification

Students
Beginning fall term 2012 we project that there will be 601 students enrolled in the department's NAAB accredited programs—379 in the BArch program and 222 in the MArch program. They are joined by an additional 109 students in the department's other programs including 95 students in the CIDA accredited interior architecture programs and 14 in the post-professional Master of Science in Architecture and PhD in Architecture programs. A description of initiatives for diversity related to students and a profile of student gender and ethnicity are included in Part 1.1, "Identity and Self Assessment," Section 2: "Learning Culture and Social Equity"

Admissions
As part of the Oregon University System's flagship university, dedicated to the liberal arts, sciences and professional education, we have a special obligation to make the best possible architectural education available to residents of the state and region. We strive to attract a varied student body – one that reflects the diversity of contexts in which architects and interior architects design. Peer-based learning is a

valuable complement to the formal instruction and is enhanced by a heterogeneous student body. Students are selected for their academic capability, creative spirit and desire to study issues related to the built environment. The department looks for students whose contributions and presence will contribute a rich, diverse, and supportive context for the study of architectural issues at all scales.

Students applying to the architecture and interior architecture programs are required to meet a higher standard than that for general university admission. They also demonstrate their preparedness to think creatively and communicate effectively through the submission of a portfolio of written and graphic work. Information about the admissions process is available at *http://architecture.uoregon.edu/admission*.

Average characteristics of the undergraduate applicant pool and admitted students since 2007 are:

Undergraduates	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Applicants secondary school GPA	3.57	3.58	3.66	3.93	3.68	3.47
Admits secondary school GPA	3.73	3.80	3.77	4.38	3.83	3.65
Applicants verbal SAT	560	560	574	603	570	614
Admits verbal SAT	597	609	605	614	610	651
Applicants math SAT	608	608	609	609	619	579
Admits math SAT	646	632	637	644	644	596
% of applicants admitted	45%	46%	60%	51%	52%	52%
% of admitted students enrolled	59%	55%	46%	46%	47%	47%
Average age of students enrolled	21	19	20	20	19	19

Average characteristics of the graduate applicant pool and admitted students since 2007 are:

Graduates	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Applicants GRE verbal	516	526	517	505	513	59%
Admits GRE verbal	545	548	554	543	552	66%
Applicants GRE quantitative	637	645	645	636	644	62%
Admits GRE quantitative	661	671	666	662	673	65%
Applicants GRE analytical	575	568	559	533	532	47%
Admits GRE analytical	605	587	587	561	570	54%
% of applicants admitted	62%	66%	52%	56%	45%	65%
% of admitted students enrolled	37%	40%	56%	55%	42%	41%
Average age of students enrolled	29	27	28	26	25	26

Due to the changes to the Graduate Record Examination in 2012, using numeric scores is no longer congruent with previous statistics, therefore we are moving, as are other schools, to the use of percentile scored in each section of the exam.

Graduate students in the department's professional degree programs have diverse educational backgrounds. The table below shows the number of currently enrolled MArch students as of fall 2012 who have prior degrees in the fields listed:

FIELD OF PRIOR DEGREE		FIELD OF PRIOR DEGREE	
Architecture	79	Archaeology	1
Interior Design	11	Arts and Letters	1
Studio/Fine Arts	11	Computer Science	1
Economics	7	Creative Writing	1
Art History	6	East Asian Studies	1
Earth/Environmental Science	6	Ecology/Environmental Studies	1
English	6	Environmental Planning	1
Engineering	6	German	1
Philosophy	5	Human Resources	1
Anthropology	4	Journalism	1
Biology	4	Judaic Studies	1
Psychology	4	Management Science	1
Business Administration	3	Mandarin Chinese	1
History	3	Medicine	1
Urban Planning & Design	3	Multi-Ethnic Studies	1
Graphic Design	2	Music	1
International Relations	2	Photography	1
Math	2	Political Science	1
Sociology	2	Religious Studies	1
Theater	2	Spanish	1

Retention

The admissions committee is careful to determine that all admitted students are well prepared and each student who is accepted has the potential to succeed. We ask students to take responsibility for their performance, and we strive to provide each student with the very best education, but ultimately it is up to the individual to decide his or her own future. The UO has excellent centralized advising and career counseling services to help students who wish to change their major.

Kathy Cannon, the department's administrator of student records, monitors each architecture student's progress toward graduation, frequently contacting students to remind them about courses they need, prerequisites they are missing, or any changes in course requirements. Students also have access to an online degree check prepared by the University's registrar's office. Our advising process includes special meetings and follow-up for students who are having difficulty and grants leaves of absences upon request, which are renewable for a second year.

The university sponsors a number of programs developed to aid in the retention of undergraduate students such as Freshman Seminars, the Honors College, and Freshman Interest Groups (FIGs). Glenda Utsey, Associate Department Head, coordinates the department's participation in these programs. Retention is also furthered by university student organizations that provide non-traditional students and students from under-represented groups with a voice and with peer support. The UO also has excellent childcare programs as well as housing that meet the needs of students with families.

Time to Graduation Rates

Time to graduation rates average five years for undergraduate students and 3.3 years for graduate students in the three-year MArch Track I program. The average rate for MArch Track II students is two years. However, the duration of the Track II curriculum is variable depending on prior professional coursework completed by the students.

Time to completion	2007	2008	2009	2010	2011	2012
Percentage of students completing degree within the "normal time to completion"	66	81	64	70	63	82
Percentage of students completing degree within 150% of the "normal time to completion"	71	68	73	81	66	n/a

Size of the Student Body

In response to university directives to maintain a certain level of student enrollment, the department has strived to maintain a student population size that is commensurate with the department's human and physical resource base.

Enrollment	2000	2001	2002	2003	2004	2005	2005	2006	2007	2008	2009	2010	2011	2012
Architecture	511	519	511	511	551	532	532	552	538	544	567	588	577	627
Interior architecture	84	87	89	77	87	102	102	98	86	77	66	75	82	100
BArch	358	357	343	330	346	353	353	359	337	329	328	323	342	379
BIArch	63	62	64	57	68	81	81	82	75	65	554	57	66	79
MArch	153	162	168	181	205	179	179	193	201	215	239	265	224	238
MIArch	21	25	25	20	19	21	21	16	11	12	12	18	16	22
MS									0	0	0	0	8	3
PhD									0	0	0	0	3	6
In Portland														93
Total	595	606	600	588	638	634	634	650	624	621	633	663	659	727

** Portland enrollment not included in total number of students as they are represented by degree.*

We have only recently started tracking enrollment in the Portland Program; therefore 2012 numbers are the only available numbers at this time.

Recruiting

Recent data on applications, admissions and enrollment indicates that recruiting applicants to the MArch programs should be a high priority and that more effort and resources need to be made available to address this important aspect of the department's human resource development. Recruiting of qualified students is particularly critical for the department in Portland, where it is important to gather a learning community of sufficient size and diversity to ensure educational quality. The department's MArch Track II program, designed for students with prior degrees in architecture and interior design, have applicant pools that fluctuate significantly, resulting in years that have enrollments that do not meet optimal class size targets. In 2012, there was an unexpected drop in the incoming Track I students as well.

In response to these concerns, the department published a new Portland brochure. Improvements to the department's website, an increasingly important recruiting tool, are ongoing and will accelerate in the coming year as the department's new operations and communications manager begins her work. Plans to expand our recruiting effectiveness include more regular marketing aimed at diverse national and international audiences.

Some of the department's highest ranked graduate applicants decline offers of admission to attend schools that provide better funding to support their graduate study. To compete for the highest ranked graduate students in our applicant pools, the department needs to develop graduate student fellowships and scholarship awards for incoming MArch students, providing top ranked applicants with competitive offers, similar to the support we have developed for student in the MS programs. In recent years, our offers of GTF appointments to incoming MS students has had a significant impact on the quality and continuity of the post-professional master's program, which had been languishing because of underenrollment.

Student Development

Academic Advising
Most new students are advised during the spring and summer prior to the start of their academic program. The University's Office of Student Services organizes the IntroDUCKtion program for incoming freshmen. Activities include an overnight stay in a dorm (parents included), a tour of campus, and information sessions for parents and students. Students are advised and then register for their classes. Faculty members are assigned advisees and participate, voluntarily, in the morning coffee sessions and afternoon receptions for parents. We are an active participant in IntroDUCKtion and appreciate inclusion in this program.

For new students who miss the spring and summer advising sessions, graduate students, and returning students, advising is scheduled in the fall during the Week of Welcome. Student advising is a high priority. Each student is assigned a faculty advisor, but is free to change advisors. Glenda Utsey, associate department head, and Howard Davis, director of graduate studies, conduct the initial group advising sessions for architecture students and are also available to meet individually with students who have additional advising needs.

For general academic advising related to studies outside of the school, special advising, learning assistance or testing, students have access to centralized resources.

> Office of Academic Advising for assistance with program and course selection.
> *http://advising.uoregon.edu*
>
> Accessible Education Center to access disabiltiies services.
> *http://aec.uoregon.edu/index.html*
>
> Teaching and Learning Center for assistance with academic performance.
> *http://tlc.uoregon.edu/index.html*
>
> University Counseling and Testing Center for placement and assessment services.
> *http://testing.uoregon.edu*

The UO provides a robust network of resources and services that supports student success and helps students who are having personal or academic difficulties. Key providers are:

- UO Housing, promoting a healthy residential community. (*http://housing.uoregon.edu*)
- The Health Center, providing general medical care. (*http://healthcenter.uoregon.edu*)
- The Office of the Dean of Students, promoting inclusiveness, the success and growth of all students in a caring and safe community, and an enriched student experience. This office provides students with assistance addressing problems or concerns about academic, personal or community matters. It provides information about the campus's various student support and

education groups and assists the campus community to comply with the Student Conduct Code and the university's community standards. (*http://uodos.uoregon.edu*)

Career Guidance
The UO Career Center, a office operated by the Division of Student Affairs, is dedicated to help students develop long-term career goals and strategies, facilitate self-exploration and discovery, connect with potential employers, and empower and challenge them to fulfill their potential. More information about the Career Center's services is available at: *http://uocareer.uoregon.edu*

Architecture students also have access to the Office of Professional Outreach and Development for Students (PODS). This office assists students in all of the school's disciplines to develop job search strategies, career goals, and career development tools. This office works collaboratively with both administrative and academic units to provide comprehensive career services including linking students with professionals in the field, individual career advising, presentations to classes and student groups, coordinating workshops, panels, and the annual Career Symposium held in Portland. *http://aaa.uoregon.edu/resources/pods*

Professional Connections, a program initiated by the Board of Visitors, is a searchable database on the school's website that lists professionals and alumni who have expressed an interest in assisting students with their professional development. The goal of the program is to help students develop relationships and initiate their own on-going professional development to carry them into a rewarding and successful professional life. *http://aaa.uoregon.edu/connections*.

Students in the department also receive career guidance from faculty members and visiting practitioners who visit classes and participate in final reviews and the department's visiting firms day.

Internships
Although the department does not require students to complete internships prior to graduation, students receive assistance locating internship opportunities. Students hold paid internships in design firms, government agencies, and nongovernmental community organizations. Faculty members hire student interns in their professional offices or on funded projects at the university, and students also have opportunities to gain internship experience through volunteer work for non-profit organizations. In a recent survey we conducted on internship experiences, 76 percent of students responded and of those respondants, 81.9 percent reported having held a paid position or internship and 34.7 percent reported having held an unpaid internship.

In addition to numerous opportuntities in Oregon and the U.S., increasing numbers of students are finding international internships through the UO IE3 Program and other sponsors. Recent examples include:

- The Xian Dai Architectural Design firm based in Shanghai, China. Xian Dai provides four undergraduate architecture students with summer internships that provide a perspective on Chinese architecture and architectural practice. During the 2012-13 academic year, ten Xian Dai architects will spend their professional sabbaticals at the UO taking part in an exchange program organized by Nancy Cheng.

- Rick Mather Architects of London, England. Through a gift to the department, Rick Mather Architects has provided financial resources ($10,000 annually) to support one outstanding architecture student per year for a three-month internship at the London office of the firm. Internship recipients receive travel, housing and living expenses.

- BArch student Alex Miller received a Gilman Scholarship to undertake a 9-month internship in rural India with Wonder Grass, an Indian company whose mssion is to prototype a bamboo

house to compete with typical masonry and concrete homes.

- Architecture and Spanish major Elise Mandat worked with a nongovernmental organization dedicated to improving living conditions for families with scare resourses as part of her study abroad program at the Universidad de Buenos Aires.

Field trips and educational programs away from the UO
We have consistently supported faculty and student initiatives to participate in a variety of off-campus activities. Field trips in support of subject area study and site visits associated with studio projects are common. The introductory studios in each of our accredited degree programs take students on field trips to see the architecture, the cities and the landscapes of the Pacific Northwest. Student organizations also sponsor student trips.

In recent years, academic-year field trip destinations have included numerous sites in cities throughout Oregon including Bend, Coburg, Columbia Gorge, Corvallis, Cottage Grove, Mount Angel, Salem, Shedd, Eugene, Springfield and much of the Portland Metropolitan area. Annual destinations include the High Desert Museum in Bend, the Mt. Angel Abbey and Seminary, where there is a library designed by Alvar Aalto, Timberline Lodge, the Shire Retreat and Study Center in the Columbia River Gorge, the Watzek House designed by John Yeon, and Portland's Japanese and Chinese Gardens.

Destinations throughout the U.S. have included trips to California (Los Angeles and San Francisco), Colorado (Denver), Illinois (Chicago), Louisiana (New Orleans), Massachusetts (Boston and Martha's Vineyard), New York, Pennsylvania (Ambridge and Philadelphia), and Washington (Seattle and Tacoma).

In addition to travel in association with the department's international programs, students have visited British Columbia (Vancouver), China (Guangzhou), Finland (Helsinki), South Africa (Cape Town), Sweden (Stockholm and Malmo), Turkey (Istanbul) and England (London).

Currently, the department sponsors the following ongoing off-campus educational opportunities:

Portland Program
Portland has steadily and significantly enhanced its livability and public life by building pedestrian-friendly infrastructure and civic accommodations while expanding its commercial and residential precincts. This produces many opportunities for studios to focus on urban design and urban architecture with developers, planners, members of the architecture profession and community stakeholders. As Oregon's center for design services and as a city that exports architectural services, Portland provides students with access to paid professional internships and academic practicum experience. Our Portland-based faculty partner, with public and non-profit entities in the metropolitan area, raise funds for paid urban internships.

Architecture students can complete advanced study focused on urban architecture that meets requirements for our accredited degree programs at the UO Portland Center in downtown Portland. This is our most popular off-campus program, enrolling approximately 100 students per year (a 25% increase since 2006). Students can study in Portland full-time or part-time during the summer session or choose to be a full-time student in Portland for 1-2 years.

Information about the Portland curriculum and student eligibility are described in Part 2.2, "Curricular Framework," Section 2: "Professional Degrees and Curriculum." Facilities in Portland have expanded significantly since 2006. They are described in Part 1.2, "Resources," Section 3: "Physical Resources."

More information about the Portland Program and a copy of the program brochure are available at:
http://architecture.uoregon.edu/programs/portland

Practicum
Practicum is a course open to students who have taken six or more design studios. Architects and practitioners from allied fields, at the instructors' places of work, instruct students, who participate in a variety of professional activities and have the opportunity to observe aspects of practice. Although practicum study is most frequently completed in Portland or Eugene while students are enrolled in other courses, some students take practicum at other U.S. or international locations during the summer months. This is an academic experience rather than a paid internship and is often a student's first exposure to a professional practice setting.

The Rome Program
UO architecture faculty members have led a summer program in Rome for more than 25 years. The program provides full-time study (12 credits), which includes a studio, a media course and a seminar. Rome is the laboratory for each of these courses and studio space is provided at the Palazzo Cenci, Iowa State University's Center for Rome Studies. In 2011, Roxi Thoren, from the Department's of Architecture and Landscape Architecture, and James G. Harper, from the Department of Art and Architecture History, launched a new, expanded version of the program that added an architectural history concentration open to students from all majors at UO.The program included field trips to other areas of Italy.

The Vicenza Program
The spring architecture program in Vicenza, directed by Jenny Young, offers students a unique opportunity to experience Italy's contribution to architectural, urban and landscape design, and gives students a first-hand introduction to Italy's culture, people and language. Excursions in Vicenza and nearby regional towns complement the studio, allowing students to expand their knowledge of Italy outside the classroom, and providing a vehicle for hands-on study in the history and media classes. The program provides full-time study of up to 16 credits – a studio, a media course, an architectural history course and a credited journal project.

The Vacouver Program
Directed by Stephen Duff, with some instruction provided by the Emily Carr University of Art and Design, the spring architecture program in Vancouver, British Columbia, offers students a unique opportunity to study the rich architectural settings of the city of Vancouver. Students enroll in a full-time program of up to 16 credits that involves fieldwork at Granville Island, where a comprehensive planning and redevelopment effort focused on the urban fabric of the island, sustainability and transportation is underway.

The Kyoto Program
Ron Lovinger, a landscape architecture faculty member, directs an interdisciplinary summer program in Kyoto, Japan, for environmental design students from the UO who are majoring in architecture, interior architecture and landscape architecture to study Japanese architecture and garden design. The program provides full-time study (12 credits), including a studio, media course, and independent research, which can be applied to the architecture degree requirements. A highlight of the program is the opportunity to reside at the Daishin-In Temple, where students experience a traditional Japanese lifestyle.

Historic Preservation Field Schools
The Historic Preservation Program offers field schools that include hands-on preservation projects in the Pacific Northwest and Croatia each summer. These field schools are open to architecture students and the credits can count as professional electives in their accredited degree program.

Affiliated international programs
The following affiliated programs have been reviewed by the department and visited by one or more of our faculty members. Students who attend these programs can apply appropriate credits toward their professional degree program.

Danish International Studies Program
The University of Copenhagen offers programs in architecture and urban design through the Danish International Studies Program (DIS). Instruction is in English and the curriculum provides students with an immersion experience in Scandinavian design traditions and contemporary practice. Students in residence have access to travel opportunities throughout Scandinavia and Europe.

Stuttgart
The department maintains an exchange relationship with the University of Stuttgart in Germany. Eligible students are architecture majors who will have a full year of study remaining after the exchange year. The University of Stuttgart is a technical institute with programs in science, engineering, business and architecture. They also offer limited courses in the liberal arts. Stuttgart applicants must have at least conversational facility in German. The academic program includes a four-week orientation in Tubingen, an entrance exam in German language proficiency, and two semesters of architectural study.

Student organizations
The Association of Students of the University of Oregon (ASUO) recognizes more than 160 active student organizations, most of which welcome the participation of interested architecture students. Student chapters of professional societies and student organizations closely affiliated with the department include:

American Institute of Architecture Students (AIAS)
The mission of the AIAS is to promote excellence in architectural education, training, and practice; to foster an appreciation of architecture and related disciplines; to enrich communities in a spirit of collaboration; and to organize architecture students and combine their efforts to advance the art and science of architecture.

American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE)
The ASHRAE is organized and operated for the exclusive purpose of advancing the arts and sciences of heating, refrigerating, air conditioning, and ventilation, the allied arts and sciences, and related human factors for the benefit of the general public as defined in the Certificate of Consolidation. To fulfill its role, ASHRAE recognizes the effect of its technology on the environment and natural resources to protect the welfare of posterity. *http://www.uoregon.edu/%7Euoashrae*

Center for the Advancement of Sustainable Living (CASL)
The mission of CASL is to demonstrate ecologically and socially sustainable technologies and living practices in a residential setting, to provide hands-on experiential learning opportunities for the UO community, to collect and disseminate information about such technologies and practices, and to facilitate original research in this field. CASL is dedicated to challenging the notion that living lightly is difficult or burdensome. *http://uoregon.orgsync.com/org/casl*

designBridge
designBridge links the design and planning resources of A&AA to the surrounding community. It provides students with hands-on practical experience in real-world projects. *http://designbridge.org/*

Ecological Design Center (EDC)
The mission of the EDC is to promote education among students, professionals and the community on issues related to creating sustainable living environments. The EDC, its library, lecture series, solar homes tour, and Holistic Options for Planet Earth Sustainability (HOPES) Conference, serve as resources for artists, architects, landscape architects, planners, designers and all those who share an interest in being responsible stewards of the environment.

International Interior Design Association (IIDA)
IIDA is a student chapter of the professional organization for practicing interior designers. The student chapter's aim is to prepare future interior designers for the transition from school to the profession. Through involvement with IIDA, students gain opportunities to interact with design professionals, see

recently completed projects and build leadership skill through involvement with planning and organizing events.

Portland Student Action Council (PSAC)
The PSAC addresses the interests of UO students studying at the White Stag Block in Portland. PSAC also seeks to strengthen the presence of Portland students as representatives of the UO and the School of Architecture and Allied Arts. *http://psacadmin.wix.com/psac*

University of Oregon Transportation and Livability
The University of Oregon Transportation and Livability student group brings together undergraduate and graduate students from a variety of backgrounds and disciplines to focus on the planning and design of transportation systems as they relate to community quality of life and livability. Within the group, there are opportunities to collaborate on planning and design projects, gain leadership skills, bring in high-profile guest speakers and network. In addition, generous funding is available through a grant from the Oregon Transportation Research and Education Consortium (OTREC) to support students to attend educational conferences, workshops and seminars to enhance their understanding of transportation-related issues. *http://www.uoregon.edu/%7Elivemove/*

Student contributions to the university and the community
In addition to their participation in the life and governance of the school, students are active in university campus governance, most typically on campus planning and student housing committees. Our international students have traditionally been active in organizations representing their culture and place of origin. A number of students each year act as peer advisors and volunteer in various admissions and recruiting programs. Advanced architecture students often participate as discussion leaders and advisors in the university's Freshman Interest Group (FIG) program. Many have been active in their hometowns with Habitat for Humanity projects and working with young people as peer counselors. Others have participated in the Architectural Foundation of Oregon's Architecture in the Schools Program, an activity for which they can receive practicum credit.

Recognition of student achievements
Each year, several architecture students receive recognitions and awards for their design, research, and service achievements. Recent examples include:

- Serena Coltrane-Briscoe, graduate student in architecture, received the 2008 ARCC King Student Award for her work focusing on the environmental qualities of institutional buildings.
- Ho Lee (MArch) and Tyler Polich (BArch) were awarded Honorable Mentions for their submissions in the national AIAS/Kawneer 2007 Student Design Competition.
- Allyson Oar (BArch) shared top prize in the "Story about a Place" video competition sponsored by The Society for Moving Images About the Built Environment in 2009.
- In 2010, Erik Churchill, MArch and MBA student, presented his research paper, "Renegotiating Relevancy: A U.S. Perspective on IPD and BIM," about rethinking traditional architectural business models, at the international conference *Changing Roles: New Roles, New Challenges*, organized by Delft University of Technology in Amsterdam, Netherlands.
- Hugh Bitzer (BArch) won second place out of 162 entries in the 2009 American Institute of Architecture Students design competition.
- Marc Holt (MArch) took first place in two student categories in the second annual International Design Awards (2009)

Guest speakers, visiting critics, and exhibitions
Guest speakers, visiting design critics and exhibitions enrich the development of students, faculty and staff. There are also a great many opportunities for our community to attend events organized by other units at the university. The list below includes selected events from the last six years that are specific to architecture.

2006-2007:

Joachim Kieferle & Rudiger Ruby	Fachhochschule Wiesbaden University, Germany
Edward Allen	University of Oregon, Eugene, OR
Annie Han & Dan Mihalyo	Lead Pencil Studio, University of Oregon, Eugene,
Raveevarn Choksombatchai	VeeV Studio
Janet Saad Cook	Sunlight Artist, Richmind, VA

Cities in War, Struggle, and Peace

Edward Linenthal	Historian, Indiana University
Kenneth Helphand & David Luebke	University of Oregon, Eugene
Jo Noero	Architect, University of Cape Town, South Africa
Michael Sorkin	Architect and Architecture Critic, New York
Ralph Appelbaum	Exhibition designer, New York

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Chris Forney	Portland, OR and Boston, MA, LEED Accredited Professional
Alex Lifschutz	Lifsxhutz Davidson Sandilands
Stuart Cowan	Autopoiesis, LLC
Ralph DiNola	Green Building Services
Greg Acker	Portland Development Commission
Chris Forney	Brightworks
Peter Walker	PWP Landscape Architecture
Jeff Kovel	Skylab
Annie Han & Daniel Mihalyo	Seattle, WA
David Miller	The Miller| Hull Partnership and Professor, University of Washington

2007 HOPES Eco-Design Conference, University of Oregon Keynote Speakers

David Leatherbarrow	Professor, University of Pennsylvania
Paul Kephart	Instructor, Green Roof Symposium Seminars
Joan Iverson Nassauer	Professor, School of Natural Resources and Environment, University of Michigan
Nina Maritz	Namibia Institute of Architects and South African Council of Architects

2007-2008:

Thomas Hubka	Professor, University of Wisconsin-Milwaukee
Thomas Hacker	Thomas Hacker Architects (THA), Portland, OR
James L. Cutler, FAIA	Cutler Anderson Architects, Dartmouth College
Will Bruder	Will Bruder + Partners LTD
James Meyer	University of Oregon, LEED Gold, Eugene, OR
Brett Steele	Architectural Association School Architecture & AA publications, UK
Daniel Pearl	L'OEUF, Montreal, Quebec, Canada
Kenneth Calhoon	History Professor, University of Oregon, Eugene, OR
Tyabji Azhar Hasan	Architectural Historian Pune, India and Cambridge, U.K.
Azzam Alwash	Director of Eden Again Project, Baghdad
Scott Bollens	Professor University of California, Irvine
Hiroo Ichikawa	Professor Ichikawa Tokyo
Brian Ladd	Historian Specializing in Germany

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Arun Jain	Adjunct Faculty, Portland, OR
Joachim Grube	Projects in Africa
Jean von Bargen	Barcelona
James Cutler	Works
Thomas Hacker	Works

2008-2009

Michael Pyatok	Pyatok Architects, Inc. Harvard University
James Wines	SITE Environmental Design, Inc.
Renee Chow	Eva Li Chair in Design Ethics, Principal, Studio Urbis
Will Bruder	Will Bruder + Partners, LTD. Phoenix, Arizona
Jeff Lamb	Jlamb Studio
Rick Sundberg	FAIA College of Fellows, Olson Sundberg Kundig Allen Architects
David Ling	David Ling Architect
Patricia Patkau	Design Direction Patkau Architects
Brad Cloepfil	Student, University of Oregon
Daniel Solomon	Prinicipal of WRT, Director of Soloman E.T.C.
Kengo Kuma	Professor at University of Illinois at Urbana-Champaign
Galen Cranz	Prof. of Architecture, College of Environmental Design, UC Berkely

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Michael Pyatok	FAIA, Pyatok Architects, Inc. Oakland, California
James Wines	President & Founder SITE Environmental Design, Inc.
Will Bruder	Will Bruder + Partners, LTD. Phoenix, Arizona
Rick Sundberg	FAIA College of Fellows, Olson Sundberg Kundig
Daniel Solomon	FAIA, Prinicipal of WRT, Director of Soloman E.T.C.

2009 HOPES Eco-Design Conference, University of Oregon Keynote Speakers

Bill Wilkinson	Board of Directors, Audubon Naturalist Society
Anna Maria Orru	Architect, UK
James Tuer	Principal, JWT Architecture and Planning
Antony Brown	Director, Ecosa Institute
Stephen R. Kellert	Professor, Social Ecology, Yale University School of Forestry and Environmental Studies

The 2009 Joel Yamauchi Lectures: The Pacific Northwest's Japanese American Internment Remembered

Tetsuden Kashima	Professor, American Ethnic Studies, University of Washington
Peggae Nagae	Civil Rights Attorney, White Fish, MT
Henry Sakamoto	Past President Oregon Nikkei Legacy, Portland, OR
Kennie Namba	Veteran 442nd Regimental Combat Team, Portland, OR
George Azumano	Former Internee, Minidoka Japanese American Relocation Center, ID
Wendy Jansen	National Park Superintendent, Minidoka National Historic Site, Twin Falls, ID

2009-2010:

David Cook	Behnisch Architekten Stuttgart, Germany
Yo Hakimori and Kulapat Yantrasast	wHY Architecture
Janet Saad-Cook	Sun Drawings
Thomas Auer	Technical University in Stuttgart
Johnpaul Jones	Architects Seattle, Washington
John Peterson	Founder and President of Public Architecture
Alice Kimm	JFAK Architects
Charles Durrett	Grad Seminar

Gunnar Hubbard	M.ARCH University of Oregon
David Lake	Lake/Flato Architects
Roger Sherwood	University of Souther California, Los Angeles, CA

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David Cook	Behnisch Architekten Stuttgart, Germany
Johnpaul Jones	Architects Seattle, Washington
Alice Kimm	JFAK Architects
Nico Larco	Professor, University Of Oregon
Gunnar Hubbard	M.ARCH University of Oregon
Arata Isozaki	Architect, Japan
Suzanne Crowhurst Lennard	International Making Cities Livable Council, Portland, OR
Eugene Sandoval	ZGF Architects, Portland, OR
Kevin Nute	Architectural Theory & Design, University of Oregon, Eugene, OR
Donald MacDonald	San Francisco, CA
Sergio Palleroni	Portland State University, Portland, OR
Allyson Pease	Portland, OR
Roger Sherwood	University of Souther California, Los Angeles, CA
Carrie Schilling	Works Partnership Architecture, Portland, OR
William Neburka	Works Partnership Architecture, Portland, OR
Yo Hakimori & Kulapat Yantrasat	wHY Architects, Culver City, CA
Ulrich Dangel	University of Texas, Austin, TX
James McGrath	ZGF Architects, Portland, OR
Alexander Schmidt	University of Duisburg-Essen, Essen, Germany
Gordon Price	Simon Fraser University, Burnaby, BC
Steven Peterson	Littenberg Peterson, New York, NY
Andres Duany	Duany Plater-Zyberk, Miami, FL
Alisa Kane	Green Building Program for the City of Portland Bureau of Planning and Sustainability, Portland, OR
Mark Raggett	Urban Design Studio at the Bureau of Planning of Sustainability, Portland, OR
Suzanne Crowhurst Lennard	Director of the International Making Cities Livable Council, Portland, OR

2010 HOPES Eco-Design Conference, University of Oregon Keynote Speakers

Brad Guy	AIA Associate, USGBC LEED
Anna Dyson	Director, Center for Architecture Science and Ecology (CASE)
Fritz Haeg	Fritz Haeg Studio
Anthony Perl	Director, Urban Studies Program, Simon Fraser University in Vancouver, BC
Cinzia Abbate	Clinical Assistant Professor, Director of the Roman Studies Program of Rensselaer Polytechnic Institute of Toy (Ney York)

2010-2011:

Jill Mulholland	Frederick Charles Baker Chair in Architectural Design
Michael Pyatok	Pyatok Architects, Oakland, CA
Dana Buntrock	UC Berkeley
Virginia San Fratello	San Jose State University, Real San Fratello Architects
Charles Graves	Kent State University
Frank Barkow	Barkow Leibinger Architekten Berlin, Germany
Gary Reddick	V3 Studio Portland, Oregon
Steve Baer	PE Intn'l Experts in Sustainability & Five Winds Strategic Consulting
Paula Stafford	Executive Vice President Callison
Claudia Kappl	Independent Architectural Lighting Designer

Ben Gates	AIA, LEED AP
Jessy Olson	AIA, LEED GA
Karen Marble Fairbanks	Marble Fairbanks, NYC
Antonio Latini	Studio in Urbanism, Sapienza, European Master in Architecture
Jun Li	Xian Dai Architectural Group
Dr. Huijun Li	Center for Spatial Culture, Shanghai Jiaotong University
Dana Buntrock	Professor of Arch., College of Environmental Design, UC Berkeley
Francis D.K. Ching	Architect and Professor, University of Washington
John Yeon	Portland Architect
David Cook	Belluschi Professor, Behnisch Architekten Stuttgart, Germany

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Charles Rose	Charles Rose Architects, Boston, MA
James Tice	University of Oregon, Eugene, OR
Bruce Judd	University of New South Wales, Australia
David Celento	Penn State, University Park, PA
Peter Wilcox	Northwest Energy Efficiency Alliance, Portland, OR
Jill Mulholland	Texas A&M, College Station, TX
Brian Cavanaugh	Building Architecture Culture, LLC, Portland, OR
Emily Pilloton	Studio H, Winterville, NC
Dana Buntrock	UC Berkeley, Berkeley, CA
Virginia San Fratello	Rael San Fratello Architects, Oakland, CA
Masami Kobayashi	Meiji University, Tokyo, Japan
Michael Pyatok	Pyatok Architects, Oakland, CA
Kevin Conger	Conger Moss Guillard, San Francisco, CA
Gary Reddick	V3 Studio, Portland, OR

2011 HOPES Eco-Design Conference, University of Oregon Keynote Speakers: 2011

James Cody Birkey	Harvard University Graduate School of Design
Steven Moore	Professor, Architecture and Planning, University of Texas
Alexander Felson	Landscape Architect
Paul Staments	Advisor, Program of Integrative Medicine, University of Arizona Medical School, Tucson, AZ

2011-2012:

Tom Hille	Architect and author, Seattle, WA
Christian Kandzia	Behnisch & Partners, Stuttgart, Germany
Anderson Anderson	Anderson Anderson Architecture, San Francisco, CA
Rebecca Littman-Smith	Fulbright Scholar, Helsinki, Finland
Nils-Ole Zib	Walsh Distinguished Professor, Denmark
Helen Molesworth	Chief Curator, The Institute of Contemporary Art/Boston
Headlines 2011	Hayden Gallery, Seattle, WA
Paul Driscoe	Joinery Structures Oakland, California
Jean Carroon	FAIA, LEED AP Principal, Goody Clancy Boston, Massachusetts
Tom Hubka	Visiting Professor, UO Department of Architecture
Thomas Kosbau	ORE Design and Technology
Umberto Dindo	Dindo Architect, P.C., New York
Mike Pearce	Architect Harare, Zimbabwe
John Paul Jones	FAIA Jones & Jones Architects, Landscape Architects, and Planners Seattle, Washington
Rick Brown & Laura Brown	Faculty Members, Massachusetts College of Art and Design Co-Founders of Handshouse Studio

Collaborative for Inclusive Urbanism (CIU) Symposium Keynote Speakers

David Week	Assi Consult, Melbourne, Australia
Jyoti Hosagrahar	Columbia University, New York

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Anderson Anderson Architecture	Anderson Anderson Architecture, San Francisco, CA
Christian Kandzia	Behnisch & Partners, Stuttgart, Germany
John Paul Jones	FAIA Jones & Jones Architects, Landscape Architects, and Planners Seattle, WA
Jie Hue	Director and Chief Designer, Department of Landscape Architecture
Dieter Hassenpflug	International Urban Consultant, Germany
Rebecca Littman-Smith	Fulbright Scholar, Helsinki, Finland
Brad Cloepfil	Allied Works Architecture, Portland, OR
Alex Miller	Medair, Haiti
Thomas Kosbau	ORE Design & Technology, Brooklyn, NY
Kurt Haapala	Mahlum Architects, Portland
Jamin Aasam	Mahlum Architects, Portland
Rene Berndt	Mahlum Architects, Portland
Bruce Andersen	Cutler Anderson Architects, Seattle
Mike Graybill	South Slough National Estuarine Research Reserve
Craig Cornu	South Slough National Estuarine Research Reserve
Tom Gaskill	South Slough National Estuarine Research Reserve
Scotty Evans	Westwind Stewardship Group, Cascade Head, OR

2012 HOPES Eco-Design Conference, University of Oregon Keynote Speakers

Diana Balmori	FASLA, Principal of Balmori Associates
Walter J. Hood Jr.	Professor, University of California
Dan Phillips	Construction Industry

I.2.2. Administrative Structure and Governance

Governance structure
The UO Constitution, ratified in 2011, describes the structure of governance at the UO and the responsibilities of the president, the statutory faculty and the Academic Senate. The UO Senate is the sole daily governing body. Our senate is unusual among university governing bodies in that it is comprised of all campus stakeholder groups: faculty, students, officers of administration (OAs), officers of research and classified staff. This inclusiveness enables all groups to have a voice in decision-making. Senators are elected by the constituents they represent. Students are represented by the ASUO, which is led by elected positions of president, vice president and senators who serve on the ASUO Senate. This body represents students in the Academic Senate. A copy of the constitution and other documents describing the roles and responsibilities of governance bodies is available at: *http://senate.uoregon.edu/content/governing-documents*.

Governance at the school and department resides with the faculty and staff. Monthy meetings are the primary forums for governance decisions. Tenure-related faculty function as a voting body, which approves any changes to curriculum. Within the department, tenure-related faculty members also decide on policies related to our mission and governance.

Self-governance of the university, the school, and the department is facilitated by a committee structure that includes administrative advisory groups, standing and ad hoc committees and external boards. Individuals also contribute specific service assignments. University committees are filled by the University's Committee on Committees, with positions on the University Personnel Committee and the Faculty Advisory Committee to the president, filled by election. Faculty members are assigned by the department head to serve on department committees and by the dean to serve on school committees, with the exception of the school's Faculty Advisory Committee, the school's Personnel Committee, the school's representatives to the Academic Senate, and the department's Personnel Committee, who are elected by the tenure-related faculty of the school and the department. Most committees elect a chair that convenes committee meetings and serves as the committee's representative. Every year, hundreds of individuals participate in university governance through their service. At the school and department levels, all faculty, most staff and student representatives, participate. A comprehensive list of the UO standing committees can be found online at *http://committees.uoregon.edu/standcomm.*

The following is a list of committees, boards and groups that have current representation by architecture faculty, staff and students:

School Level
Administrative Council (chaired by the dean, includes associate deans, heads, directors, development and communications directors)
Faculty Advisory Committee (elected by the school's tenure-related faculty)
Faculty Personnel Committee (elected by the school's tenure-related faculty)
Equity and Inclusion Committee (chaired by the associate dean for academic affairs)
Academic Affairs Committee (chaired by the associate dean for academic affairs)
Digital Media Task Force (chaired by the associate dean for academic affairs)
House (facilities) Committee (chaired by the associate dean for administration)
Student Advisory Committee
Budget group (chaired by the associate dean for finance)
Historic Preservation Advisory (chaired by the director of HP)
Yeon Advisory (chaired by the director of the Yeon program)

University Level
Space Advisory Group (AAA represented by associate dean for administration)
Campus Planning Committee (AAA represented by associate dean for administration)
Committee for Academic Infrastructure (AAA represented by associate dean for administration)
Policing Implementation Committee (AAA represented by associate dean for administration)

Deans' Leadership Council (AAA represented by the dean)
Deans' Working Group (AAA represented by the dean)

Department Level Committees
Administrative Council (head, associate heads, directors and the executive assistant)
Baker Advisory Committee (manages Baker lighting lab and recommends uses for the Baker fund)
Curriculum Committee (includes student members)
Design Communications Task Force (an ad hoc committee with a 3 year charge to improve curriculum and stimulate research in the area of design communications)
Design Review Committee (sometimes combined with curriculum)
Faculty Search Committee (includes student members, convenes in years when there is a faculty search)
Graduate Studies Committee (includes student members, sometimes combined with curriculum)
Interior Architecture Program Workgroup (comprised of the interior architecture faculty)
Lecture and Exhibits Committee (includes student members)
Personnel Committee (elected from the tenured faculty)
Portland Program Workgroup (comprised of the Portland faculty)
PhD Program Committee
Recruiting and Admissions Committee
Scholarship Committee

Department Level Individual Service Assignments
ACSA (Association of Collegiate Schools of Architecture) Councilor (elected)
Architectural Research Centers Consortium Representative
Director of the Teaching Technology Certificate Program
Director of the Ecological Design Certificate Program
Director of the PhD Program
Materials Resource Center Advisor (a member of the interior architecture faculty)
IDP (Intern Development Program) Education Coordinator
Faculty advisors to student groups: AIAS, EDC, designBridge, CASL
Faculty coordinators of introductory studio teaching teams

Additionally, our faculty have been involved with the UO Diversity and Equity Committee since it's inception in 2004. The following architecture faculty members have served on this important committee: Nancy Cheng (2004-06); Ihab Elzeyadi (2006-08); Alison Snyder (2010-12); and Kyuho Ahn (2012-14).

Administration
As a major academic component of the UO, the school operates with a degree of autonomy this is comparable to that of other professional schools in the institution. The UO is part of the Oregon University System, which is administered at the state level by the Oregon Board of Higher Education. The university is composed of nine schools and colleges: the College of Arts and Sciences (the largest unit on campus); the Graduate School, the Honors College and six professional units, of which the School of Architecture and Allied Arts is one. The school's student population of approximately 1,700 majors (Fall 2011) represents about seven percent of the total university enrollment, making it the second largest professional school at the university.

The school is led by a dean and is composed of the following departments: Architecture, Art and Architecture History, Art, Landscape Architecture, and Planning, Public Policy and Management. All departments offer undergraduate and graduate degrees. In addition, there are four degree-granting programs within the school—the architecture department administers the Interior Architecture Program and the art department administers the Digital Arts Program. Historic Preservation, Arts and Administration and Product Design are separate administrative units that report to the dean.

A provost, who works closely with two vice-provosts for academic affairs, heads the University's academic divisions. Decisions affecting academic affairs and allocation of resources are made by the provost and are subject to the approval of the UO president.

The highest administrative officer of the school is the dean, who reports directly to the provost. The dean works closely with three associate deans and a director, who manage the schools activities in the areas of academic affairs, operations, finance and Portland. The highest administrative officer in the department is the department head, who reports directly to the dean. The architecture department head works closely with two associate heads that oversee student affairs and curriculum, and three directors responsible for overseeing graduate studies, interior architecture and Portland Programs. Faculty members holding administrative positions receive course releases and summer salary to support their work.

Administrative Positions
Administrative positions held by faculty members in the school who provide direct administrative support to the department include:

Dean of the School of Architecture and Allied Arts
Frances Bronet is an architecture professor. She teaches interdisciplinary seminars and engages in research related to interdisciplinary inquiry. The majority of her 12-month appointment is dedicated to leadership, development, and administration of the collective and individual interests of all units within the school.

Associate Dean of Administration
Robert Thallon is an architecture professor whose appointment is equally divided between the department and the dean's office. This position carries half of a typical teaching and research load, with the majority of his administrative appointment focused on addressing the school's facilities needs in Eugene and Portland.

Associate Dean of Academic Affairs
Brook Muller is an architecture professor whose appointment is equally divided between the department and the dean's office. It carries half of a typical teaching and research load, with the remainder of time dedicated to administration of the school's academic affairs.

Associate Dean for Finance
Renee Irvin, a planning, public policy, and management professor, is the coordinator for finance who supports budgetary planning and helps the school address financial equity and effective application of resources.

Administrative Director for A&AA in Portland
Kate Wagle, an art professor, is the administrator responsible for operations and planning of school activities in Portland.

The department's faculty administrative team includes the following positions:

Department Head
Since the last accreditation visit, Christine Theodoropoulos has served as the department head. She was responsible for department operations, faculty affairs, and outreach. She left the UO at the end of the 2011-12 academic year. Michael Fifield is serving as the interim head fall quarter 2012, and Judith Sheine, the current chair of the Department of Architecture at Cal Poly Pomona, will join the department as its new head. Her appointment begins in the 2013 winter quarter and she will be hosting the NAAB visiting team. The head receives three course releases per year and a two-month appointment during the summer quarter.

Associate Department Head and Director of Student Affairs
Glenda Utsey serves as the department's chief academic advisor and chairs the admissions and scholarship committees. She receives two course releases per year and a one-month appointment during the summer quarter.

Associate Department Head for Curriculum and Curricular Innovation—new position in 2008
This position is currently unfilled with a new appointment planned for winter 2013. The associate head for curriculum chairs the curriculum committee and represents the department on the school's committee for academic affairs and in interdisciplinary curriculum planning. It is supported with one course release per year and a one-month appointment during the summer quarter.

Director of Graduate Studies—new position in 2008
Howard Davis chairs the department's Graduate Studies Committee and advises graduate students. He receives one course release per year and a one-month appointment during the summer quarter.

Director of the Portland Program
Nancy Cheng chairs the Portland task force, advises students, mentors faculty and represents the program in external venues. She receives two course releases per year and a one-month appointment during the summer quarter.

Director of the Interior Architecture Program
Alison Snyder chairs the Interior Architecture task force, advises students, mentors faculty and represents the program in external venues. She receives two course releases per year and a one-month appointment during the summer quarter.

Faculty participation in administration and governance
The UO Committee on Committees, the dean's office, the department head and several advisory boards on campus distribute requests for faculty interest to serve or run for election. All tenure-related faculty members and several adjunct faculty members participate in administration and governance activities. A typical service participation level for tenure-related faculty members includes work with one committee at each of the department, school and university levels, in addition to an individual service assignment. With 33 tenure-related faculty members in the department, some of whom are on sabbatical or professional leaves, it can be a challenge to fill all of the committees and individual service assignments that are needed for effective administration and governance.

The department is also committed to ensuring the tenure-track faculty has sufficient time to teach and pursue their research agendas, and that all faculty members have access to leadership roles at the school and at the university. As a professional program, service to the profession and to the community, which can take time away from service on campus, is also an important part of our mission. To address these challenges, the department maintains some flexibility in the formation of committees, combining some committees together in some years if there are too few faculty members available to fill all committees. In making service assignments, the department head rotates appointments with heavy time demands and takes into account the level of administrative activity individual faculty members expect to have at the school and university levels.

Student participation in administration and governance
Students provide highly valued input into school and departmental matters at all levels and help to facilitate effective communication among students, faculty and administrators. Three student groups in the department—an informal graduate student forum in Eugene, the AIAS in Eugene, and the Portland Student Action Council—are particularly active voices in the self-governance process. These groups, described previously in this section, conduct meetings to discuss student priorities and concerns and bring these to the faculty for consideration. Student participation includes appointments to several of the school and department committees. Most appointments are made by issuing a call for student volunteers

and by faculty encouraging students to step forward. In cases when there is more interest than positions available, faculty members of committees with openings review student qualifications and recommendations when making appointments.

Other programs administered by the Department of Architecture

Master of Science in Architecture and Interior Architecture Programs (renamed in 2012, enrollment: 3)
Formerly known as the Master of Architecture and Interior Architecture, Option I Programs, these post-professional master's programs, with a research focus, admit students who already hold a NAAB-accredited Bachelor of Architecture degree, a CIDA-accredited Bachelor of Interior Architecture/Design degree or, for international students, a substantially equivalent degree accredited by a recognized architectural accrediting agency in a foreign country. Most international MS degree candidates are registered architects abroad. Since 2006, the department has revitalized this program through GTF support for incoming students and more active engagement of the Committee on Graduate Studies.

The PhD in Architecture (founded in 2011, enrollment: 6)
Building upon more than forty years of excellence in environmental design teaching and research at the UO, the new PhD program focuses on sustainable architecture and integrated design that engages students in multidisciplinary investigations that create new knowledge in compelling and time-sensitive research topics. With this exclusive focus, the program addresses the needs of the profession as society faces the environmental impact of buildings and cities. Students examine research topics that typically encompass an array of spatial, environmental, historical, social, political, technical, and economic factors. In addition to the rigorous understanding of building performance, aspects of sustainable community development, and broader social processes and policies, each student is also expected to demonstrate an understanding of the literature, theory, and research in a related focus area. The PhD program prepares students for careers at universities and at other entities engaged in research related to sustainable design, such as national research laboratories, industries, public agencies and non-government organizations. Eligible applicants must have earned an MArch degree, post-professional degree in architecture, or professional degree in architecture and a master's degree in a related field and have professional experience in architectural practice.

The Bachelor of Interior Architecture and Master of Interior Architecture Programs (enrollment: 122)
The department administers an Interior Architecture Program that offers two CIDA-accredited degree programs with parallel formats to the NAAB-accredited degree programs: the Bachelor of Interior Architecture and the Master of Interior Architecture.

There are advantages to administering both of these degree programs within the same department. Both programs have access to the same faculty members, staff, and facilities, and students in both programs share introductory courses in design theory, design studio, and media as well as the required course in professional practice. Undergraduate minors in architecture and interior architecture are easily achieved across the two majors, and there is the opportunity for interested students to receive an accredited degree in both fields, either by combining a bachelors and a master's degree from each field, or, for graduate students, by completing a second master's degree. Enrollment in the Interior Architecture Program is smaller, and by sharing administration with architecture, the program in interior architecture has access to a much higher level of resources. Interior architecture at the UO has consistently been ranked as one of the best programs in the U.S. by independent ranking agencies.

Certificate in Teaching Technical Subjects in Architecture (enrollment: 3)
The department is known for its graduates who pursue teaching careers, particularly in the area of building technology. In recognition of the department's success in developing future building technology educators, and in acknowledgement of the national need for more qualified teachers in technical fields, professors John Reynolds and Edward Allen developed the Technical Teaching Certificate Program. Graduate students interested in pursuing teaching careers can earn a Certificate in Teaching Technical Subjects in Architecture while enrolled in one of the department's graduate programs. The certificate is also available through University Extension to qualified individuals who hold a professional degree in

architecture. The certificate provides an avenue for students to pursue interests in building technology, gain teaching experience, and delve into curricular and pedagogical issues.

Ecological Design Certificate (enrollment: 11)
The School of Architecture and Allied Arts at the UO has a national reputation as a leader in sustainable and ecologically sensitive design. The Ecological Design Certificate Program provides an explicit curricular structure in this area, encouraging students to develop a holistic, ecologically based design awareness, solidifying the commitment of the University to ecological design, and promoting and upholding its capacity for leadership in the field. The Ecological Design Certificate is a design-based, interdisciplinary program focused on the development of a practical framework for the integration of the built environment with locale and region specific natural systems. It is available to all graduate students within A&AA. Participating students are challenged to develop an in-depth understanding of the relationships between ecological processes, issues of cultural and social sustainability, and urban development and form, as well as how allied design and planning disciplines approach these relationships. Students will acquire a theoretical and pragmatic basis to carry these understandings into the world of practice.

I.2.3 Financial Resources

The Department of Architecture Budget
We have adequate financial resources to sustain nationally recognized MArch and BArch programs, as well as post-professional architecture programs and programs in interior architecture. The department's budget is allocated by the school, and managed wholistically to serve all of our programs.

Expenses are divided into the broad categories of salaries for faculty, administration, GTFs plus OPE (other payroll expenses, i.e., insurance, FICA, unemployment, etc.), tuition remissions for GTFs, and services/supplies. Overhead expenses paid by the university and school covering facilities, utilities, and centralized services, such as career advising, computing technology, library services and some types of administrative and staff support, do not appear in the department's budget. The department contributes to some expenses that are shared with collaborating units, such as staff in Portland and expenses to equip and staff shops.

Budgets for academic units are determined by the university, following Oregon State University system and, often, legislative guidelines. Beginning July 2010, the UO implemented a tuition-based budgeting model that is not directly dependent on state support. (Compared to other state institutions, UO has a low dependence on the state, which currently provides less than 8% of the university's operating expense.) This model distributes general funds to schools and colleges based on the number of graduate and undergraduate majors, the numbers of degrees awarded and the number of undergraduate credit hours generated. The department's proposal for differential graduate tuition to support the added cost of studio-based education was approved and implemented in 2007.

The dean provides the department with an annual base budget allocated from the school's overall budget for each of the department's primary expense categories. The department can redistribute funds to different expense catagories or augment categories with funds from other sources as needed. As the school's largest unit, the department receives approximately 30 percent of the school's budget distribution. Fluctuations are due to changes in the department's staffing projections and the needs of other units, particularly the new program in Product Design and shared administrative support in Portland which are new budget categories:

Budget for the School of Architecture and Allied Arts as allocated to academic units

Academic Unit	**06/07**	**07/08**	**08/09**	**09/10**	**10/11**	**11/12**
School-wide Base Budget	$10,384,999	$11,024,482	$12,085,323	$12,601,909	$14,597,403	$16,105,735
Architecture	36.4%	36.5%	36.0%	35.3%	35.7%	35.0%
Art	22.5%	22.4%	22.1%	19.7%	21.4%	21.6%
Art History	12.9%	11.8%	10.8%	11.1%	10.4%	9.8%
Landscape Architecture	11.0%	10.5%	11.0%	10.8%	10.3%	9.3%
PPPM (planning)	10.8%	12.1%	11.9%	10.8%	11.3%	11.1%
AAD (arts administration)	4.6%	4.8%	6.4%	4.8%	4.8%	4.5%
Product Design	0%	0%	0%	2.8%	3.7%	3.6%
Historic Preservation	1.7%	1.9%	1.7%	1.5%	1.7%	1.7%
Portland Administration	0%	0%	0%	3.3%	.7%	2.4%

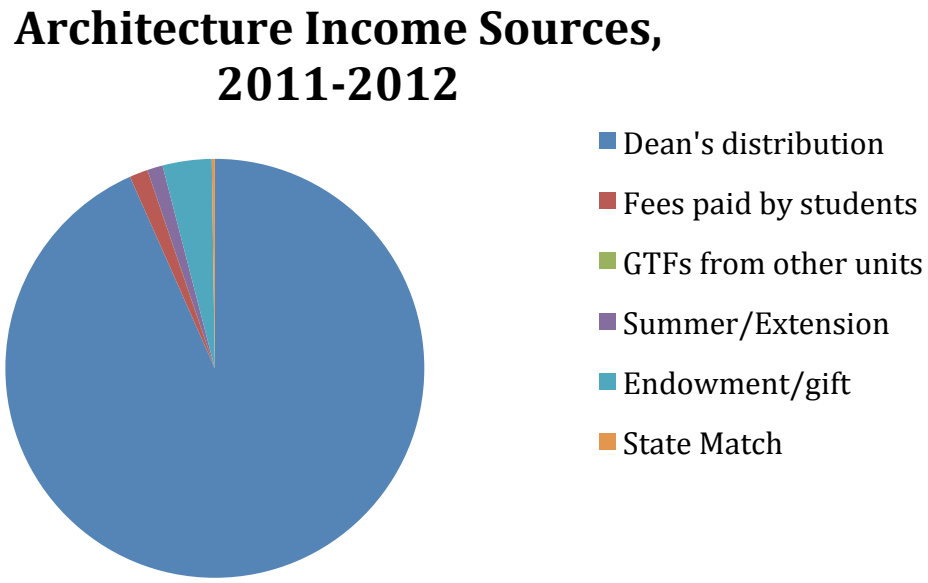
The department has additional income from Summer Session and Academic Extension earnings, grant-funded buyouts of faculty time, and fieldtrip and course fees paid by students. The UO Office of Research and the UO Graduate School provide some additional resources to support research and teaching GTFs. The department also has access to restricted funds that have been gifted to the department. These include scholarships and funds intended to enhance specific areas of the department's mission. Most of these funds reside in the UO Foundation. Individual faculty members contribute grant funds from university and external sources. While these faculty-controlled funds are not reflected in the department's budget, they are becoming an increasingly important source of research and teaching support for faculty members and provide many enhancements to the department's educational programs.

Income and expenses

Income
Since 2006, the department's budget has increased 33 percent.

Architecture income	**06/07**	**07/08**	**08/09**	**09/10**	**10/11**	**11/12**
Dean's distribution	$3,779,554	$4,021,295	$4,353,087	$4,445,337	$5,408,116	$5,643,919
Fees paid by students	$145,289	$157,319	$311,001	$320,000	$69,423	$86,060
GTFs from other units	$412,896	$424,540	$452,352	$508,867	n/a	n/a
Summer/Extension	$49,028	$45,209	$57,207	$54,091	$138,758	$72,222
Endowment/gift	$140,831	$161,086	$202,787	$221,216	$223,749	$229,020
State Match	$14,163	$14,163	$14,163	$14,163	$14,163	$14,163
Total	$4,541,761	$4,823,612	$5,390,579	$5,563,674	5,854,209	6,045,384

In 2010, the university discontinued the practice of paying for the department's GTFs. The department received a budget increase equivalent to the value of the previous year's GTF allocation. The department now pays the full cost of all teaching and many research GTFs. The cost of GTF tuition remissions are provided at in-state value and cover the full tuition obligation for both in-state and out-of-state students. Since most GTFs are out-of-state students, they benefit from the additional, non-cash value of the full amount of out-of-state tuition they would have paid as a student without a GTF appointment.

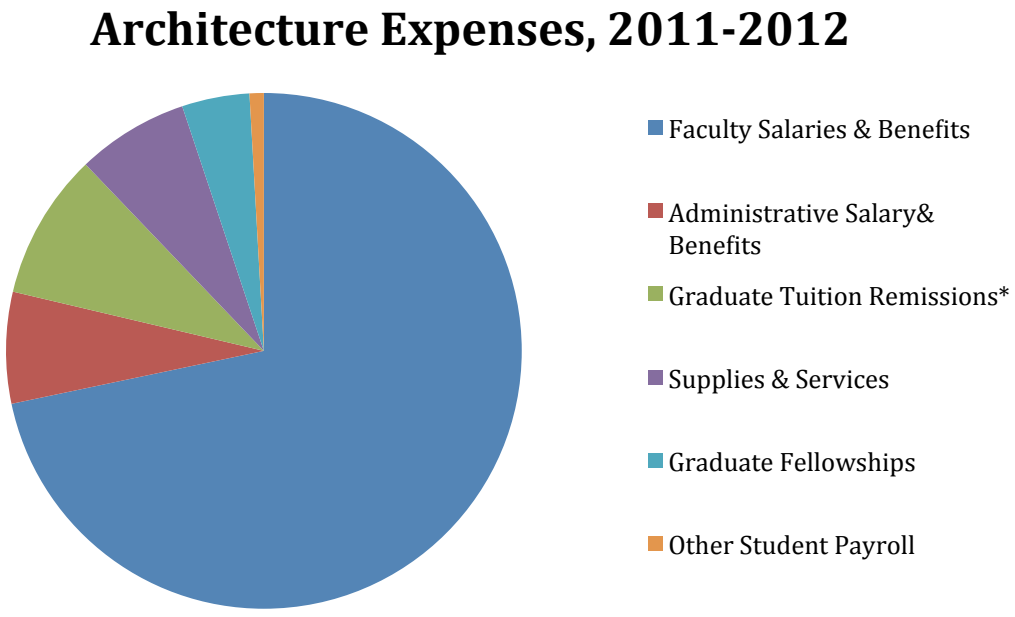


Expenses

From 2001 to 2012, the department's total expenses increased 69 percent and enrollment increased by 23 percent. In the 2011-12 academic year, payroll expenses accounted for more than 84 percent of the department's operating budget, with the remainder used for supplies and services.

Future expense projections reflect a staff position added in July 2012, two new assistant professors projected for the 2013-14 academic year, and the school's intent to raise faculty salaries. It is difficult to predict salary increases until negotiations of the first collective bargaining agreement on behalf of faculty concludes later this year. (The UO faculty unionized in 2012.)

	2000-01 actual	2005-06 actual	2011-12 actual	2012-13 budgeted	2013-14 projected	2014-15 projected
Faculty Salaries & Benefits	$2,481,031	$2,837,367	$4,198,740	$3,711,981	$4,008,940	$4,249,476
Administrative Salary& Benefits	$161,247	$179,376	$408,869	$210,407	$223,000	$236,380
Graduate Tuition Remissions*	$237,810	$384,485	$536,784	$656,352	$695,733	$723,560
Supplies & Services	$285,595	$235,372	$410,707	$400,000	$400,000	$410,000
Graduate Fellowships	$117,441	$154,386	$248,120	$248,000	$248,000	$248,000
Other Student Payroll	$144,481	$158,228	$52,224	$52,000	$55,000	$55,000
TOTAL	$3,427,605	$3,949,214	$5,855,444	$5,278,740	$5,630,673	$5,922,416



The average salary increase received by architecture faculty members who have been employed by the university since 2006 is approximately 27%. Since that time, several new assistant professors joined the department with salaries at the starting end of the pay scale and one assistant professor and one associate professor left UO. The table below shows average tenure-related faculty salaries by rank compared with 2007 levels and the most recent data available for salaries at the UO and at other architecture schools.

	Assistant Professors	Associate Professors	Full Professors
UO Architecture 2007	$ 50,036	$ 60,311	$ 79,478
UO Architecture 2012	$ 63,833	$ 78,375	$ 93,109
UO All University 2011	$ 73,300	$ 75,700	$ 106,100
AAU Architecture Comparators 2012	$ 66,600	$ 82,750	$ 112,150
NAAB West Region 2010	$ 54,914	$ 61,479	$ 85,380
NAAB All Regions 2010	$ 55,199	$ 67,998	$ 86,845

The following summary of the department's salary expenses reflects the actual costs of all student, staff and faculty salaries, both tenure-related and non-tenure related, and OPE, taking into account sabbatical leaves, leaves of absence and assigned time to other UO units.

Department of Architecture Salary and OPE Expenses Projected for 2012-13

Tenure-related faculty (29.82 FTE)	$3,556,183
Adjunct and visiting faculty (6.43 FTE)	$419,330
Career staff (6.5 FTE) does not include student assistants, consultants, short term hourly hires	$623,021
Graduate teaching and research fellows (GTFs)	$282,062
GTF tuition remissions	$587,982
Total salary and personnel expenses	$5,468,578

Student expenses and benefits

The chart below provides a summary of the tuition and fees expense per student per academic year since the last accreditation visit.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Undergraduate resident	$5,970	$6,168	$6,485	$7,430	$8,190	$8,789
Undergraduate non-resident	$18,768	$19,332	$20,242	$23,720	$25,830	$27,653
Graduate resident	$11,055	$11,577	$12,144	$13,898	$14,655	$15,560
Graduate non-resident	$15,591	$16,341	$17,166	$19,190	$20,646	$22,763

Comparisons of 2011 data compiled for the university's professional schools show that the department's expenditures per student credit hour (SCH) exceed expenditures of the school as a whole and exceed expenditures for the journalism and music schools, but are less than the expenditures for the education, business and law schools.

Fiscal Year 2011	Total expenditure per SCH	Faculty salary per SCH
Department of Architecture	$236	$123
School of Architecture and Allied Arts	$271	$111
Lundquist College of Business	$283	$124
College of Education	$1,271	$347
School of Journalism	$217	$73
Knight Law School*	$690	$243
School of Music & Dance**	$331	$108

*Law students pay tuition and fees that are significantly higher than those of other graduate students.
** The curriculum in the School of Music and Dance depends heavily on private tutorials.

Development resources
The Office of Development and the Office of External Relations and Communications provide advancement and fundraising services for all departments within the school. These two offices were created in 2006 to provide a broad set of outreach, fundraising and communications services for the school's academic programs and are part of a centralized/decentralized university development division administered at the school and university level to advance support for the University.

The A&AA Office of Development is responsible for private fundraising on behalf of the academic programs in the school. It also coordinates the activities of the A&AA Board of Visitors. The office currently employs 4.0 FTE of professionals, 1.0 FTE of staff and 0.5 FTE of student workers. The Senior Director of Development, a position that has been vacant since March 2012 with a search underway, oversees the major gifts program for endowment and capital purposes. The senior director coordinates the development activities and planning with the dean, department heads and program directors, and receives support from specialists in the university Development Office for various trust and legal procedures. This position is responsible for direct solicitation and stewardship of major gift donors for the school, concentrating on efforts to meet alumni and friends to encourage their involvement in the advancement of the school and traveling frequently to identify and cultivate donors. As of January 2011, the UO defines a "major gift" as $100,000 or higher.

The school's existing development staff includes a new position of events manager, Chris Nairns. The events manager works closely with the senior director to identify and execute strategic regional domestic events that support the fundraising goals of the school. An additional position of director of development for major gifts was added in January 2012. That director, Kyle Harris, who is based in Portland, identifies, contacts, and cultivates alumni and friends of the school who meet specific criteria that qualify individuals or organizations as "major gift" prospective donors. Although based in Portland, Harris represents the school's interest across the U.S. Ongoing staff positions include an office coordinator, Jessie Rowe, who oversees all operational and budgetary components of the office, and an associate director, Cindy Lundeen, who manages the school's overall scholarship program in coordination with each program and department, provides staffing for the Board as a liaison and coordinator, and manages the stewardship program for the school's donor base. The associate director works in close concert with the senior director and director to identify and steward donors with capacity and inclination to renew major gifts of support to the school.

Assistant Dean Karen Johnson leads the school's Office of External Relations and Communications. This office provides central outreach to the school's external constituents and communications to the general media. The office is responsible for media and news releases; brand and brand management; overall coordination of communications plans with central offices of communications; UO Foundation alumni

records; design and editing; web communications; and trademark management. It is responsible for the design and marketing of signature events, including live-stream broadcasting, for the department, such as the Belluschi, Walsh and Finrow, Stott and other endowed visiting lectures, and for admissions-related recruiting materials and advertising. The office produces a number of digital and print publications, including the *A&AA Review* and a monthly electronic newsletter distributed to the school's alumni, advisory board, and professional constituents. The office prepares posters, direct mail postcards, and other pieces to support the department's lecture programs in Eugene and Portland, along with databases for alumni and professional lists for bulk mail and e-communications of events. Professional staff members in the office produce these communications tools with contributions from GTFs, student reporters, and photographers. The assistant dean provides editorial direction and concentrates on strategic messages to advance the reputation and public awareness of the school and the department. Students and faculty provide material for inclusion in the publications and for media opportunities. The annual *A&AA Review* is distributed to over 25,000 alumni and friends, to other institutions of architecture, and to professional offices. Currently, these services are provided to the department at no additional cost beyond the direct cost of advertisment placement, printing, and postage.

The UO Annual Giving Program coordinates with the school's Office of Development to run mail and call-center campaigns that focus on donors who support the school at a giving range of approximately $5 - $2,500 per commitment. These efforts result in approximately $15,000 - $20,000 each year for the department's discretionary fund. Because the donations are unrestricted, the department uses them to support a variety of activities ranging from faculty conference participation to special lectures and events. A number of restricted funds are dedicated to architecture, including funds scholarships, faculty support, lectures, and subject-area enrichment. The department also receives income from the endowment funds, described in the following section.

The spendable portion of funds available (from current donations, distributed income from endowments, etc.) has grown from $225,040 in 2001 to $370,278 in 2006 to $368,000 in 2011. Since only a portion of this money is replaced annually, the department distributes its use of these funds over several academic years and budgets for expenses that regularly occur every few years, such as computer replacement costs.

Income from fundraising varies from year to year due to the timing of larger gifts. The current use funds shown below are in addition to the income sources shown in Table 1. Most current use funds are for restricted uses, which range from broad-use categories, such as teaching, to more specific purposes, such as graduate student travel. Note that this data is shown by calendar year rather than academic year and represents only a portion of what we expect to receive by the conclusion of 2010.

Table 3: Funds Raised for the School and the Department

Funds Raised for AAA	**2007**	**2008**	**2009**	**2010**	**2011**
Department of Architecture	$543,400	$1,341,985	$ 457,230	$170,000	$406,064
All other funds for the school	$1,704,083	$ 421,705	$1,224,402	$97,500	$2,458,259
Funds Raised for Architecture	**2007**	**2008**	**2009**	**2010**	**2011**
Current Use Funds	$ 159,500	$79,400	$ 251,000	$ 50,000	$406,064
New Endowment Funds	$ 358,900	$ 1,262,585	$ 56,230	$ 95,000	$0
New Planned Gifts	$ 25,000	$ -	$ 150,000	$ 25,000	$0
Total	$ 543,400	$ 1,341,985	$ 457,230	$ 170,000	$406,064

Department Endowments
The department's endowment holdings have increased from $4,391,200 in 2006 to $5,260,358 in 2012, a 16.5 percent increase. This increase can be attributed in part to the addition of some new endowment funds. The estimated annual payout to the department of these holdings is 4 percent of the endowment balance, approximately $176,000.

The value of individual funds ranges from just over $25,000 to $1.5 million. The largest are the Baker, Belluschi, Walsh, and Bartholomew endowments.

The Frederick Charles Baker Endowment
In 1986, the department was the recipient of a $1 million endowment gift in honor of Frederick Charles Baker, a Portland designer of lighting fixtures, for the purpose of establishing a faculty chair in architectural design with an emphasis on light and lighting. The endowment also supports graduate and undergraduate research in this area. The program has sponsored an annual lecture by architects distinguished in the field (Richard Peters, William Lam, Henry Plummer, Marietta Millet, Donald Watson). The endowment currently totals about $1.661 million.

The Bartholomew Endowment
This endowed fund was provided through the will of Lyle P. Bartholomew, BArch 1922, and was recently supplemented in the will of his sister, Gladys Bartholomew. Dedicated to scholarships, this endowment currently totals $589,453 and is held in trust by the Bank of America for the benefit of UO architecture students.

The Pietro Belluschi Endowment
In 1993, Pietro Belluschi and his family established an endowment for a distinguished visiting professor in design. The first Belluschi Professor was Colin Rowe, in 1995, and the tradition has continued each year. Belluschi Professors have included: Thomas Bosworth, Edward Allen, Laura Hartman, James Cutler, Carlos Jiménez, Annette LeCuyer, Brian Carter, and Jo Noero. The income from this endowment is matched through an Oregon University System program. The endowment currently totals about $428,219.

Margo Grant Walsh Professorship in Interior Architecture
In 2001, two new programs—an endowed professorship and a visiting lectureship—were established to bring top interior design and architecture professionals to the university. The Margo Grant Walsh professor endowment currently provides funds for a visiting professor, which later may become a resident position. The Gunilla K. Finrow lecture fund supports an annual lecture delivered by the Walsh Professor. The Walsh professor and Finrow lecturer have been Janine James (2003) and Erling Christoffersen (2005). The endowments currently total $677,365.

Jones & Jones Fund (shared with the Department of Landscape Architecture)
The Jones & Jones endowment fund, established in 1999, provides income to cover expenses for faculty and students exploring critical issues and practice involving the integration of architecture and landscape architecture. Expenses can include salaries for teaching, travel costs, documentation or presentation expenses, honoraria, and other educational costs. The endowment fund balance is $32,258.

Dr. D.C. Burkes and Family Memorial Lecture Fund
The purpose of this fund is to provide lectures on housing and architecture emphasizing social and public housing problems. The endowment balance is currently $123,973.

Larry and Janice Bruton Endowed Fund
Created in 2001 to fund critical needs of faculty members in sustaining teaching and research excellence, the endowment provides awards or stipends for faculty development. The fund supports faculty travel, research or teaching; teaching assistance for course development or instruction, especially for initiatives taken to broaden quality and content of courses; and faculty fellowships to advance faculty development. The endowment balance for this fund is $86,317.

Named Studio Endowment Funds
Three endowments have been secured that provide support for enhancements for student experiences in design studio. Funding allows for field trips and site visits, model-making supplies and publications, visiting critics, and other related costs for the studios. Faculty members submit requests to participate in one of the sponsored studios. Studio endowments include the Joel Yamauchi Fund, sponsored by MulvannyG2 ($70,000); the Robert Thompson/TVA Architects fund ($125,000); and the Jerry and Gunilla Finrow studio endowment fund ($125,000).

School Endowments
A number of endowments have been made to the school and provide resources for more than one department. Of these, three are of special interest to the architecture department.

The Marion Dean Ross Endowment
Provided in the will of this distinguished professor of architectural history who taught for more than 30 years at the UO, this endowment specifically funds purchases of rare items for the architectural history collection in the school's library. It is the largest of such endowments for this purpose in the country. Through the Oregon University System (OUS) endowment-matching program, a chair was also created—the Marion Dean Ross Distinguished Chair in Architectural History. The endowment currently totals about $2.03 million.

John Yeon Center for Architectural Studies and The Shire: John Yeon Preserve for Landscape Studies
In October 1995, the UO received a substantial endowment and two significant properties, the Watzek House and The Shire, to establish The John Yeon Center for Architectural Studies and The Shire: John Yeon Preserve for Landscape Studies. In 2000, the John Yeon Center received the donation of the George and Margaret Cottrell house, the last designed home by John Yeon. His first designed project in 1937, the Watzek House and garden, embody a pivotal position in the history of Pacific Northwest architecture and was designated a National Historic Landmark in July 2011. The Watzek House in Portland and The Shire, a 75-acre designed landscape in the Columbia River Gorge, offer unique learning settings for architecture students. Funds provide opportunity for faculty research, with an emphasis on studies that focus on historic preservation, Pacific Northwest architecture, and landscape architecture. Funds also support class trips. The endowment currently totals $3.1 million.

The School of Architecture and Allied Arts Faculty Development Fund
A pooled endowment fund was established in 1993 to provide research and creative work grants for A&AA faculty members, with a preference given to junior faculty. Awards provide $4,500 for summer grants for faculty members to conduct foreign travel activities for advancing research and teaching. Architecture faculty members are eligible for these awards, which are granted by the school's Research Liaison committee. The endowment and OUS matching-funds programs offer two annual awards. The endowment balance is $187,385.

University-wide scholarships
During the 2011-12 academic year, approximately 161 architecture students received $678,344 in scholarship support from the university and in Dean's scholarship funds. University scholarships are not attached to a particular department or school. They are awarded on the basis of scholastic achievement and in accordance with the bequests of the donors. The Dean's scholarships are awarded to incoming students with BArch students receiving five years of the award.

General University Scholarship and Dean's Scholarship Programs
The University of Oregon began a new scholarship program in 1998 for undergraduate applicants. These General University Scholarship and/or the Dean's Scholarship Programs have been awarded to nearly 40 percent of the Department of Architecture's entering freshmen each year. These scholarships are renewable annually.

Presidential Scholarships
During the 2011-12 academic year, four architecture students received a total of $30,600 in Presidential Scholarships. High school seniors from Oregon who are at the top of their class scholastically (generally 3.85 GPA or above and >1240 SAT scores) are eligible for Presidential Scholarships.

Architecture & Allied Arts Scholarship Programs

A&AA Dean's Graduate Fellowships (Approximately six awards per year of $5,000 each)
A&AA Dean's Graduate Student Fellowships are awarded to master's students in the School of Architecture and Allied Arts who are in the completion stage of thesis, master's project, or terminal project. Strong preference is given to students pursuing research activities or creative work that centers on sustainability, creative or cultural inquiry/practice, and/or critical analysis/interpretation. These awards are offered in partnership with the UO Graduate School.

Ellen M. Pennell Scholarships (Approximately three awards per year of $1,000 each)
This scholarship fund was established through the bequest of Ellen M. Pennell, a longtime member of the UO library staff. All majors in Architecture and Allied Arts are eligible to apply. Selection is based financial need and academic merit. The number and amount of awards may vary slightly from year to year, depending upon the economy and the fund's performance.

Clara E. Nasholm Scholarships (Approximately three awards per year of $2,500 each)
This scholarship fund was established through a bequest of Clarice Kreig in honor of Clara E. Nasholm, a 1937 alumna of the Department of Architecture and head librarian for the City of Eugene. Selection is based upon demonstrated cross-disciplinary work while a major in the school, financial need, and academic merit. The number and amount of awards may vary slightly from year to year, depending upon the economy and the fund's performance.

Student Travel Fund (Approximately seven awards ranging from $200-$500)
The A&AA Student Advisory Committee and the Dean administer the Student Travel Fund, which assists with travel expenses related to research and/or conferences. These funds are supported by a portion of the income from vending operations in the school and the Lawrence Hall coffee shop.

Department of Architecture Scholarships and Awards
During the 2011-12 academic year, approximately 50 students were selected to receive more than $97,000 in scholarship funding directly from the department. Scholarship and award funds dedicated to students in the department include:

Scholarship Fund by Purpose	**Number**
Current (funded year-to-year)	
Graduate research support	3
Unrestricted academic support	3
Specific area of program/study	2
Graduate travel	1
Endowed (self-funded in perpetuity)	
Recruitment support	1
Advanced student support (3rd – 5th year and/or graduate)	6
Graduate support	3
Unrestricted academic support	4
Undergraduate recruitment	1
Travel, advanced students (4th – 5th year and/or graduate)	2
Recruitment and/or retention of under-represented students	1
Support for research and/or professional presentation in sustainable design	1

Of particular note are a few scholarships, included in the above listing:

Baird Family Scholarship
This endowed fund was made possible by an alumnus of the department whose family foundation generously supports academic institutions primarily on the East Coast. Through the passionate advocacy of this young alumnus who was just getting his career launched, a permanent scholarship fund was established in the department.

Lyle P. Bartholomew Scholarship
As one of the oldest and largest student-support endowed funds in the department, it generates significant income every year that is awarded to between 10-15 students.

Anthony Wong Scholarship for Research in Sustainable Design
The most recently established endowed fund in the department specficially supports and recognizes the high level of research and discovery in sustainable design coming out of this department. The resource this fund provides makes it an attractive opportunity for which students thoughtfully craft competitive proposals.

National and regional scholarships received by architecture students

American Institute of Architects National Scholarships
Members of the American Institute of Architects provide scholarship funds for architecture majors. The department's Scholarship and Awards Committee nominates candidates.

Senator Mark O. Hatfield Architectural Award
The Architectural Foundation of Oregon sponsors this scholarship for undergraduate architecture students in the last year of study who are Oregon residents who have demonstrated outstanding architectural design skills together with a commitment to service in their community. To date, all of the Hatfield award recipients have been University of Oregon architecture students.

National Association of Women in Construction
Oregon resident undergraduates or graduate students enrolled in an Oregon school course leading to a degree in construction or a related field may apply. Many of the NAWC scholarship recipients have been University of Oregon students.

I.2.4 Physical Resources

General Descripton of Facilities

Eugene

The Department of Architecture is located on the University of Oregon's main campus in Eugene with a satellite location at UO Portland's White Stag Block. Both sites provide studios, classrooms, meeting and event spaces, faculty and staff offices, research labs, libraries, fabrication shops and computing support services. Physical resources are adequate to serve the current needs of the architecture program. As we plan for the future of the School of Architecture and Allied Arts, we are developing a vision for a new building that will serve the emerging disciplinary and interdisciplinary needs of all of the school's programs. The university has identified this project as a priority for fund raising and future state support requests.

The School of Architecture and Allied Arts currently occupies thirteen buildings on the main UO campus with additional space for artist studios off campus. Most of our facilities are located in two contiguous buildings: Lawrence Hall and Pacific Hall, with additional facilities across Franklin Boulevard on what is known as the North Site. (See plans at the end of this report section.) Lawrence Hall is shared by programs in architecture and interior architecture, along with four other departments in the school. The school's administration and support facilities, including a gallery, the Hearth (a café and event space), a student computer lab and output room, a studio shop, the Visual Resource Center, and the A&AA Library, are all located in Lawrence Hall. A woodshop, located on the North Site, supports the furniture design studio. Since the last accreditation visit, improvements to Eugene facilities include the addition of a staffed studio shop and reorganization and expansion of the furniture shop. The department has replaced most of the furniture and audio-visual equipment in the classrooms it schedules. Space used by the department includes:

Environmental design facilities, located in Lawrence and Pacific Halls, are shared by the Departments of Architecture, Interior Architecture, and Landscape Architecture:

35	Design Studios	(816 sq. ft. - 1,024 sq. ft.)
3	Lecture/Review Rooms	(517 sq. ft. - 1,280 sq. ft.)
4	Media Lab/Review Rooms	(726 sq. ft. - 1,276 sq. ft.)
3	Seminar Rooms	(367 sq. ft. - 469 sq. ft.)

Other instructional, research and administrative spaces:

27	Single-person Faculty Offices	(90 sq. ft. - 120 sq. ft.)
2	Bullpen Faculty Offices (adjuncts/NTTF)	(137 sq. ft. – 229 sq. ft.)
1	Studio Shop (added in 2009)	(1,091 sq. ft.)
1	Computer Graphics Lab and Peripherals Center	(400 sq. ft.)
1	Archive of Student Work	(308 sq. ft.)
1	Materials Resource Center	(400 sq. ft.)
1	IARC Materials Study Room	(300 sq. ft.)
1	Department Office (renovated in 2009)	(1,430 sq. ft.)
6	Research space used by faculty, research staff, incl. ESBL	(2,296 sq. ft.)
1	Baker Daylighting Laboratory	(438 sq. ft.)

General classroom facilities:

Although we have access to general classroom space throughout the university campus, we most frequently use the rooms located in Lawrence and Pacific Halls.

3	Classrooms	(30 - 35 seats)
4	Lecture Halls	(63 - 220 seats)
5	Microcomputer Labs	(445 sq. ft. - 750 sq. ft.)

North Site facilities include:

1	Furniture Design Studio	(1,055 sq. ft.)
1	Furniture Shop	(2,511 sq. ft.)
1	Plastics Shop	(259 sq. ft.)
1	Metals Shop	(899 sq. ft.)
1	CNC Router Lab	(220 sq. ft.)
1	Finishing Lab (paint booth)	(220 sq. ft.)
1	Industrial Sewing room	(181 sq. ft.)
1	Structures Research Lab	(1,488 sq. ft.)

Portland

In 2008, the Portland program moved to the newly renovated historic White Stag Block, a refurbished, 103,000 square-foot LEED Gold building, where we enjoy state-of-art classrooms, daylit studios and community space, new studio workstation furnishings designed by architecture faculty and students, and a collection of architect-designed furniture. It is located on the riverfront in the Old Town/Chinatown district of downtown Portland, a short walk to the Pearl District and many of the cities leading architectural offices. It is adjacent to a light rail stop and within walking distance to the train station. Students have 24-hour building access and secured indoor bicycle parking. There is a public event space on the ground floor adjacent to a lobby and gallery where we hosts traveling architectural exhibits and display the work of our students. Beginning in 2009, faculty from Eugene who teach in Portland can stay overnight at the historic Cottrell House, designed by John Yeon in 1951. Since the White Stag Block opened, more faculty and students from Eugene are choosing to work in Portland and enrollment has increased by 25%.

We have access to a computer lab, a library, and other shared space that can be scheduled for meetings, events and exhibits. (See plans at the end of this report section) Space exclusively for department use includes:

Instructional and research facilities:	
Arch Design Studios: 7 @ 1200 sf	8,400 sf
Skidmore 3 Studio	1,324 sf
Bridge Studio	1,940 sf
ESBL	1600 sf
Product Design Studio	900 sf
White Box (includes office and prep space)	1,288 sf
Grey Box	548 sf
Digital Arts Studio Bay	1,131 sf
Fusion Lab	1,352 sf
Sound Studio	149 sf
Screening Room	283 sf
Classroom/Review Room (4th floor)	650 sf
Classroom/Review Room (5th floor)	550 sf
Common Layout/Computer Space	600 sf
Woodshop/Model Shop/Fabrication Lab (basement)	2800 sf
Faculty space:	
4 Offices @ 140 sf	560 sf
Visiting Faculty/Adjuncts: share 1 office	200 sf
Administrative space:	
A&AA Director	200 sf
Reception, Administration, Student Support	700 sf

Ancillary and support spaces:	
Computer Output Room	300 sf
Spray Room (basement)	100 sf
Archival Storage	1,108 sf

Other Facilities

The school owns three historic properties designed by John Yeon, an important modern architect who holds a pivotal position in the history of the Pacific Northwest regional style. They form part of the John Yeon Center, dedicated to education and research.

The Shire occupies a 75-acre waterfront site in Skamania County, WA, in the heart of the Columbia River Gorge. Directly across from Multnomah Falls, the Shire is a carefully designed landscape with a sculpted lawn, a series of meadows, wetlands, vista points, river bays, and walking paths, which John Yeon created over 30 years. He purchased the property in 1965 to protect it from possible industrial development. Today, it provides an educational site for the study of landscape preservation, design, ecology, and management creating opportunities for individuals and study groups to engage in research and discussion of landscape architecture, planning, conservation and preservation issues associated with the Columbia River Gorge, the Pacific Northwest region, and the nation.

Two of Yeon's Portland residences, the Watzek House and the nearby Cottrell House, are beautifully sited high in Portland's west hills. The Watzek house, designed by Yeon when he was 26, is preserved as a study site and has recently been designated as a National Historic Landmark. The Cottrell House, across the street, is used by the school to house faculty visiting from Eugene and other guests of the school's programs. The department covers the cost of Cotrell House stays for faculty based in Eugene when they teach in Portland. More information about the Yeon properties is available at: *http://aaa.uoregon.edu/institutes/yeon/*

Individual Workspace

Every member of the faculty has access to a private office for their work. Two faculty members in Eugene recently volunteered to share their office space to help with the school's overall shortage of offices. They both maintain professional offices off campus where they conduct research and creative practice. There is one faculty member in Portland who also relinquishes his right to a faculty office because he maintains a professional practice. All faculty members and GTFs can reserve conference rooms or small seminar spaces to meet privately with students as needed. Every student enrolled in studio and every MS and PhD student have personal workstations with lockable cabinets. The space per student ranges from 60-75 square feet or more, depending on the studio configuration, furniture arrangement and number of students enrolled in the studio. Every full-time staff member has a personal workstation. Part-time student staff members share workstations.

Equipment and facilities services

In Eugene, the dean's office maintains photocopy and mailroom services for faculty use, provides ongoing scheduling services for some of the school's meeting rooms, coordinates the scheduling of the school's large classes and provides faciltites maintenance services. The school's Faculty and Student Services Center provides audio-visual equipment, service equipment, supplies, laptop computers, and other tools and equipment for student and faculty use. This desk also serves as a liaison to the building manager if assistance with facilities is needed. Students and faculty can also request equipment from the university library's Media Services Center. In Portland, the school partners with the library, the office of the Vice Provost, and White Stag Facilities Services to provide similar support services for students and faculty.

Computing resources
Students learn to explore new ideas through a combination of traditional methods and experimental techniques. Through work in animation, multimedia, graphics, computer-aided design, geographic information systems, and web publishing, students see how computer technology can extend capabilities and enhance understanding. Most instructional spaces and lounge areas are networked with reliable high-speed wireless access to the UO network. Instructional technology is supported on Windows and Mac OS computers. Students are given generous server space for email, websites and online backup. A single DuckID allows access to a wide range of online services including registration, courseware, grades, accounts payable, and course evaluations.

In Eugene, the school provides access to a full array of computing applications through its instructional and research laboratories located in Lawrence Hall, Pacific Hall, Hendricks Hall and the Northsite complex. A&AA Computing Services staff maintains these resources as well as shared large-scale color plotters and high-resolution printers. Technical support is available through A&AA Computing Services, Information Services, and informal peer consulting. There are 3.5 full-time staff, 4-6 student Help Desk employees, and 8-10 Output Room student employees. Full time staff consists of one director, an Output Room manager, a lab manager/system admin, and a 0.5 FTE IT consultant. This team serves approximately 85 tenure-related faculty (33 of whom are architecture faculty), 60 adjunct faculty, 35 staff and officers of administration, and 1,700 majors (close to 700 are students in the Department of Architecture). They support grant-funded research centers and institutes that involve architecture faculty and students. They provide students, faculty and staff with assistance purchasing computer equipment and software and advise on digital-image handling and multimedia questions. Laser cutters are provided in the school's fabrication shops with assistance from shop staff.

The computing lab most frequently used by architecture students in Eugene is the design-computing lab (DCL). It is centrally located in Lawrence Hall with 18 iMacs, and is open 24/7. In Portland, there are school maintained computers for student use in the studio lounge area and a computer lab that doubles as an instructional space. These labs are equipped with equipment and software that supports the needs of architecture students. In addition to the DCL, architecture students have access to four other computer labs in the school with a combined 57 iMacs. Details are available at: *http://it.uoregon.edu/aaacs/labs/dcl*.

The A&AA Output Room in Lawrence Hall large is dedicated to providing high-end output services to the University community at affordable prices. The A&AA Output Room provides students, staff and faculty with affordable access to color laser printing, large format printing and large format scanning. Details are available at: *http://aaa.uoregon.edu/output*.

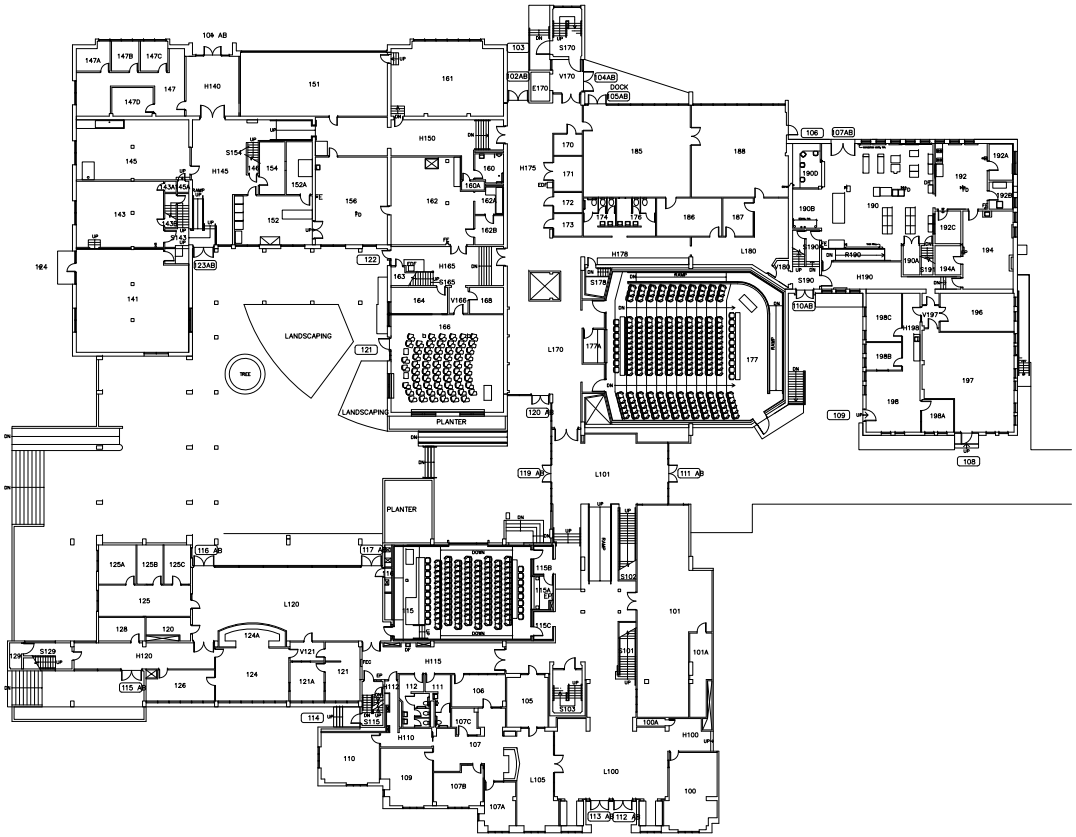
In Portland, similar services are provided by library staff members, assisted by student employees, who manage an Output Room that performs large-scale color printing and scanning, binding and vinyl-cutting services. The Portland Output Room also functions as a faculty and student services center where students can check out equipment, including video and digital cameras, tripods, and hand-held audio recorders.

To participate effectively in the department's computer-integrated instruction, every student is required to have unlimited access to a personal laptop computer. The school's computing specialists, in consultation with the department's digital media faculty, prepare recommended computer hardware and software packages and negotiates reduced rates for the department. Students who are eligible for financial aid can also receive aid toward computer purchase expenses.

Fabrication Resources
In the fall of 2009, the school opened a new 1,020 square-foot Studio Shop in Lawrence Hall near design studios for student use. The Studio Shop is in an accessible location adjacent to the loading dock and freight elevator. It is open every day school is in session, as well as evenings and weekends that are convenient for students. In order to improve the performance and safety of our shops, we created a new staff position for a fabrication lab technician who oversees equipment selection, set up, maintenance,

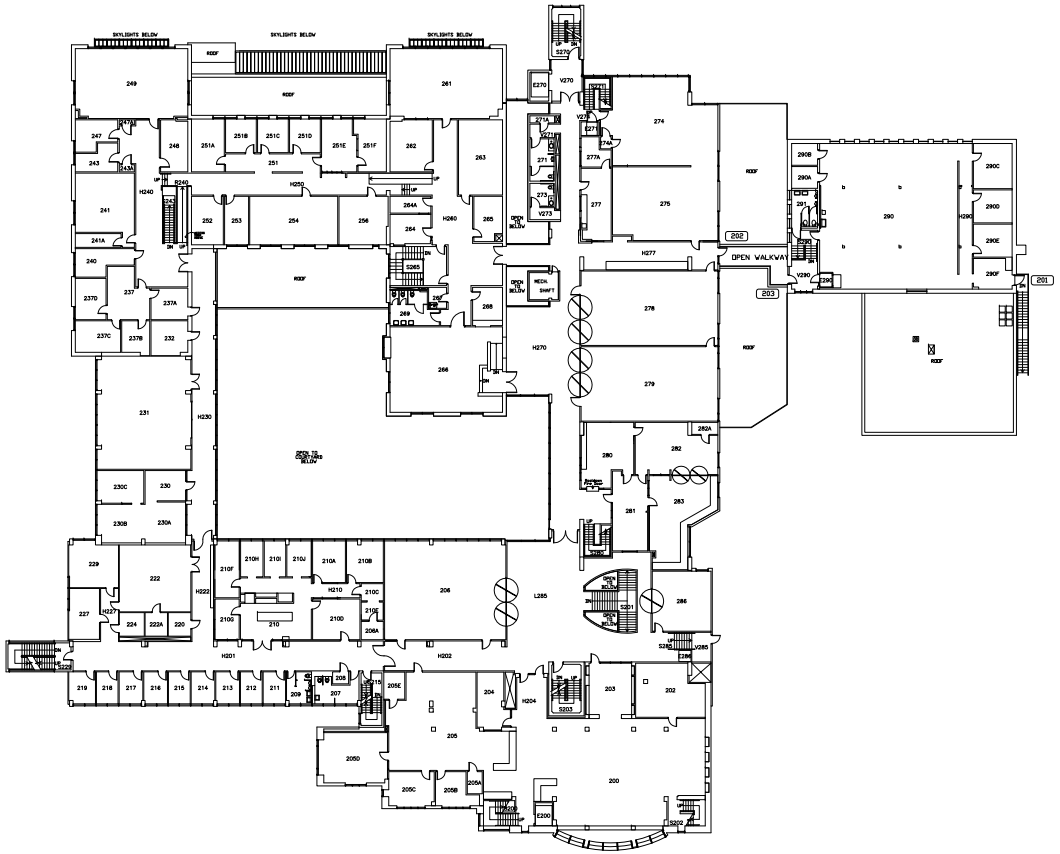
operation and safety of all of the department's shops. Tom Coates, who was hired in 2009 for this position, has reorganized and outfitted our shops and developed equipment use protocols and safety training including the addition of instructional videos available online and accessible to students in both Eugene and Portland. Part-time shop technicians assist him. Details about shop equipment and services can be found here: *http://aaa.uoregon.edu/studioshop*.

The Portland Studio Shop and Fabrication Laboratory, located in the lower level of the White Stag, is equipped with manual and digital tools including computer controlled routers, 3D printers and laser cutters. A full-time shop manager supports this shop. John Leahy is the shop manager and also teaches courses in fabrication methods and oversees all aspects of shop management with the assistance of part-time and student staff. The lab, which is fully accessible, is scheduled to accommodate the needs of students in the architecture program. Safety protocols have been established and all students who use the shop are required to complete safety training. See *http://aaa.uoregon.edu/studioshop-portland*.



FIRST FLOOR PLAN

N	FEET 32 64	SHEET 2 OF 9	DRAWN 1923 REVISED 05/09	Lawrence Hall 1190 Franklin Blvd.	UNIVERSITY OF OREGON	BUILDING 1



SECOND FLOOR PLAN

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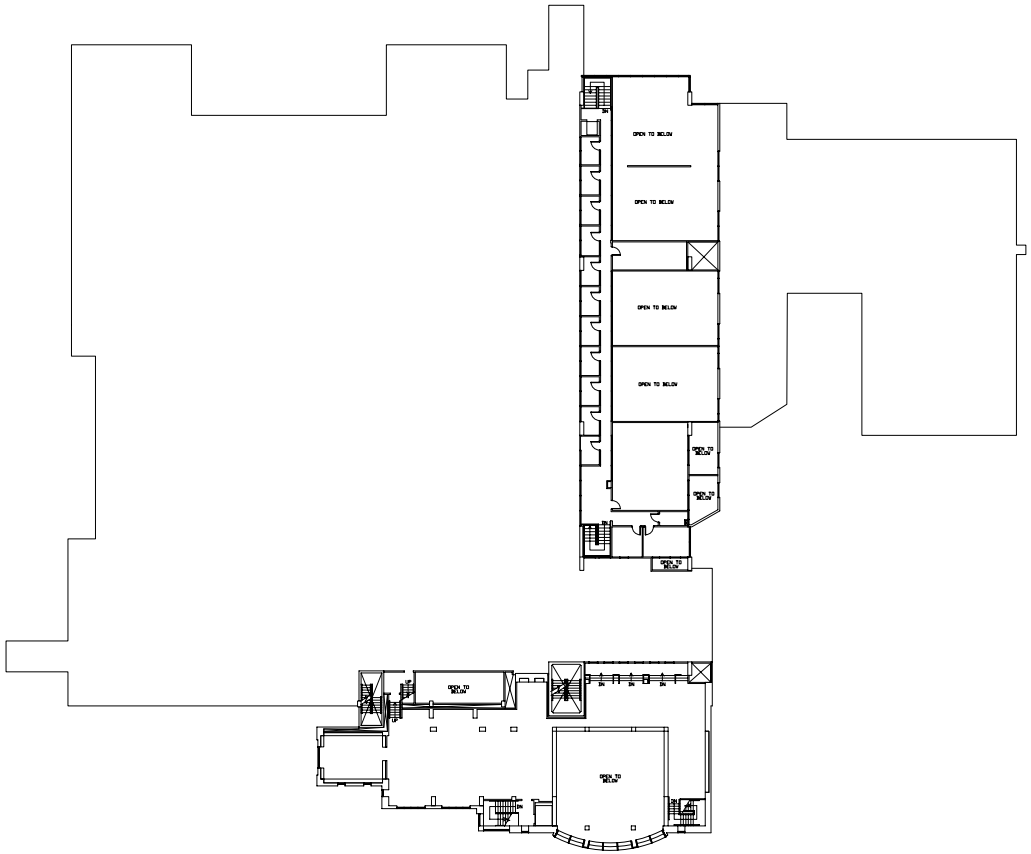
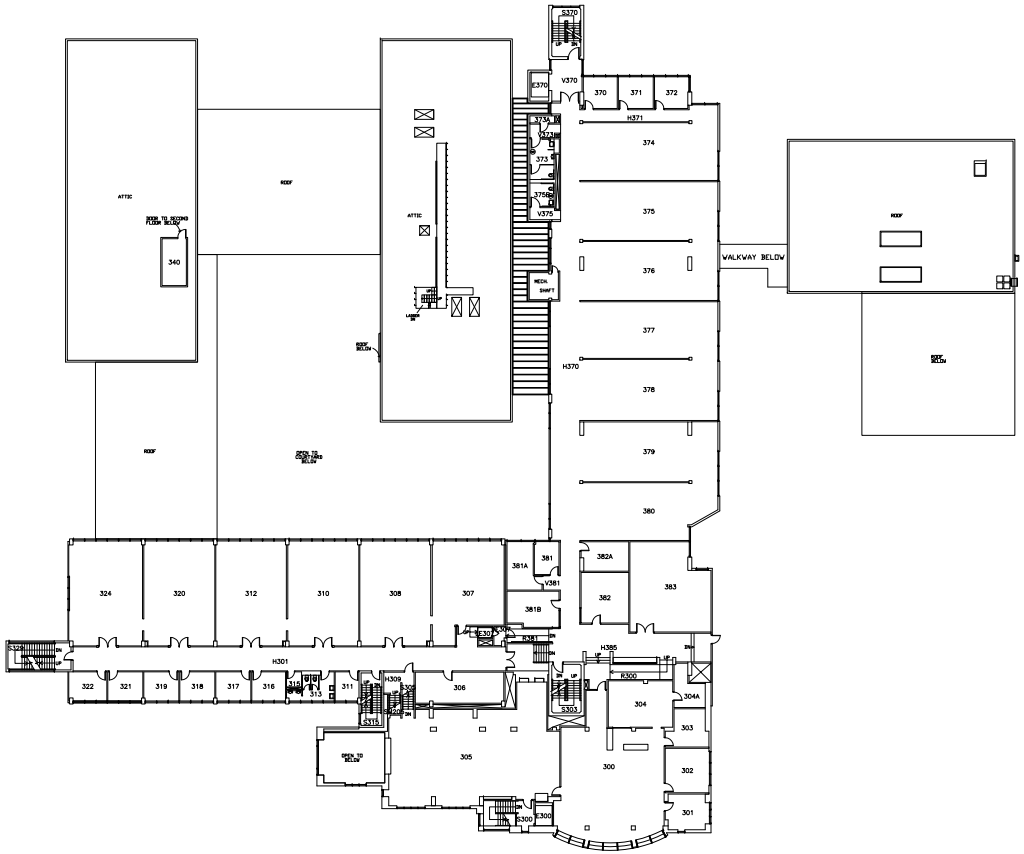


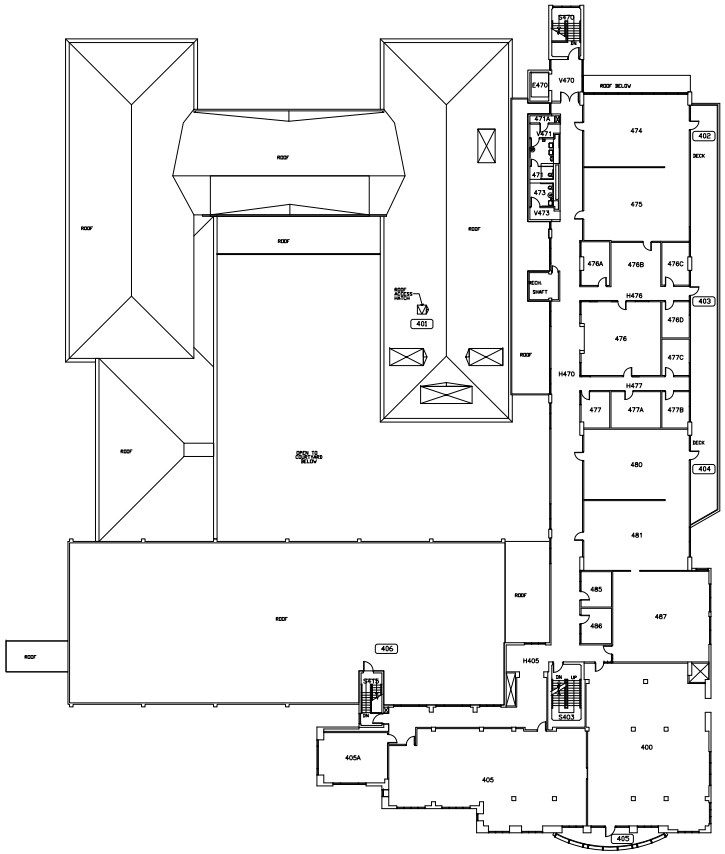
SECOND FLOOR MEZZANINE PLAN

N	FEET 32 64	SHEET 5 OF 9	DRAWN 1923 REVISED 05/09	Lawrence Hall 1190 Franklin Blvd.	UNIVERSITY OF OREGON	BUILDING 1



THIRD FLOOR PLAN

N	FEET 32 64	SHEET 6 OF 9	DRAWN 1923 REVISED 06/09	Lawrence Hall 1190 Franklin Blvd.	UNIVERSITY OF OREGON	BUILDING 1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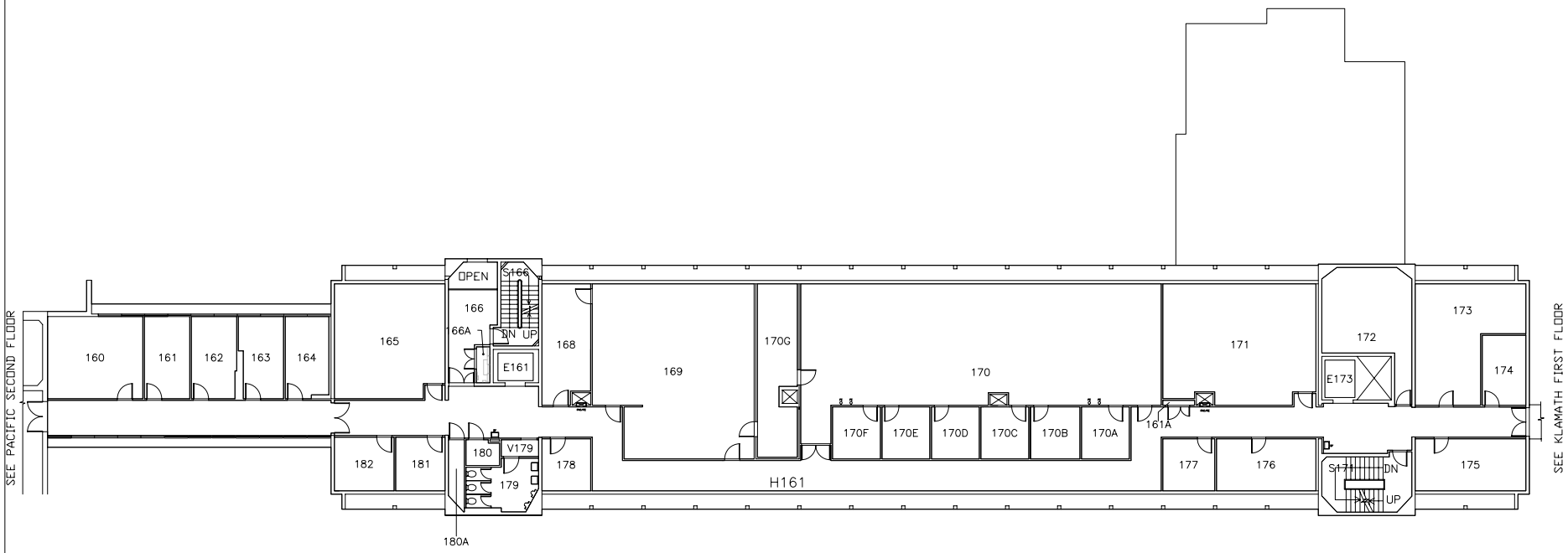
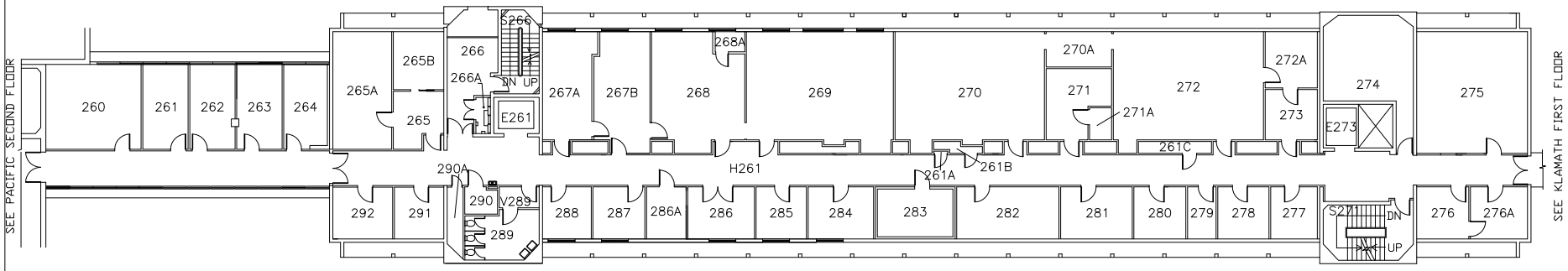


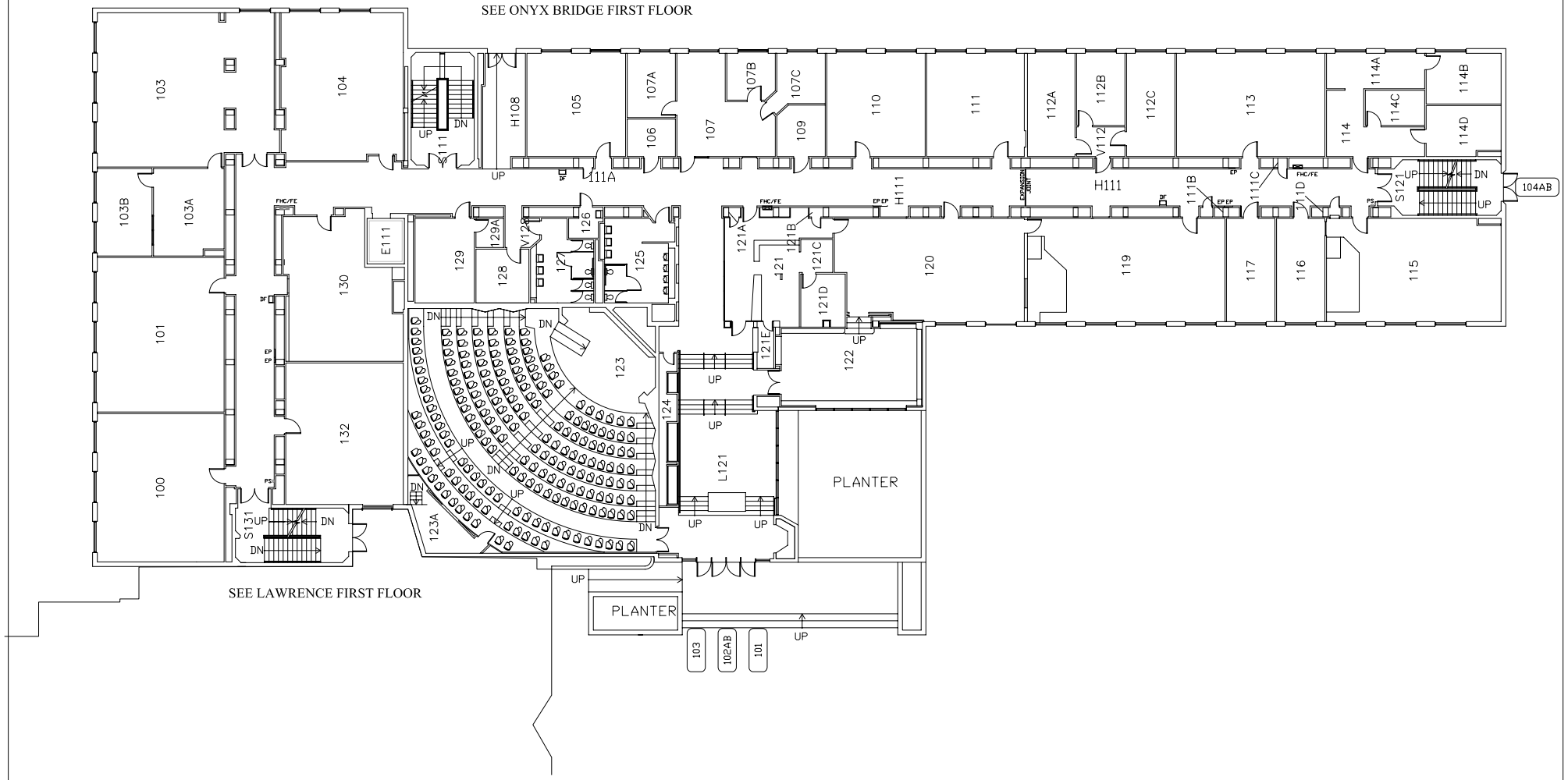
FIRST FLOOR PLAN

N	FEET 16 32	SHEET 3 OF 9	DRAWN 1960 REVISED 06/09	Onyx Bridge/Environmental Health & Safety 1318 Franklin Blvd.	UNIVERSITY OF OREGON	BUILDING 37



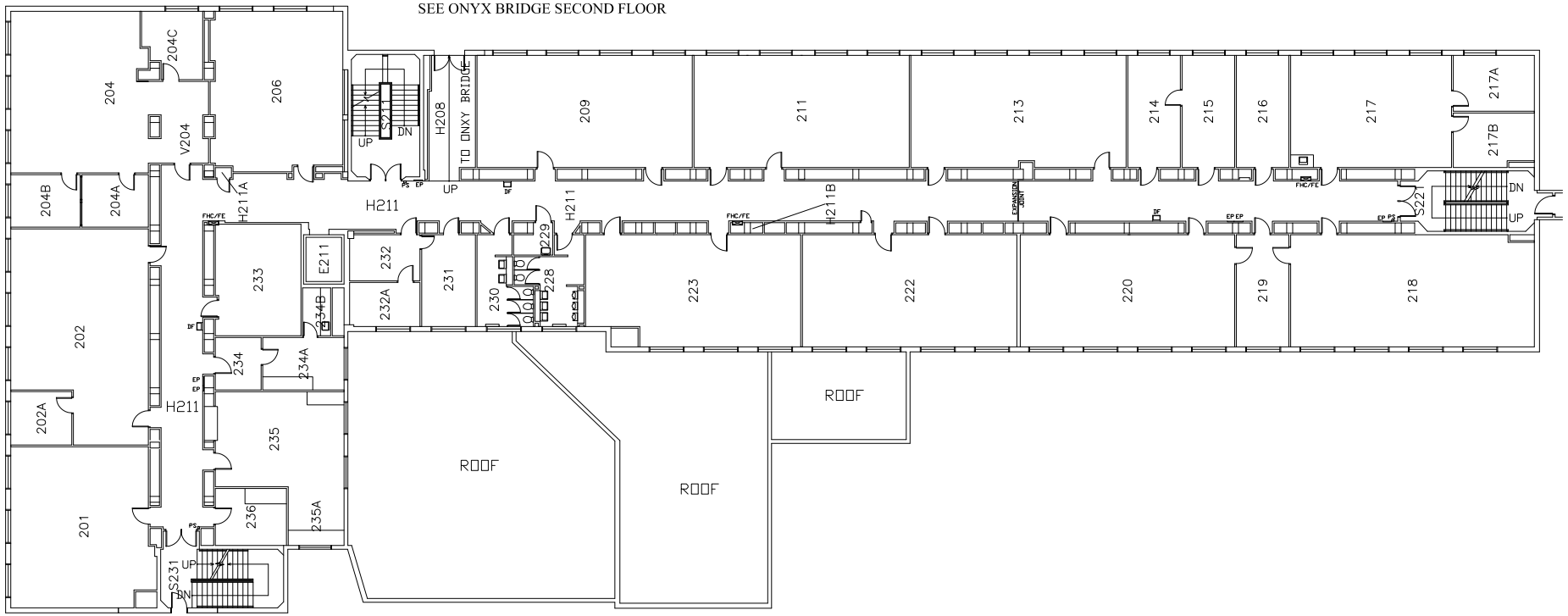
SECOND FLOOR PLAN

N	FEET 16 32	SHEET 4 OF 9	DRAWN	1960	Onyx Bridge/Environmental Health & Safety 1318 Franklin Blvd.	UNIVERSITY OF OREGON	BUILDING 37
			REVISED	12/10			



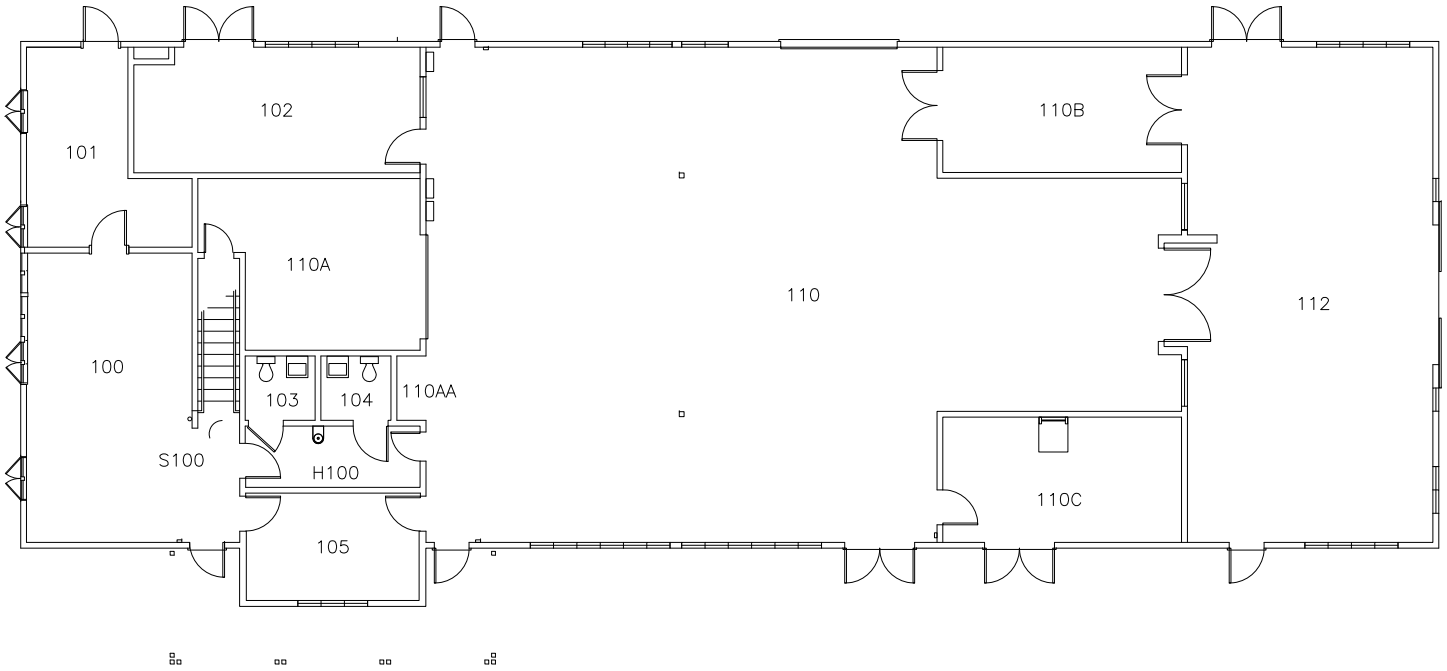
FIRST FLOOR PLAN

N	FEET 16 32	SHEET 3 OF 7	DRAWN 1952	Pacific Hall	UNIVERSITY OF OREGON	BUILDING 35
			REVISED 03/10	1025 University		



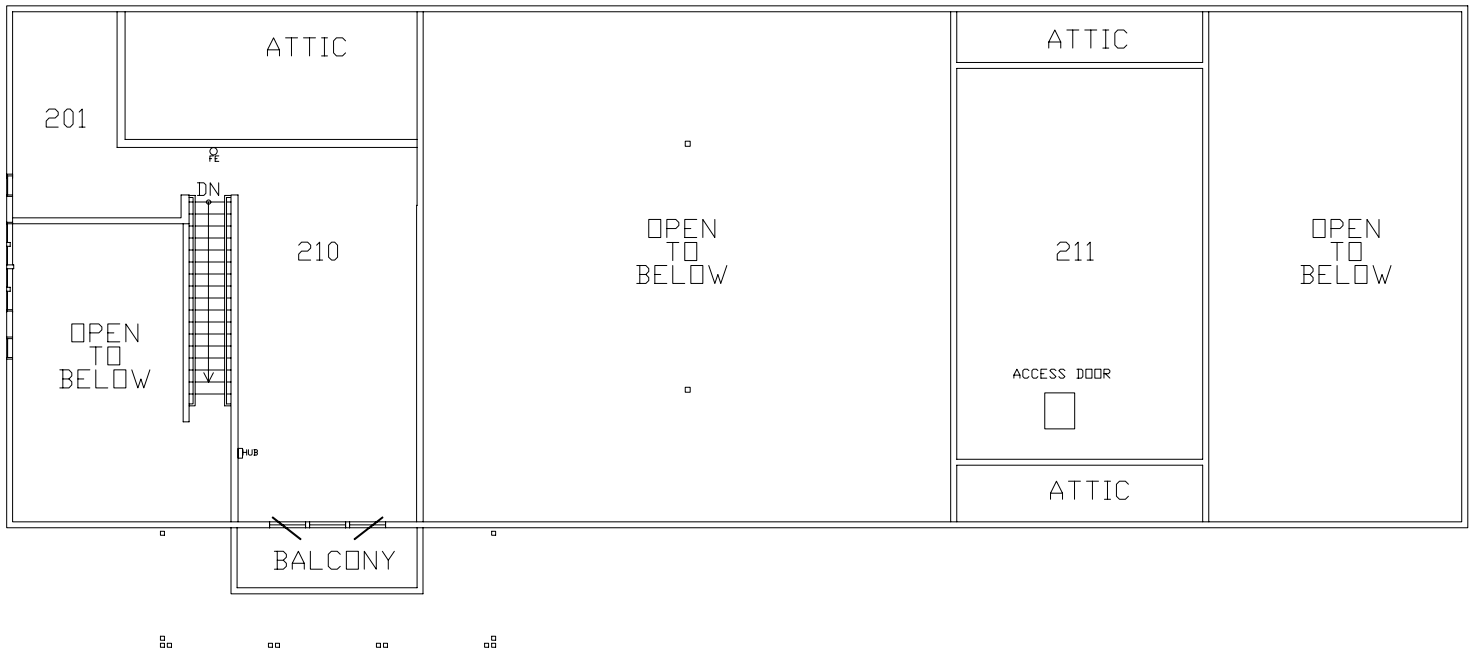
SECOND FLOOR PLAN

N	FEET 16 32	SHEET 4 OF 7	DRAWN	1952	Pacific Hall 1025 University	UNIVERSITY OF OREGON	BUILDING 35
			REVISED	06/08		



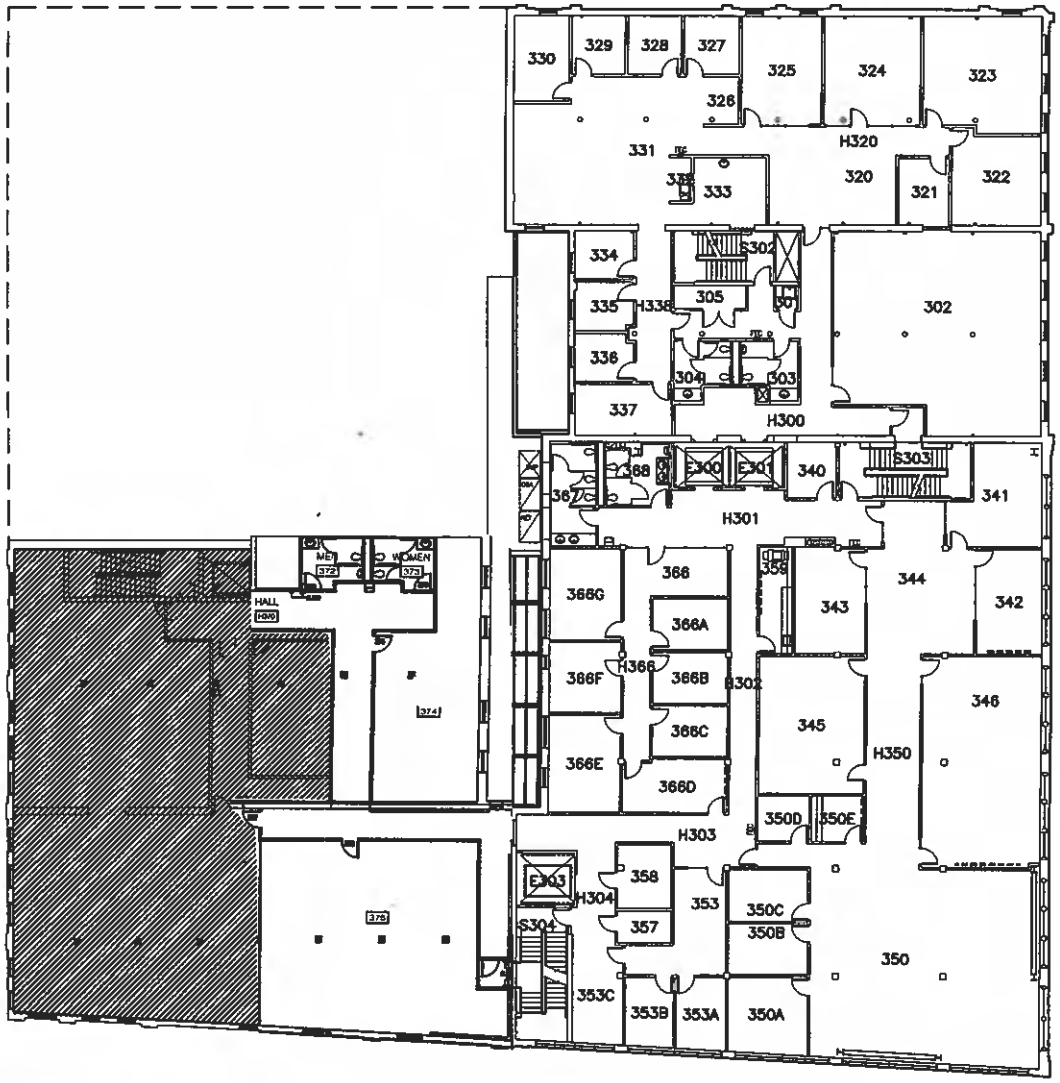
FIRST FLOOR PLAN

N	FEET 8 16	SHEET 1 OF 3	DRAWN / REVISED	1990 / 10/10	AAA Woodshop 1403 Franklin Boulevard	UNIVERSITY OF OREGON	BUILDING 98



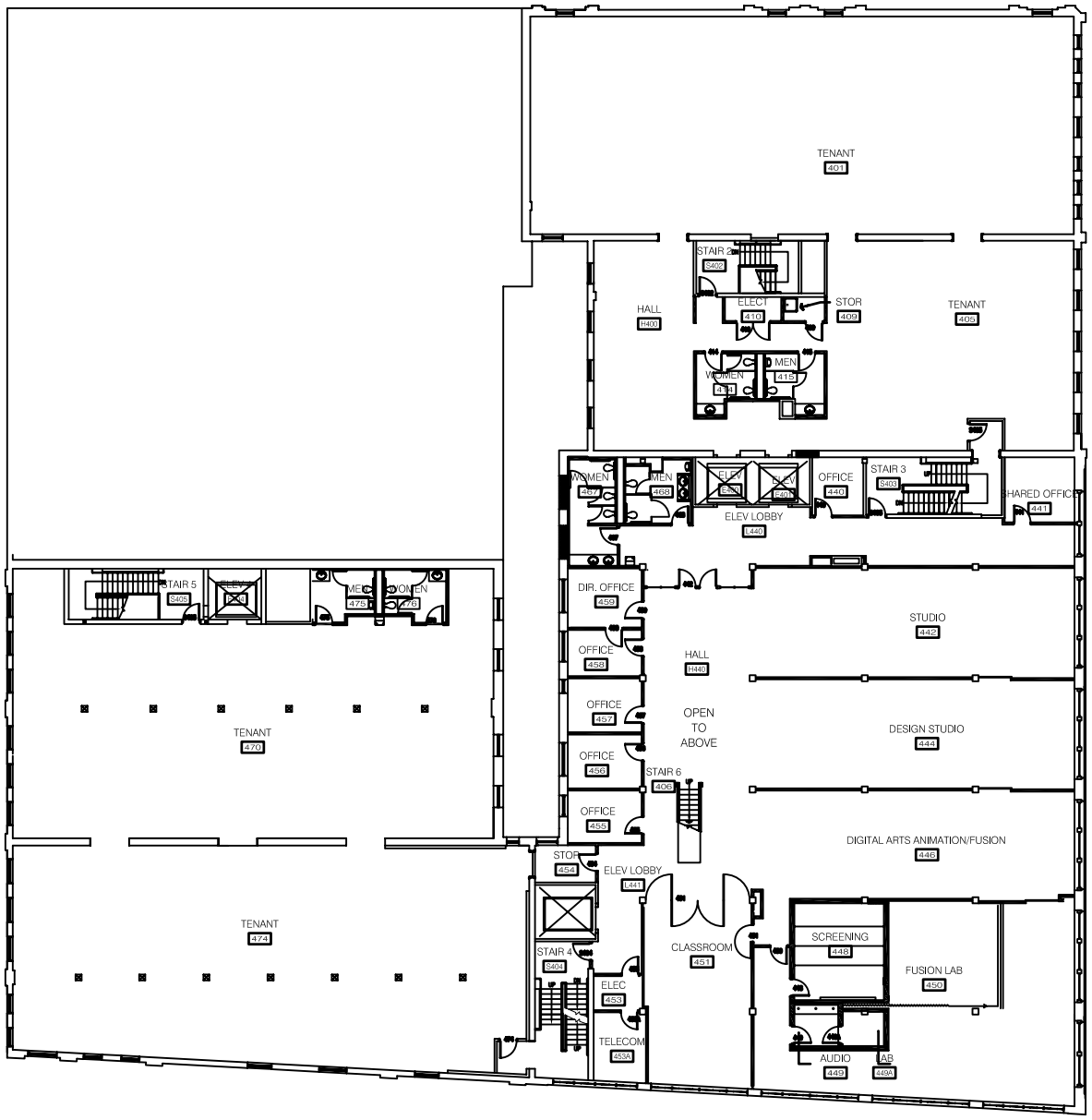
SECOND FLOOR PLAN

N	FEET 8 16	SHEET 2 OF 3	DRAWN	1990	AAA Woodshop 1403 Franklin Boulevard	UNIVERSITY OF OREGON	BUILDING 98
			REVISED	06/07			



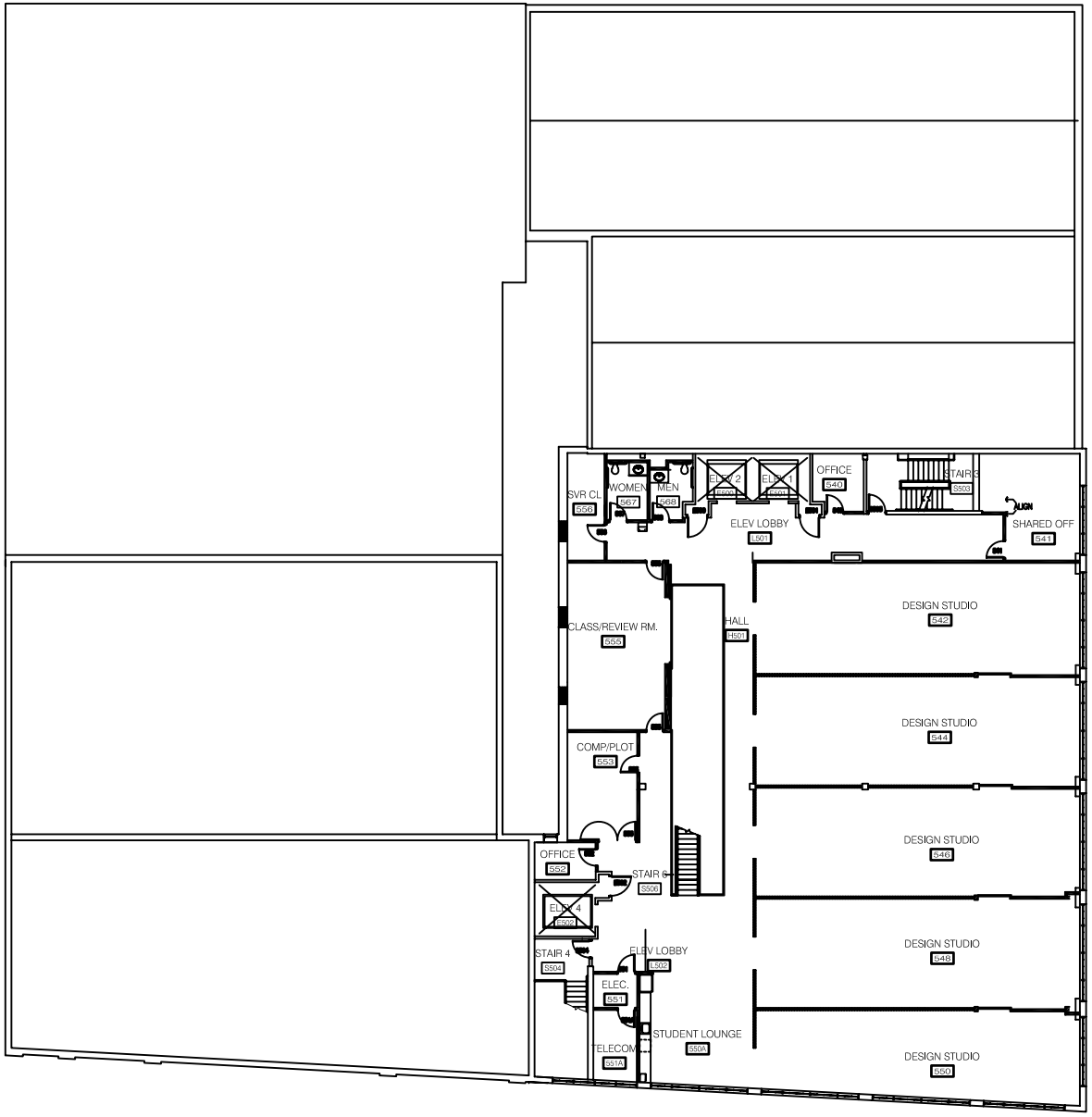
THIRD FLOOR PLAN

N	FEET 16 32	SHEET 4 OF 6	DRAWN	2007	WHITE STAG BUILDING 70 NW Couch Street, Portland, OR	UNIVERSITY OF OREGON	BUILDING 814L
			REVISED	11/10			



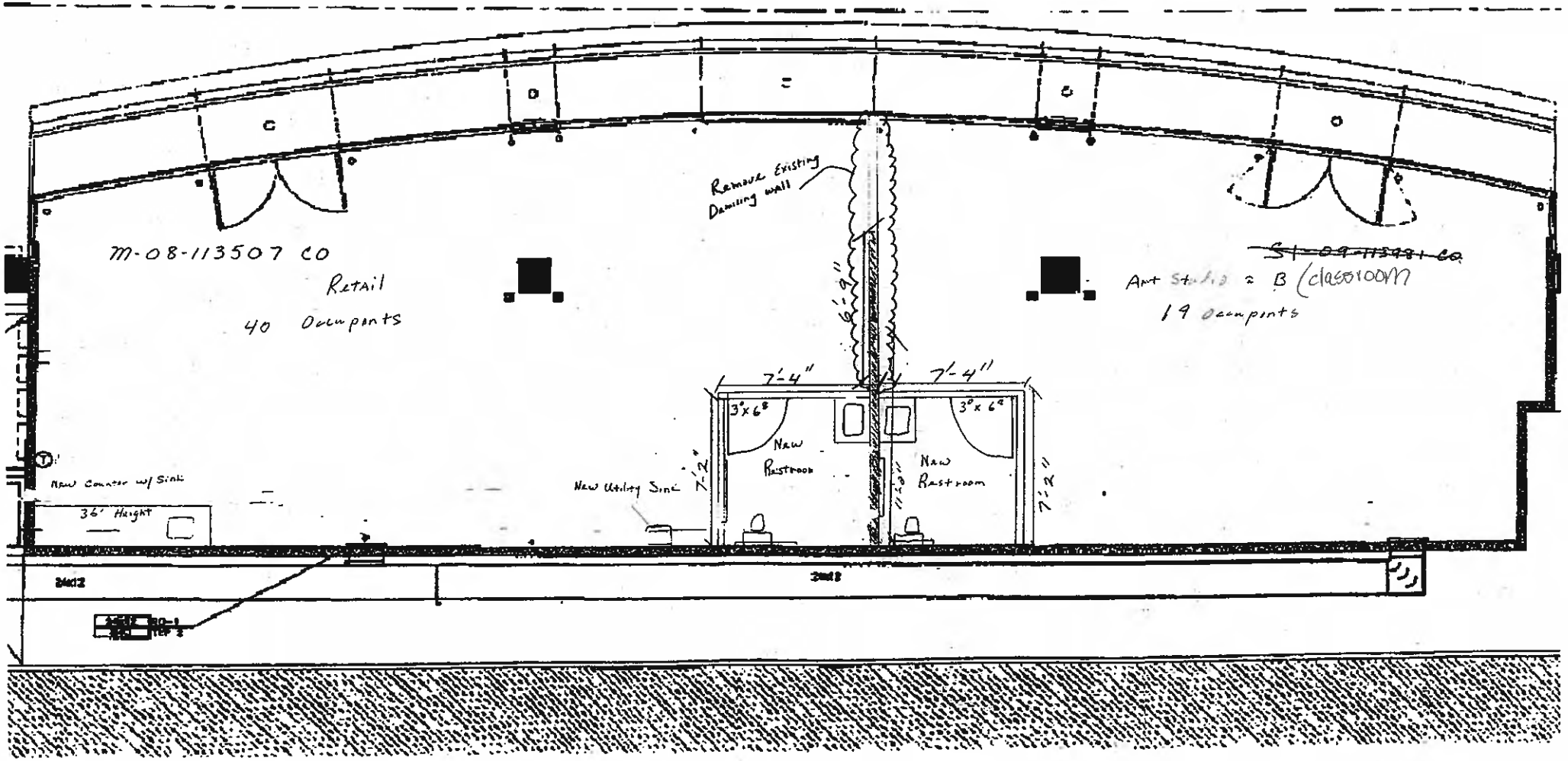
FOURTH FLOOR PLAN

N	FEET 16 32	SHEET 5 OF 6	DRAWN	2007	WHITE STAG BUILDING 70 NW Couch Street, Portland, OR	UNIVERSITY OF OREGON	BUILDING 814L
			REVISED	03/08			



FIFTH FLOOR PLAN

N	FEET 16 32	SHEET	DRAWN	2007	WHITE STAG BUILDING 70 NW Couch Street, Portland, OR	UNIVERSITY OF OREGON	BUILDING 814L
		6 OF 6	REVISED	03/08			


M-08-113507 CO
Retail
40 Occupants
Remove Existing Demising wall
~~St-09-113481-CO~~
Art Studio = B (classroom
19 Occupants
7'-4"
7'-4"
6'-9"
3'x6'8
3'x6'8
New Restroom
New Restroom
New Utility Sink
7'-2"
7'-2"
New Counter w/ Sink
36" Height

I.2.5. Information Resources

Context and institutional relationships
The University of Oregon Libraries (the state's only member of the prestigious Association of Research Libraries) constitutes a major research center for scholars throughout the Northwest. The library system consists of a main library (Knight Library) and several discipline-oriented branch libraries: the Architecture and Allied Arts Library, the Jaqua Law Library, the Science Library, the Mathematics Library, the Oregon Institute of Marine Science Library (Charleston, OR), and the Portland Library and Learning Commons (Portland, Oregon). The UO Libraries are staffed by 73 librarians with faculty status, 85 support personnel and numerous student assistants.

The Architecture and Allied Arts (A&AA) Library and the Portland Library and Learning Commons (PLLC) are the primary locations for information services and resources that serve the architecture program. Each is a separate administrative unit within the library system. The A&AA Library department also includes the Visual Resources Collection.

Library and information resource collections

Goals
The development of collections and services of the UO Libraries is guided by a mission statement and a list of key strategic directions. Keyed to the Libraries' strategic directions are the more specific goals of the A&AA Library. The Architecture Collection Management Policy specifically addresses how collections are developed to meet the needs of the architecture program. Subject librarians, whose work is coordinated by the Associate University Librarian for Collections and Services, develop library collections. The subject specialist for architectural areas is Edward H. Teague, who is also head of the A&AA Library. (*http://libweb.uoregon.edu/general/about/mission.html*)

Collection Description
The UO Libraries hold more than three million volumes, approximately 15,000 current subscriptions, including many full-text electronic journals, and thousands of units of archives, documents, microforms, and other materials. The A&AA Library, established in 1915, currently holds approximately 84,000 volumes. Its collections reflect the specialized interests of its primary clientele who are associated with academic programs in architecture, art, art history, historic preservation, interior architecture, landscape architecture, and planning.

While the A&AA Library remains the primary repository of architectural and art collections, a substantial number of volumes reside in Knight Library. Other library departments and collections, such as the Science Library, the Documents Center, and Special Collections, also hold materials of interest to architecture faculty and students. The Portland Library and Learning Commons, established in 1994 as the Portland Architecture Library, moved into new quarters in 2008, and now has a collection of approximately 12,000 volumes.

Books
The book collections of the University of Oregon Libraries have sufficient scope and coverage to serve architecture program needs. Approval plans enable the expeditious purchase of most English language U.S. trade and university press architectural imprints. Endowment funds substantially augment what the state cannot afford. Of particular note is the Marion Dean Ross endowment for architectural history library acquisitions that augments state funding by about $50,000 annually. Because architectural history is a key research and instructional component of the Department of Art History, a significant amount of historical resources are acquired through funds supporting that program.

Electronic versions of books and periodicals, sometimes purchased through consortial agreements, continue to substantially augment the library's print holdings. An example of current interest is BuildingGreen.com, an online resource for sustainable design that offers articles, product listings, case

studies, and more. For more historical architectural projects, students can consult the *Eighteenth Century Collections Online* or *Early English Books Online* that collectively access the full text of 250,000 titles published between 1470 and 1800.

Serials

The serials collection in Eugene and Portland is adequate to meet instructional and research needs. The A&AA Library subscribes to 94 percent of the core list compiled by the Association of Architecture School Librarians (AASL). Most journal runs are fully retrospective. The Portland Library and Learning Commons holds some core titles as well as journals not held in Eugene.

The library subscribes to several databases that provide access to periodicals of interest to architectural researchers: *Academic Search Premier*, *Architectural Publications Index (RIBA), Art Abstracts, Art Index Retrospective, Avery Index to Architectural Periodicals, Bibliography of the History of Art, Oxford Art Online,* and *Web of Science.* Most of these databases link citations to full-text versions of articles.

Visual and non-book resources

In 2006, the UO Libraries engaged in intense efforts to provide digital images for classroom instruction and research. A digital lab was created in the Visual Resources Collection (VRC) to carry out this goal, and digital images were also acquired through commercial sources such as ARTstor, an electronic resource, which provides over one million images. Special efforts have been made, as well, to digitize unique holdings, such as the slide collections of UO architecture faculty and architectural historians. An important example is Building Oregon: Architecture of Oregon and the Pacific Northwest, an electronic resource that provides more than 20,000 images and data derived from content provided from gift collections as well as the Oregon State Historic Preservation Office. The advent of networked digital images has brought to all UO users, including those in Portland, a rich resource for teaching, study, and inspiration.

In addition to slides and digital images, the university libraries hold about 150 videos on architectural subjects. Hundreds of architectural drawings, photographs, and archival materials are housed in the Special Collections and University Archives department located in Knight Library. Most of these are associated with the Pacific Northwest built environment. Among the 1,600 drawings held in A&AA Library is student work from the early decades of the school of special interest for pedagogical purposes.

Architecture instructors and students also make use of the Map and Aerial Photography Collection, located in the Document Center (Knight Library), which holds more than 300,000 maps and more than 550,000 aerial photographs. In addition to original Sanborns, the library subscribes to the Oregon, California and Washington sections of the Digital Sanborn Maps collection.

Conservation and preservation

The UO Libraries' Materials Processing and Conservation Unit routinely addresses everyday and specialized preservation needs. Rare materials receive special treatment and are housed in a secure area. Many drawings have been encapsulated.

Services

Reference

Reference assistance is provided in person, electronically, by phone, and by mail. The two librarians in the A&AA Library are available for reference on-call 45 hours per week. Because of the A&AA Library's status as the principle architectural information center in the state, a considerable number of reference questions come by email, either directly from patrons or forwarded by other librarians. A large number of reference guides are available to assist users and are accessible from the University of Oregon Libraries home page. The principle guide for architecture majors is *Architecture Research Guide*, which links to subordinate guides and bibliographies. Another heavily consulted guide, *The Architecture of the University of Oregon: History, Bibliography, and Research Guide* won the 2006 Electronic Publications

Award of the Art Libraries Society of North America. Supporting reference work is a large collection of print and electronic*. Architecture Research Guide: http://libweb.uoregon.edu/guides/architecture*

Information Literacy
A&AA librarians contribute to the university libraries' larger instruction program as well as provide specialized instruction for architectural and allied arts programs. All architectural majors are introduced to basic information sources and research strategies primarily through the course ARCH 201 Introduction to Architecture. In 2012, Mr. Teague provided a research session for the first cohort of architecture doctoral students.

Current Awareness
Awareness and promotion of library services are facilitated through new book lists, displays, and library websites. The A&AA Library website (*http://libweb.uoregon.edu/A&AA*) and that of the larger library system (*http://libweb.uoregon.edu*) are portals to a wealth of information. New book lists are generated monthly by the library's catalog system and are accessible on the library website. The A&AA Library regularly maintains a display of new books received and announcements of new electronic resources. Exhibit opportunities within the A&AA Library include the acquisition in 2011 of two large cases prominently visible in the reading room. In 2011, Mr. Teague prepared an exhibit in Knight Library, *Marion Dean Ross: The Legacy of a Scholar*, which featured the achievements of the architectural historian and put on display many unique architectural models created by architecture students in his classes from the 1950s to the 1970s.

Access to Collections
The A&AA Library and Visual Resources Collection are conveniently located in the 1991 addition to Lawrence Hall, which also houses architecture department offices, studios, and classrooms. The Portland Library and Learning Commons is located in the renovated historic site now called the White Stag Block. The A&AA Library is open 92 hours per week during the regular academic year. Most library materials, including some periodicals, circulate, with exceptions being rare materials or reference works. Circulation policies are clearly described in print and online and a large number of self-serve circulation features are now available online. Intellectual access to the collections is facilitated through traditional cataloging according to national standards as well as through substantial efforts to describe archival resources through electronic finding aids. A considerable number of the university's archival collections are now fully accessible online. Instructors are increasingly using the library's electronic reserve service or Blackboard course software to provide access to course readings and images.

Cooperative Agreements
A variety of cooperative agreements enable architecture program constituents to obtain resources well beyond Oregon. In addition to the interlibrary loan operations facilitated by OCLC and its databases, the University of Oregon Libraries is a member (and the host institution) of ORBIS Cascade, a consortium of 33 academic libraries in the Pacific Northwest. This consortium supports a union catalog (Summit) and an expeditious courier service. The UO Libraries is also a member of the Greater Western Alliance, a consortium that includes more than 30 research libraries whose collaboration enables cooperative acquisitions and resource sharing.

Staff

Structure
The A&AA Library is a department within the Collections and Services division of the university libraries. The Head Librarian, Ed Teague, reports to Mark Watson, Associate University Librarian, who reports to Deborah Carver, Dean of Libraries. The A&AA Library staff consists of two full-time professional librarians with faculty rank, one library manager with unranked faculty status, one library technician, and 4.0 FTE of student assistants, depending upon the budget. One professional librarian, one library technician, and 3.0 FTE of student employees staff the Visual Resources Collection. The Portland library's staff consists of

1.5 FTE librarians, 2.0 technicians and student assistants. The staffing is sufficient to manage the operations and services of these units.

Professional Expertise
Mr. Teague holds the rank of professor and possesses more than 30 years of professional experience. He has authored an award-winning architectural reference book, numerous articles and reviews, and is a former president of both the Association of Architecture School Librarians and the Art Libraries Society of North America. Cara List, reference librarian and art subject specialist, holds the rank of associate professor and holds a graduate degree in art in addition to the MLS. The Visual Resources Librarian, Julia Simic, holds the rank of assistant professor and in addition to the MLS, and possesses extensive experience working with visual arts images. Karen Munro, a professional librarian with a graduate degree in English, became head of the new Portland Library and Learning Commons in 2008. Professional librarians are retained and promoted based on criteria similar to those of other faculty.

Support Staff
The library's support staff exceeds minimum requirements for their duties as they began employment with prior experience at other library locations.

Compensation
Staff salaries and benefits are comparable to similar positions in the university libraries, but lower than the national average for positions requiring similar experience and responsibilities. Some funding is available to support professional development and continuing education.

Library facilities

Space
With ample natural lighting, unique spaces, and a variety of study areas, the A&AA Library is a convenient, comfortable, and welcoming environment for library users. Seating is available for 115 users throughout three floors. Collection space has been more problematic. Built in 1991, the library reached near capacity within a few years and major transfers to the main library took place in 1998-99. Since then staff have continuously repurposed existing space to make room for collection growth or the new technology needs of today's students and faculty. In 2009, the reading room of the library received new furniture and carpeting, and the walls were decorated with framed art and architectural models retrieved from storage, thus enriching the overall appeal of a space that was already unique and inviting.

The Portland Library and Learning Commons (PLLC) moved into its new space in 2008 in the White Stag Block. The establishment of the PLLC addressed previous problems with space and staff identified in accreditation reviews of the former library site, the Portland Architecture Library.

The marked decline in slide use, and concomitant decline in slide acquisitions, has essentially relieved the Visual Resources Collection of a space problem. The A&AA Library is now exploring the VRC space for other uses.

All A&AA Library units comply with the Americans with Disabilities Act. Staff members are all trained to accommodate users with special needs.

Environmental Factors and Security
In general, the A&AA Library has a well-maintained environment with proper security controls. In 2011, a new security gate was installed. In 2003, the University of Oregon Libraries developed a comprehensive disaster plan that provides each library unit, including Portland, written procedures and fundamental supplies for emergencies.

Equipment
The A&AA Library, VRC, and PLLC are all wireless environments allowing individuals with laptops to connect to online resources. The A&AA Library also provides 20 computers with access to electronic resources. Seventeen of these are also workstations with capabilities for creating and managing text, sound, and image files. The library also provides for public use a video player, three photocopiers, two printers, and five scanning workstations.

Library budget, administration, and operations
The funding for A&AA Library staff, facilities, and services comes primarily from state funds. Funding for information resources comes from state funds, gifts, and endowments. Funds are used efficiently to maintain collections and services that are equal to or, in some cases, superior to peer institutions. Each department or program in the school appoints a library liaison to work with one of the three A&AA librarians. Mr. Teague works closely with the school's dean, department chairs, and development team.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Statistics related to social equity including student and faculty demographics are included in Part 1.1, "Identity and Self Assessment," Section 2: "Learning Culture and Social Equity" of this report on the following pages:

- Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree programs with a comparison to those recorded at the time of the previous visit (p.14).
- Demographics compared to those of the student population for the institution overall (p.14)
- Demographics (race/ethnicity & gender) for all full-time instructional faculty members with a comparison to those recorded at the time of the previous visit (p.12)
- Demographics compared to those of the full-time instructional faculty at the institution overall. (p.12)

Statistics related to student qualifications, retention and time to graduation are in Part 1.2, "Resouces," Section 1: "Human Resouces and Human Resource Development."

- Qualifications of students admitted in the fiscal year prior to the visit. (p. 39)
- Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit. (p. 39)
- Time to graduation. (p. 41)
- Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit. (p. 41)
- Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit. (p. 41)
- Data on faculty credentials including the number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed is included in the faculty matrix provided in Part 4. "Supplemental Information," Apendix 3: "Matrix of Teaching Assignments" of this report.
- Statistics concerning tenure and promotion of faculty in the department and at the university are in Part 2 Section 1: Human Resources and Human Resource Development. (p. 34)

I.3.2. Annual Reports

In the fall of 2007, we submitted an annual statistical data report. The narrative report requirement from schools that had just been reaccredited was waived and NAAB did not provide a response to the statistical report that year. The statistical report from 2007 is included in Part 4: Supplemental Information, Appendix 05, "Annual Reports." The following letter from Andrea Larson, Associate Director of Institutional Research, confirms that annual statistical reports submitted since 2007 are accurate.

There are a few data points for which NAAB instructions were interpreted differently in different years. This includes time-to-graduation data, which has been reported for students starting the BArch program as freshman and students starting in later years in the aggregate in some reports and for the freshmen only group in other reports. This is due to our revising the data to be consistent with UO time-to-graduation reporting standards.

In 2010, in lieu of an annual report, the department submitted a Focused Evaluation Program Report on NAAB 2004 Conditions of Social Equity, Financial Resources, and Physical Resources. This report and the NAAB Focus Evaluation Team Report stating that these conditions were met is included in Part 4: Supplemental Information, Appendix 05, "Annual Reports".

UNIVERSITY OF OREGON

September 4, 2012

To: National Architecture Accrediting Board (NAAB)

From: Andrea Larson, IPEDS Keyholder

RE: Data Provided to NAAB

To Whom It May Concern,

This letter will verify that the data submitted to NAAB's annual report submission system by the Department of Architecture at the University of Oregon has been comparable to that submitted to IPEDS and NCES since the 2008 submission cycle. Small differences in student numbers were due to timing issues in record keeping between the department and the institution. This was also true for the small differences in faculty numbers, with the additional complication of categorizing based on instructional assignments versus payroll records and contract types.

Please feel free to contact me with questions.

Andrea Larson
Associate Director,
Institutional Research
Phone: 541.346.0502
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cc: Amy Pinkston, Department of Architecture
Helga Wood, Department of Architecture
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An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

I.3.3. Faculty Credentials

All of the department's full time, tenure-related faculty have professional degrees in the fields of architecture or interior design and teach design studios in addition to non-studio courses in areas of expertise for which they have education credentials or experience. New tenure-related faculty positions are developed to meet evolving curricular needs. Two searches for tenure-track faculty are currently underway. A summary of the tenure-related faculty credentials is provided in Part 4: Supplemental Information, Appendix 06, "Matrix of Faculty Credentials."

Non-tenure track adjunct faculty members contribute additional studio teaching and important subject area expertise. Most are practicing architects or experts in allied fields, such as planning, engineering, landscape architecture and interior design. They frequently team-teach with other members of their firm or their consultants, which benefits students by giving them access to multiple perspectives and exposure to collaboration in building design practice. It is also the reason why our pool of active adjunct faculty is large (44 in 2011-12) compared to other UO programs.

For more information about faculty qualifications see the faculty resumes in Part 4: Supplemental Information, Appendix 02, "Faculty Resumés".

I.4. Policy Review

I.4.1 List of policies for review in team room

The following documents describing department and university policies will be available in the team room. Many of them are also available on university websites, as indicated by the URLs.

- Self-Assessment Policies and Objectives including the Office of Academic Affairs and International Programs guidelines for the review of new and existing programs.
- Personnel Policies including position descriptions for all faculty and staff, tenure, reappointment and promotion criteria and procedures.
- eeo/aa policies and procedures
- Diversity policies and procedures including the graduate school's scholarship programs for students from under-represented groups and special hiring initiatives to recruit faculty who are members of underrepresented groups.
- Faculty development policies, such as sabbaticals, leaves of absence and conflict of interest.
- Class size data for all components of the curriculum.
- Facilities use density data including: square feet per student for space designated for studio-based learning and square feet per faculty member for space designated for support of faculty activities and responsibilities in both Eugene and Portland.
- Admissions requirements and supporting documents including sample portfolios from admitted students.
- Advising policies including the department's advising handbook and guidelines used by advisors for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met through prior educational experience.
- Policies on use and integration of digital media in architecture curriculum including laptop computer and software requirements for students.
- The UO Student Conduct Code, which outlines academic integrity and community conduct expectations for students.
- Policies on library and information resources collection development and a description of how information literacy is developed in general education and professional coursework.

Part Two (II) — Educational Outcomes and Curriculum

2.1 Student Performance–Educational Realms and Student Performance Criteria

II.1.1 Student Performance Criteria

Our NAAB-accredited programs emphasize the development of professional skills and sound professional judgment through a balance of professional and liberal education that prepares capable, thoughtful architects and individuals who pursue careers in allied fields. Accordingly, the undergraduate program includes a strong liberal education. Our intention is to provide students with a broad base of knowledge that will enable them to become contributing members of society, whose insights are not limited by their professional education. Graduate students are selected for admission on the basis of their previous academic preparation and their potential contribution to the professional program. In addition to providing an education that supports the future professional registration of our graduates, we seek to develop well-rounded critical thinkers prepared to attain leadership positions. Required coursework expands upon understandings gained in general education in the social sciences, sciences, and arts and letters.

Students develop a holistic approach to design with a strong emphasis on environmental and social sustainability. Faculty members contribute expertise in subject areas as diverse as technology (including structures, building construction, and environmental control systems/sustainability), human factors, interior architecture, furniture design, digital design methods, architectural ordering systems, place and culture, urban architecture, and landscape architecture. Instruction in design theory, including philosophy and style, is integrated into all of the subjects presented in the curriculum.

The curriculum and the assessment of student performance in the design studio are organized according to the following educational contexts.

Ecological design

Our curriculum emphasizes the architect's role in furthering society's ethical responsibility to produce ecologically sustainable environmental design. Ecological design concepts are introduced in the first design studios. These concepts then receive a most focused, and applied, treatment in Environmental Control Systems I and II (ARCH 4/591 and ARCH 4/592) and in the construction courses (ARCH 4/570 and ARCH 4/571). The subject area of Architectural Contexts: Place and Culture (ARCH 4/530), emphasizes both the physical and cultural contexts of architecture and how ecological issues have been, and are being, addressed by societies. Design studios at every level emphasize the appropriate response to the environment in its many aspects. Students can choose between several elective courses in this subject area and graduate students have access to the Certificate in Ecological Design.

Human behavior and social factors

Students learn how groups and individuals relate to, interact with, and value the physical environment in all levels of the curriculum. Social factors are discussed in Introduction to Architecture (ARCH 201 for undergraduate students) and Theories of Modern Architecture (ARCH 610 for graduate students); then expanded upon in Human Context of Design (ARCH 4/540), which focuses on human behavior and needs, and Context of the Architectural Profession (ARCH 4/517), which examines the role of the architect with respect to cultural, economic and regulatory contexts. Architectural Contexts: Place and Culture (ARCH 4/530) addresses the form of buildings, settlements, and cities through the investigation of global cultural and physical contexts. It focuses on historical and theoretical perspectives on the influence of human activity on design.

Aesthetics and spatial composition

Historical and theoretical understandings of spatial composition are the focus of the spatial ordering subject area. Aesthetic criteria are introduced in Introduction to Architecture (ARCH 201 for undergraduate students) and Theories of Modern Architecture (ARCH 610 for graduate students), explored in design studio, and receive focused attention in Spatial Composition (ARCH 4/550), where

students examine underlying ordering systems in building design across global regions and historic periods. This subject area is also supported by the architecture history requirement described below.

Building technology
Materials and their relationships to architectural form and detail are introduced in the first year studio sequence. Wall sections and simple structural models are common requirements for final project presentation. Building materials and methods are presented through the required courses in Construction (ARCH 4/570), Structural Systems (ARCH 4/562), and Building Enclosure (ARCH 4/571). Presentation requirements for the terminal capstone studio project include technical drawings of characteristic building assemblies. Students study structural behavior in Structural Behavior (ARCH 4/561). Design studios at various levels require explicit development of structural systems. Elective courses in this area include topical seminars and several opportunities to engage in hands-on design and construction projects including credited coursework connected to the work of CASL and designBridge student organizations.

Climate, comfort, light, and energy, as well as detailed analysis leading up to the selection and design of environmental control and service systems are addressed in Environmental Controls Systems I and II (ARCH 4/591 and 4/592). Electives include Passive Heating and Cooling (ARCH 4/510), Daylighting (ARCH 4/595), The Window (ARCH 4/596), Energy Scheming (ARCH 4/598), Case Studies in Sustainable Design (ARCH 4/597), and Electric Lighting (IARC 4/592). Advanced MArch students also have access to graduate courses in this area that enroll PhD and MS students. The Baker Laboratory provides curricular support through the management of labs associated with these classes. We have one of the most active student chapters of ASHRAE in the region, which provides extracurricular support in this area and the annual HOPES conference, organized by students, frequently addresses sustainable building technologies.

Architecture history
All students take a minimum of three architecture history courses that expose them to ancient, Renaissance, and modern architecture traditions. Substitutions of courses that address similar themes in non-western contexts or in allied disciplines such as landscape architecture or interior architecture are permitted. Undergraduates are also required to take at least one of two survey courses on Western architecture.

The Department of the History of Art and Architecture recently hired two new architectural historians, Nicola Camerlenghi and Albert Narath, who are collaborating with our curriculum committee to revise our architecture history requirements. Goals for the new version of the history curriculum include providing all students with a foundation survey course that prepares them for advanced elective study, and expanding the scope of the required curriculum to expose students to global perspectives on the history of architecture. New history courses are examining ecological design, urban design and building types through an international lens.

Because the history curriculum has no required courses (students choose the courses they take from a large menu of options to fulfill this requirement), we did not include history courses in the student performance criteria matrix. It is, however, an important area of our curriculum that plays a supporting role in developing student performance in the areas of precedent study, global traditions, information gathering and analysis, and written communication. There is also a minor program available to BArch students.

Professional practice
Teams of practitioners who help students understand professional, financial, and legal contexts of architectural practice teach Context of the Architectural Professions (ARCH 4/517). Students are encouraged to investigate further the practical realities of a career in architecture through summer employment in a consulting firm or government agency or a non-governmental organization dedicated to shaping the build environment. Most students obtain some professional experience prior to graduation. The opportunity to learn about the inner workings of a professional setting is provided by

an elective practicum course (ARCH 4/609). Financial considerations are addressed in Construction (ARCH 4/570) and Context of the Architectural Profession (ARCH 4/517). The regulation of building configurations for access and egress are introduced in the intermediate design studios (ARCH 383, 384, 681, 682, 683) and revisited in subsequent studios. Codes and standards pertaining to structure, materials, and equipment are addressed in the relevant technical areas of the subject curriculum and revisited in the terminal studio. The needs of building users, such as universal design, are addressed in Human Context of Architecture (ARCH 4/540).

Architectural design
The architecture program thrives on the intense shared experience of the design studio. The cooperative spirit among the students and the commitment of the faculty make each studio a rich and memorable learning experience. The flexibility offered by the quarter calendar allows the department to offer a rich array of elective subject courses beyond the core curriculum. A student working with the same faculty member in a subject area course or seminar and a concurrent or subsequent studio can develop a greater understanding of subject interests through the practice of design applications.

Design is the core of the professional curriculum. Students learn to explore the compositional, cultural, technical and historical contexts of projects and apply knowledge gained in non-studio courses. Fundamental skills in teamwork, collaboration, analysis, concept formation, schematic design and design development are nurtured in the ten studios required for the BArch and MArch programs. This is augmented by courses in design communications that develop hand and digital media skills. In 2011, with the arrival of two new faculty members in the area of design media, Philip Speranza and Daisy-O'lice Williams, the department began a three-year project to reinvigorate the design communications area of the curriculum. Revisions to existing coursework and development of new elective courses are underway.

Although design studios have pass/no pass grading, student work is evaluated on a five-point scale, from very strong to very weak, over a list of specific expectations in process, media, content and methods of study. A common evaluation form is used for all studios to provide students and faculty advisers with a record of progress and response to problem areas. Examples will be made available in the team room.

Students are expected to develop a command of the design process as they progress through the studio program. The first two years of the undergraduate program and the first two quarters of the graduate program have a strong process-teaching emphasis with coordinated subject coursework. Students take individual initiative and primary responsibility for the design process in the advanced two-term terminal capstone studio (ARCH 4/585 and 4/586). Other courses have been organized to provide the knowledge needed to inform design judgment developed in studio.

The student performance criteria matrix
Information about the content of each required course and the SPC it covers is included in the course descriptions in Part 4: Supplemental Information, Appendix 01, "Course Descriptions."

The following matrices cross-reference each required course with SPCs that are primary course objectives. Due to the integrative nature of the curriculum most courses also address other SPCs, particularly the design studios. There are three matrices: one for the BArch, one for the MArch Track I, which includes all of the requirements for the accredited degree, and one for the MArch Track II, for students who have a pre-professional degree from another institution. Track II course requirements are developed in response to the specific needs of individual students, therefore requirements vary depending on our evaluation of their past coursework.

Many of the required professional studies courses are the same for both BArch and MArch students. Courses shared by undergraduate and graduate students have combined 4/500 course numbers. Courses are numbered as follows:

100-299	Lower-division pre-professional courses
300-499	Upper-division professional courses for undergraduates
500-599	Courses that offer professional graduate-level work in classes that include undergraduate students. Undergraduates taking the same course receive 400-level credit. The university requires that all 4/500 level combined courses include a distinction between graduate and undergraduate learning experiences.
600-699	Courses for graduate students only

The visiting team will see some duplicate course numbers. For example, 410, 510 and 610 are used for experimental courses in different subject areas that have not yet been given permanent course numbers in the university catalog. The course numbers 407, 507, 607 are seminars with varied topics. The large matrix on display in the team room and the course binders will clarify the different content of required courses that use these generic numbers.

B. ARCH Student Performance Criteria																																	
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
SPC Met in NAAB-accredited program																																	
	Realm A											Realm B												Realm C								
WR 121	X																																
ARCH 201									X																								
ARCH 202			X																														
ARCH 222			X																														
ARCH 283						X																											
ARCH 284	X					X																											
ARCH 383		X				X									X																		
ARCH 384		X			X								X			X																	
ARCH 417																		X								X	X	X	X	X	X	X	
ARCH 430							X		X	X																							
ARCH 440										X	X	X	X												X	X							
ARCH 450							X	X	X																								
ARCH 461																				X													
ARCH 462																				X													
ARCH 470				X														X					X										
ARCH 471				X																	X		X										
ARCH 484					X		X																								X	X	
ARCH 485												X					X							X					X				
ARCH 486														X			X							X					X				
ARCH 491								X	X		X			X					X			X		X									
ARCH 492														X					X			X											

M. ARCH Track I Student Performance Criteria																																	
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
SPC Met in NAAB-accredited program																																	
	Realm A											Realm B												Realm C								
ARCH 517																		X								X	X	X	X	X	X	X
ARCH 530							X		X	X																							
ARCH 540										X	X	X	X												X	X							
ARCH 550							X	X	X																								
ARCH 561																				X													
ARCH 562																				X													
ARCH 570				X														X					X										
ARCH 571				X																	X		X										
ARCH 584					X		X																									X	X
ARCH 585												X					X							X					X				
ARCH 586														X			X							X					X				
ARCH 591								X	X		X			X					X			X		X									
ARCH 592														X					X			X											
ARCH 610 20C Hist.	X								X																								
ARCH 610 Comp.			X																														
ARCH 611			X																														
ARCH 680						X																											
ARCH 681		X				X									X																		
ARCH 682		X			X								X			X																	

M. ARCH Track 2 Student Performance Criteria																																	
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
SPC expected to have been met in preparatory or pre-professional education, if applicable																																	
	Realm A											Realm B												Realm C								
	X	X	X			X																											
SPC Met in NAAB-accredited program																																	
	Realm A											Realm B												Realm C								
ARCH 517																		X								X	X	X	X	X	X	X
ARCH 530							X		X	X																							
ARCH 540										X	X	X	X												X	X							
ARCH 550							X	X	X																								
ARCH 561																				X													
ARCH 562																				X													
ARCH 570				X														X					X										
ARCH 571				X																	X		X										
ARCH 584					X		X																									X	X
ARCH 585												X					X							X					X				
ARCH 586														X			X							X					X				
ARCH 591								X	X		X			X					X			X		X									
ARCH 592														X					X			X											
ARCH 607	X																																
ARCH 683						X							X		X	X																	

2.2 Curricular Framework

II.2.1 Regional Accreditation

The University of Oregon was re-accredited bythe Northwest Commission on Colleges and Universities (NWCCU) in 2007. This ten-year accreditation term includes interim evaluations of the university's efforts at continuous improvement.

Details of the accreditation process including the self-study report are available at:
http://accredit.uoregon.edu/?page=intro.

The most recent letter of re-accreditation is available at:
http://accredit.uoregon.edu/pdf/NWCCUreport.pdf.
A copy of this letter is on the following pages.

PRESIDENT'S OFFICE

AUG 6 2007

UNIVERSITY OF OREGON

Northwest Commission on Colleges and Universities
NWCCU

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July 31, 2007

Dr. David B. Frohnmayer
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1226 University of Oregon
Eugene, OR 97403-1226

Dear President Frohnmayer:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of the University of Oregon has been reaffirmed on the basis of the spring 2007 comprehensive evaluation visit. Congratulations on receiving this continued recognition.

The policy of the Commission is not to grant accreditation for a definite number of years. Instead, accreditation must be reaffirmed periodically. Each institution is required to conduct a self study and be visited by an evaluation committee at least once every ten years, and during the fifth year, the institution is to submit an interim report and be visited by one or more Commission representatives. In the case of the University of Oregon, the Commission requested that the institution prepare a Progress Report in fall 2008 to address Recommendation 1 of the spring 2007 Comprehensive Evaluation Report. In addition, the Commission requested that the University prepare a Focused Interim Report and host one or more Commission representatives in spring 2009 to address Recommendations 2, 3, 4, 5, 6, 7, and 8 of the spring 2007 Comprehensive Evaluation Report. A copy of these Recommendations is enclosed for your convenience.

In reaffirming accreditation, the Commission finds that Recommendations 2, 3, 4, 5, 6, 7, and 8 are areas where the University is substantially in compliance with Commission criteria, but in need of improvement. However, the Commission finds that Recommendation 1 does not meet the criteria for accreditation. According to U.S. Department of Education Regulation 34 CFR 602.20 and Commission Policy A-18, *Commission Action Regarding Institutional Compliance Within Specified Period* (enclosed), the Commission requires that the University of Oregon take appropriate actions to ensure that this Recommendation is addressed and resolved within the prescribed two-year period.

In the unlikely event the Commission should conclude that an institution is in danger of being unable to fulfill its mission and goals or to continue to meet the Eligibility Requirements, Standards or related Policies for accreditation, the Commission reserves the right to request that the institution receive an evaluation committee for a special review.

The Commission commends the University for undertaking a non-traditional approach in preparing its 2007 Self Study that thoughtfully addressed a complex question: How does the institution maintain its internationally competitive quality in light of anticipated resources and foreseeable challenges? Further, the Commission finds laudable the strength and spirit of the faculty and staff for weathering the difficult economic hardships with which the institution continues to contend and for all stakeholders' loyalty and ongoing commitment to the institution. Moreover, the Commission commends the University for creating a learning environment and intellectual climate that fosters student engagement, student loyalty, and

broad student appreciation of the institution as a whole as well as for fostering a culture that had led to both the spirit and reality of entrepreneurship, inventiveness, and experimentation in the management and generation of vital resources, community and state partnerships. Lastly, the Commission applauds the University for recognizing the need to implement a new Resource Allocation Model that promotes a systematic and transparent university-wide decision-making process, and for its increasing success at external fundraising and in securing major gifts as part of its Capital Campaign.

Again, congratulations on receiving this recognition. Please feel free to contact me regarding your thoughts or suggestions for improving the comprehensive evaluation process and for any assistance we may provide the institution.

We will write in spring 2008 regarding the fall 2008 Progress Report.

Best wishes for a rewarding 2007-2008 academic year.

Sincerely,

Sandra E. Elman
President

SEE:rb

Enclosures: Recommendations; Policy A-18

cc: Dr. David R. Hubin, Executive Assistant President
Mr. Henry Lorenzen, President, Oregon State Board of Higher Education
Mr. George Pernsteiner, Chancellor, Oregon University System

II.2.2 Professional Degrees and Curriculum

The professional program
NAAB accredited degrees (BArch and MArch) require ten quarters of studio work. The sequential completion of these studios and the associated subject courses defines the length of the graduate program. In the undergraduate program, the studios are distributed two per year over five-years for students who begin their study of architecture in their first year of college. Students who start in their second or third year follow a more compressed studio schedule. Undergraduates have opportunities throughout their five years to pursue required liberal studies outside the department.

The core curriculum is organized in reiterative cycles that grow in complexity as students develop the capacity to apply the course topics in the design studio. The first year of the undergraduate program provides a general introduction including foundation knowledge, concepts, skills and methods fundamental to further study. The second and third year courses instill competence with knowledge, concepts, skills, and methods that are representative of a particular subject area and prepare students for advanced study. The graduate program is similar, but with a more compressed timeline.

The student population in architecture is composed of traditional undergraduate and graduate students and a significant number of non-traditional students, many whom have employment experience in related fields. Interaction among these groups is facilitated by the mixed-level program structure, adding to the educational opportunities of each. Architecture students further benefit from interaction and coursework in the larger context of the school. They also benefit from the presence of the Interior Architecture Program in the department. In recent years, interdisciplinary activities through the Sustainable Cities Year and other collaborative relationships among faculty in different departments has provided more opportunity for architecture students to work closely with students in allied fields, such as planning, as well as fields that contribute very different perspectives, such as dance.

One area that truly distinguishes our architecture faculty is devotion to teaching. A very high level of effectiveness in teaching, and a corresponding commitment to the development of the students, makes this department truly unique. Many of the department's faculty have national reputations as teachers of distinction, engage in the scholarship of teaching, are authors of textbooks or course materials that have been adopted by teachers in schools of architecture throughout the U.S. and internationally, and undertake leadership roles in national organizations concerning architectural education.

NAAB-accredited degrees offered
We offer two professional degrees that are currently accredited by NAAB and recognized by independent ranking agencies as among the best programs in the U.S. We seek renewal of accreditation for both degree programs.

> Bachelor of Architecture, a fifteen-quarter, 231-credit program that includes general education. An outline of the BArch curriculum showing the distribution of general studies, the sequence of required professional courses, professional electives, other electives and the credit hours assigned to each course and each quarter are shown in the curriculum diagrams on the following pages.
>
> Master of Architecture, a ten-quarter, 144-credit program.
> Completion of the MArch program is achieved by either of two paths: the MArch Track I program is for students with non-architecture degrees and requires ten quarters of graduate study. The MArch Track II program is for students with pre-professional degrees in architecture and normally requires six quarters of graduate study. The Track II program functions as the graduate component of a traditional 4 year plus 2 year program. Since we do not offer a pre-professional undergraduate architecture degree, all Track II students have undergraduate degrees from other institutions. In 2012, the department raised the number of credits for Track II from 81 to 87 to encourage more elective study.

Students with related environmental design degrees may be admitted to the Track II program with the stipulation that any academic deficiencies must be addressed by additional coursework, or to the Track I program, depending on their individual academic backgrounds. A careful transcript and course records review is used to make the appropriate program placement. A common outcome for students with degrees in related fields is a personalized degree program that falls somewhere between Track I and Track II requirements.

In 2012, we changed the name of our post-professional MArch degree to Master of Science in Architecture to avoid confusion between the accredited professional degree and non-accredited post-professional degree.

An outline of the MArch curriculum showing the distribution of the sequence of required professional courses, professional electives and the credit hours assigned to each course and each quarter are shown in the curriculum diagrams on the following pages.

The Department of Architecture section of the UO Catalog describes degree requirements in detail. It is available at: *http://uocatalog.uoregon.edu/aaa/architecture*.

UNIVERSITY OF OREGON
School of Architecture and Allied Arts

Bachelor of Architecture

beginning as a freshman

		Fall	Winter	Spring	Summer
1st Year		ARH 314 - Western Arch. History 4 WR 121- College Comp. 4 PHYS 201- Physics I 4	WR 122 or 123 - College Comp. 4 PHYS 202- Physics II 4	Social Science 4	
	ARCH	ARCH 201 - Intro. to Arch. 4	ARCH 283 - Arch. Design I 6 ARCH 202 - Design Skills 3	ARCH 284 - Arch. Design II 6 ARCH 222 - Intro. to Arch. Comp. 4	● Must have access to graphics capable computer.
		total credits 16	17	14	
2nd Year			ARH 315- Western Arch. History II 4 Science 4		
	ARCH	ARCH 383 - Arch. Design III 6 ARCH 450 - Spatial Comp. 4 ARCH 470 - Bldg. Construction 4	ARCH 440 - Human Context 4 ARCH 491 - Environ. Systems I 4	ARCH 384 - Arch. Design IV 6 ARCH 430 - Place & Culture 4 ARCH 492 - Environ. Systems II 4	Optional ARCH 484 in Eugene, Portland, or abroad.
		total credits 14	16	14	
3rd Year		Social Science 4	Social Science 4 Arts & Letters 4	Elective 4 Elective 4	
	ARCH	ARCH 484 - Arch. Design 6 ARCH 461 - Structural Behavior 4 Arch. Elective 3	ARCH 462 - Wood & Steel Sys. 4 Arch. History 4	ARCH 484 - Design Studio 6 ARCH 423 - Media for Design 3	Optional ARCH 484 in Eugene, Portland, or abroad.
		total credits 17	16	17	
4th Year		Elective 4	Elective 4 Elective 4	Elective 4 Elective 4	
	ARCH	ARCH 484 - Arch. Design 6 Arch. History 4	ARCH 484 - Arch. Design 6 ARCH 417 - Prof. Context 3	Advanced Technology Elective 4 Arch. Elective 4	
		total credits 14	17	16	
5th Year		Elective 4 Elective 3	Elective 4	Elective 4	
	ARCH	Arch. Elective 4 ARCH 471 - Bldg. Enclosure 4	ARCH 485 - Arch. Design I 8 *advanced 2-term studio sequence, required in residence* Arch. Elective 4	ARCH 486 - Arch. Design II 8	
		total credits 15	16	12	

Students who have taken a design studio during the summer may be able to graduate winter of their 5th year.

Most students graduate in spring of their 5th year.

(87) Credits in general education. Includes writing, group, multicultural, and non ARCH/IARC elective requirements.
(64) Credits in architectural design studio. Includes 4 repetitions of ARCH 484 (one can be IARC or LA studio).
(80) Credits in non-studio architectural courses.

UNIVERSITY OF OREGON
School of Architecture and Allied Arts

Bachelor of Architecture

beginning as a sophomore or junior

1st Year

	Fall	Winter	Spring	Summer
	ARH 314 - Western Arch. History 4 WR 121- College Comp. 4 PHYS 201- Physics I 4	ARH 315 - Western Arch. History 4 WR 122 or 123 - College Comp. 4 PHYS 202- Physics II 4	Arts & Letters 4 Science 4 Social Science 4 Elective 4	
ARCH	ARCH 201 - Intro. to Arch. 4	*Apply to major for sophomore year.*	*Acceptance notification.*	
	total credits 16	16	16	

2nd Year

	Fall	Winter	Spring	Summer
	Social Science 4 Elective 4 Elective 4	Elective 4 Elective 4	Elective 4	
ARCH	Arch. History 4	ARCH 283 - Arch. Design I 6 ARCH 202 - Design Skills 3 *Apply to major for junior year.*	ARCH 284 - Arch. Design II 6 ARCH 222 - Intro. to Arch. Comp. 4 *Acceptance notification.*	● Must have access to graphics capable computer.
	total credits 16	17	14	

3rd Year

	Fall	Winter	Spring	Summer
		Elective 4		Optional ARCH 484 in Eugene, Portland, or abroad, if beginning as a sophomore.
ARCH	ARCH 383 - Arch. Design III 6 ARCH 450 - Spacial Comp. 4 ARCH 470 - Bldg. Construction 4	ARCH - Media for Design 3 ARCH 440 - Human Context 4 ARCH 491 - Environ. Systems I 4	ARCH 384 - Arch. Design IV 6 ARCH 430 - Place & Culture 4 ARCH 492 - Environ. Systems II 4	
	total credits 14	15	17	

4th Year

	Fall	Winter	Spring	Summer
	Elective 3	Elective 4	Elective 4	
ARCH	ARCH 484 - Arch. Design 6 ARCH 461 - Structural Behavior 4 Arch. Elective 4	ARCH 484 - Arch. Design 6 ARCH 462 - Wood & Steel Sys. 4	ARCH 484 - Arch Design 6 *spring or summer* Advanced Technology Elective 4 Arch. Elective 3	ARCH 484
	total credits 17	14	17	

5th Year

	Fall	Winter	Spring	Summer
			Elective 4	Optional ARCH 484 in Eugene, Portland, or abroad, if beginning as a junior.
ARCH	ARCH 484 - Arch. Design 6 ARCH 471 - Bldg. Enclosure 4 Arch. Elective 4	ARCH 485 - Arch. Design I 8 *advanced 2-term studio sequence, required in residence—sophomore applicants* ARCH 417 - Prof. Context 3 Arch. History 4	ARCH 486 - Arch. Design II 8 Arch. Elective 4	
	total credits 14	15	16	

6th Year

	ARCH 485 - Arch. Design I 8 advanced 2-term studio sequence, required in residence—junior applicants	ARCH 486 - Arch. Design II 8		
	total credits 8	8		

(87) Credits in general education. Includes writing, group, multicultural, and non ARCH/IARC elective requirements.
(64) Credits in architectural design studio. Includes 4 repetitions of ARCH 484 (one can be IARC or LA studio).
(80) Credits in non-studio architectural courses.

UNIVERSITY OF OREGON
School of Architecture and Allied Arts

Master of Architecture — Track I

In addition to the general Graduate School requirements, Track I students must meet the following requirements:

Program Requirements
Track I students complete 144 credits. This program is typically completed in 10 terms. A Track I student may enter the program with transfer credits from another accredited masters degree program. Track I transfer students must adhere to the minimum residence requirements. The breakdown of the curriculum follows.

Design Requirements
ARCH: 64 credits

Subject Area Requirements
ARCH: 80 credits.

Elective Course Work
ARCH: 17 credits. This includes ARCH 507 or 607, 6 credits (minimum).

History Requirements
12 credits: All professional degree students in architecture must take architectural history courses covering defined time-periods. Master of architecture students must complete a minimum of three courses. (See appendix for approved history sequences.)

	Fall	Winter	Spring	Summer
			● Must have access to graphics capable computer.	ARCH ARCH 680 Arch. Design 6 ARCH 611 Dsgn. Process 3 ARH 610 Mod. Hist/Thry 4 total credits 13
1st Year	ARCH ARCH 681 - Arch. Design 6 ARCH 550 - Spacial Comp. 4 ARCH 570 - Bldg. Const. 4 total credits 14	ARCH 682 - Arch. Design 6 ARCH 540 - Human Context 4 ARCH 591 - Envrn. Sys. I 4 ARCH 610 - Arch. Comp. 2 16	ARCH 584 - Arch. Design 6 ARCH 530 - Arch. Contexts 4 ARCH 592 - Envrn. Sys. II 4 14	Optional ARCH 484 in Eugene, Portland, or abroad.
2nd Year	ARCH ARCH 584 - Arch. Design 6 ARCH 523 - Media for Dsgn. 3 ARCH 561 - Strct. Behavior 4 Arch. Elective 3 total credits 16	ARCH 584 - Arch. Design 6 ARCH 562 - Wd. & Stl. Sys. 4 Arch. History 4 14	ARCH 584 - Arch. Design 6 Advanced Technology 4 Arch. History 4 14	Optional ARCH 484 in Eugene, Portland, or abroad.
3rd Year	ARCH ARCH 584 - Arch. Design 6 ARCH 571 - Bldg. Enclosure 4 Arch. Elective 4 total credits 14	ARCH 585 - Arch. Design I 8 advanced 2-term studio sequence, required in residence ARCH 517 - Prof. Context 3 Seminar 3 14	ARCH 586 - Arch. Design II 8 Seminar 3 Arch. Elective 4 15	
		Students who have taken a design studio during the summer may be able to graduate in the winter term of their second year.	Most students graduate in spring of their second year. Portland can only accommodate spring graduations.	

(64) Credits of architectural design studio (includes 5 repetitions of ARCH 584, one can be IARC or LA studio).
(80) Credits of non-studio architectural courses, including advanced study requirement.
This is an example program guide. Courses may be rescheduled in different terms due to faculty availability.

UNIVERSITY OF OREGON
School of Architecture and Allied Arts

Master of Architecture — Track II

In addition to the general Graduate School requirements as listed in the UO Catalog, Track II students must fulfill the professional curriculum requirements of the Track I program, though admitted with advanced standing. Students can transfer up to 36 credits of design (excluding ARCH 585,586) and up to 50 credits of subject-area courses.

Program Requirements
Track II students complete 87 credits. This program is typically completed in six terms. This includes 40 credits in design studios. The remaining 41 credits are distributed among required professional course work and professional electives, which include the seminar, advanced study, and history requirements described below.

Seminar and Research
Seminar: ARCH 507/607, 9 credits.
Research: ARCH 601, 6 credits.

Advanced Study Requirement
Master of architecture Track II degree candidates must complete 12 credits of advanced study beyond the Track II seminar. Students may choose one of two avenues to meet the advanced study requirement: (1) based in course work or (2) based in research. A written proposal must be submitted to the Department of Architecture Graduate Studies Committee no later than the beginning of the fall term of their second year in the program.

Course Work Option: Students take 9 credits of advanced courses proposed by the student as a coherent cluster and approved by the Graduate Studies Committee. Advanced courses are those in which the enrollment is small (>20), there is significant opportunity for discussion and exchange, and there is a substantially-defined synthesis paper or project which requires independent research. Approval would be gained with a brief written submission to the Graduate Studies Committee. In some cases, these courses may be in the same subject area; in others they may cross subject areas but represent a logical grouping based on development of a particular study interest or focus.

Research Option: Students complete at least 6 credits in research (which may include visual inquiry), and, for students without demonstrated research experience, 3 credits in the research preparation course.

History Requirements
12 credits: All professional degree students in architecture must take architectural history courses covering defined time-periods. Master of architecture students must complete a minimum of three courses. (See appendix for approved history sequences.)

	Fall	Winter	Spring	Summer
1st Year ARCH	ARCH 683 - Arch. Design 6 ARCH 561 - Strct. Behavior 4 ARCH 607 - Seminar 3	ARCH 584 - Arch. Design 6 ARCH 562 - Wd. & Stl. Sys. 4 Arch. History 4	ARCH 584 - Arch. Design 6 Advanced Technology 4 Arch. History 4	Optional studio in Eugene, Portland or abroad.
	total credits 16	14	14	
2nd Year ARCH	ARCH 584 - Arch. Design 6 ARCH 571 - Bldg. Enclosure 4 Arch. Elective 4	ARCH 585 - Arch. Design I 8 advanced 2-term studio sequence, required in residence ARCH 517 - Prof. Context 3 Arch. Elective 4	ARCH 586 - Arch. Design II 8 advanced 2-term studio sequence, required in residence Arch. Elective 4 Arch. Elective 2	
	total credits 14	15	14	
		Students who have taken a design studio during the summer may be able to graduate in the winter term of their second year.	Most students graduate in spring of their second year. Portland can only accommodate spring graduations.	

(40) Credits of architectural design studio (one can be IARC or LA studio).
(41)* Credits of non-studio architectural courses, including advanced study requirement.
*Starting in the fall of 2012 (46) credits of non-studio architectural courses will be required.
This is an example program guide. Courses may be rescheduled in different terms due to faculty availability.

Professional Study in Portland

With approximately 100 graduate and advanced undergraduate students, the Portland Program is an extension of the department's degree-granting programs in Eugene. Degree requirements for the Eugene and Portland campuses are identical, although the menu of elective courses and the teaching approaches used in some courses vary between the two sites in order to take advantage of the unique strengths of each. MArch Track II students who have completed appropriate coursework prior to starting at the UO have the option to complete all of their degree requirements in Portland. BArch and MArch Track I students begin their degree programs in Eugene. Once they have completed the first year of professional subject area courses, they can transfer to Portland for a summer, a year, or two years. Most of the students in Portland are graduate students.

Study in Portland is voluntary, with placement offered to new students who have applied to Portland and meet the Portland Program's admissions requirements, and to Eugene-based students through the department's studio preferencing process. The duration of study in Portland ranges from one quarter (usually in the summer) to two years (usually graduate students with no general education requirements). Students choose the Portland Program for its focus on urban architecture. Many students also prefer Portland's location for its urban life, employment opportunities and connections to Portland's much larger, nationally acclaimed community of practicing architects.

The same governance and administrative structure that serves the department's programs in Eugene administer the Portland Program centrally. (See the Branch Campus Questionnaire in Part 4, "Supplemental information," Appendix 07: "Response to Offsite Questionaire" for details.)

In 2009, the department acquired new facilities (described in Part I.2, "Resources," Section 3: "Physical Resources"). Higher demand from students and increases in faculty and staff FTE assigned to Portland has enabled us to increase enrollment there by 25 percent. The participation of full-time faculty currently comprises approximately 4.0 FTE with three full-time positions located in Portland and several faculty members based in Eugene who teach there periodically. We plan to add an additional full-time faculty member in the 2013-14 academic year. There is also a large and highly qualified adjunct pool in Portland that draws upon the resources of the Portland professional community. Their resumes are included in Part 4, "Supplemental information," Appendix 02: "Faculty Resumes." Staff support has increased from one half time position in 2006 to the current level of three full-time positions that we share with the Product Design and Digital Arts programs. There has also been a significant increase in computing, library and facilities staff support provided by the university.

Because of the advanced level of students in Portland, fewer core courses are needed there. The core courses we do offer address the urban architecture focus of the program and meet the needs of students in their final two years of study in the professional degree programs. MArch Track II students who are applying directly to Portland are expected to have completed coursework in design, construction, human factors, place and culture and architecture history in their undergraduate education. Many, but not all Track II students have completed environmental controls or structures coursework as undergraduates. To accommodate students in Portland with different core course needs, structures, environmental controls systems, and some seminars in architectural history, are offered every other year. The department conducts a careful review of the transcripts and transfer credits of all students applying to study in Portland to ensure they have the sufficient background to be able to fulfill their degree requirements in Portland. Entering Track II students with deficiencies are required to enroll at the Eugene campus to satisfy those deficiencies before moving to Portland.

Descriptions of Portland's facilities, faculty and support services are provided in the appropriate sections of this report.

Professional Study in Other Off Campus Locations
The department sponsors several study abroad programs where students can earn professional program credits. Students can also participate in U.S. off-campus programs such as Pacific Northwest Historic Preservation field school. Most of these programs are equivalent to one quarter of full-time study, ranging from 9-16 credits, and UO faculty teach most of them. They are self-supporting and administered by UO faculty directors with the assistance of the university's Office of International Programs. Summary descriptions are included in Part 1.2, "Resources," Section 1: "Human Resources and Development." Program details including courses offered, credits earned, program duration, facilities, and faculty qualifications are available in the program brochures will also be provided in the team room and are also posted online at (*http://international.uoregon.edu/studyabroad*)

Undergraduate Minors and Graduate Certificates
BArch students can elect to pursue any of numerous minors across the university. Popular choices are business, interior architecture, landscape architecture, art history, historic preservation and foreign languages.

Graduate students are eligible to enroll in graduate certificates to pursue additional study that complements their degree program. The department offers a 24-credit graduate certificate in Technical Teaching in Architecture and partners with other units to provide interdisciplinary certificate programs in Ecological Design, Museum Studies, Leadership in Sustainability and a new certificate program called New Media and Culture. More information about these programs is available in the UO Catalog and in Part 1.2, "Resources," Section 2: "Administrative Structure and Governance."

Distributions of general studies and professional studies in the BArch program
The minimum number of credits that must be earned for the BArch degree is 231 (quarter) credit hours. This is equivalent to 154 semester credit hours. Credits are distributed as follows:

General studies	87 credits	38% of total
Architectural design studios	64 credits	28% of total
Required professional courses*	80 credits	34% of total

** Includes 10 credits of elective professional courses*

General studies
BArch students complete a minimum of 36 credits—12 credits in approved group-satisfying courses in each of three general education groups: arts and letters, social sciences and science. Each group must include at least two courses with different subject codes. Two groups must each include at least two courses with the same subject code. No more than three courses with the same subject code may be used to fulfill the total 36-credit requirement. General education includes two courses in English composition. Most students take WR 121 and WR 122 and some can waive this requirement through the Advanced Placement examination program. The remaining general studies credits are for electives outside of architecture including at least 16 credits in upper-division, writing-intensive electives that delve into the literature of academic subjects outside the subject areas of architecture and interior architecture.

Many of the department's undergraduates are enrolled in the Clark Honors College, a program for students with an exceptional record of academic achievement. Honors College general studies include challenging seminars and the program requires an undergraduate thesis.

Other requirements for undergraduates

Multicultural Studies
All undergraduate students at UO take a minimum of two approved multicultural courses in two of the following three areas: American Cultures; Identity, Pluralism and Tolerance; or International Cultures. These courses can be taken as part of the university general education group requirements, as upper-division non-architecture electives, or by taking approved courses in the department. Vernacular Building (ARCH 434), fulfils the International Cultures requirement.

Math and Physics
Although there is no specific math requirement for architecture majors, there is a minimum expectation of math ability. Algebra (MATH 111) and Trigonometry (MATH 112) are prerequisites for General Physics (PHYS 201, 202), which is a prerequisite for structures. Many students will have already completed algebra, trigonometry, and calculus in high school. Incoming students take a placement exam before enrolling in their first math course. Math and physics courses can be used to fulfill the science group requirement. Undergraduate and graduate students planning to enroll in Structural Behavior (ARCH 4/561), are required either to earn a passing grade on a math/physics diagnostic examination administered by the architecture department or take a math/physics refresher workshop taught by the department's structures faculty. This pre-structures requirement ensures that students enrolling in the first structures course have sufficient knowledge of prerequisite subjects to be successful in their study of structures.

Graded Credits
The university requires undergraduates to complete a minimum of 45 credits taken for a letter grade in residence at the university. To pass, undergraduates must earn the equivalent minimum grade of C-.

Graduate program requirements
The minimum number of credits that must be earned for the MArch degree is 144 (quarter) credit hours. This is equivalent to 96 semester credit hours. Advanced placement is available for qualified students. Credits are distributed as follows:

Architectural design studios	64 credits	44% of total
Required professional courses	58 credits	40% of total
Elective professional courses	22 credits	15% of total

Graded Credits
There is no graded hour requirement for MArch students. If graded hours are taken, however, an average GPA of 3.0 must be maintained. For a graduate student to receive a pass in a course taken on a pass/no pass basis, the student must earn a minimum grade of B-.

Focus area
MArch students apply a minimum of 15 credits to a focus area. Some of these credits may include independent research or a topical studio. Students can propose their own focus area or select from a list of areas and course clusters developed by the Graduate Studies Committee. Pre-approved cluster areas include Architectural Media; Architectural History and Theory; Craft and Fabrication; Housing; Interior Architecture; Human and Social Contexts of Design; Technology and Sustainable Technology; Place, Urban Design and Sustainable Urbanism; Landscape Architecture; and Historic Preservation. This information, and examples of how students have fulfilled the focus area study requirement will be available in the team room.

II.2.3 Curriculum Review and Development

Curriculum review and development is an ongoing process that involves all faculty members, many of whom are licensed architects. Useful feedback is also garnered from architects who hire graduates, serve as course consultants, and participate in reviews of student work. Students also contribute through the UO course evaluation process and by serving on the department's committees and participate in student organizations.

The process for curriclular development uses the governance structure that has been established for the department. The appropriate committees and bodies at the school, university and Oregon University System levels also review some types of curriculum additions or changes. The tenure-related faculty has primary responsibility for curriculum content. All changes to the curriculum are discussed in faculty meetings and approved by faculty vote. Individual instructors are responsible for assessing and developing the courses they teach within the parameters set by the department. The department head and program directors provide oversight of teaching to ensure that courses meet the intent of the curriculum.

Proposals for special curriculum assessment projects, changes to existing curricula and new programs can be put forward by any member of our community, including colleagues from allied disciplines who may propose collaborative initiatives. These proposals are typically an outcome of self-assessment and, depending on the complexity of the project, may be identified as part of a long-range planning initiative. Initially, proposals are discussed briefly in faculty meetings or reviewed by the administrative council to determine their relevance before being sent to the appropriate departmental committee for analysis and development. This is usually the curriculum committee, but depending on the nature of the proposal, it may be referred to the graduate studies committee, the design review committee or the Portland task force. Sometimes the department will form an ad hoc committee to undertake a particular curriculum development project. The associate head for curriculum and curricular innovation, who chairs the curriculum committee and represents the department on the school's committee for academic affairs, coordinates this work. Committee members are appointed by the head in response to facuty requests for committee assignments and to provide the expertise needed to address the year's agenda items. Student members are determined using a call for interest followed by a selection based on qualifications and availability to serve conducted by the faculty members on the committee.

Below are two examples of processes for recent projects that illustrate how curriculum development relates to self-assessment and long-range planning, and the role of participating committees and individuals.

Design Communications

Feedback from students and assessment of studio projects and student portfolios by faculty and architects showed that design communications skills needed attention. Students were receiving good exposure to manual and digital media methods but in some cases, failing to acquire the proficiency they needed to feel confident as they made the transition from school to practice. In the fall of 2010, we dedicated a facuty retreat to this subject and invited an expert, Paul Laseau Professor Emeritus of Architecture from Ball State University, who presented ways to think about the subject and facilitated our discussion. This informed the development of a position description for new faculty in this area. Two new faculty members, Philip Speranza and Daisy-O'lice Williams were appointed and began their work in the fall of 2011. They joined 5 other colleagues, Kyuho Ahn, Nancy Cheng, Mark Donofrio, Erin Moore and Jim Tice, interested in design communications, as members of an ad hoc committee chaired by Brook Muller, the associate head for curriculum. The committee received the following three-year charge with funding support:

> Year 1: 2011-12 Design communications enhancement grant: $30,000
> Identify strategic enhancements to our current design communications curriculum. Funds may be used to attend conferences, visit other programs, invite design communications innovators to campus, purchase experimental tools, or other activities identified by the committee.

Year 2: 2012-13 Design communications curriculum development grant: $30,000
Develop and execute one or more design communications curriculum pilot projects. Funds can be used for teaching GTFs or TA support, course releases, adjunct faculty, software or other necessary expenses identified by the committee.

Year 3: 2013-14 Design communications research grant: $30,000
Develop faculty research in the area of design communications that strengthens the department's reputation and expertise in this subject area. Funds can be used for course releases, research GTFs, research-related travel, equipment or other research activities identified by the committee.

The task force report for 2011-12 and detailed agenda for 2012-13 will be provided in the team room.

Conversion of the MArch Option I, II and III programs into an MArch and an MS program
Four different assessment outcomes informed the work of the department's graduate studies committee, chaired by Howard Davis, the director of graduate studies. They included:

1. NAAB's concerns about non-accredited programs using the MArch degree title was an issue for our Option I post-professional program and needed our response.

2. Discoveries made when advising Option II master's students indicated that some students admitted to this program needed to allocate most of their credit hours to fulfill required courses. They had limited elective coursework opportunities and were having difficulty meeting the focus area requirement of their program.

3. Analysis by Kathy Cannon, the student records staff member responsible for degree checks, showed that students whose prior preparation was greater than typical for Option III, but less than typical for Option II, were inconsistently assigned to one of the two degree programs such that two students with similar backgrounds had different degree requirements.

4. Students in the Option II and III programs in Eugene expressed concerns that their program was too similar to the BArch program and lacked the curricular distinction they expected as graduate students.

After an extensive study of the nomenclature of similar, research-focused programs in the U.S., the committee proposed and the faculty voted to change the title of the MArch Option I to the Master of Science in Architecture. A parallel change was made to the Interior Archtecture post-professional master's degree. Because it required the use of a new degree title, the department followed the proscribed procedure for new programs that required review by the school's committee on academic affairs, a vote by all faculty in the School of Architecture and Allied Arts, and subsequent reviews by the dean and the Graduate School before approval by the provost and ultimately the Provosts Council of the Oregon University System. The new degree title takes effect in the fall of 2012. A copy of the proposal will be available in the team room.

To address issues identified by students, staff and faculty advisors regarding the professional master's programs, the committee developed a proposal to merge the Option II and III MArch programs, which had been articulated as separate degree programs with the registrar, into a single MArch degree with two tracks. This involved increasing the number of credits required for students with prior degrees in architecture entering the new Track II program so they would be able to pursue elective study, and adding a focus area requirement to the new Track I program to further distinguish it from the undergraduate program. Again, because of the structural changes required, this proposal, once approved by our faculty, was reviewed and voted on at the school level, and approved by the dean and the UO Graduate School. It is effective fall 2012. In response to having many more graduate students undertaking a focus area, the committee also developed a list of recommended focus areas that the department is using as a guide for

developing elective course offerings. The approved proposal along with the focus area recommendations from the graduate studies committee will be provided in the team room.

Since these changes to degree titles just occurred recently, the visiting team will see documents that refer to both, and meet with students who started in both programs.

2.3 Evaluation of Preparatory/Pre-professional Education

Placement of MArch Track II students, and all requests for transfer credits or advanced placement from MArch Track I students, are evaluated by the director of graduate studies and the associate department head for student affairs, who also evaluates undergraduate transfer requests according to the following guidelines. The same guidelines are used to evaluate any study-abroad or other special study programs that students propose to attend for transfer credit.

Coursework Completed in Programs that Are Not Accredited by the NAAB

Design Studio Credit

Architecture credit from programs not accredited as professional degree programs by the National Architectural Accrediting Board (NAAB) will normally not be accepted. Exceptions may be made if the student's work is clearly competent, but only at the introductory and intermediate studio level. Students generally take all introductory studios before becoming eligible for ARCH 4/584 Architectural Design.

Subject Course Credit

Upon submission of transcripts, bulletin descriptions, and syllabi for the course work being considered for transfer, the associate head or director of graduate studies, in consultation with faculty members who teach in the relevant subject areas, evaluates course work for approval as substantially equivalent to UO required professional courses. All course work considered for transfer equivalence must be accepted as transferable by the UO. Credit from programs that have articulation agreements with other NAAB-accredited schools may be accepted.

Coursework Completed at Schools that offer NAAB-accredited Programs

Design Studio Credit

1. Students with no previous architectural studios will be required to complete the full design studio sequence at UO regardless of other transfer credit.

2. Transfer students with one or two previous terms of architectural design from NAAB-accredited degree programs will be evaluated for appropriate placement in the design studio sequence.

3. Transfer students with three or four previous terms of architectural design are sometimes asked to begin the studio sequence at the intermediate level (ARCH 383 or ARCH 681) and proceed to an appropriate next level (ARCH 384, 682 or ARCH 4/584) with the approval of the faculty. While transfer credit may only be applied to lower division studios (280s, 380s and 680s), students may submit a curriculum petition to have outstanding design performance in lower division design work completed at the UO accepted for 4/584 credit if the lower division studio requirements have been otherwise satisfied.

4. Transfer students with five or more terms of architectural design must receive the approval of the associate head or director of graduate studies for entrance directly into ARCH 4/584, with such approval to be based on a review of the previous work by faculty members. A minimum of two ARCH 4/584 studios must be completed at UO prior to enrollment in ARCH 4/585 even though the total accumulated studios (including transferred studios) exceed degree requirements.

5. Advanced transfer students (undergraduates and MArch Track II students) have their previous credits evaluated during new student week prior to the beginning of fall term. These credits are

applied toward design and subject requirements as appropriate. Generally, all transferred architectural credits must have been earned in a school that offers NAAB-accredited degree programs, but exceptions can be made on a course-by-course basis.

Subject Course Credit

Upon submission of transcripts, bulletin descriptions and syllabi for the course work being considered for transfer, the associate head or director of graduate studies, in consultation with faculty members who teach in the relevant subject areas, evaluates course work for approval as substantially equivalent to UO required professional courses. All course work considered for transfer equivalence must be accepted as transferable by the UO.

2.4 Public Information

II.4.1. Statement on NAAB-Accredited Degrees
The "statement on NAAB-Accredited Degrees" is printed in the "Architecture" section of the UO Catalog (found online at: *http://uocatalog.uoregon.edu/aaa/architecture*) and also on the Architecture Department website at: *http://architecture.uoregon.edu/programs/accreditation*

II.4.2. Access to NAAB Conditions and Procedures
Available via a link on the Architecture Department website:
http://architecture.uoregon.edu/programs/accreditation

II.4.3. Access to Career Development Information
Available via a link on the Architecture Department website:
http://architecture.uoregon.edu/students/professional

II.4.4. Public Access to APRs and VTRs
Available via the UO Scholar's Bank on the UO Libraries website:
http://scholarsbank.uoregon.edu

II.4.5. ARE Pass Rates
Available via a link on the School of Architecture Website:
http://architecture.uoregon.edu/students/professional

Part Three (III)—Progress Since Last Site Visit

3.1 Summary of Responses to the Team Findings

1. Responses to Conditions Not Met [2004]

4. Social Equity [2007]

Response from Program [2010]: This condition was met in 2010. See the 2010 FPR and FTR in the appendix of this report.

8. Physical Resources [2007]

Response from Program [2010]: This condition was met in 2010. See the 2010 FPR and FTR in the appendix of this report

10. Financial Resources [2007]

Response from Program [2010]: This condition was met in 2010. See the 2010 FPR and FTR in the appendix of this report.

13.9 Non-Western Traditions [2007]
Understanding the parallel and divergent canons and traditions of architecture and urban design in the non-Western world.

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.

Oregon is in a geographic situation that might provide opportunities to develop innovative programs to address this deficiency in creative and unique ways.

Response from Program [2012]: Faculty teaching the design arts core courses in spatial composition, human behavior and place response illustrate concepts with more examples from non-Western traditions. Faculty, such as Kevin Nute and Howard Davis, who are assigned to teach these courses, engage in research that examines non-Western traditions.

13.13: Human Diversity [2007]
Understanding of the diverse needs, values, behavioral norms, physical ability, and social and special patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.

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."

Response from Program [2012]: Instructors teaching across the curriculum include cultural conditions other than dominant U.S. cultures in the content of required courses. Several faculty members are engaged in research that exposes students to diverse cultural perspectives in North and South America, Asia and Europe. Some examples are Kyuho Ahn, whose work examines Korean design tradition and practice; Mark Gillem, who examines cultural implications of U.S. military outposts located abroad; Howard Davis, who conducts international comparative studies on the cultures of building; Nico Larco, whose comparative study of urban design extends to Argentina, Spain, Canada and across diverse regions of the U.S.; Philip Speranza, whose research on community design contributes to a planning initiative in Barcelona; and Daisy-O'lice Williams, whose research includes the study of design communications and how these methods can be used to understand the architectural contributions of African American communities and architects.

13.22 Building Service Systems [2006]

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

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 suggestions 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.

Response from Program [2012]: We made adjustments to assignments and examinations in our building technology courses in the areas of construction, structures and environmental controls systems to address the building service systems identified by the visiting team as needing more evidence of student understanding.

13.25 Construction Cost Control [2006]

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.

No evidence has been found of building cost and construction estimating in current required courses.

Some evidence of building cost considerations was found in the lecture material in a class that was required previously, Arch 463/563, in the form of presenting the economic implications of various structural systems, and value engineering presentations and evaluations. This course is no longer required and the same content is not found in any currently required coursework.

Response from Program [2012]: We addressed this concern by revising ARCH 4/570, Introduction to Building Construction, to include a construction cost exercise. We also

increased the number of credits assigned to the professional practice course from 3 to 4 credits to provide more time for discussion of financial subjects.

2. Responses to Causes of Concern

Portland and Eugene [2007]

- *relationship between programs*
- *student interaction*
- *faculty interaction*
- *physical resources*

Response from Program [2012]: The increased financial and physical resources for our Portland program, described in our 2010 Focus Evaluation Report, has attracted more students to Portland and enabled more faculty based in Eugene to participate in the department's activities in Portland. More faculty travel to Portland and new video conferencing capabilities have improved the communications between faculty and students based at the two sites. This has enabled increased participation in faculty governance through video conferencing of faculty and committee meetings. In addition we are experimenting with course offerings that use video conferencing to connect students and faculty at the two sites.

Financial Resources [2007]

Response from the Program [2010] This condition was met in 2010. See the 2010 FPR and FTR in the Appendix of this report.

Standards and assessment of student work [2007]

Response from Program [2012]: The curriculum and design review committees have addressed standards for student performance in the MArch and BArch programs through the development of expectations for each studio level. We also posted a statement on grading practices on the department's website (*http://architecture.uoregon.edu/students/grading*). The department head and design review committee evaluated student work to assess student ability to incorporate accessibility and egress principles in building configuration and for overall performance in the area of comprehensive design. Findings were discussed at faculty meetings.

Inertia [2007]

- *faculty advancement*
- *response to student feedback*
- *recurring accreditation deficiencies*
- *diversity*

Response from Program [2012]: Since 2007, the department has been energized by six new tenure-track faculty members who have contributed innovations to our curriculum and diversity to our learning community. Two new faculty administrative positions (the director of graduate studies and the associate head of curriculum), new faculty stepping into existing administrative positions (the director of interior architecture and the director of the Portland program), new administrative staff in Portland, and new staff in computing support and fabrication shops at both campuses, have increased our ability to respond to students and support their initiatives. Student leadership is flourishing in two new and very active student organizations, designBridge, a community service design/build program, and CASL, a demonstration project on sustainable living.

Faculty recruitment and retention [2007]

Response from Program [2012]: Faculty recruitment and retention is an ongoing process. Since the NAAB team's site visit in 2007, the department has succeeded in recruiting several new faculty members and retaining several key faculty members. In 2010, one assistant professor resigned to attend to his professional practice in Germany, and in 2011, the department filled this open position, as well as a second new faculty position, with individuals who came to us from other NAAB accredited schools.

Curriculum oversight[2007]

- *professional practice-the program depends on a one-term course to address this and all other professional practice criteria*
- *systematic consistency in course offerings as published*

Response from Program [2012]: After three years in place, the new administrative team has improved communications between the department's standing committees, departmental leadership, and the faculty as a whole in an effort to more effectively monitor the curriculum, admissions and student advising. We have provided more oversight of studio teaching teams and reviewed course descriptions to ensure greater consistency in learning objectives met by versions of our required courses that are taught by different instructors.

A motion to increase the number of credits assigned to the professional practice course, ARCH 4/517, Context of the Profession, from 3 to 4 credits was approved by the faculty and the change to this course was approved by the university for implementation in the 2012-13 academic year. Professional practice criteria are addressed across the curriculum and receive particular emphasis in the terminal capstone studios.

3.2 Summary of Responses to Changes in the 2009 NAAB Conditions

In 2012, we changed the name of the post-professional Master of Architecture degree to Master of Science in Architecture. This change was made in response to the August 20, 2010, NAAB Explanatory Note, stating that the use of the MArch title for non-accredited, post-professional degrees offered by institutions with NAAB-accredited degree programs would be a violation of Condition II.2.2. Professional Degrees and Curriculum.

In response to changes in the 2009 NAAB Conditions student performance criteria in the areas of programming and collaboration, we revised the requirements for the two-term terminal studio to include both of these activities.

Part Four (IV)—Supplemental Information

Appendix 01
Course Descriptions

Appendix 02
Faculty Resumes

Appendix 03
Matrix of Faculty Credentials

Appendix 04
Visiting Team Report (VTR) from the previous visit

Appendix 05
2010 Focused Evaluation Report and Focused Team Report

Appendix 06
Response to the Offsite Program Questionnaire

Course Catalog
The University no longer maintains printed course catalogs. Instead, the Course catalog is created online. This and other online resources for students may be found at *http://uocatalog.uoregon.edu*

Appendix 01: Course Descriptions

ARCH 201: Introduction to Architecture
4 Credits

Course Description:
This course delivers a structure of principles for making places for people. Students examine places, design procedures, and the use of architectural principles in general.

Course Goals & Objectives:
To introduce principles of architecture through the following frames of reference:

- Supporting Activities and Purposes
- Establishing Longevity
- Responding to Context
- Achieving Clarity of Parts & Wholeness
- Integrating Construction
- Integrating Services
- Establishing Vitality
- Maintaining Historical Continuity
- Achieving Full Synthesis

SPC Addressed:
A.9 Historical Traditions and Global Culture

Topical Outline:
30% Responding to Context
15% Establishing Longevity
10% Frames of Reference
10% Achieving Clarity and Wholeness
10% Integrating Construction
10% Integrating Sustainability
5% Nature of Order
5% Supporting Activities and Purposes
5% Establishing Vitality

Prerequisites: None

Learning Resources:
Synthesis 9, by William Kleinsasser
The Nature of Order Volume 1: The Phenomenon of Life, by Christopher Alexander

Offered: EUGENE: Fall only, annually

Faculty Assigned:
James Givens (F/T)

ARCH 202: Design Skills
3 Credits

Course Description:
This course is an introduction to architectural media for the beginning design student. It provides an overview of theories and methods, with emphasis on 2D.

Course Goals & Objectives:
The primary objective of the course is to give the student a fundamental understanding and facility with basic two- and three-dimensional graphic representation of architectural space and form. On successful completion of this course, students should be able to:

- DRAW natural and built environments from observation.
- DEVELOP architectural design ideas using multiple drawing techniques.
- CONSTRUCT simple three-dimensional drawings from the imagination.
- PRESENT architectural spaces following standard graphic conventions.

SPC Addressed:
A.3 Visual Communication Skills

Topical Outline:
20% Orthographic projection
20% One and two-point perspective
20% Rendering techniques (tone, line weight, color, shade, shadow)
10% Paraline projection
10% Free-hand drawing and documentation
10% Computer aided drafting
10% Digital photo editing/collage/diagramming

Prerequisites: ARCH 201 or IARCH 204, concurrent enrollment in ARCH 283

Learning Resources:
Design Drawing, 2nd Ed. by Francis Ching and Steven Juroszek.
Basics Architecture: Representational Techniques, by Lorraine Farrelly.
Adobe Creative Suite CS5
AutoCAD 2011 or higher

Offered: EUGENE: Winter only, annually

Faculty Assigned:
Daisy-O'lice Williams (F/T), Glenda Utsey (F/T)

ARCH 222: Introduction to Architectural Computer Graphics
4 Credits

Course Description:
This course will investigate design communication methods to support studio through diagramming and analog and digital parametric design to connect human experience with design intentions.

Course Goals & Objectives:
- Teach design with new media emphasizing design and design process, strengthening skills to be used in a studio.
- Introduce integrated methods encompassing digital and non-digital media.
- Develop learning strategies for adapting to changing technology including systems and non-linear design.
- Design problems that will challenge students at all levels and will allow the advanced students to push their own limits.

SPC Addressed:
A.3 Visual Communication Skills

Topical Outline:
30% Diagramming and Systems Design
30% Analog Parametric Design
30% Digital Parametric Design
10% Presentation Layout

Prerequisites: None

Learning Resources:
Field Conditions, by Stan Allen
1,000 Years of Non-Linear History, by Manuel de Landa
The Art of the Long View, by Peter Schwartz
Diagrams Matter, by Stan Allen
Between Ideas and Matter, by Alejandro Zaera-Polo

Offered: EUGENE: Spring only, annually

Faculty Assigned:
Philip Speranza (F/T), Brian Lockyear (adjunct)

ARCH 283/284: Architectural Design I/II
6 Credits Each

Course Description:
This course focuses on fundamental architectural design concepts: architectural elements, placemaking, spatial ordering, human activities and needs, and the iterative nature of the design process.

Course Goals & Objectives:
In this introductory studio, students learn about and apply the following:

- The attitude, awareness and work ethic required in the studio and in the design process
- Design problem-solving through idea generation, use of precedents, personal experience and observation, group discussions and critiques, research and analysis
- A vocabulary of physical elements and design principles
- Placemaking, spatial ordering, accommodating human activities and needs
- The nature of materials and forms employed in built environment

SPC Addressed:
A.1 Communication Skills
A.6 Fundamental Design Skills

Topical Outline:
30% Design Communications
30% Design Process
30% Architectural Vocabulary Development
10% Time Management

Prerequisites: Prereq for 283: ARCH 201 or IARC 204; prereq for 284: ARCH 202, 283.

Learning Resources:
Architecture Form, Space and Order, Second Edition, by Francis Ching
Building Construction Illustrated, by Francis Ching
Analysing Architecture, by Simon Unwin

Offered: EUGENE: Winter only, annually

Faculty Assigned:
KyuHo Ahn (F/T), Virginia Cartwright (coordinator) (F/T), Megan Haight (F/T), Travis Miller (adjunct), Melinda Nettles (F/T), Glenda Utsey (F/T), Daisy-O'lice Williams (F/T), Virginia Cartwright (coordinator) (F/T), Erin Cunnigham (F/T), Matthew Hogan (adjunct), Melinda Nettles (F/T), Glenda Utsey (F/T), Naoto Sekiguchi (GTF)

ARCH 383: Architectural Design III
6 Credits

Course Description:
The course explores the design of a building in a landscape through schematic building design and site planning issues, and architectural design and presentation methods.

Course Goals & Objectives:
- Ability to engage in an effective design process that entails cycling and iteration.
- Ability to organize a project program where clear organizational hierarchy and spatial order are in evidence.
- Ability to generate meaningful and supportive relationships between interior and exterior spaces.
- Ability to demonstrate how building construction can positively inform spatial order and architectural expression.
- Understanding of how circulation can contribute to place making and a clear spatial order and how circulation can meet universal design standards for all populations.
- Ability to use design precedents effectively (note: a precedent could include a building, series of spaces, a theoretical position, or some combination).
- Ability to explain exterior and interior designs verbally and in a concise narrative form.
- Ability to clearly and evocatively present and document present and document design ideas through effective 2D and 3D means.

SPC Addressed:
A.2 Design Thinking Skills
A.6 Fundamental Design Skills
B.4 Site Design

Topical Outline:
20% Site Analysis and Response
30% Conceptual Design
30% Schematic Design
20% Design Communications

Prerequisites: ARCH 284

Learning Resources: Handouts

Offered: EUGENE: Fall only, annually

Faculty Assigned:
Halit Beyaztas (adjunct), Brian Bush (adjunct), Megan Haight (F/T), Cem Kayatekin (adjunct), Mark Donofrio (F/T), Philip Speranza (F/T), Daisy-O'lice Williams (F/T), Christina Bollo (GTF), Thomas Collins (GTF)

ARCH 384: Architectural Design IV
6 Credits

Course Description:
Studio projects. Integration of issues of context, activity support, spatial order, construction, structure, and environmental control. Emphasis on schematic concept formation and subsequent architectural development.

Course Goals & Objectives:
- Ability to engage in an effective design process that entails cycling and iteration.
- Ability to organize a program where organizational hierarchy and spatial order are in evidence.
- Ability to demonstrate how knowledge addressed in prior professional coursework including building construction, human behavior and environmental control systems affecting thermal characteristics can positively inform spatial order and architectural expression.
- Ability to demonstrate how building construction can positively inform spatial order and architectural expression.
- Understanding of how circulation can contribute to place making and a clear spatial order, and how circulation can meet universal design standards for all populations.
- Ability to use design precedents effectively (note a precedent could include a building, a series of spaces, a theoretical position or some combination).
- Ability to explain exterior and interior design decisions verbally and in concise narrative form.
- Ability to clearly and evocatively present and document ideas through effective 2D and 3D means.

SPC Addressed:
A.2 Design Thinking Skills
A.5 Investigative Skills
B.2 Accessibility
B.5 Life Safety

Topical Outline:
10% Precedent Study
10% Site Analysis and Response
10% Program Analysis
30% Conceptual Design
30% Schematic Design
10% Code Compliance of Circulation Spaces

Prerequisites: ARCH 383

Learning Resources: Readings provided to students in a timely manner.

Offered: EUGENE: Spring only, annually

Faculty Assigned:
Matt Hogan (adjunct), Jolie Kerns (adjunct), Peter Keyes (F/T), Eric Issertes-Carbonnier (GTF), Juli Brode (adjunct), James Givens (F/T), Josh Hilton (adjunct), Jolie Kerns (adjunct)

ARCH 4/517: Context of the Profession
4 Credits

Course Description:
This course bridges between the academy and the guild by introducing students to the professional practice of architecture, landscape architecture, interior design, and related careers.

Course Goals & Objectives:
The purpose of this course is to introduce students to key aspects of professional practice; to teach basic professional skills; and to provide a setting for students to design their careers and begin to create the documents necessary for a professional career. The course covers three main content areas:

- The Professions: Includes professional organizations, licensure, and development; legal responsibilities; ethics and professional judgment; and career options within the professions.
- The Firm: Includes modes of practice; firm structure, business management, and financial management; and firm identity and marketing.
- The Project: Includes project management, administration and leadership; multidisciplinary team organization; project phases, products and fees; contracts; scheduling and budgeting; and the client role.

SPC Addressed:
B.7 Financial Considerations
C.3 Client Role in Architecture
C.4 Project Management
C.5 Practice Management
C.6 Leadership
C.7 Legal Responsibilities
C.8 Ethics and Professional Judgment
C.9 Community and Social Responsibility

Topical Outline:
20% Practice management
20% Project management
15% Financial considerations
15% Legal Responsibilities
15% Professions and professional development
5% Client Role in Architecture
5% Ethics and Professional Judgment
5% Community and Social Responsibility

Prerequisites: ARCH 484 or IARC 484 or LA 489.

Learning Resources:
Professional Practice 101, Pressman

Offered:
EUGENE: Winter Only, Annually
PORTLAND: Spring Only, Annually

Faculty Assigned:
EUGENE: Roxi Thoren (F/T)
PORTLAND: Patrick Boyle (adjunct), Kristin Crain (adjunct), David Grigsby (adjunct), Janet Hull (adjunct), Bob Packard (adjunct)

ARCH 4/530: Architectural Contexts: Place and Culture
4 Credits

Course Description:
How the design of buildings interacts with physical and cultural contexts of human traditions, landscape, settlements, cities, and suburbs. Historical and contemporary examples are used.

Course Goals & Objectives:
A primary premise of the course is that context matters. Good design is responsive to the society and the geography the building is situated in. The purpose of this course is to:

- Understand architecture as constructing places;
- Understand issues of context and ability to talk articulately about them;
- Gain familiarity with basic literature concerning buildings and culture;
- Gain some understanding of and experience in articulating the identity of a place, reflect on ways to apply the information to design projects.

SPC Addressed:
A.7 Use of Precedents
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity

Topical Outline:
40% Urban form and urban design
30% Buildings in the landscape including vernacular architecture and regionalism
20% Housing
10% Theories of place and culture in architecture

Prerequisites for 430: ARCH 284 or architecture minor status
Prerequisites for 530: ARCH 680 or 683

Learning Resources:
Course Reader

Offered: EUGENE: Spring only, annually

Faculty Assigned:
Howard Davis (F/T), Peter Keyes (F/T)

ARCH 4/540, Human Context of Design
4 Credits

Course Description:
Theoretical principles, case studies, and technical skills for assessing user needs, developing building programs, applying research findings to design, and evaluating performance of the built environment.

Course Goals & Objectives:
The goal of this course is for students to develop an understanding of how human interactions with the built environment play a critical role in design psychology through:

- Understanding psychological, social, cultural and functional expectations that people have for the places they inhabit.
- Introducing students to research tools to analyze how people use places, and then by implementing this information in design proposals.

SPC Addressed:
A.10 Cultural Diversity
A.11 Applied Research
B.1 Pre-Design
B.2 Accessibility
C.2 Human Behavior
C.3 Client Role in Architecture

Topical Outline:
50% Research methods in environment and behavior
20% Human variability and diversity
20% Environment-behavior concepts (overview, housing, neighborhoods, health care facilities, work places, educational facilities)
10% Architecture and social responsibility

Prerequisites for 440: ARCH 284 or architecture minor status
Prerequisites for 540: ARCH 680 or 683

Learning Resources:
Course Reader
A Pattern Language, Christopher Alexander
Inquiry by Design, John Zeisel
Problem Seeking, William Pena and Steven Parshall

Offered:
EUGENE: Winter Only, Annually
PORTLAND: Fall Only, Annually

Faculty Assigned:
EUGENE: Mark Gillem (F/T), Jenny Young (F/T)
PORTLAND: Yosaine Huggins (adjunct), Hajo Neis (F/T)

ARCH 4/550: Spatial Composition
4 Credits

Course Description:
Architectural space as a means to measure existence and expand awareness. Focus on compositional principles in architecture and methods for analyzing and generating spatial organizations.

Course Goals & Objectives:
To understand:

- Principles and properties of spatial composition, including symmetry, scale, proportion, hierarchy
- The relationship between these properties and human response
- Develop a working vocabulary of these and other related design terms
- The design process through spatial composition.

SPC Addressed:
A.7 Use of Precedents
A.8 Ordering Systems Skills
A.9 Historical Traditions and Global Culture

Topical Outline:
40%: Spatial perception/definition/elements
40%: Organizational Systems and Parti (at the Architectural and Urban Scale)
20%: Spatial Analysis

Prerequisites for 450: ARCH 284 or architecture minor status
Prerequisites for 550: ARCH 680

Learning Resources:
Course Reader
Theorizing a New Agenda for Architecture, K. Nesbit
Precedents in Architecture, Clark and Pause

Offered:
EUGENE: Fall Only, Annually
PORTLAND: Video Conference to Portland

Faculty Assigned:
Nico Larco (F/T), Kevin Nute (F/T), Jim Tice (F/T)

ARCH 4/561: Structural Behavior
4 Credits

Course Description:
Develops basic understanding of structural systems or elements and their implications for architectural form. Lectures, laboratories, and case studies investigate structure in historical and contemporary buildings.

Course Goals & Objectives:
The objectives of this course are to:

- Understand the relationship between structure, material, space and building form
- Understand fundamentals of forces and equilibrium
- Understand statics of select determinate structural systems
- Understand global behavior of real, indeterminate structures
- Understand loads, load paths and force distribution in simple structural systems
- Develop structural intuition and engineering judgment
- Learn the mechanics of an integrated design process and implement it

SPC Addressed:
B.9 Structural Systems

Topical Outline:
40 % Statics
15 % Structural behavior
15 % Structural precedents, case studies, structural details
15 % Loads and load paths
10% Integrated structural design
5 % Analysis Theory

Prerequisites for 461: PHYS 201, 202; passing score on diagnostic examination
Prerequisites for 561: passing score on diagnostic examination.

Learning Resources:
Statics and Strength of Materials for Architecture and Building Construction, Onouye and Kane
Course lab manual provided online

Offered:
EUGENE: Fall Only, Annually
PORTLAND: Fall Only, Annually

Faculty Assigned:
EUGENE: Stephen Duff (F/T)
PORTLAND: Randall Toma (adjunct)

ARCH 4/562: Wood & Steel Building Systems
4 Credits

Course Description:
Historical development of materials. Analyzes elements, connections, and systems of wood, steel, and concrete structures from the perspective of construction process, spatial and structural design.

Course Goals & Objectives:
The objectives of this course are to:

- continue to develop students understanding in these two general areas, aiming to enable one to use structure as a creative force throughout all phases of design
- equip students with the knowledge and skills to create buildings that have an essential and meaningful integration of structure and space
- discuss mechanics and strengths of materials; structural design in steel, concrete and wood; structural planning; and seismic design

SPC Addressed:
B.9 Structural Systems

Topical Outline:
40% Structural design in steel, wood and concrete
30% Mechanics and strengths of materials
10% Vertical forces (dead, live & snow loads)
10% Lateral forces (wind & seismic)
10% Structural planning

Prerequisites: ARCH 461 or 561

Learning Resources:
Statics and Strength of Materials for Architecture and Building Construction, by Barry Onouye and Kevin Kane; 4th ed.

Offered:
EUGENE: Winter Only, Annually
PORTLAND: Winter Only, Annually

Faculty Assigned:
EUGENE: Mark Donofrio (F/T), Stephen Duff (F/T)
PORTLAND: Randall Toma (adjunct)

ARCH 4/570: Building Construction
4 Credits

Course Description:
Provide an understanding of the basic materials and methods of architecture with emphasis on the design, construction and performance of primary structure.

Course Goals & 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 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.
- standard wood light frame construction system fundamental ideas of building technology that can be directly applied to studio design work.

SPC Addressed:
A.4 Technical Documentation
B.7 Financial Considerations
B.12 Building Materials and Assemblies

Topical Outline:
50% Building materials, assemblies and performance
20% Relationship between construction and architectural space
15% Developing and drawing details
10% Construction materials and the environment
5% Construction techniques and cost

Prerequisites for 470: ARCH 284 or architecture minor status
Prerequisites for 570: ARCH 680

Learning Resources:
Fundamentals of Building Construction (4th Ed.), Allen/Iano
Graphic Guide to Frame Construction (2nd Ed.), Thallon
Ecology of Building Materials, Bjorn Berge

Offered: EUGENE: Fall only, annually

Faculty Assigned:
Erin Moore (F/T), Robert Thallon (F/T)

ARCH 4/571: Building Enclosures
4 Credits

Course Description:
Selection, design, detailing, and performance evaluation of building envelopes: wood, metals, glass, concrete, and masonry veneers and roofing.

Course Goals & Objectives:
This course is intended to:

- build on the students developing understanding of the role and impact that construction materials and processes have in determining the form of the built environment.
- emphasize those aspects of construction that the architect must be competent to develop alone, the enclosure envelope and the interior finish systems.
- study the physical properties, manufacture, environmental impacts, appropriate use and behavior in place of many traditional, contemporary, and experimental materials.
- provide an introduction to concepts of construction detailing and documentation.

SPC Addressed:
A.4 Technical Documentation
B.10 Building Envelope Systems
B.12 Building Materials and Assemblies

Topical Outline:
30% Building enclosure materials and systems
30% Building enclosure design and performance
30% Detailing and technical documentaton
10% Architect's responsibilities in building construction

Prerequisites: ARCH 462/562, 470/570, 491/591

Learning Resources:
Fundamentals of Building Construction Materials and Methods, (Fifth Ed.), Allen
Designing the Exterior Wall, Linda Brock
Allen/Rand, Architectural Detailing, Second Edition, Wiley, 2007
Reading packets drawn from trade literature.

Offered:
EUGENE: Fall only, annually
PORTLAND: Winter only, annually

Faculty Assigned:
EUGENE: Don Corner (F/T), John Rowell (F/T)
PORTLAND: Mark Perepelitza (adjunct)

ARCH 4/584: Architectural Design
6 Credits (repeated 4 times by BArch students; 5 times by MArch students)

Course Description:
Design projects requiring comprehensive and integrative study over a wide range of projects. Individual criticism, group discussions, lectures and guest seminars, public review of projects.

Course Goals & Objectives:
- To use the vertical studio as a way to create a cohesive learning exchange between undergraduate and graduate students through shared investigations of project contexts, requirements, and design approaches.
- Emphasis is placed on control of design process, and the ability to make sound, independent judgments in design with consideration for community and social responsibility.
- Students are expected to engage and develop the content of ARCH 484/584 as a continuation of those principles and skills of previous studios and subject area courses beyond the introductory breadth level of the curriculum, including independent selection and analysis of appropriate precedents.
- Emphasis is placed on integrating issues of place response, human activity support, aesthetics and composition, structure, construction and environmental control systems in comprehensive design solutions.

SPC Addressed:
A.5 Investigative Skills
A.7 Use of Precedents
C.8 Ethics and Professional Judgement
C.9 Community and Social Responsibility

Topical Outline:
10% Pre-design
40% Schematic Design
30% Design Communications
20% Architects' Professional and Social Reponsibilities

Prerequisites for 484: ARCH 384
Prerequisites for 584: ARCH 682 or 683

Learning Resources:
Varies by Instructor

Offered:
EUGENE: Every Term
PORTLAND: Every Term

Faculty Assigned:
EUGENE: F/T: Virginia Cartwright, Don Corner, Mark Donofrio, Ihab Elzeyadi, Michael Fifield, Mark Gillem, James Givens, Megan Haight, Peter Keyes, Nico Larco, Erin Moore, Kevin Nute, Robert Thallon, Roxi Thoren
Adjunct: Juli Brode, Anne DeLaney, Thomas Hille, Joshua Hilton, Jolie Kerns, Kaarin Knudson, Henry Kunowski, Otto Poticha, Jill Mulholland, Michael Soraci, Diego Urrutia, Michael Utsey (emeriti), JohnPaul Jones
PORTLAND: F/T: Howard Davis, Gerald Gast, Donald Genasci
Adjunct: Jamin Aasum, Roderick Ashley, Thia Bankey, Shawn Cho, Nathan Corser, Robert Hermanson,
Lloyd Lindley, Scott Mooney, Susan Poss, Pam Saftler, Andrew Schilling, Bob Thompson, Stephen Tobler, Will Ullman, Mark Williams

ARCH 4/585 and 4/586: Advanced Architectural Design I & II
8 Credits Each

Course Description:
In-depth work on complex design projects and design development beyond that normally possible in intermediate studios.

Course Goals & Objectives:
This two-quarter capstone studio develops complete and comprehensive thinking, and the integration of architectural concepts with organizational, operative, and material requirements. Students are expected to:

- take initiative and responsibility for investigating project opportunities and constraints.
- consult with experts and communicate with individuals representing the interests of building clients and users to develop a broad range of issues and make appropriate decisions within the framework of their project's program, context, and means.
- develop appropriate design concepts that focus schematic design and are addressed consistently in design development.
- effectively manage their design process.

SPC Addressed:
B.1 Pre-Design
B.6 Comprehensive Design
C.1 Collaboration
C.6 Leadership

Topical Outline:
20% Pre-Design
20% Schematic Design
20% Design Development
20% Design Communications
20% Leadership and Collaboration

Prerequisites for 485: 24 credits in ARCH 484
Prerequisites for 585: 30 credits in ARCH 584

Learning Resources: Varies with Instructor

Offered:
EUGENE: One Fall/Winter section, majority in Winter/Spring
PORTLAND: Winter/Spring

Faculty Assigned:
EUGENE: F/T: Howard Davis, Michael Fifield, Esther Hagenlocher, Peter Keyes, Nico Larco, Erin Moore, Brook Muller, Kevin Nute, John Rowell, Jim Tice
Adjunct: Michael Pyatok
PORTLAND: F/T: Nancy Cheng, Gerald Gast, Hajo Neis
Adjunct: David Gabriel, Suenn Ho, Michael Pyatok

ARCH 4/591: Environmental Control Systems I
4 Credits

Course Description:
This course covers the influence of energy resources, climate-responsive design, heating, cooling, lighting, acoustics, and water systems on the design of buildings and surrounding sites.

Course Goals & Objectives:
The objectives of this course are to provide a working understanding of the underlying concepts and principles of passive and active building systems that are comfortable, effective, and environmentally – responsive built environments. This includes the following objectives:

- Ability to communicate an understanding of basic terminology and measurement units;
- Ability to make early design decisions regarding the load reduction and energy efficient design;
- Understand the basics of system selection, placement, components, sizing, and integration;
- Ability to prepare a building performance case study as a collaborative team investigation reflecting design intention and actual outcome

SPC Addressed:
A.8 Ordering Systems Skills
A.9 Historical Traditions and Global Culture
A.11 Applied Research
B.3 Sustainability
B.8 Environmental Systems
B.11 Building Service Systems
C.1 Collaboration

Topical Outline:
20%: Building performance case study, collaboration
15%: Thermal comfort, air quality
15%: Passive/active solar design
15%: Solar geometry for solar control
15%: Psychrometrics, energy use, material properties, heat transfer
15%: Measurement equipment
5%: Vertical transportation systems

Prerequisites: None, course is open to non-majors as well

Learning Resources:
Mechanical and Electrical Equipment for Buildings, 11th Ed., by Grondzik, Kwok, Stein, and Reynolds
Thermal Delight in Architecture, Heschong
The Green Studio Handbook, 2nd.ed. Kwok, Grondzik
Pilkington Sun Angle Calculator

Offered:
EUGENE: Winter only, annually
PORTLAND: Winter only, biennially

Faculty Assigned:
EUGENE: Matt Hogan (adjunct), Alison Kwok (F/T), Roger Ota (adjunct)
PORTLAND: Mark Firestone (adjunct), Kate Turpin (adjunct)

ARCH 4/592: Environmental Control Systems II
4 Credits

Course Description:
This course provides students with the knowledge to analyze and design buildings using lighting and acoustics as materials in space.

Course Goals & Objectives:
- Explore designing with light and sound as materials that produce timeless spatial qualities.
- Explore the meaning of lighting and acoustical quantities and qualities through a hands-on problem-based approach.
- Use a research-based methodology in the evaluation and re-design of an existing space to an exhibition space.
- Explore the relationship between lighting, acoustics, spatial details, and functional use of spaces.
- Explore the logistics and mechanisms of building transformations and reuse.

SPC Addressed:
B.3 Sustainability
B.8 Environmental Systems
B.11 Building Service Systems*

Topical Outline:
30% Daylighting
20% Electrical Lighting
20% Acoustics
20% Water and Recycling
10% Fire Safety and Egress

Prerequisites: ARCH 680 or 683

Learning Resources:
Mechanical and Electrical Equipment for Buildings, Reynolds, Stein, Grondzick, and Kwok.
In Praise of Shadows, Tanizaki, Junichiro
Class Reader (available on Blackboard)

Offered:
EUGENE: Spring only, annually
PORTLAND: Winter only, biennially

Faculty Assigned:
EUGENE: Ihab Elzeyadi (F/T)
PORTLAND: Lisa Petterson (adjunct)

ARCH 607: Issues in Contemporary Architecture
3 Credits

Course Description:
This seminar for entering Track II graduate students engages them in active inquiry into significant issues and emerging concerns of contemporary architectural theory and practice.

Course Goals & Objectives:
- Initiate critical discussion of theory among new Track II graduate students, which builds upon the variety of experiences each student brings from his/her own life and past education.
- Introduce the new Track II graduate students to the values and themes of architectural education central to the University of Oregon curriculum.
- Increase students' abilities to work effectively in small group teams, to make effective oral presentations supported by visual aids, to think and write articulately about architectural issues.
- Provide a framework for students to begin to question assumptions and establish values for their work and to initiate potential research agendas for their time in the Track II program.

SPC Addressed:
A.1: Communication Skills

Topical Outline:
20% Sustainability and the built environment
20% Construction / tectonics
15% New technologies of design and fabrication
15% New forms of architectural and urban practice
15% Architectural beauty and the sense of place
15% Community, equity, and the city

Prerequisites:
Acceptance into the Track II program

Learning Resources: *Course Reader*

Offered:
EUGENE: Fall only, annually
PORTLAND: Fall only, annually

Faculty Assigned:
EUGENE: Jenny Young (F/T)
PORTLAND: Karalie Adams (adjunct), Howard Davis (F/T)

ARCH 610: 20th Century Architecture and Theory
3 Credits

Course Description:
This course examines Modern Architecture, focusing on significant built and theoretical work from the period approximately 1890 to 1990.

Course Goals & Objectives:
- Examine the ideas that have defined Modernism from the period before the WWII, to post war developments primarily in the United States, Europe and Japan.
- Understand conceptual design elements from key buildings by architects such as Frank Lloyd Wright, Le Corbusier, Mies van der Rohe, Giuseppe Terragni, Alvar Aalto, Louis Kahn, Carlo Scarpa, Robert Venturi, James Stirling, Jorn Utzon, Fumihiko Maki, Tadao Ando and others.
- Attempt an understanding of design work through the artifact itself, which will involve the analysis of key buildings through the examination of architectural documentation (plans, sections, etc.), including diagrams, which will attempt to distill the principles and elements that animate each one.
- Build visual literacy and familiarity with modes of architectural representation.

SPC Addressed:
A.3 Visual Communication Skills
A.9 Historical Traditions and Global Culture

Topical Outline:
60% Review/lectures of buildings and ideas
30% Student Analysis of Precedents
10% Class Presentations

Prerequisites: Acceptance into the MArch Track I graduate program

Learning Resources:
Modern Architecture Since 1900 by William J. Curtis
The Mathematics of the Ideal Villa by Colin Rowe
Towards a New Architecture by Le Corbusier

Offered: EUGENE: Summer only, annually

Faculty Assigned:
James Tice (F/T)

ARCH 610: Introduction to Architecture Computing
2 Credits

Course Description:
This course will investigate design communication methods to support studio through diagramming and analog and digital parametric design to connect human experience with design intentions.

Course Goals & Objectives:
- Teach design with new media emphasizing design and design process, strengthening skills to be used in a studio.
- Introduce integrated methods encompassing digital and non-digital media.
- Develop learning strategies for adapting to changing technology including systems and non-linear design.
- Design problems that will challenge students at all levels and will allow the advanced students to push their own limits.

SPC Addressed:
A.3 Visual Communication Skills

Topical Outline:
30% Diagramming and Systems Design
30% Analog Parametric Design
30% Digital Parametric Design
10% Presentation Layout

Prerequisites: None

Learning Resources:
Field Conditions, by Stan Allen
1,000 Years of Non-Linear History, by Manuel de Landa
The Art of the Long View, by Peter Schwartz
Diagrams Matter, by Stan Allen
Between Ideas and Matter, by Alejandro Zaera-Polo

Offered:
EUGENE: Winter only, annually

Faculty Assigned:
Philip Speranza (F/T), Brian Lockyear (adjunct)

ARCH 611: Graduate Design Process
3 Credits

Course Description:
Th Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.

Course Goals & Objectives:
Develop facility and proficiency in a range of skills and techniques to investigate, develop and test design content and its communication. Design processes covered are observation, analysis, synthesis, evaluation, communication and design media skills in techniques of drawing, and model making.

SPC Addressed:
A.3. Visual Communications Skills

Topical Outline:
30% Diagramming
30% Hand Rendering
30% Computer Aided Design
10% Presentation Skills

Prerequisites: Admission to a Track I graduate program**;** co-requisite: ARCH 680

Learning Resources:
Design Drawing, by Francis Ching
Visual Notes for Architects and Designers, by Crow and Laseau
Envisioning Architecture, by Frasier
Visual Thinking for Architects and Designers, by Kaspirisin and Pettinari

Offered:
EUGENE: Summer only, annually

Faculty Assigned:
James Givens (F/T)

ARCH 680: Introductory Graduate Design
6 Credits

Course Description:
This studio includes design projects and exercises intended to familiarize students with fundamental concepts of environmental design, developing graphic skills and capability for visual thinking.

Course Goals & Objectives:
- Explore the relationship between theories of architecture and architectural form.
- Document and analyze a regional context, site and program to understand how these critical elements influence one another and inform a design response.
- Design spaces for flexibility, circulation, building systems and daylight. Understand architecture as constructing places.

SPC Addressed:
A.6 Fundamental Design Skills

Topical Outline:
30% Design thinking and processes
20% Space planning and ordering
20% Graphic skills and visual thinking
10% Site and context response
10% Program/user response
10% Construction systems and materials

Prerequisites: Admission to a Track I graduate program

Learning Resources:
The Natural House, by Frank Lloyd Wright
Toward an Architecture , by Le Corbusier *(2007)*
Thinking Architecture, by Peter Zumthor *(Basel: Birkhauser, 2010)*
The Eyes of the Skin: Architecture and the Senses, by Juhani Pallasmaa *(Chichester: Wiley, 2008)*

Offered:
EUGENE: Summer only, annually

Faculty Assigned:
Kyuho Ahn (F/T), Esther Hagenlocher (F/T), Erin Moore (F/T), Rob Thallon (F/T), Christine Theodoropoulos (F/T)

ARCH 681: Introduction to Graduate Design
6 Credits

Course Description:
The second of three introductory graduate design studios, the studio uses design projects and exercises to increase students' fluency with fundamental concepts of environmental design.

Course Goals & Objectives:
Architecture 681 has the goal that students achieve the following:

- Ability to develop a design concept that integrates site, human activity, structure and building materials with an emphasis on multiple building volumes with site development.
- Ability to engage in an effective design process that entails cycling and iteration
- Ability to use research and design precedents effectively
- Ability to explain exterior and interior design decisions verbally and in concise narrative form
- Ability to use 2D and 3D media to clearly and evocatively present and document design ideas

SPC Addressed:
A.2 Design Thinking Skills
A.6 Fundamental Design Skills
B.4 Site Design

Topical Outline:
30% Site design with multiple building volumes
30% Activity studies, program investigation and organization
20% Structure (wood) designed to support social space
10% Precedent studies
10% Room design

Prerequisites:
ARCH 680 (summer studio)

Learning Resources:
Library references on reserve

Offered:
EUGENE: Fall only, annually

Faculty Assigned:
Peter Keyes (F/T), Otto Poticha (adjunct), Jenny Young (F/T)

ARCH 682: Introductory Graduate Design
6 Credits

Course Description:
This course provides design work to familiarize the student with fundamental concepts of environmental design, developing graphic skills and visual thinking essential to advanced studios.

Course Goals & Objectives:
- Defining the purpose of architecture in the city, exploring a design research process that includes documentation and analysis of relationships of the physical site and cultural place
- Documentation at scales of the district, neighborhood and plaza.
- Design synthesis resulting from clear conceptual exploration and development of critical thinking.
- Continued understanding of place, organizational systems, and design communication.
- Issues of site analysis, program, materials, structure, performative systems and vertical transportation.

SPC Addressed:
A.2 Design Thinking Skills
A.5 Investigative Skills
B.2 Accessibility
B.5 Life Safety

Topical Outline:
50% Schematic Design
10% Human & Natural Context Research
10% Place-making
10% Programming
10% Precedent Study Research
10% Design Development

Prerequisites: ARCH 681

Learning Resources:
The Nature of Economies, by Jane Jacobs
Not unlike Life Itself, by James Corner

Offered:
EUGENE: Winter only, annually

Faculty Assigned:
Howard Davis (F/T), Peter Keyes (F/T), Otto Poticha (adjunct), Philip Speranza (F/T), Ben Waechter (adjunct), Jenny Young (F/T)

ARCH 683: Introductory Graduate Design
6 Credits

Course Description:
This studio introduces a common foundation in design theory and methods, and the University of Oregon for graduate students with various undergraduate degrees in architecture.

Course Goals & Objectives:
- The design of new housing based on a knowledge and understanding of housing typologies and the place within that history of any new project;
- The design of a complex of buildings where the spaces between are as significant as the spaces within;
- The design of a set of buildings, with consideration given to the composition of the elevations, the plans and the sections of the buildings;
- The design of a building complex with appropriate environmental consideration given to the form, orientation, interior/exterior connection, and the use and detailing of materials; and,
- The design of a building complex with due consideration given to the program and activities to be supported by this building.

SPC Addressed:
A.6 Fundamental Design Skills
B.2 Accessibility
B.4 Site Design
B.5 Life Safety

Topical Outline:
40% Schematic design
30% Research and precedent studies
30% Design development

Prerequisites: ARCH 682

Learning Resources: Varied excerpts provided by faculty throughout term

Offered:
EUGENE: Fall only, annually
PORTLAND: Fall only, annually

Faculty Assigned:
EUGENE: Virginia Cartwright (F/T), Michael Fifield (F/T), Mark Gillem (F/T), Jim Tice (F/T)
PORTLAND: Gerry Gast (F/T), Donald Genasci (F/T), Suenn Ho (adjunct)

Appendix 02: Faculty Resumes

Kyuho Ahn
Assistant Professor of Interior Architecture

Courses Taught:
ARCH 383 Architectural Design III
ARCH 4/523 Media for Design Development
ARCH 680 Introductory Graduate Design

Educational Credentials:
Master of Fine Arts in Interior Design, Iowa State University, 2002
Bachelor of Fine Arts in Industrial Design, Hong Ik University (Korea), 1992

Teaching Experience:
University of Oregon, Assistant Professor, 2008-present
Oklahoma State University, Assistant Professor, 2005-2008
California State University (Fresno), Assistant Professor, 2002-2005

Professional Experience:
Museum Coordinator, Leevera Pepin Museum, Stillwater OK 2006-2008
Project Designer, LG AD Inc., Seoul Korea, 1995-1997
Store Planner, SunKyong Distribution Ltd., Seoul Korea, 1992-1994

Certification:
NCIDQ (National Council for Interior Design Qualification)

Selected Publications and Recent Research:
Enhancement of Critical and Analytical Thinking in the Context of Interior Design History, co-authored with Kang, M., IDEA (Interior Design/Interior Architecture Educators Association), forthcoming.
"An Inter-Disciplinary Framework for Store Design and Its Implications in Student Design Analysis and Development", Abstract and Paper published in *2011 Interior Design Educators Council Annual Conference Proceedings*, Denver, CO, 2011.
"Alternative Studio Structures and the Studio Culture", abstract and paper, co-authored with Zimmer, L., published in *2011 Interior Design Educators Council Annual Conference Proceedings*, Denver, CO.
Con·no·ta·tion, In L. B. Peressut et al. (Eds.), *Interior Wor[l]ds,* pp. 67-73. Torino, Italy: Umberto, 2011. Allemandi & C. Lecture was given at Interiors Forum World 2010, Politecnico di Milano, Italy.
"Designing a Rural Community: Seeking an Interdisciplinary Service-Learning Project to Support Rural Community Revitalization and Sustainability", Abstract published in *Environmental Design Research,*
Association (EDRA) International Conference Proceedings, pp. 275-276, Washington DC, 2010.
"Enhancement of Design Technique Skills via Service Learning Project", full paper published in *8th Annual Hawaii International Conference on Arts and Humanities Proceedings*, pp. 13-17, Honolulu, HI.(juriedpaper; conference sponsored by University of Louisville, Center for Sustainable Urban Neighborhoods), 2010.
"Idiosyncratic Differences Between the Eames House and the Vanna Venturi House: A Case Study", full paper published in *7th Annual Hawaii International Conference on Arts and Humanities Proceedings*, pp.1051-1062, Honolulu, HI, 2009.

Professional Memberships:
Korean Institute of Interior Design
Interior Design Educators Council
Institute of Store Planners

Frances Bronet
Professor of Architecture
Dean, School of Architecture & Allied Arts

Courses Taught:
AAA 4/508 Machines for Dance

Educational Credentials:
Master of Science in Architecture, Columbia University, 1985
Bachelor of Engineering, McGill University, 1979
Bachelor of Architecture, McGill University, 1978
Bachelor of Science in Architecture, McGill University, 1977

Teaching Experience:
University of Oregon, Professor and Dean, 2005-present
Rensselaer Polytechnic Institute (RPI), Professor, 2002-2005
Associate Dean of Architecture, 2002
Associate Dean, School of Architecture, 1994, 1995-2000,
Acting Dean, 1995
Associate Professor, 1985-1992

Professional Experience:
Francis Bronet Associates, Principal Designer, 1984-present

License/Registration:
Ordre des Architectes du Quebec

Selected Publications and Recent Research:
Performance Space and Movement, ESSAYS IN PERFORMANCE & ECOLOGY Edited by Wendy Arons and Theresa J. May, submitted after invitation, juried, estimated publication: 2012
Space in the Making, in Geographies of Dance: Bodies, Space & Movement, Corporeal Negotiations and Global Movements, edited by Olaf Kuhlke and Adam Pine, Rowan and Littlefield, Publishers, juried, estimated publication: 2012
Teaching Feminist Technology Design, in Feminist Technology, edited by Linda Layne and Sharra Vostrol, University of Illinois Press, 2010
Beating a Path, "SpillOut," "Embodied," in Installations by Architects, by Eisenbach and Bonnemaison, Princeton Press, 2009
Beating a Path: Design and Movement, in Performing Nature: Explorations in Ecology and the Arts, edited by Gabriella Giannachi, Nigel White, Peter Lang AG, the European Academic Publishers, 2005, refereed
Product Design and Innovation: Architectural Pedagogy as a Template for an Interdisciplinary Degree Program, Frances Bronet, Ron Eglash, Gary Gabriele, David Hess, Larry Kagan, International Journal of Engineering Education (IJEE), 2004
Design and How It Affects Human-Needs Met, Personal Participation in Daily Life, and Our Sense and Practice of Justice, Contemporary Justice Review, Special Issue Design and Justice, edited by Frances Bronet and Scott Christianson, Vol. 4, Issue 2, Harwood Academic press, Overseas Publishers Association, NV, 2001

Professional Memberships and Leadership:
Association of Collegiate Schools of Architecture (ACSA), president 2001-2002
American Society for Engineering Education (ASEE)

Award:
College of Distinguished Professors, Association of Collegiate Schools of Architecture (ACSA)

G.Z. Brown
Philip H. Knight Professor of Architecture
Director of the Energy Studies in Buildings Laboratory

Courses Taught:
ARCH 4/598 Energy Scheming
ARCH 4/606 Special Problems: Energy Scheming
ARCH 678 Advanced Research Methods in Sustainable Design

Educational Credentials:
Master of Architecture, Yale University, 1974
Master of Business Administration, University of Akron, 1971
Master of Arts in Industrial/Graphic Design, Michigan State University, 1966
Bachelor of Arts in Industrial Design, Michigan State University, 1964

Teaching Experience:
University of Oregon, Professor, 1987-present
University of Oregon, Associate Professor, 1982-87
University of Oregon, Assistant Professor, 1977-82
Washington University, Assistant Professor, 1974-77

Professional Experience:
Principal, Equinox Design, Eugene, OR, 1978-94

License/Registration:
Oregon Registered Architect

Selected Publications and Recent Research:
Researcher, *Biology and the Built Environment (BioBE) Center*, with J. Green and B. Bohannan. 2010. Research project funded by a grant from the Alfred P. Sloan Foundation that explores the microbial ecology of indoor environments.
Natural Ventilation in Northwest Buildings, with J. Kline, G. Livingston, D. Northcutt, and D. Wright, 2004
Sun, Wind and Light: Architectural Design Strategies, 2nd edition, New York, John Wiley & Sons, 2001
InsideOut: Design Procedures for Passive Environmental Technologies, with J. Reynolds, and M. S. Ubbeholde, 2nd edition, New York, John Wiley & Sons, 1992
*"*Color", with M. Utsey, in *Daylighting Analysis by Physical Modeling: A Manual for the Design Practitioner*, Daylighting Network of North America 1987
More than 100 papers and reports on computing, energy, climate and housing

Software Development:
SIP Scheming 1.0, with T. Sekiguchi;
Energy Module, *Auto Architect*, with M. Brambley, D. Chassin, M. Helou, and M. Raney
Energy Scheming 2.0, *2.5*, and *3.0*, with T. Sekiguchi and J. Kline

Awards:
U.S. Green Building Council's Leadership Award, 2005
Architectural Research Centers Consortium - James Haecker Distinguished Leadership Award in Architectural Research, 2000
Cass Gilbert Visiting Professor, University of Minnesota, 1994 - 1995
Senior Fulbright Lecturer, University of Trondheim in Norway, 1991
Sam Gibbons Eminent Scholar, University of South Florida, 1990

Professional Memberships:
Fellow of the American Institute of Architects
Fellow of the American Solar Energy Society

Virginia Cartwright
Associate Professor of Architecture

Courses Taught:
ARCH 283 Architectural Design I
ARCH 284 Architectural Design II
ARCH 4/507 Seminar: Daylighting Aalto's Libraries
ARCH 4/595 Daylighting
ARCH 683 Architectural Design Option II
IARC 4/592 Electric Lighting

Educational Credentials:
Master of Architecture, University of Oregon, 1981
Bachelor of Arts in Fine Arts, University of California, Berkeley, 1975

Teaching Experience:
Helsinki Metropolia University of Applied Sciences, 2010
University of Oregon, Associate Professor, 1992-present
Cornell University, Visiting Associate Professor, 1995
University of Oregon, Assistant Professor, 1986-1992
University of Wisconsin-Milwaukee, Assistant Professor, 1985-1986
Kansas State University, Visiting Assistant Professor, 1983-1985

Professional Experience:
Principal, Coastal Architecture and Design, Eugene, OR, 1998-present

Selected Publications and Recent Research:
"A Lexicon of Light: Reading Aalto's Libraries", paper *The First Alvar Aalto Research Conference*, Seinäjoki Finland, 2012
"A Lexicon of Light: Themes in Aalto's Libraries", paper, *Form Language Symposium*, Dresden, Germany, 2001
"Daylighting", *Architectural Design Portable Handbook*, Andrew Pressman, McGraw-Hill, 2001
"Lessons Learned from Aalto: Daylighting in Three Libraries", *A Celebration of Daylight*, sponsored by Portland General Electric, Portland, Oregon, 2000
"From the Earth to the Sky: Tracing the Development of Luminous Themes in Mt. Angel Abbey Library", Centennial Celebration of Alvar Aalto's Birth Mount Angel Abbey, Oregon, 1998

Recent Projects:
Polaris, Kirjava Satama International Design Competition, with J. T. Tice, 2011
Centre Pier, Galway Harbor Ideas Competition, with D. Genasci, J. T. Tice and D. Beyer, 2009
Nordhavn, Copenhagen Design Competition, with D. Genasci, J. T. Tice and A. van Asperdt, 2008
Heather Point House Addition & Remodel, La Selva Beach, CA, with J. T. Tice, 1998-2004
Linda Vista House Remodel, La Selva Beach CA, with J. T. Tice, D. Silvernail, 2000-2002

Awards:
UO Frederick Charles Baker Chair, 2010
Fulbright Fellow, Metropolia University of Applied Sciences, Helsinki, Finland, 2010

Nancy Cheng
Associate Professor of Architecture
Director of the Portland Architecture Program

Courses Taught:
ARCH 4/507 Thesis Design Prep
ARCH 4/510 Light and Shadow
ARCH 4/585 and 4/586 Advanced Architectural Design I and II

Educational Credentials:
Master of Architecture, Harvard Graduate School of Design, 1990
Bachelor of Arts Cum Laude in Architecture, Engineering (Mech.), Yale University, 1982

Teaching Experience:
University of Oregon, Associate Professor, 2002-present
University of Oregon, Assistant Professor, 1996-2002
University of Hong Kong, Lecturer, 1993-1996
Massachusetts Institute of Technology, Visiting Scholar, Summer 1995
Harvard Graduate School of Design, Teaching Assistant for William Mitchell, 1988-1989

Professional Experience:
Kallmann McKinnell & Wood, Staff Architect, Boston, MA, 1990-1993
Raphael Moneo Associates, Consultant, 1990
TAMS Consultants, Inc., summers 1988, 1989
Graham-Meus Architects, Boston, MA, 1984-86

License/Registration:
Massachusetts Registered Architect; NCARB Certification

Selected Publications and Recent Research:
"Folded Sunshades: From Origami to Architecture", co-authored with Ashkey Koger and Abraham Rodriguez, paper *Association of Colligate Schools of Architecture (ACSA) 100th Annual Meeting*, Boston, March 2012
"Sustainability Through Teamwork: Using Social Media To Drive Collaborative Eco-Projects", keynote paper *Arab Society for Computer Aided Architectural Design* (ASCAAD 2010).
"Serendipity and Discovery in a Machine Age: Craft and a CNC Router", co-authored with Erik Hegre, paper *Association for Computer Aided Architectural Design (ACADIA'09)*, October 2009
"Learning design sketching from animations and storyboards", *International Journal of Architectural Computing, 4:1*, January 2006
"Animating Design Process with a Digital Pen*", with A. McKelvey, CAAD Futures Proceedings,* Vienna, June 2005
"Fabrication: the Digital Practice of Architecture", *AIA-ACADIA Conference Proceedings,* edited with P. Beesley & S. Williamson, U. of Waterloo Press, 2004
"Special Issue on Physical Computing and Tangible Media"*,* edited with E. Yi-Luen Do, *International Journal of Architectural Computing*, Issue 2, June 2004

Professional Memberships:
Association for Computer Aided Architectural Design (ACADIA), Vice-President 2012, President 2009-2011, Outreach Officer (1995-1999), Steering Committee (1995-2002, 2007-2009)
International Journal of Architectural Computing, Editorial Board, 03-10
AIA Technology in Architectural Practice – Advisory Group, 2001-05, 2004 chair
AIA-ACADIA Fabrication Conference Chair, November 2004

Donald Corner
Professor of Architecture

Courses Taught:
ARCH 4/507 Seminar: Material and Detail: Evocation of Time and Place
ARCH 4/571 Building Enclosure
ARCH 4/584: Architectural Design

Educational Credentials:
Master of Architecture, University of California, Berkeley, 1974
Bachelor of Arts, major in Physics and Mathematics, Dartmouth College, 1970

Teaching Experience:
University of Oregon, Professor, 1996-present
University of Oregon, Department Head, 1985-1991
University of Oregon, Associate Professor, 1985-1996
University of Oregon, Assistant Professor, 1980-1985
Massachusetts Institute of Technology, Assistant Professor, 1977-1978

Professional Experience:
Donald Corner and Jenny Young Architects, 1980-present
Perry, Dean, Stahl, and Rogers, Architects and Planners, Boston, 1979
Hugh Adams Russell Architects, Cambridge, Massachusetts, 1979
Center for Environmental Structure, Berkeley, CA, 1974-1977

License/Registration:
Massachusetts Registered Architect

Selected Publications and Recent Research:
Activated Facade Research Program, Research and advanced teaching initiative funded by Glumac Engineering, Portland, Oregon. Principal Investigator, 2009 – present.
Zero Sum Gained: Moving Our Existing Building Stock Toward Net Energy Equilibrium, Meyer Fund for a Sustainable Environment, University of Oregon. Principal Investigator, 2009-2010.
Themes of Function, Proceedings of Green Challenges in Research, Practice and Design Education. Eugene Oregon: Architectural Research Centers Consortium, April 16-18, 2007.
All that Glass? Is There an Appropriate Future for Double Skin Façades? Journal of Building Enclosure Design. Washington, DC: National Institute of Building Sciences, Building Enclosure Technology and Environment Council, Summer 2006.
The Production of Houses, with C. Alexander, H. Davis, and J. Martinez, New York, Oxford Press, 1985
Patterns and the Roots of Deep Energy Retrofit, PUARL Keynote Address, 2010 International PUARL Conference, Portland, OR. October 28-30, 2011.
Recharging Traditional Public Space, paper presentation, Urban Morphology and the Post-Carbon City: The Eighteenth International Seminar on Urban Form, Montreal, Canada. August 26-29, 2011.

Professional Membership:
Building Enclosure Council, Portland, Oregon

Award:
College of Distinguished Professors, Associated Collegiate Schools of Architecture 2012

Erin Cunningham
Assistant Professor of Interior Architecture

Courses Taught:
ARCH 4/574 History of Interior Architecture I
ARCH 4/575 History of Interior Architecture II
ARCH 4/576 History of Interior Architecture III
IARC 4/545 Comp Project Prep
IARC 4/584 Interior Design Studio

Educational Credentials:
Ph.D., College of Design Construction & Planning, University of Florida, 2010
Interdisciplinary Certificate in Historic Preservation, University of Florida, 2010
M.I.D. University of Manitoba, 2006
B.A. University of Victoria, 2001

Teaching Experience:
University of Oregon, Assistant Professor, 2010-present
University of Florida, Teaching Associate, 2009-2011

Publications and Recent Research:
"Renovating an Industry: The Expanding Role of Interior Design in Times of Recession" in *Interiors: Design, Architecture, Culture*, 2010

Professional Memberships:
Interior Design Educators Council

Howard Davis
Professor of Architecture
Director of Graduate Studies

Courses Taught:
ARCH 4/523 Architectural Contexts
ARCH 4/584 Architectural Design
ARCH 4/585 and 4/586 Advanced Architectural Design I and II
ARCH 601 Research Seminar
ARCH 607 Track 2 Seminar
ARCH 617 Built Environment Design and Theory
ARCH 682 Introductory Graduate Design

Educational Credentials:
Master of Architecture, University of California, Berkeley, 1974
Master of Science in Physics, Northwestern University, 1970
Bachelor of Science in Physics, The Cooper Union, New York, 1968

Teaching Experience:
University of Oregon, Professor, 1995-present
University of Oregon, Associate Professor, 1986-1995
University of Texas at Austin, Assistant Professor, 1984-1986
University of California, Berkeley, Visiting Professor, 1997; Visiting Lecturer, 1977-1984

Professional Experience:
Rowell-Brokaw Architects, Design Consultant, Eugene, OR, 2001-2005
Center for Environment Structure, Designer and Planner, Berkeley, CA, 1975-1983

Selected Publications and Recent Research:
Recent research in Portland, London and Guangzhou on relationships between urban morphology, building typology and grassroots economic development
Living Over the Store: Architecture and Local Urban Life, Routledge, 2012
The Culture of Building, Oxford University Press, NY, 1999
The Production of Houses, with C. Alexander and others, NY Oxford University Press, 1985

Professional Memberships:
Society of Architectural Historians
Vernacular Architecture Forum (past board member and journal editor)
International Association for the Study of Traditional Environments
Urban Morphology (journal)-member of Editorial Board 2005-2011

Awards:
Thomas F. Herman Award for distinguished teaching at the University of Oregon, 2011
College of Distinguished Professors, Association of Collegiate Schools of Architecture, 2009

Mark Donofrio
Assistant Professor of Architecture

Courses Taught:
ARCH 383 Architectural Design III
ARCH 4/507 Seminar: Hi-Tech Lo-Tech No-Tech
ARCH 4/507 Seminar: Engineering Complexity
ARCH 4/561 Structural Behavior
ARCH 4/562 Wood and Steel Building Systems
ARCH 4/584 Architectural Design

Educational Credentials:
Master of Architecture (Structures Option), University of Illinois, 2006
Bachelor of Art in Architectural Studies, University of Illinois, 2004

Teaching Experience:
Assistant Professor, University of Oregon, 2010-present

Professional Experience:
Structural Engineer, Halvorson and Partners, Chicago 2008-2010
Structural Engineer, Skidmore, Owings and Merrill, Chicago 2006-2008
Architectural Engineer Intern, Wiss, Janney, Elstner, Associates, Northbrook, IL 2005
Architectural Designer, Metropolis Architects and Builders, Oak Park, IL 2001-2004

License/Registration:
Illinois Registered Architect

Selected Publications and Recent Research:
Chok, K. and M. Donofrio, *"Structure at the Velocity of Architecture."* Proceedings Of The 30th Annual Conference of The Association for Computer Aided Design in Architecture (ACADIA). New York, 21-24 October, 2010, pp. 218-226
Chok, K. and M. Donofrio*, "Abstractions for Information Based Design."* International Journal of Architectural Computing 'Smart Geometry', Vol. 8, Issue 3. September 2010. pp. 234-255

Professional Memberships:
Structural Engineers Association of Illinois (SEAOL)

Stephen Duff
Associate Professor of Architecture

Courses Taught:
ARCH 4/606 Special Problems: Naval Architecture
ARCH 4/507 Seminar: Kinetic Architecture
ARCH 4/507 Seminar: Urban Design
ARCH 4/561 Structural Behavior
ARCH 4/584 Architectural Design

Educational Credentials:
Master of Science in Structural Engineering, Mechanics and Materials, U.C. Berkeley, 1993
Master of Architecture, U.C. Berkeley, 1988
Bachelor of Arts in Architecture, University of Washington, 1985

Teaching Experience:
University of Oregon, Associate Professor, 2001-present
University of Oregon, Assistant Professor, 1995-2001
University of California, Berkeley, Graduate Student Instructor, 1988-1994

Professional Experience:
Principal Design Consultant, SALTS Sail and Life Training Society, 2006-present
Private Practice, Eugene, Victoria and Vancouver BC, 1990-present
Project Manager, Center for Environmental Structure, Berkeley 1985-1990

Selected Publications and Recent Research:
Regulatory review of the application of the 2008 IMO Special Purpose Ship Code to Canadian sail training vessels of less tan 500 GT, with Tony Anderson, 2011 - present
Aerodynamic behavior of a square topsail schooner, with F. Fossati, A. Claughton, T. Anderson and others, 2011-present
The Open Sea Project, parametric design & analysis tools for naval architecture, with W. Krzymowski, 2011 – present
Parametric stability analysis of full-keel sail training hulls, with W. Krzymowski, 2010-present
Hydrodynamic behavior of a full keel sailing hull, w. A. Claughton, T. Anderson 2009-present
New schooner project, Sail and Life Training Society: principal design consultant, 2009-present
"Reason Before Passion: Faculty Views on Internationalization in Higher Education", with Patricia Dewey. *Higher Education* (2009)
Making Public Space Sparkle: General Design Guidelines for Using Outdoor Vending Kiosks to Activate Public Space, professional report submitted to CMHC; 2009
Selling Outdoors: Deploying Open-Air Vending Kiosks to Enhance Public Space: Draft Proposals for Granville Island, professional report submitted to CMHC, 2009
An Outline Pattern Language for Developing the PMTC Site in Victoria's Upper Harbour, submitted to the City of Victoria for review by City Council and Planning Dept., 2007
South Docks Master Plan Report, prepared and submitted to the City of Victoria for review by City Council and Planning Dept.,2007
"The Claw" Documentary Film Project, with Darlow Smithson Productions, London 2003-2004

Ihab Elzeyadi
Associate Professor of Architecture
Director, High Performance Environments Lab (HiPE)

Courses Taught:
ARCH 4/507 Seminar: Advanced Lighting
ARCH 4/507 Seminar: Hi-Performance Building Evaluation
ARCH 4/584 Architectural Design
ARCH 4/592 Environmental Control Systems II
ARCH 606 Special Problems: Sustainability Seminar
ARCH 633 History of Sustainable Design

Educational Credentials:
Ph.D. in Architecture, University of Wisconsin-Milwaukee, 2001
Master of Science in Architecture, Penn State University, 1996
Graduate Diploma in Architectural Engineering, Ain-Shams University, Egypt, 1989
Bachelor of Architecture, Ain-Shams University, Egypt, 1988

Teaching Experience:
University of Oregon, Associate Professor, 2001-present
University of Wisconsin-Milwaukee, Instructor, 1996-2000

Professional Experience:
Innovative Invironments, Principal, 2008-present
IDEA Studio, Principal, USA-Egypt, Eugene, OR, 1994-2008
Heschong Mahone Group, Project Manager, Sacramento, CA, 1999-2001
Engineering Consultants Group, Senior Architect, Cairo, Egypt, 1988-1994
Helmut Geieger, Intern Architect, Karlsrue, Germany, 1987-1988
SOGEA, Intern Site Architect, Cairo, Egypt, 1986-1987

License/Registration:
Cairo, Egypt Registered Architect & Engineer

Selected Publications and Recent Research:
"Bring on the Light: Building Professionals Attitudes Towards Top Daylighting in the Pacific Northwest," Solar 2004 Proceedings, Portland, OR, 2004
"Environmental Quality - Shaping Places for People: A Systemic Framework for Conceptualizing People and their Workplaces," Shaping Places for People, Proceedings of EDRA 34th Conference, Minneapolis, MN, 2003
"Sun Tracking and Sound Tracing -- A pedagogy for integrating solar design principles in beginning architectural studios," Solar 2003 Proceeding, Austin, TX, 2003
"Designing for Indoor Comfort: A systemic model for assessing occupant comfort in sustainable office buildings," Solar 2002 Proceedings, Reno, NV. CDrom, 2002

Professional Memberships and Leadership:
Society of Building Science Educators (SBSE), president 2012
Illumination Engineering Society of North America (IESNA)
American Collegiate Schools of Architecture (ACSA)
Environmental Design Research Association (EDRA)
Egyptian Institute of Architects (EIA)
Egyptian Engineering Society (EES)

Michael Fifield
Professor of Architecture and Department Head (fall 2012)

Courses Taught:
ARCH 4/531 Community Design
ARCH 4/538 Housing Prototypes
ARCH 4/539 Minimal Dwelling
ARCH 4/584 Architectural Design
ARCH 4/585 and 4/586 Advanced Architectural Design
ARCH 683 Graduate Architectural Design, Track II

Educational Credentials:
Master of Architecture, UCLA, 1980
Bachelor of Arts, major in Architecture, UC Berkeley, 1973

Teaching Experience:
University of Oregon, Professor, 1998-present; Department Head, 1998-2003
Pennsylvania State University, Professor and Department Head, 1995-1997
Arizona State University, Assistant/Associate Professor, 1984-95
Arizona State University, Director of Joint UD Program, 1992-1995
University of Idaho, Visiting Assistant Professor, 1982-1984

Professional Experience:
Fifield Architecture + UD, Principal, Eugene, OR, 2001-present
Studio Domus, Principal, Tempe, AZ, 1992-1995
Michael Fifield, Architect, Principal, Idaho & Arizona, 1982-1992
Charles Kober Associates, Seattle, WA, 1981-1982
Bazemore Associates, Bellevue, WA, 1980-1981
Urban Innovations Group, Los Angeles, CA, 1979
Johannes Van Tilburg & Partners, Los Angeles, CA, 1978
Various Offices, 1973-1976

Licenses/Registration:
Oregon, Arizona, Idaho Registered Architect, NCARB

Selected Publications and Recent Research:
"Minimal Live / Work Studio" published in September / October 2009 Issue of Residential Architect Magazine.
Competition Brochure of Winning Entries and Design Principles for "City of Portland Courtyard Housing National Design Competition" with Mark Gillem. 2008
"The Role of Accessory Dwelling Units in Achieving the City of Eugene's Vision for Compact Growth." Report for the City of Eugene, 2007, with Brook Muller.
"Metropolitan Canals: A Regional Design Framework," 1990

Honors and Awards:
Certificate of Merit, (w/ Mark Gillem) Oregon American Planning Association (OAPA) State Awards Programs for Special Achievement in Planning, 2011
AIA Merit Award, AIA-SWO Oregon / AIA-Southern Oregon Joint Design Awards Program *Minimal Live / Work Studio*, 2009
Burke Faculty Fellowship, Department of Architecture, University of Oregon, 2009
"Metropolitan Canals," *Progressive Architecture Research Award Citation*, 1995

Professional Memberships:
Fellow American Institute of Architects
American Institute of Certified Planners

Gerald Gast
Associate Professor of Architecture

Courses Taught:
ARCH 4/507 Seminar: Thesis Preparation
ARCH 4/535 Principles of Urban Design
ARCH 4/585 and 4/586 Advanced Architectural Design
ARCH 683 Graduate Architectural Design, Track II

Educational Credentials:
Master of Architecture, Urban Design, University of Illinois, 1969
Bachelor of Architecture, University of Illinois, 1967

Teaching Experience:
University of Oregon, Associate Professor of Architecture, 1994-present
University of Oregon, Portland Architecture Program Director, 1994-1997, 1999-2000
Stanford University, Program on Urban Studies, Visiting Associate Professor and Lecturer, 1982-present
San Francisco Center for Architecture and Urban Studies, Director, 1978-1985

Professional Experience:
Principal, Gast-Hillmer Urban Design, 1985-present

License/Registration:
California Registered Architect

Selected Projects and Recent Research:
General Plan for the City Redwood, California. Urban design consultant, 2008-2010
Master Plan for The Ukrainian Catholic University, Lviv, Ukraine, 2006-present
Downtown Development Study, City of Milwaukie, OR. Development studies for downtown revitalization, integration of new light rail (MAX) transit station and facilities, 2006-2008
Oregon Science and Technology Park Master Plan, Ecological Industrial Park (EIP) in East Multnomah County, OR. 2004-2006
"The Emscher Park International Building Exposition (IBA): An Evaluation Ten Years After". National Conference of the Society for American City and Regional Planning History" Oakland, California, 2009
San Diego County Government Center, Master Plan Update. Client: County of San Diego Chief Administrator's Office, 1994-2000

Award:
First Place Design Award for Redwood City General Plan, Northern California American Planning Association, 2012

Donald Genasci
Professor of Architecture

Courses Taught:
ARCH 4/507 Seminar: Renaissance Architecture
ARCH 4/536 Theory of Urban Design I
ARCH 4/584 Architectural Design

Educational Credentials:
Master of Arts, Essex University, Coldchester, England, 1973
Diploma, Urban Design, Architectural Association, London, England, 1965
Bachelor of Architecture, University of Oregon, Eugene, OR, 1963

Teaching Experience:
Professor, University of Oregon, 1981-present
Harvard University, Visiting Professor, 1982
Princeton University, Associate Professor, Director of Undergraduate Studies, 1979-1981
University of Oregon, 1977-1979
Cornell University, Visiting Professor, 1971
Architectural Association, London, England, Lecturer, 1968-1977

Professional Experience:
Donald B. Genasci & Associates, Architecture & Urban Design, Principal, Portland OR, 1983-present
Genasci & Livenston, Architects, London, England, Principal, 1973-1977
London Borough Of Southwark, Principal Architect 1965-1973

Licenses/Registration:
Oregon Registered Architect
England Registered Architect

Recent Projects:
Urban Design & Terrace Housing, Hillsboro, Oregon 2006
St. Johns Theater & Housing, Portland, OR 2005
MLK Blvd. Live/Work, Portland, OR 2005
Canyon/Watson Area Urban Design, Beaverton, OR 2004
Beaverton Mixed Use Housing, Beaverton, OR 2004
Elgin Downtown Master Plan, Elgin, OR 2003
Walnut St. Town Houses, Hillsboro, OR 2003
King Neighborhood Commercial Center, Portland, OR 2002
Broadway Drive Condominiums, Portland, OR 2001

Awards:
Governors Livability Award - Kennedy School Renovation, 1999
State of Oregon Historic Preservation Award - Kennedy School Renovation, 1999
Progressive Architecture - Urban Design Award, Riverfront Research Park, 1994
Native American Preparatory School - Competition, Third Prize, 1993
Leasburg Library and City Center - Competition, Displayed Submission, 1992
American Library - Invited Competition (One of 15 American Firms) Berlin Germany, 1988
Leasburg Town Hall - Competition, Honorable Mention, 1986

Professional Memberships:
American Institute of Architects
Architects Registration Council of Great Britain

Mark Gillem
Associate Professor of Architecture

Courses Taught:
ARCH 4/535 Principles of Urban Design
ARCH 4/540 Human Context of Design
ARCH 4/584 Architectural Design
ARCH 683 Graduate Architectural Design, Track II

Educational Credentials:
Ph.D. in Architecture, University of California, Berkeley 2004
Master of Architecture, University of California, Berkeley 1996
Bachelor of Architecture, University of Kansas 1989

Teaching Experience:
Associate Professor, University of Oregon, Architecture, 2009-present
Assistant Professor, University of Oregon, Architecture and Landscape Architecture, 2005-2009
University of California, Berkeley, Graduate Student Instructor, 1998-2004
Air Force Institute of Technology, Dayton, Ohio, Assistant Professor, 1996-1998, Instructor, 1993-1995

Professional Experience:
Principal, The Urban Collaborative, Eugene 2005-present
Principal, MLG Architecture and Planning, Berkeley, California and Eugene, Oregon 1998-present
Architect, United States Air Force, Rapid City, South Dakota 1989-1993

Licenses/Registration:
Oregon, California, South Dakota Registered Architect
American Institute of Certified Planners
National Council of Architectural Registration Boards

Selected Publications and Recent Research:
"Making Postindustrial Cities Livable," in Kapp, Paul and Paul Armstrong (eds.), *Synergicity: Reinventing the Postindustrial City,* University of Illinois Press, forthcoming fall 2012
"Master Planning for our Changing Environment," *The Military Engineer,* (with Jerry Zekert), forthcoming fall 2012
"Sustainable Environmental Behavior," in Young, Nigel (ed.) *International Encyclopedia of Peace, Conflict, and Transformation,* Volume 4, pages 135-137. Oxford, UK: Routledge 2010
"The Downtown Park: Integrating Open Space, Urban Infill, and Economic Development," *Environmental Design Research Association Annual Meeting Proceedings,* Washington DC (with Lanbin Ren) June 2010

Honors and Awards:
American Planning Association Federal Planning Division. Outstanding Area Development Plan: Fort Sill Southwest Campus, 2012
Certificate of Merit, (w/ Michael Fifield) Oregon American Planning
Association (OAPA) State Awards Programs for Special Achievement in Planning, 2011
Center for Environmental Innovation and Leadership, Workforce Development Through Training Award, 2011
American Planning Association Federal Planning Division. Outstanding Federal Planning Project (Honorable Mention): Fort Lewis Installation Development Plan, 2011

Professional Memberships and Leadership:
American Institute of Architects
American Planning Association
Director, International Association for the Study of Traditional Environments, 2010-present

Esther Hagenlocher
Associate Professor of Architecture and Interior Architecture

Courses Taught:
ARCH 4/585 and 4/586 Advanced Architectural Design
IARC 4/547 Color Theory
IARC 4/571 Interior Construction Elements

Educational Credentials:
Master of Architecture, The Bartlett School of Architecture, University of London, UK, 1998
Diploma in Architecture & Design, State Academy of Art and Design, Stuttgart, Germany, 1994
Professional Certificate: Cabinet-Maker, Technical College Stuttgart, Germany, 1987

Teaching Experience:
University of Oregon, Associate Professor, 2004-present

Professional Experience:
Esther Hagenlocher Architect(s), Frankfurt/London, Principal, 1998-present
Collaboration with Clear Fog, Frankfurt, 2003-present
Collaboration with Atelier Markgraph, Frankfurt, 1998-2004
Collaboration with Schneider+Schumacher Architects, Frankfurt, 2002-2004
Kauffmann Theilig & Partners, Stuttgart, 1995-1996
Kniesel Architects, Mengen Germany, 1993-1994

License/Registration:
Registered Architect, Architektenkammer, Stuttgart, Germany

Selected Publications and Recent Research:
Wiesenau. Gesimondo, Nancy; Postell, Jim, *in Materiality and Interior Construction,* Hoboken, NJ, Wiley and Sons, 2010, p. 336.
*Creating and Making Forum***,** International Conference: University of Oklahoma, 2010.
Colorfulness and Reflectivity in Daylit Spaces, PLEA 2009, Passive Low-Energy Architecture, Québec City, Canada, 2009
Das Gehöft. Place/House: Living In [and with] History, VAF 2009 Vernacular Architecture, Butte, MO, 2009.
House F Germany, With Schneider + Schumacher Architects, Frankfurt /M. McLeod, Virginia, *Detail in Contemporary Bathroom Design,* Laurence King Publishing, London, 2009, pp. 58-61.

Honors and Awards:
History of Color, Principal Investigator, Research or Creativity Award, University of Oregon, School of Architecture and Allied Arts, $4,000, 2011.
Color in Schools. Principal Investigator. Studio Award, UO, Department of Architecture, 2011
Superficial. Mirror and Color Surfaces in Small Spaces, Allied Works Studio Award, UO Dept. of Architecture, $5,000, 2009
Perception and Performance of Reflective Surfaces, Summer Research Award, UO, $4,500, 2008
Prototypes in Contemporary Design, Principal Investigator, Finrow Studio Award, UO, Department of Architecture, $5,000, 2008

Professional Memberships:
AIC. International Colour Association, Appointed Member, 2011-present
VAF. Vernacular Architecture Forum, Member, 2005, 2007, 2009
Member DWB Der Deutsche Werkbund, Hessen, Germany, 1999-present

Peter A. Keyes
Associate Professor of Architecture

Courses Taught:
ARCH 384 Architectural Design IV
ARCH 4/510 Housing Design ARCH 4/584 Architectural Design
ARCH 4/530 Architectural Contexts: Place and Culture
ARCH 4/585 & 4/586 Advanced Graduate Design
ARCH 681 Introductory Graduate Design

Educational Credentials:
Master of Architecture, Columbia University, 1983
Bachelor of Arts, Harvard University, 1978

Teaching Experience:
University of Oregon, Associate Professor, 1997-present
University of Oregon, Assistant Professor, 1990-1997
University of Oregon, Director of Portland Architecture Programs, 1997-1999

Professional Experience:
Peter Keyes Design, 1982-2011
Steven Winter Associates, Inc., 1995, 1983-1990
Robert J. Bridges Architect, 1981-1982
Sumner Schein, Architects and Engineers, 1979-1980

License/Registration:
New York Registered Architect (Inactive)

Recent Projects:
Taylor House, Coupeville WA, 2011
Housing Typology, 2009-2012
Indigo Place Housing, Eugene, OR, New construction, 2008-2009
Historical Housing Models in Portland, 2008-2012
Portland Courtyard Housing Design Competition, 2007
Urban Form Study of Coupeville Washington, 2007-2012
Coho Housing, Steelhead Housing, Eugene OR, 2006-2008
Coupeville House, Coupeville WA, 2006-2011

Honors and Awards:
Burke Faculty Fellowship, UO Department of Architecture, 2010-2011
Portland Courtyard Housing Design Competition, 2007, Merit Award (Second place)
Jerry and Gunilla Finrow Faculty Research Award, University of Oregon School of Architecture and Allied Arts, 2007

Professional Memberships:
Friends of Eugene, Founding Board Member, Eugene, Oregon

Alison G. Kwok
Professor of Architecture
Director, Ph.D. Program and Technical Teaching Certificate Program

Courses Taught:
ARCH 4/591 Environmental Control Systems I
ARCH 620 Research Methods in Sustainable Design
ARCH 661 Teaching Technical Subjects in Architecture

Educational Credentials:
Ph.D., Architecture, University of California, Berkeley, 1997
M.Arch., University of California, Berkeley, 1990
M.Ed., University of Hawaii, Manoa, 1980
Prof. Dipl., Education, University of Hawaii, Manoa, 1978
B.A., Biology, Chemistry, Knox College, 1977

Teaching Experience:
University of Oregon, Professor, 2008-present
University of Oregon, Associate Professor, 2003-2008
University of Oregon, Assistant Professor, 1998-2003
Cornell University, Assistant Professor, 1997-1998
California College of Arts and Crafts, Adjunct Professor, 1994

Professional Experience:
Alison Kwok, Architect, Eugene, OR, 1998-present
Mui Ho Architect, Berkeley, CA, 1990-1992
Lawton and Umemura Architects**,** Honolulu, HI, 1988

License/Registration:
California, Oregon Registered Architect
NCARB Certificate

Recent Publications and Research:
Kwok, Alison and W. Grondzik. *The Green Studio Handbook*, 2nd ed., Oxford, UK: Architectural Press, now Routledge. 2011
Grondzik, W., Kwok, A., Stein, B., and Reynolds J., *Mechanical and Electric Equipment for Buildings,* 11th ed., John Wiley & Sons, Inc., 2010
Kwok, Alison, W. Grondzik, and B. Haglund. *Academic Advocacy: teaching outside the academy,* Proceedings from the 27th International Conference on Passive and Low Energy Architecture, Louvain-la-Neuve, Belgium, July 11-15, 2011
Kwok, Alison G. and D. Bartley, *Testing the Double Skin Façade: Jaqua Academic Learning Center,* Proceedings of 36th National Passive Solar Conference-Solar 2011, Raleigh, North Carolina, May 18-20, 2011
Kwok, Alison, S. Coltrane–Briscoe, and E. B. Meier. *Post-Occupancy of Occupancy at IslandWood,* Proceedings of 33rd National Passive Solar Conference-Solar 2008, San Diego, California, May 4-8, 2008

Honors and Awards:
Women In Solar Energy (WISE) Award, American Solar Energy Society, 2008
American Society of Heating Refrigeration and Air Conditioning Engineers Senior Grant Award, 2008, 2009, 2011

Professional Memberships and Leadership:
American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)
American Solar Energy Society (ASES), Fellow

Nico Larco
Associate Professor of Architecture
Associate Director of the Sustainable Cities Initiative

Courses Taught:
ARCH 4/507 Seminar: Sustainable Urbanism
ARCH 4/507 Seminar: City Growth/City Design
ARCH 4/550 Spatial Composition
ARCH 4/584 Architectural Design

Educational Credentials:
Master of City Planning in Urban Design, University of California, Berkeley 2001
Master of Architecture, University of California, Berkeley, 2001
Bachelor of Arts, Cognitive Psychology, Cornell University, 1996
Bachelor of Architecture, Cornell University, 1996

Teaching Experience:
University of Oregon, Associate Professor, Department of Architecture, 2005-present
Boston Architectural Center, Studio Faculty Member, 1997

Professional Experience:
Nico Larco Design, Eugene, Oregon, 2000-present
William Rawn Associates, Architect, Boston, Massachusetts 2001-2004
Schwartz/Silver Architects, Designer, Boston, Massachusetts, 2001
SMWM, Designer, San Francisco, CA, 2000-2001
Design, Community, & Environment, Designer, Berkeley CA, 1999-2000
Architectural Resources, Designer, Cambridge MA, 1997-1998

License/Registration:
Massachusetts Registered Architect
NCARB Certificate

Recent Publications and Research:
Sustainable Cities Initiative, funded by Oregon Transportation Research and Education Consortium, $150,000, 2011
Overlooked Destinations: Suburban Nodes, Centers, and Trips to Strips', funded by Oregon Transportation Research and Education Consortium, $92,000, 2010
Get Connected: The Suburban Multifamily Site Design Handbook, Oregon Transportation Research and Education Consortium, June 2010
USDOT Departmental Strategic Plan for Research, Development and Technology Activities (2010-2015): Input from Sustainable Cities Initiative, University of Oregon', Marc Schlossberg, Nico Larco, Robert Young, 2010

Honors and Awards:
NCARB Prize for Excellence in Integrating Practice with Education, 2011
Bridge Builder Award, Partners for Liveable Communities, Washington DC, with Marc Schlossberg and Robert Young for founding and leadership of Sustainable Cities Initiative, 2010
OTREC 2010 Researcher of the Year, Oregon Transportation Research and Education Consortium
Special Achievement in Planning Award, Oregon Chapter of the American Planning Association, 2010
Sustainable Endowments Institute – Champions of Sustainability in Communities Award, for DesignBridge: Northwest Youth Corps and Edison Bike Shelter Projects, 2008

Professional Memberships:
American Institute of Architects

Erin Moore
Assistant Professor of Architecture

Courses Taught:
ARCH 4/507 Seminar: Ecology of Building Materials
ARCH 4/570 Building Construction
ARCH 4/584 Architectural Design
ARCH 4/585 and 4/586 Advanced Architectural Design
ARCH 607 Seminar: Lifecycle Assessment for Design
ARCH 610 Introduction to Lifecycle Assessment
ARCH 661 Teaching Technical Subjects in Architecture
ARCH 680 Introductory Graduate Design

Educational Credentials:
Master of Architecture, University of California, Berkeley, 2003
Bachelor of Arts, Smith College, 1996

Teaching Experience:
University of Oregon, Assistant Professor, Department of Architecture, 2008-present
University of Arizona, Visiting Assistant Professor, School of Architecture, 2006-2008

Professional Experience:
FLOAT, Principal Architect, 2001-Present
Line and Space Architects, Tucson, Arizona 2005-2006
Ibarra Rosano Design Architects, Tucson, Arizona 2003-2005

License/Registration:
Arizona Registered Architect
NCARB Certificate

Recent Research:
SELCO Credit Union: A Case Study in Quantifying the Environmental Impacts of Design for Deconstruction, Erin Moore, E. Eva Peterson, Proceedings of the Architectural Research Centers Consortium, Detroit, MI, April 20-24, 2011
Taking Buildings Down: Re-thinking Building Material Lifecycles, Proceedings: Assembling Architecture BTES Conference, Albuquerque, NM, August, 2009
Floodspace, Erin Moore with Simi Hoque, Journal of Climate Change: Impacts and Responses, Volume 1, Issue 2. Pp 27-36, 2008

Publications:
FLOAT architectural research and design, in Philip Jodidio, ed. Architecture Now! Houses 2, (Cologne: Taschen, 2011)
Watershed in Small Eco-Houses, (NY: Universe, 2010)
Watershed in Mimi Zeiger, Tiny Houses (NY: Rizzoli, 2009)
Watershed in Sergio Costa, New Prefab (Barcelona: Loft, 2008)
Watershed in Esther Moreno and Bridget Vranckx, 200 Outstanding House Ideas (NY: Firefly, 2008)

Brook Muller
Associate Professor
Associate Dean for Academic Affairs, School of Architecture and Allied Arts
Director, Ecological Design Certificate Program, School of Architecture and Allied Arts
Core Faculty Member, Environmental Studies Program

Courses Taught:
ARCH 4/507 Seminar: Comprehensive Studio Prep Seminar
ARCH 4/584 Architectural Design
ARCH 4/585 and 4/586 Advanced Architectural Design

Educational Credentials:
Master of Architecture, University of Oregon, 1992
Bachelor of Arts, Environmental Studies, Brown University, 1987

Teaching Experience:
University of Oregon, Associate Professor, 2009-present
University of Oregon, Assistant Professor, 2004-2009
California Polytechnic State University, Assistant Professor, 2000-2004

Professional Experience:
Blackbird Architects, Santa Barbara, CA, 1996-2000
Behnisch & Partner Architects, Stuttgart, Germany, 1993-1996

Recent Publications and Research:
EcoArchitectural Machines, 2012 Association of Collegiate Schools of Architecture Annual Conference, Boston
Meyer Fund for a Sustainable Environment, Development of *Masters Program in Sustainable Systems Design and Management* ($30,996; spring 2010-summer 2011)
Architectures of Beneficial Disturbance: Ecological Models and Architectural Explorations, 2011, Association of Collegiate Schools of Architecture Annual Conference, Montreal
Margins Reinvigorating the Core: Integrated Models for 21st Century Architectural Education, 2011, Association of Collegiate Schools of Architecture Annual Conference, Montreal
Knudson, Kaarin and Muller, Brook, *Landscape Metaphors and Architectural Design*, 2009, Association of Collegiate Schools of Architecture Annual Conference, Portland, OR
Metaphor, Environmental Receptivity and Architectural Design, in Gary Backhaus and John Murungi, eds., *Symbolic Landscapes* (New York: Springer 2009)
Portland, Oregon Metropolitan Services *Integrating Habitats,* International Design Competition ($31,400; 2006-2008)
National Institute for Nature Research, Wageningen, The Netherlands: Project Co-Leader with Behnisch & Partner Architects,1993-1996

Honors and Awards:
Oregon Campus Compact Faculty Award for Civic Engagement, 2009
Oregon Community Foundation Van Evera Bailey Award for Research and Studio Education, 2008
Speaker, Pennsylvania State University Symposium, *Environmentally Conscious Architecture*, 2009

Professional Memberships and Leadership:
American Solar Energy Society
International Association for Environmental Philosophy
Co-Organizer, *Salmon in the City*, public forum, Portland, 2010
Co-Organizer, *Sustainable Systems and Higher Education*, Session, Gaining Ground Conference, Vancouver, 2010

Hajo Neis
Associate Professor of Architecture

Courses Taught:
ARCH 4/507 Seminar: The Urban Contemporary Building
ARCH 4/507 Seminar: Generative Design Seminar
ARCH 4/540 Human Context of Design
ARCH 4/585 & 4/586 Advanced Architectural Design
ARCH 4/601 & 4/606 The Dynamic City Seminar

Educational Credentials:
Ph.D., University of California, 1989
M.C.P., University of California, 1981
M.Arch., University of California, 1979
Dipl. Ing, Technical University of Darmstadt, 1976

Teaching Experience:
University of Oregon, Associate Professor, 2000-present
University of Oregon, Portland Architecture Program Director, 2005-2009
Director, UO Architecture Rome Program, 2005
Technical University of Dresden, DAAD Visiting Professor 2000-2001
University of California, Berkeley Assistant Professor, 1992-2000, Lecturer, 1990-1992
University of Applied Science in Frankfurt, Visiting Professor 1995,1996
Tutor Prince of Wales Urban Design Task Force 1996,1997

Professional Experience:
Center for Environmental Structure (CES), Berkeley 1979-present
Hajo Neis and Associates, Berkeley and Borken, 1993-present
Office Hajo Neis, Tokyo, 1986-2001
Office Hans Ludwig Neis, Siegburg 1965-1985
Kastner und Neis, Frankfurt, 1976-1986

License/Registration:
Hessen (Germany) Registered Architect

Selected Publications and Recent Research:
Christopher Alexander and Hajo Neis. (in preparation). *Batttle - A Crucial Clash Between World-System A and World-System B,* New York: Oxford University Press.
Hajo Neis. *Details of Feeling – Building in Japan,* (in preparation)
Gutschow, Kirpichev, Neis, Rang u. a. (2000) *Schule des Sehens – Zum Wahrnehmen und Architektonichen Entwerfen Fachhochschulverlag*. Frankfurt.
Christopher Alexander, Hajo Neis, Artemis Anninou, Ingrid King. (1987) *A New Theory of Urban Design*. New York: Oxford University Press.

Honors and Awards:
2004 – AAA Faculty Development and Creative Work: Dean's Award
2000-2001 - DAAD Visiting Professor Award. Technical University of Dresden.
Award by German Academic Exchange Foundation.
1996-1997 - Career Development Grant, Fall UCB.
1985 - Honor: Eishin Campus Most Interesting Building Project in 1985.
Award by Japanese Association of Architectural Journalists.

Professional Memberships:
Architektenkammer Hessen, Germany Study Foundation

Kevin Nute
Professor of Architecture

Courses Taught:
ARCH 4/507 Seminar: Refuge and Prospect, Terminal Prep.
ARCH 4/507 Seminar: Time in Architectural Space
ARCH 4/584 Architectural Design
ARCH 4/585 and 4/586 Advanced Architectural Design

Educational Credentials:
Ph.D., University of Cambridge, 1993
Bachelor of Architecture, University of Nottingham, 1985
Bachelor of Arts in Architecture and Environmental Design, University of Nottingham, 1981

Teaching Experience:
University of Oregon, Professor of Architecture, 2007-present
University of Queensland, Visiting Research Fellow, 2009
University of Oregon, Associate Professor of Architecture, 2000-2007
Muroran Institute of Technology, Associate Professor, 1996-2000
University of Tasmania, Visiting Teaching Fellow, 1996
University of Cambridge, Part-time Lecturer, 1993-1994
Jesus College, Cambridge, Supervisor in Architectural History, 1990-1993
University of Cambridge Board of Continued Education, Lecturer, 1993-1994

Professional Experience:
Percy Thomas Partnership, London, England, 1986
Richard Seifert and Partners, London, England, 1985-1986
Archiplan Team, Singapore, 1983
YRM International, Hong Kong, 1982-1983
Millard-Davies Partnership, Nottingham, England, 1981-1982

Selected Publications and Recent Research:
Japanese Art as a Means to Organic Architecture. Reception et diffusion en Occident de l'espace architectural et de l'art des jardins du Japon (Paris: French School of Eastern Studies, 2011)
Living Space: Animating Buildings with the Sun, Wind and Rain (website)
The Mirror and the Frame: John Yeon and the Landscape Art of China and Japan (Eugene, OR: University of Oregon, 2010).
The Architecture of the Individual: Responsiveness to the Particular in Traditional Japanese Built Form. Essays Presented in Honor of Hiroyuki Suzuki (Tokyo: Chuo-Koron Bijutsu Shuppan, 2009).

Honors and Awards:
JSPS Research Fellowship, 2005
Japan Foundation Publication Grant, 2003
Graham Foundation Grant, 2002
Japan Foundation Research Fellowship, 1995
A.I.A. International Book Award, 1994
Japanese Ministry of Education Scholarship, 1987
Fulbright Scholarship, 1986

Professional Memberships:
Japan Institute of Architects

John Rowell
Associate Professor of Architecture

Courses Taught:
ARCH 4/507 Seminar: designBridge Tech/Build
ARCH 4/571 Building Enclosure
ARCH 4/585 and 4/586 Advanced Architectural Design

Educational Credentials:
Master of Architecture, University of Oregon, 1990
Bachelor of Science, University of British Columbia, 1984

Teaching Experience:
University of Oregon, Associate Professor, 2003-present
University of Oregon, Assistant Professor, 1996-2002
University of Oregon, Adjunct Assistant Professor, 1991-1996

Professional Experience:
Principal, Rowell Brokaw Architects PC, Eugene, Oregon, 2002-present
Principal, Rowell Architecture, Eugene, Oregon, 1998-2002

Licenses/Registration:
Washington, Oregon, California Registered Architect
NCARB Certificate

Selected Projects, Publications and Recent Research:
Edwards Center and Housing, Aloha, OR 2011-2012
University St Feasibility Study, UO Planning and Real Estate, 2012 EWEB Riverfront Master Plan and Land Use, Eugene, OR 2009-2012
"Making Homes that Work for Persons with Autism + Co-Occuring Behaviors" Guidebook, State of New York OPWDD, 2011
Hult Center Lobby Lighting, Eugene, OR 2009-2012
Relief Nursery, Springfield, OR 2009-2010
Silverton Seniors Center, Silverton, OR, Construction 2009-2010
Woodmansee, Housing for persons with disabilities, Salem, 2010
Arlie & Co Headquarters, Interiors, Tenant Infill, LEED Platinum, 2009
The Inkwell, 4 story mixed use building, LEED Gold, 2009
Soreng Theater Lighting, Hult Center, Eugene, OR 2009
UO Zebrafish Facility, Eugene, OR 2009-2012
LTD Gateway Station, Springfield, OR 2009
West Eugene Wetlands Education Center Master Plan, 2008

Honors and Awards:
AIA/Southwest Oregon Merit: LTD Gateway Station, 2009
AIA/Southwest Oregon Citation: Arlie & Co Corporate Headquarters, Crescent Village, 2009
AIA/Southwest Oregon Citation: Crescent Village East and West Buildings, 2009
EDRA Place Planning Award, The Paleo Project, 2006
AIA/Southwest Oregon Honor Award: Memorial Courtyard, Central Lutheran Church, 2005
AIA/Southwest Oregon Citation: One East Broadway, 2005

Professional Memberships:
American Institute of Architects

Judith Sheine
Professor of Architecture and Department Head (beginning Dec. 16, 2012)

Courses Taught: To be determined

Educational Credentials:
Master of Architecture, Princeton University, 1979
Bachelor of Arts in Mathematics, Brown University, 1975

Teaching Experience:
California State Polytechnic University, Professor, 2002-present
California State Polytechnic University, Associate Professor, 1997-2002
California State Polytechnic University, Assistant Professor, 1994-97
California State Polytechnic University, Lecturer, 1989-94
University of California, Los Angeles, Adjunct Associate Professor, 1995-1996
University of California, Los Angeles, Assistant Adjunct Professor, 1992-95
University of California, Los Angeles, Visiting Assistant Professor, 1987-92
Catholic University of America, Lecturer, summer 1987
New York Institute of Technology, Adjunct Associate Professor, 1983-87

Professional Experience:
Judith Sheine, Architect, 1985-present
Judith Sheine, Design, 1982-85
Intern, Richard Peterson Associates, Aptos, CA, summer 1979, 1980-82
Intern, Ulrich Franzen & Associates, New York, NY, 1980

Licenses/Registration:
California Registered Architect, 1991
New York Registered Architect, 1985 (inactive)

Selected Publications and Research:
Schindler, Kings Road and Southern California Modernism, Robert Sweeney and Judith Sheine (University of California Press, 2012)
"Technology and Environment: The Post War House in Southern California," Exhibit co-curated with Lauren Weiss Bricker to be held at California State Polytechnic University Kellogg University Art Gallery in 2013 ($300,000, Getty Foundation, 2011-13)
"VDL Research House," DVD, Lauren Weiss Bricker and Judith Sheine, editors (in-D Press, 2007)
R.M. Schindler (Phaidon Press, 2001)
R.M. Schindler: Works and Projects (Editorial Gustavo, 1998)
R.M. Schindler: Composition and Construction, Lionel March and Judith Sheine, editors (Academy Editions, 1993, 1995)

Selected Professional Memberships:
American Institute of Architects, Los Angeles chapter, Ex-Officio Board member, 2002-present
Journal of Architectural Education, Editorial Board member, 2006-08, 1998-2001
Association of Collegiate Schools of Architecture, West Region Director, 1998-2001
Hollywood Design Review Advisory Committee for Los Angeles City Council District # 13, 1999-present
Los Angeles Municipal Art Gallery, Artists Advisory Committee member, 1996-2004
American Institute of Architects, member, 1994-97
Women's Leadership Council, Founding member, 2007-present

Honors and Awards:
Association of Collegiate Schools of Architecture Distinguished Professor, 2009
Architectural Record Record Houses Award for Sarli house, 1995

Alison B. Snyder
Associate Professor of Architecture and Interior Architecture
Director of the Interior Architecture Program

Courses Taught:
IARC 4/545 Comprehensive Project Preparation
IARC 4/588 Interior Design Comp Project I
IARC 4/589 Interior Design Comp Project II

Educational Credentials:
Master of Architecture, Columbia University, NY, 1987
Bachelor of Arts, Architecture major, Washington University, St. Louis, MO, 1982

Teaching Experience:
University of Oregon, Associate Professor, 2003-present
University of Oregon, Assistant Professor, 1997-2003
Middle East Technical University, Ankara, Turkey, Visiting Assistant Professor, Fall 2000
Pratt Institute, New York City, Adjunct Assistant Professor, 1995-1997
New York Institute of Technology, Adjunct Assistant Professor, 1996
Philadelphia University, Adjunct Assistant Professor, 1992-1995

Professional Experience:
Principal ABS Design, Eugene, OR, 1997-present and New York City, 1991-1997
Architecture + Furniture, New York City, 1989-1991
Architecture firms in New York City, 1987-89 and Philadelphia, 1982-1984

Licenses/Registration:
New York, New Jersey, Pennsylvania Registered Architect (inactive)

Publications and Recent Research:
Urban Zones of Sacredness Surrounding Istanbul's Mosques, *2A: Architecture & Art*; N. Ardalan and P. Taab, eds., Dubai, 17: Spring, 56-63, 2011
Adapting Atmosphere: Today's Small Synagogues, *Interior Design Educators Council IDEC International Conference 24-28 March 2010 Proceedings*, Atlanta, GA, 480-487, 2010
Rural Time, Rural Space: The Spatial and Cultural Change in Yozgat, ("Kırsal Zaman, Kırsal Mekân: Yozgat'ta Mekânsal ve Kültürel Değişim") in *Dosya 16: Kultur ve Mekan (Culture and Space)*; ed. Onaran Incirlioglu, E., TMMOB Mimarlar Odasi Ankara Subesi, Ankara: 42-50 [in Turkish], 2009
Flexibility and Hybridity: Learning from the Contemporary Village in Anatolian Turkey, On Global Grounds: urban change and globalization; J. Nevarez, G. Moser eds., Nova Science Publishers, NY, 1-26 ch. 1, 2009

Honors and Awards:
AAA Summer Award, "Contemplating Istanbul's In-Between Spaces," 2011
Awarded GRF for Typology/Graphics Projects in Turkey, University of Oregon, 2008
Awarded GRF for Juneau, AK Synagogue Project, University of Oregon, 2005

Professional Memberships:
Middle Eastern Studies Association (MESA)
Interior Design Educators Council (IDEC)
Turkish Studies Association (TSA)
Oregon Middle East Studies Consortium (OMESC)
Architects Designers and Planners for Social Responsibility (ADPSR)

Philip Speranza
Assistant Professor of Architecture

Courses Taught:
ARCH 222 Introduction to Architectural Computer Graphics
ARCH 383 Architectural Design III
ARCH 4/523 Media for Design Development
ARCH 610 Introduction to Architectural Computing
ARCH 682 Introductory Graduate Design

Educational Credentials:
Master of Architecture, Columbia University, NY, 2002
Bachelor of Science in Architecture, University of Virginia, 1997

Teaching Experience:
University of Oregon, Assistant Professor, 2011-present
New Jersey Institute of Technology, Adjunct Instructor, 2008-2011
Life, City, Adaptation: Barcelona, Director, Barcelona, Spain, 2009-present

Professional Experience:
Principal, Speranza Architecture, 2006-present
Sassi Speranza Architects, Partner, New York, NY 2003-2006
Project Manager, Carlos Zapata Studio, New York, NY, 2004-2006
Project Architect, Steven Holl Architects, New York, NY, 2002
Project Architect, Carlos Ferrater, Barcelona, Spain, 1999-2000

License/Registration:
New York, California Registered Architect
LEED Accredited Professional

Projects, Publications and Recent Research:
Place Branding from the Bottom Up: Strengthening Cultural Identity through Small Scaled Connectivity, Utrecht, The Netherlands Journal of Place Branding Management, 2012
22@ Generative Planning, Small-Scale Cultural Interventions as Connectivity, Journal of Portland Urban and Architecture Research Lab, 2011
Remembering Those Who did Not Come Home: September 11 Memorials in New Jersey, with Karen A. Franck, NJIT, St. John's University Making Meaning of 9/11: Local Impacts, Global Implications, 2011
Civic Art in collaboration with artist Janet Echelman: *Silver Lining,* San Francisco International Airport, San Francisco, CA, 2010
Her Secret is Patience, Phoenix Downtown Civic Space, Phoenix, 2009
Water Sky Garden, Vancouver 2010 Winter Olympics, 2009

Honors and Awards:
Best Overall, Best Build, Best Presentation, Masonry Build Competition, NJ 2009
Finalist, Market Value International Design Competition, Charlottesville, VA, 2007
Technology Studio Integration Graduation Award, GSAPP Columbia University, 2002
National Endowment for the Arts 1º Prize, PA Award, Chicago Public Small Schools Competition, Associated with Marble Fairbanks Architects, New York, NY, 2001

Professional Memberships:
Association of Computer and Design Architecture (ACADIA)

Robert Thallon
Associate Professor of Architecture
Associate Dean for Administration, School of Architecture and Allied Arts

Courses Taught:
ARCH 4/570 Building Construction
ARCH 4/576 Residential Construction
ARCH 4/584 Architectural Design

Educational Credentials:
Master of Architecture, University of Oregon, 1973
Bachelor of Arts in Zoology, University of California, Berkeley, 1966

Teaching Experience:
University of Oregon, Associate Professor, 1998-present
University of Oregon, Assistant Professor, 1993-1998
University of Oregon, Adjunct Assistant Professor, 1980-1993

Professional Experience:
Principal, Thallon Architecture, Eugene, OR, 1997-present
Principal, Thallon & Edrington Architects, Eugene, OR, 1983-1997

License/Registration:
Oregon Registered Architect

Publications and Recent Research:
Fundamentals of Residential Construction, 2nd Edition, co-author with Edward Allen, John Wiley & Sons, 2006
Graphic Guide to Site Construction, co-author with Stan Jones, The Taunton Press, 2003
Graphic Guide to Frame Construction, 2nd Edition, The Taunton Press, 2000
Graphic Guide to Interior Details, The Taunton Press, 1996

Honors and Awards:
Belluschi Faculty Fellowship – "How We Design Our Houses: The Culture of Residential Design," 1997
Southwest Oregon A.I.A/Lane County Peoples Choice Award for Willakenzie Housing Project, Thallon and Edrington Architects, 1996
Southwest Oregon A.I.A. Award of Merit for Metolius River Resort, Thallon & Edrington Architects, 1992
Sunset/American Institute of Architects Award of Merit for Quiet Water P.U.D., Thallon & Edrington Architects, 1987
Oregon Chapter of American Society of Landscape Architects Design Award for Champignon P.U.D., Thallon & Edrington Architects, 1980

Professional Memberships:
Board Member, Neighborhood Economic Development Corporation, Eugene, OR, 1996-2004

Christine Theodoropoulos
Professor of Architecture and Department Head (through summer 2012)

Courses Taught:
ARCH 4/609 Practicum: Off Campus Experience
ARCH 4/609 Practicum: Architects in Schools
ARCH 680: Introductory Graduate Design

Educational Credentials:
Master of Architecture, Yale University, 1985
Bachelor of Science in Civil Engineering, Princeton University, 1979

Teaching Experience:
University of Oregon, Professor, 2012
University of Oregon, Associate Professor, 1997-2012
California State Polytechnic University, Associate Professor, 1995-1997
California State Polytechnic University, Assistant Professor, 1990-1995
University of California, Los Angeles, Visiting Assistant Professor, 1988-1990
University of Southern California, Visiting Assistant Professor, 1987-1988

Professional Experience:
Christine Theodoropoulos, Design and Consulting, 1987-present
Associate Structural Engineer, Ralph M. Parsons Co., 1979-1982

License/Registration:
California Registered Architect and Civil Engineer

Publications:
Oregon Design Professionals' Views of Structural Building Products in Green Buildings: Implications for Wood," Canadian Journal of Forest Research, 2010
Implementation of Seismic Regulations for Nonstructural Components in Essential and ImportantBuildings in the United States, Proceedings of the China-USA Symposium for the Advancement of Earthquake Sciences and Hazard Mitigation Practices, 2010
Barriers to the Implementation of Sustainable Structural Materials in Green Buildings, Proceedings of the 1st International Conference on Structures and Architecture, 2010
Connector: A Forum for Teachers of Technology, Editor, 2000-2009
Configuring Structure to Improve Daylight Access in Multistory Buildings, Proceedings of the Architectural Research Centers Consortium, 2008

Selected Professional Memberships and Leadership:
Building Technology Educators Society, Founding President, 2008-2009
National Architectural Accrediting Board, (NAAB) Board Member, Treasurer, Accreditation Review Committee, 2005-09, Visiting Team Member and Chair, 2001-present
American Institute of Architects: Oregon AIA Board Member, 2003-present
Juror: regional design and research awards, 2007-2011
Earthquake Engineering Research Institute, 1997-present
Society of Building Science Educators, Member 1997-present
GSA Peer Reviewer 2005-2010
National Organization of Minority Architects, Member 2011-present
Association of Collegiate Schools of Architecture: Annual Meeting Host, Conference Topic Chair/Moderator 2008-2009, Women's Leadership Council 2008-present

Honors and Awards:
University of Oregon Innovations in Diversity Program Grant, 2010-2012
NCARB Prize for Excellence in Integrating Practice with Education, 2011

Roxi Thoren
Associate Professor of Architecture and Landscape Architecture

Courses Taught:
ARCH 4/507 Seminar: Green Neighborhoods
ARCH 4/517 Context of the Architectural Profession

Educational Credentials:
Master of Landscape Architecture, University of Virginia, 2002
Master of Architecture, University of Virginia, 2001
Bachelor of Arts in Architecture, Wellesley College, 1996

Teaching Experience:
University of Oregon, Associate Professor of Architecture and Landscape Architecture, 2011-present
University of Oregon, Assistant Professor, 2004-2011
Iceland Academy of the Arts, Reykjavik, Visiting Instructor, 2004, 2007
University of Virginia, Teaching and Research Assistant 1998-2002

Professional Experience:
Wallace Roberts & Todd, Philadelphia, PA 2002-2004
Bruce Wardell Architects, Charlottesville, VA, 1999-2001
Archetype Architecture, Boston, MA 1996-1998

Publications and Recent Research:
Landscape architecture renewing the city, book in progress for Timber Press, expected publication summer 2013.
The persistence of places: Architectural anchors and tides of time (accepted to Journal of Architectural Education)
Living Roofs: Challenges and opportunities. Fine Homebuilding, Spring / Summer 2011.
The deep grain of the inquiry: Landscape and identity in contemporary Icelandic art. Journal of Landscape Architecture, 4. 1 (2010): 38-51.
Cultural identity and place: The role of the landscape in Icelandic architecture. Proceedings of Council of Educators in Landscape Architecture. Athens, GA, 2005.
University of Oregon Summer Research Award, 2009. *Ecological Urban Redevelopment in the Pacific Northwest*
Department of Architecture TVA Funded Studio, 2008. *Reclaiming Brownfields: Urban Design in Seattle*
Oregon Community Credit Union Research Fellowship, 2007. *Site Reading: Design Strategies for Architects*

Honors and Awards:
Fulbright Fellow, Reykjavik, Iceland. 2007
Council of Educators in Landscape Architecture, Paper of the Year, 2005
Vision Akureyri International Urban Design Competition (Akureyri, Iceland), Short Listed Entry. 2005

Professional Memberships and Leadership:
Co-chair, Glenwood Citizen Advisory Committee, Springfield, OR. 2008-present
Mayors' Institute on City Design, Resource Team Member. 2009

James Tice
Professor of Architecture

Courses Taught:
ARCH 4/507 Seminar: Urbanism of Rome Seminar
ARCH 4/524 Advanced Design-Development Media
ARCH 4/550 Spatial Composition
ARCH 4/584 Architectural Design
ARCH 4/585 and 4/586 Advanced Architectural Design

Educational Credentials:
Master of Architecture in Urban Design, Cornell University, 1970
Bachelor of Architecture, Cornell University (graduated with honors), 1968

Teaching Experience:
University of Oregon, Professor, 2007-present
University of Oregon, Associate Professor, 1991-2006
Columbia University, Associate Professor, 1983-1991
University Southern California, Assistant Professor, 1973-1980

Professional Experience:
Principal, Coastal Architecture and Design, 1999-present
Richard Meier and Partners, NY, 1982-1983

LicensesRegistration:
California Registered Architect

Publications and Recent Research:
Giuseppe Vasi's Rome: Lasting Impressions from the Age of the Grand Tours, Traveling Exhibition and Catalogue, 2010-2011
Imago Urbis: Giuseppe Vasi's Grand Tour of Rome: http://vasi.uoregon.edu/, 2007
The Interactive Nolli Map Web Site: nolli.uoregon.edu/, 2005
Frank Lloyd Wright: Between Principle and Form, co-author with Paul Laseau; Van Nostrand Reinhold, 1992
Courtyard Housing in Los Angeles, co-author with S. Polyzoides and R. Sherwood, Second Ed., Princeton Architectural Press, 1992

Honors and Awards:
American Council of Learned Societies, *GIS Forma Urbis Romae*, 2012, 65K
Graham Foundation Grant for Giuseppe Vasi's Rome Exhibiton Catalogue, 2010, 15K
Lokey Grant for Science and the Humanities at UO, *Forma Urbis Romae*, 2009, 25K
Samuel H. Kress Foundation Grant for Giuseppe Vasi Exhibition, 2009, 75K
J. Paul Getty Foundation Grant for Giuseppe Vasi's Rome Website, 2005, 200K
North West Academic Computing Consortium 2004 Outstanding Award for Best Project, the *Nolli Map Web Site: Visualizing Rome*

Professional Memberships:
American Collegiate Schools of Architecture (ACSA)
Society of Architectural Historians (SAH)
Studium Urbis, Rome, Fellow

Glenda Fravel Utsey
Associate Professor of Architecture
Associate Head for Student Affairs

Courses Taught:
ARCH 283 Introductory Architectural Design I
ARCH 284 Introductory Architectural Design II
ARCH 4/523 Media for Design Development

Educational Credentials:
Master of Landscape Architecture, University of Oregon, 1977
Bachelor of Architecture, University of Oregon, 1971

Teaching Experience:
University of Oregon, Associate Professor, 1995-present
University of Oregon, Assistant Professor, 1982-1995
University of Oregon, Adjunct Assistant Professor, Architecture, Interior Architecture, and Landscape Architecture, 1981-1982
University of Oregon, Adjunct Assistant Professor, Landscape Architecture, 1978-1981

Professional Experience:
Designer, Michael D. Utsey Architecture,1989-present

Publications and Recent Research:
Three Follies, Rohr Retreat and Garden, Eugene, OR, with M. Utsey, 2004-2007
Simonsen House and Garden, Klamath Falls, OR, (with M. Utsey), 1999, 2001-2003
ARC Special Need Housing, Eugene, OR (with M. Utsey, Project Arch), 1997
Rohr House and Garden, "Window of Opportunity," Traditional Home Magazine, March 1993
The Runkel-Meyer House and Annex, with M. Utsey, 1989-1990

Honors and Awards:
University of Oregon Office of Multi-Cultural Affairs Special Recognition Award, 2009
University of Oregon Office of Multi-Cultural Affairs Special Recognition Award, 2003
The Women's Rights National Historic Park Design Competition, 30/212 published, 1987
American Society of Landscape Architects, Certificate of Merit for Excellence in the Study of Landscape Architecture, 1978-1979

Daisy-O'lice Williams
Assistant Professor of Architecture

Courses Taught:
ARCH 202 Design Skills
ARCH 283 Architectural Design I
ARCH 284 Architectural Design II
ARCH 383 Architectural Design III
ARCH 4/523 Media for Design Development

Educational Credentials:
Master of Architecture, Florida Agricultural and Mechanical University, 2005
Bachelor of Science in Architectural Studies, Florida Agricultural & Mechanical University, 2002

Teaching Experience:
University of Oregon, Assistant Professor, 2011-present
Hampton University, Assistant Professor, 2005-2011
Florida Agricultural & Mechanical University, Adjunct Professor, 2003-2004

Professional Experience:
AGWA Architects, Architectural Intern, Hampton, VA, 2006-2007
Tallahassee Trust for Historic Preservation, Graduate Intern, FL, 2004-2005
Architectural Design Group, Architectural Intern, Alexandria, VA, 2002

Publications and Recent Research:
"Overlaps, Boundaries and Continuities: Transforming Sketch", Main Author with Co-Author Carmina Sanchez-del-Valle, Ph.D. Seeking the City: Proceedings of the 2008 ACSA 96th Annual Meeting in Houston, Texas.
Construction Specifications Institute Student Design Competition 2007
"Putting Design Into Action: Building What You Specify" Brief and Assessment Materials, *Co-Author*
"Project HotStops!", Co-Principal Investigator, funded by the Hampton City Youth Commission, 2006-2007
"Individual Identity in a Group Assignment", *Co-author* with Karen Williams, Not White: Diversity in Beginning Design Education: Proceedings of the 20th National Conference on the Beginning Design
Co-contributor/Research Assistant (P.I. Prof. Laverne Wells-Bowie) Environmental & Cultural Conservation Plan for North Cat Island, Bahamas, 2004

Honors and Awards:
Hampton University, Provost Innovative Teaching Award, 2007

Professional Memberships:
National Organization of Minority Architects
Alpha Rho Chi Professional Fraternity, Inc.
Tau Sigma Delta Architectural Honor Society
Golden Key Honor Society
Alpha Kappa Mu Honor Society

Jenny Young
Professor of Architecture

Courses Taught:
ARCH 4/507 Seminar: Town Form: the Italian Piazza
ARCH 4/508 Workshop: Field Study Guide and Sketchbook
ARCH 4/540 Human Context of Design
ARCH 4/584 Architectural Design
ARCH 681 Introductory Graduate Design
ARCH 682 Introductory Graduate Design

Educational Credentials:
Master of Architecture, University of California, Berkeley, 1974
Bachelor of Arts, Urban Studies, Vassar College, 1970

Teaching Experience:
University of Oregon, Professor, 2008-present
University of Oregon, Associate Professor, 1997-2008
University of Oregon, Assistant Professor, 1989-96

Professional Experience:
Donald Corner and Jenny Young, Architects, Eugene, OR, 1984-present
Consultant, Rowell Brokaw Architects, P.C., Eugene, OR, 2001-present
Jefferson Library, Jefferson, OR, December 2010
Harrisburg Library, Harrisburg, OR, April 2011
South Oregon Ambulatory Care Center, White City, OR, 2010
Berwind Residence, Edgartown, MA, 2010-2011

License/Registration:
Oregon Registered Architect

Publications, Projects and Recent Research:
The Relief Nursery, Eugene, OR, 2008-9
Recharging Traditional Public Space, Urban Morphology and the Post-Carbon City, International Seminar on Urban Form, Montreal, Canada, 2011. (with Donald Corner)
The Role of Schools in the Development of Urban Form and the Sustainability of Community Life, Urban Morphology and Urban Transformation, International Seminar on Urban Form, Guangzhou, China, 2009
The Relief Nursery, Eugene, OR, 2008-2009

Honors and Awards:
University of Oregon, Research Innovation Award, 2008
EDRA Place Planning Award, The Paleo Project, 2006, with Rowell Brokaw Architects
Grant, Tom and Carol Williams Fund for Undergraduate Education, 2004-05, with C. Coffin
AIA/AHA-STERIS Student Design Charrettes, AIA Academy of Architecture for Health, Los Angeles, California, 2005 and Denver, Colorado, 2003

Professional Memberships:
Oregon Paleo Lands Institute
Vernacular Architecture Forum
Duke's County Historical Society

Linda Zimmer
Associate Professor of Interior Architecture

Courses Taught:
IARC 4/507 Seminar: Kit of Parts
IARC 4/544 Furniture: Theory and Analysis
IARC 4/584 Interior Design
IARC 4/588 Interior Design Comprehensive Project I
IARC 4/589 Interior Design Comprehensive Project II

Educational Credentials:
Master of Interior Architecture, University of Oregon, 1990
Bachelor of Interior Architecture, Kansas State University, 1982

Teaching Experience:
University of Oregon, Acting Director of Interior Architecture 2011
Director of Interior Architecture 1998-2006
Associate Dept. Head Architecture 1997-1998
Summer Architecture Academy Director 1995-1997
Associate Professor with Tenure 1996-present
Assistant Professor, 1991-1996

Professional Experience:
Independent design consulting, 1991-present
Steelcase Research and Development Dept., Grand Rapids MI 1990-1991
Calcara, Duffendack, Foss Manlove Architects, Kansas City, MO 1984-1988
Scott Rice/Design Group One, Kansas City, MO 1982-1984

Certification:
National Council for Interior Design Qualification (NCIDQ)

Publications and Recent Research:
The Secret Life of the Equitable Building: How Office Interiors Change, Interior Design Educators Council Conference, Baltimore, Maryland
Alternative Studio Structures and the Studio Culture, with Kyu-ho Ahn, Interior Design Educators Council Conference, Denver, Colorado.
Lewis Lounge, University of Oregon, Eugene, OR in consultation with TBG Architects, Eugene, OR
President's Conference Room, University of Oregon, Eugene OR, 1998
Design Patent: Commons System designed in collaboration with Robert Luchetti, Paul Cornell, Kurt Bodden, and Greg Draught for Steelcase Corporation. United States # PA-00049-0-USA

Honors and Awards:
Listed in 8th Annual Design Intelligence: America's Best Architecture and Design Schools Interior Design Educators of the Year (with nine others) as ranked by the Design Futures Council poll of professional practice leaders
Department of Architecture, Finrow Design Studio Award Design Studio Funding for IARC 4/584 Interior Design Studio
John Yeon Teaching Grant – "The Watzek House: Entering the House a Web-Page Guide" 1999-2005
Belluschi Faculty Fellowship - "The Open School: A Case Study of Flexibile Environments", 1995

Professional Memberships:
IDEC – Interior Design Educators Council
CIDA – Council for Interior Design Accreditation, Site Visitor

Jamin Aasum, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Bachelor of Science (1984) and MArch (1994), University of Oregon

Teaching Experience:
University of Oregon-Portland, Adjunct Instructor, 2001-2011

Professional Experience:
Mahlum, Project Designer, Portland OR, 2006-present
Yost Grube Hall Architecture, Project Designer, Portland OR, 1996-2004
BOORA Architects, Intern Architect, Portland OR, 1994-1996
Douglas Okun and Associates, Intern Architect, Cambridge MA, 1986-1988

Kara Adams, Adjunct Instructor

Courses Taught:
ARCH 4/507 Seminar: History and Theory
ARCH 607 Seminar: Theoretical Investigations in Contemporary Urban Architecture

Educational Credentials:
BArch (1978) and Master of Arts, Interdisciplinary Studies (1986), University of Oregon
Architectural Studies, Oregon State University, 1973-1976, Honors

Teaching Experience:
University of Oregon, Portland, Adjunct Instructor, 2001-present
Portland State University, Assistant Adjunct Professor, 1996-1999
University of Nevada, Assistant Adjunct Professor, 1992-1993

Professional Experience:
Kara Adams Design Studio, LLC, Principal, Portland OR, 2004-2011
Portland Development Commission, Designer, 1994-1997

Kyle W. Andersen, Adjunct Instructor

Courses Taught: ARCH 4/510 Housing S, M, L, XL

Educational Credentials:
Urban Design Studies, University of Polytechnic of Catalunya, Barcelona Spain, 1998
Bachelor of Architecture, University of Oregon, 1994
Architectural Studies, Oregon School of Design, 1990-1993

Professional Experience:
GBD Architects, Principal/Designer, Portland OR, 1994-present

Licenses/Registration: Oregon Licensed Architect, USGBC LEED Accredited Professional

Roderick Ashley, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
BArch, University of Oregon, 1977

Professional Experience:
TVA Architects, Principal, Portland OR, 2007-present
Roderick Ashley Architect, Inc., Principal, Portland, OR, 1983-2007

Licenses/Registration: Oregon, Washington, Nevada Registered Architect, NCARB Certified

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Cynthia Bankey, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Symposium on Historic Preservation, University of Michigan, 2010
EARTHWISE Builders Workshop, Portland, Oregon, 1998
Bachelor of Architecture, University of Cincinnati, 1976

Professional Experience:
Cynthia Bankey Architect, Inc., Principal/Owner, Portland, OR, 1991-present

Licenses/Registration: Oregon, Washington, Tennessee Registered Architect

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Jean E. Von Bargen, Adjunct Instructor

Courses Taught: ARCH 4/549 Architectural Programming

Educational Credentials:
Master of Architecture, University of Oregon, Portland, 2002
Project Management Certification, University of California, Berkeley, 1997
Bachelor of Arts in Architecture, University of Washington, Seattle, 1995

Professional Experience:
Michael Willis Architects, Associate, Portland OR, 2002-2012
Budget Committee Member, City of Portland Office of Healthy Working Rivers (OHWR), 2009-2012
Portland Development Commission, Urban Internship Program, Portland OR, 2001-2002

Licenses/Registration: Oregon, Washington Registered Architect

Matthew Bray, Adjunct Instructor

Courses Taught: ARCH 4/510 Housing S, M, L, XL

Educational Credentials:
Master of Architecture, University of Oregon, 1998
Bachelor of Science in Design, Arizona State University, 1994

Professional Experience:
GBD Architects, Senior Associate, Portland OR, 2004-present
Hennebery Eddy Architects, Intern Architect, Portland OR, 1998-2004
RTKL, Intern Architect, Los Angeles CA, 1994-1996

Licenses/Registration: Oregon Licensed Architect

Juli Brode, Adjunct Instructor

Courses Taught:
ARCH 384 Architectural Design IV
ARCH 4/507 Seminar: Pre-designBridge
ARCH 4/584 Architectural Design

Educational Credentials:
Master of Architecture, Southern California Institute of Architecture, 1994
Studies in Architecture, Miami University of Ohio, Graduate, 1985-1986
Bachelor of Science in Art, Frostburg State College, 1984

Professional Experience:
Real Good Design, Partner, Eugene, OR, 2003-present, and Los Angeles, CA, 1996-2003
PIVOT Architecture, Eugene, OR, Intermediate Designer, 2005-06

John M. Cava, Adjunct Instructor

Courses Taught: ARCH 4/507 Seminar: 20th Century Architecture

Educational Credentials:
Master of Science in Advanced Architectural Design, Columbia University, New York New York, 1988
Bachelor of Architecture, University of Oregon, Eugene Oregon, 1979

Teaching Experience:
University of Oregon – Portland, Adjunct Instructor, 1989-present

Professional Experience:
John Cava Architect, Principal, Portland Oregon, 1994-present

Licenses/Registration: Oregon Registered Architect

Becca Cavell, Adjunct Instructor

Courses Taught: ARCH 4/507 Seminar: Learning Spaces

Educational Credentials:
Bachelor of Architecture, University of Liverpool, Liverpool UK 1991
Bachelor of Arts in Architecture, University of Liverpool, Liverpool UK 1988

Professional Experience:
THA Architecture Inc., Principal, Portland OR, 1998-present
SERA Architects, Job Captain, Portland OR, 1994-1998

Licenses/Registration: United Kingdom and Oregon Registered Architect, NCARB, USGBC LEED Accredited Professional

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Sean Cho, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Bachelor of Architecture, University of Oregon, 1987
Royal Academy of Architecture, University of Copenhagen, 1986
Architectural Studies, University of California at Los Angeles, 1982-1983

Professional Experience:
Crazy Turnip LLC Design Build, Owner, Portland, OR, 2009-2011
Bolighus Architecture Inc., Principal, Portland OR, 1991-2008
Winn Architecture, Project Designer, Portland OR, 1990-1992

David Collins, Adjunct Instructor

Courses Taught: ARCH 383 Architectural Design III

Educational Credentials:
Bachelor of Architecture, University of Oregon, 1996

Professional Experience:
Architectural Prototypes, Portland OR, 2001-present
ZGF Architects, Model Shop Manager, Portland OR, 1997-2001

Nathan Corser, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Master of Science, Architecture and Building Design, Columbia University, 1988
Master of Architecture, Tulane University, 1984
Bachelor of Architecture, Tulane University, 1984

Professional Experience:
CH2M HILL, Senior Architect, Portland, 2000-present
TVA Architects, Project Architect & Manager, Portland, 1996-2000

Licenses/Registration: New York Registered Architect

Katalin Czégé, Adjunct Instructor

Courses Taught: ARCH 399 Revit Fundamentals

Educational Credentials:
Bachelor of Architecture, University of Oregon, 2002
Associate Degree in Architectural Technology, Montgomery College, Rockville MD, 1998

Professional Experience:
Hennebery Eddy Architects, Architect, Portland, OR, 2008-present
Ankrom Moisan Associated Architects, Associate, Portland, OR, 2003-2008
Mulvanny G2 Architecture, Architect, Porltand, OR, 2002-2003

Licenses/Registration: Oregon Registered Architect

Craig Davis, Adjunct Instructor

Courses Taught: ARCH 4/510 Housing S, M, L, XL

Educational Credentials:
Bachelor of Architecture, University of Oregon, 1983

Professional Experience:
GBD Architects, Principal, Corp. Secretary, Portland OR, 1985-present

Licenses/Registration: Oregon, Washington, Illinois, Colorado, New York & Montana Registered Architect

Paul Dejong, Adjunct Instructor

Courses Taught: ARCH 4/523 Media for Design Development

Educational Credentials:
Certificate in Construction Management, University of Washington-Seattle, 2007
Master of Architecture, University of Washington-Seattle, 2004
Bachelor of Arts in Business, Calvin College-Grand Rapids MI, 2001

Professional Experience:
Rainbow Valley Design & Construction, Lead Designer, Eugene OR, 2007-present
Carlson Architects, Intern Architect, Seattle WA, 2006-2007
Cutler Anderson Architects, Intern Architect, Bainbridge Island WA, 2004-2006
Johnson Architecture & Planning, Intern, Seattle WA, Summer 2003
Tower Pinkster Titus, Inc., Draftsperson, Kalamazoo MI, Summer 2001

Licenses/Registration: Oregon License in Process

Anne DeLaney, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Sustainable Building Advisory Certificate Program, 2009
Master of Architecture, University of Oregon, 1989
Bachelor of Arts in Public Policy Analysis, University of North Carolina, Chapel Hill NC, 1982

Professional Experience:
Bergsund DeLaney Architecture, Principal, Eugene OR, 1999-present
WBGS Architecture, Project Manager, Eugene OR, 1995-1999

Licenses/Registration: Oregon Registered Architect

Paul Edlund, Adjunct Instructor

Courses Taught: ARCH 4/507 Seminar: Architectural Practice and Construction Process

Educational Credentials: Bachelor of Architecture, University of Oregon, 1961

Professional Experience:
Paul Edlund, Specifications Consultant, 1976-present
Moreland, Unruh, & Smith Architects, 1971-1976
Morin, Longwood, Edlund Architects, 1968-1971

Licenses/Registration: Oregon Registered Architect

Paul Falsetto, Adjunct Instructor

Courses Taught: ARCH 4/507 Seminar: Eco-Preservation

Educational Credentials:
Master of Science in Historic Preservation, University of Oregon, 1998
Master of Architecture, University of Oregon, 1997
Bachelor of Arts in Art & Psychology, University of Washington, 1985

Professional Experience:
Carleton Hart Architecture, Project Manager, Portland, OR, 2007-Present
Fletcher Farr Ayotte, Inc., Associate, Portland, OR, 1997-2006

Jan Christofer Fillinger, Adjunct Instructor

Courses Taught: IARC 4/571 Interior Construction Elements

Educational Credentials:
Bachelor of Arts (1981) and Master of Architecture (1986), University of California at Berkeley
International Baccalaureate, International School of Geneva 1972-1974

Professional Experience:
STUDIO-E Architecture, PC, Principal, Eugene OR, 2006-present
SOLARC Architecture and Engineering, Principal, Eugene OR, 2002-2006

Licenses/Registration: California, Oregon Registered Architect, NCARB Certified

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Mark E. Firestone, Adjunct Instructor

Courses Taught: ARCH 4/591 Environmental Control Systems I

Educational Credentials:
Bachelor of Science in Mechanical Engineering, Columbia University, New York NY, 1982
Bachelor of Arts in Economics, Miami University, Oxford OH, 1980

Teaching Experience: University of Oregon, Portland, Adjunct Instructor, 2011

Professional Experience:
PAE Consulting Engineers, Senior Engineer, Portland OR, 2008-present
PAE Consulting Engineers, Principal, Portland OR, 1989-2007

Licenses/Registration: Oregon, Washington, Ohio Licensed Engineer, USGBC LEED Accredited Professional**,** Certified Energy Manager (CEM)

Edward R. Ford, Belluschi Distinguished Professor

Courses Taught:
ARCH 4/507 Seminar: Architectural Design and Detail
ARCH 4/584 Architectural Design

Educational Credentials:
Bachelor of Science (1971) and Master of Architecture (1972), Washington University

Teaching Experience:
University of Oregon, Adjunct Professor, 2010
Princeton University, Lecturer, 1981-1986

Professional Experience:
Geddes Brecher Qualls Cunningham Architects, Philadelphia & Princeton PA, 1972-1986

Licenses/Registration: Pennsylvania, Virginia Registered Architect

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David Christian Gabriel, Adjunct Instructor

Courses Taught:
ARCH 4/507 Seminar: Thesis Design Prep
ARCH 4/585 and 4/586 Advanced Architectural Design

Educational Credentials:
Master of Architecture, Harvard Graduate School of Design, Cambridge MA, 1998
Bachelor of Science in Architecture, University of Virginia, Charlottesville VA, 1993

Teaching Experience:
University of Oregon, Adjunct Instructor, 2003-present
Portland State University, Adjunct Instructor, 2004

Professional Experience:
COLAB Architecture + Urban Design LLC, Project Manager, Portland OR, 2002-present
BOORA Architects, Designer, Portland OR, 2001-2002

Licenses/Registration: Oregon Registered Architect, USGBC LEED Accredited Professional

James Givens, Adjunct Senior Instructor/NTTF

Courses Taught:
ARCH 201 Introduction to Architecture
ARCH 4/523 Media for Design Development
ARCH 4/507 Seminar: Nature of Order
ARCH 4/584 Architectural Design

Educational Credentials: BArch (1985) and MArch (1989), University of Oregon

Teaching Experience:
University of Oregon, full-time adjunct instructor, 1989-present
University of Oregon, adjunct instructor, 1986-1988

Professional Experience:
James W. Givens Design, Eugene, OR, 1989-present
Albert Tsutsui, AIA, Agana, Guam, 1991
Marshall C. Ricker, AIA, Bend, OR, 1984

David Grigsby, AIA, LEED AP, Adjunct Instructor

Courses Taught: ARCH 4/517 Context of the Architectural Profession

Educational Credentials:
Bachelor of Architecture, California Polytechnic State University, San Louis Obispo CA, 1995

Teaching Experience:
University of Oregon, Portland, Adjunct Instructor, 2010-2011

Professional Experience:
ZGF Architects LLP, Associate Partner, Portland OR, 1998-present
AIA Professional Development Committee - Chair, 2011-present

Licenses/Registration: California Registered Architect, NCARB Certified

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Megan Walker Haight, Adjunct Instructor/NTTF

Courses Taught:
ARCH 283 Architectural Design I
ARCH 284 Architectural Design II
ARCH 4/584 Architectural Design

Educational Credentials:
Master of Architecture, Yale School of Architecture, 1979
Bachelor of Arts in Human Biology, Stanford University, 1973

Teaching Experience:
University of Oregon, full-time adjunct instructor, 1996-present

Professional Experience:
Megan Haight Design/Build, Eugene, OR, 1995-present

Paul Harman, Adjunct Instructor

Courses Taught: ARCH 4/523 Media for Design Development

Educational Credentials:
Master of Architecture, University of Oregon, 2008
Bachelor of Arts, Penn State University, 1994

Teaching Experience:
University of Oregon, Adjunct Professor, 2010

Professional Experience:
PIVOT Architecture, Intern, Eugene, OR, 2008-present
Joel Levinson Associates, Lead Designer, Philadelphia, PA, 2001-2005

Robert D. Hermanson, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Master of Architecture, University of Pennsylvania, 1964
Bachelor of Architecture, University of Minnesota, 1961

Professional Experience:
Robert D. Hermanson, AIA, Architect, Principal, Depoe Bay, OR, 1989-present

Licenses/Registration: Oregon Registered Architect, NCARB Certified

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R. Thomas Hille, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Master of Science in Architecture Studies and Master of Architecture, Mass. Inst. of Tech., 1982
Bachelor of Environmental Design, University of Colorado, 1977

Professional Experience:
Tabula Rasa Architecture + Design, Principal, Seattle WA, 2006-present
Integrus Architecture, Principal, Seattle WA, 1997-2006

Licenses/Registration: Washington, Michigan, Massachusetts Registered Architect, NCARB Certified

Joshua Hilton, Adjunct Instructor

Courses Taught:
ARCH 384 Architectural Design IV
ARCH 4/584 Architectural Design
IARC 4/573 Working Drawings in Interior Architecture

Educational Credentials:
Master of Architecture, Arizona State University, 1998
Bachelor of Arts, University of Pennsylvania, 1993

Professional Experience:
SOLARC Architecture and Engineering, Project Manager, Eugene OR, 2008-present
J.S. Rogers Architects PC, Project Manager, Albuquerque NM, 2005-2008
Van H. Gilbert Architect, PC, Intern, Albuquerque NM, 2003-2004
Independent Work, Construction Administration, 2000-present

Licenses/Registration: Arizona, Oregon Registered Architect

Suenn Ho, Adjunct Instructor

Courses Taught:
ARCH 4/585 and 4/586 Advanced Architectural Design
ARCH 683 Graduate Architectural Design, Track II

Educational Credentials:
Master of Architecture, Columbia University, New York NY, 1988
Bachelor of Arts, Williams College, Williamstown MA, 1985

Professional Experience:
MulvannyG2 Architecture, Senior Designer, Portland, OR, 2004-present
Taoho Design International LTD., Senior Designer, Hong Kong, China; Nimes, France. 1990-1992

Matthew B. Hogan, Adjunct Instructor

Courses Taught:
ARCH 283/284 Architecture Design I/II
ARCH 384 Architectural Design IV
ARCH 4/584 Architectural Design
IARC 4/573 Working Drawings in Interior Architecture

Educational Credentials:
Master of Architecture, Arizona State University, 1998
Bachelor of Arts, University of Pennsylvania, 1993

Professional Experience:
SOLARC Architecture and Engineering, Project Manager, Eugene OR, 2008-present
J.S. Rogers Architects PC, Project Manager, Albuquerque NM, 2005-2008
Van H. Gilbert Architect, PC, Intern, Albuquerque NM, 2003-2004
Independent Work, Construction Administration, 2000-present

Yeosaine Huggins, Adjunct Instructor

Courses Taught: ARCH 4/540 Human Context of Design

Educational Credentials:
Master of Architecture, University of Oregon, 2007
Bachelor of Fine Arts in Architecture, University of Memphis, 2005
Universidad Central de Venezuela, School of Architecture, 2000-2001

Professional Experience:
MulvannyG2 Architecture, Associate, Portland OR, 2008-present
Fletcher Farr Ayotte Architects, Intern, Portland OR, 2006-2008
Architecture Incorporated, Intern, Memphis TN, 2002-2005

Licenses/Registration: In Progress: NCARB Oregon and NCIDQ

Janet Rademacher Hull, Adjunct Instructor

Courses Taught: ARCH 4/517 Context of the Architectural Profession

Educational Credentials:
Bachelor of Arts in Art History, Syracuse University, 1989

Professional Experience:
ZGF Architects LLP, Associate, Portland OR, 2006-present
XPLANE, Manager of Employee Experience, Portland OR, 2005-2006
Wilson Architects Inc., Operations Manager, 1997-2005

Sara Huston, Adjunct Instructor

Courses Taught: IARC 4/586 Furniture Design

Educational Credentials:
Master of Fine Arts: 3D Design, Cranbrook Academy of Art, Bloomfield Hills MI, 2007
Bachelor of Fine Arts: Sculpture, Art Academy of Cincinnati, 2004

Teaching Experience:
University of Oregon, Adjunct Professor, 2009-present
Design Panel Moderator for PSU Art & Social Practice Conference, 2011
PNCA/OCAC MFA in Applied Craft and Design, Summer 2010

Professional Experience:
Childrens' Creative Learning Centers, Curriculum Designer/Teacher, Portland OR, 2009
Council Design Co., Prototype Developer, San Francisco CA, 2007-2008
Urbana Design, Studio Assistant, San Francisco CA, 2007-2008

Johnpaul Jones, Belluschi Distinguished Professor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Bachelor of Architecture, University of Oregon, 1967

Teaching Experience:
University of Oregon, 2011 Pietro Belluschi Distinguished Visiting Professor in Architectural Design

Professional Experience:
Jones & Jones Architects and Landscape Architects, Principal, Seattle WA, 1972-present

Licenses/Registration: Washington, California, Oregon, Idaho, Hawaii, Arizona, New Mexico, Colorado, Washington D.C. Registered Architect

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Emily R. Kemper, Adjunct Instructor

Courses Taught:
ARCH 4/510 Assessing the Performance of Sustainable Buildings

Educational Credentials:
Master of Building Science, Certificate in Urbanism & the Built Environment, USC, 2009
Bachelor of Architecture, University of Cincinnati, 2002

Professional Experience:
PECI, Technical Manager, Portland OR, 2009-present
Public Member, Governor's Board for Res. & Manufactured Structures, Salem, OR, 2011-present
Architectural Group International, Inc., Project Manager, Covington KY, 2004-2007
Woolpert LLP, Intern Architect, Cincinnati OH, 2002-2004

Jolie Kerns, Adjunct Instructor

Courses Taught:
ARCH 383 Architectural Design III
ARCH 4/584 Architectural Design
ARCH 4/523 Media for Design Development

Educational Credentials:
Masters of Architecture, Columbia University, 2002
Bachelor of Arts in Architecture, University of California, Berkeley, 1995

Professional Experience:
Jolie Kerns Studio, Principal, New York, NY, 2002-present
Toshiko Mori Architect, Associate, New York, NY, 2001-2010
Karen Bausman + Associates, Designer, New York, NY, 2002-2003

Licenses/Registration: New York Registered Architect, LEED Accredited Professional, LEED BD+C

Jason King, Adjunct Instructor

Courses Taught: ARCH 4/507 Seminar: Landscape Urbanism + The Agency of Mapping

Educational Credentials:
Ph.D. Candidate, Urban Studies, Portland State University, 2010-present
B.S. in Landscape Architecture and Environ.Design, North Dakota State Univ.-Fargo, ND 1997

Professional Experience:
TERRA.fluxus, Owner/Principal Landscape Architect, Portland, 2010-present
THINK.urban – Co-Founder of Non-Profit think-tank, Portland, 2011-present
GreenWorks PC, Landscape Architect, Portland OR, 2006-2010

Licenses/Registration: Oregon, California, and Washington Licensed Landscape Architect

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Kaarin Knudson, Adjunct Instructor

Courses Taught:
ARCH 383 Architectural Design III
ARCH 4/530 Architectural Contexts: Place and Culture
ARCH 484/584 Architectural Design

Educational Credentials:
Bachelor of Arts, Magna Cum Laude (1999) and MArch (2007), University of Oregon

Professional Experience:
Rowell Brokaw Architects, Designer and Project Manager, Eugene, OR, 2007-present
Peninsula Community Foundation, Communications Director, San Mateo, CA, 2001-2004

Henry Charles Kunowski, Adjunct Instructor

Courses Taught:
ARCH 4/584 Architectural Design
AAAP 410/510 Adaptive Reuse of Historic Buildings and Landscapes

Educational Credentials:
Bachelor of Architecture, University of Oregon, 1978
Interdisciplinary Studies, Oregon Institute of Marine Biology, Charleston, OR, 1973

Professional Experience:
Zaik Associates, Architects & Planners, 2011-present
Dewberry+Davis Engineers & Architects, 2009-present
Historical Research Associates, Architectural Historian, 2007-2009
City of Portland Parks & Rec. Program Manager, 2003-2007

John Francis Leahy IV, Adjunct Instructor

Courses Taught: ARCH 4/523 Media for Design Development

Educational Credentials:
Master of Architecture, Southern California Institute of Architecture, Los Angeles CA, 2006
Bachelor of Science in Mechanical Engineering, University of Virginia, 1997

Professional Experience:
UO School of Architecture and Allied Arts, CAD / CAM Tech. Instructor, Portland OR, 2008-present
Rios Clementi Hale Studios, Designer/Model Shop Director, Los Angeles CA, 2006-2008
Studioworks, Designer, Los Angeles CA, 2005
Form Environment Research, Designer, Los Angeles CA, 2002-2004
Ray Kappe Library, SCI Arc, Media Technician, Los Angeles CA, 2002-2005

Liza A. Lewellen, Adjunct Instructor

Courses Taught: IARC 4/572 Interior Finishes and Design Application

Educational Credentials:
Master of Interior Architecture, University of Oregon, 2007
Bachelor of Arts in Architecture, Clemson University, 2004

Professional Experience:
PIVOT Architecture, Designer, Eugene, OR, 2007-present
Atelier Architecture, Intern, Eugene, OR, 2005-2007

Licenses/Registration:
NCIDQ: National Council for Interior Design Qualification
LEED AP Interior Design + Construction

Lloyd D. Lindley, Adjunct Instructor

Courses Taught:
ARCH 4/584 Architectural Design
ARCH 601 Research: Cascadia High Speed Rail

Educational Credentials:
Bachelor of Landscape Architecture, University of Oregon, 1980

Professional Experience:
Lloyd D. Lindley, ASLA, Founder/Principal, Portland OR, 1995-present
ZGF Partnership, Associate, Portland OR 1988-1995
Walker Macy, Associate, Portland OR, 1981-1987

Licenses/Registration: Oregon Licensed Landscape Architect

Dr. Brian E. Lockyear, Adjunct Instructor

Courses Taught:
ARCH 222 Introduction to Architectural Computer Graphics
ARCH 610 Introduction to Computer Graphics

Educational Credentials:
Glenn Murcutt Masters Class Program, Sydney, Australia, 2010
Masters in Architecture, University of Oregon, 2009
Ph.D. Computer Science, University of Washington, Seattle, WA, 1994
Bachelor of Science in Electronics and Computer Engineering, Oregon State, Corvallis, OR, 1982

Professional Experience:
Slate Shingle Studio, Principal, Portland, OR, 2009-present
Oregon BEST Study, Research Assistant, 2009
Synopsys Inc, Principal Engineer, Hillsboro, OR, 1995-2006

William P. Macht, Adjunct Instructor

Courses Taught: ARCH 4/507 Seminar: Urban Development: Mixed-Use

Educational Credentials:
J.D. (Juris Doctor) University of Virginia, 1967
A.B. *(*Artium Baccalaureus) Princeton University, 1963

Professional Experience:
Macht & Company, President, Vancouver, WA, 1986-present
Officers' Row, Fee Developer for City of Vancouver, 1986-1989
Rouse Company, Development Director, Columbia, MD 1972-1975

Licenses/Registration: District of Columbia Bar

Scott G. Mannhard, Adjunct Instructor

Courses Taught: ARCH 4/507 Seminar: Architect as Developer

Educational Credentials:
Master of Architecture, University of Oregon, 2004
Bachelor of Environmental Design, Texas A&M University, 1998

Teaching Experience:
University of Oregon, Portland, Adjunct Instructor, 2011

Professional Experience:
THA Architecture, Architect, Portland OR, Nov 2011-present
PATH Architecture, Architect / Senior Project Manager, Portland OR, 2005-present

Licenses/Registration: Oregon

J. Travis Miller, Adjunct Instructor

Courses Taught: ARCH 283/284 Architectural Design I/II

Educational Credentials:
Masters of Architecture, Cornell University, 2011
Bachelor of Architecture, University of Oregon, 1983

Professional Experience:
atelier corbeau, Principal, Juneau, AK, 1991-present
MRV Architects, Senior Architect, Juneau, AK, 2004-2010
Minch Ritter Voelckers Architects, Senior Architect, Juneau, AK, 1991-1996

Licenses/Registration: Alaska

Scott Mooney, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Masters of Architecture, University of Oregon, 2005
Bachelor of Arts, Stanford University, 2001

Teaching Experience:
University of Oregon, Portland, Adjunct Instructor, 2011
Portland State University, Portland, Guest Lecturer, 2009

Professional Experience:
THA Architecture, Inc., Design Tech II, Portland, OR, 2007-present
SERA Architects, Intern Architect, Portland, OR, 2005-2007

Jill Mulholland, Adjunct Instructor

Courses Taught:
ARCH 4/584 Architectural Design
IARC 4/592 Electric Lighting

Educational Credentials:
Ph.D. in Architecture, Texas A&M University, 2007
Master of Interior Architecture, University of Oregon, 1993
Bachelor of Arts in Archaeology, Rutgers College, 1980

Professional Experience:
International Association of Lighting Designers, Project Coordinator, 2001-present
CUH2A, Senior Lighting Designer, Princeton, NJ, 1999-2001
Interface Engineering, Lighting Designer, Portland, OR, 1995-1999

Licenses/Registration: Lighting Certified, 2000-2006

Melinda Nettles, Adjunct Instructor

Courses Taught:
ARCH 283 Architectural Design I
ARCH 284 Architectural Design II
ARCH 4/523 Media for Design Development

Educational Credentials:
Masters of Science, Sustainable Design, University of Texas at Austin, 2006
Bachelor of Architecture, University of Oregon, 1997

Professional Experience:
Pivot Architecture, Project Manager, Eugene, OR, 2007-present
Chris Kummerer, Architect / Emilie Blasé, Interiors, Designer, Menlo Park, CA, 2006-2007
Bowie Gidley Architects, Intern, Washington D.C., 2000-2003

Roger H. Ota, Adjunct Instructor

Courses Taught: ARCH 4/591 Environmental Control Systems I

Educational Credentials:
Masters of Architecture, University of Oregon, 2005
Certificate of Technical Teaching in Architecture, University of Oregon, 2005
Bachelor of Arts, University of Washington

Professional Experience:
Nir Pearlson, Architect, Inc., Architectural Associate, 2008-present
Thallon Architecture, Intern, 2005-2008
Gary Moye, Architect, Intern, 2004-2005

Robert Packard, Adjunct Instructor

Courses Taught: ARCH 4/517 Context of the Architectural Profession

Educational Credentials:
Masters of Urban and Regional Planning, Univ. of Colorado, Denver, 1976
Bachelor of Arts, Willamette University, Salem OR, 1973

Teaching Experience:
University of Oregon–Portland, Adjunct Instructor, 2010, 2011
University of Colorado–Lecturer, 2008
University of Washington–Lecturer, 2008, 2009

Professional Experience:
ZGF, Managing Partner, Portland Oregon, 1979-present

Mark Perepelitza, Adjunct Instructor

Courses Taught:
ARCH 4/507 Seminar: Green Building Technology: Integrated Facade Design
ARCH 4/571 Building Enclosure

Educational Credentials:
Master of Science in Architecture/Building Science, University of California, Berkeley, 2010
Bachelor of Architecture, University of Oregon, 1992
Exchange program, *Universitat Stuttgart*, Germany, 1989-1990

Teaching Experience:
University of Oregon, Eugene and Portland, Adjunct Instructor, 2010-present
Portland State University, Studio Assistant, 2005

Professional Experience:
ZGF Architecture, Associate Partner, Portland OR, 2004-present
Opsis Architecture, Project Architect, Portland OR, 2003-2004
BOORA Architects, Project Architect, Portland OR, 2003
Thomas Hacker Architects, Designer, Portland OR, 2002-2003

Licenses/Registration: Oregon Licensed Architect, CSI Construction Documents Technologist (CDT) Certification

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Lisa Petterson, Adjunct Instructor

Courses Taught:
ARCH 4/507 Seminar: Sustainable Design
ARCH 4/592 Environmental Control Systems II

Educational Credentials:
Bachelor of Architecture, University of Oregon, 1987

Teaching Experience:
University of Oregon, Portland, Adjunct Instructor, 2011
University of Oregon, Eugene, Adjunct Instructor, 1997- 2001
Boston Architectural Center, 1992-1996

Professional Experience:
SERA Architects, Project Architect, Portland OR, 2002-present
Poticha Architects, Eugene, OR 1996-2002

Licenses/Registration: Oregon Licensed Architect, Lighting Certified, United States Green Building Council LEED Accredited Professional

David E. Posada, Adjunct Instructor

Courses Taught: ARCH 4/510 Housing S, M, L, XL

Educational Credentials:
MArch, Certification in Technical Teaching Subjects in Architecture, University of Oregon, 2005
Bachelor of Communication, University of New Hampshire, Durham NH, 1992

Teaching Experience:
University of Oregon, Portland, Adjunct Instructor, 2011

Professional Experience:
GBD Architects, Sustainability Manager, Portland OR, 2005-present
Graduate Research Fellow, Center for Housing Innovation, University of Oregon, 2004-2005
City of Eugene Planning Department, Intern, 2004

Licenses/Registration: Passive House Consultant

Otto Paul Poticha, Adjunct Associate Professor

Courses Taught:
ARCH 4/584 Architectural Design
ARCH 682 Introductory Graduate Design

Educational Credentials:
Bachelor of Science in Architecture, University of Cincinnati, 1958

Teaching Experience:
University of Oregon, Adjunct Associate Professor, 1962-present,
50 continuous years with one year of leave

Professional Experience:
Poticha Architects, Eugene, OR, 1993-present

Licenses/Registration: Licensed Architect in Oregon, Washington, California, Colorado, New Mexico, Illinois, New York, Indiana, Washington DC, Maryland, Pennsylvania, Virginia, NCARB

Michael Pyatok, Belluschi Distinguished Professor

Courses Taught: ARCH 4/585 and 4/586 Advanced Architectural Design

Educational Credentials:
Master of Architecture, Harvard Graduate School of Design, 1967
Bachelor of Architecture, Pratt Institute, 1966

Teaching Experience:
University of Oregon, Adjunct Professor, 2011-present,
Visiting Associate Professor, 1980-1988
Harvard University, Visiting Buchsbaum Professor of Housing Design, 2001
University of Washington – Seattle, Professor, 1990-present
University of California, Berkeley, Visiting Professor, 1985-1996
Loeb Fellow, Harvard University, 1983

Professional Experience:
Pyatok Architects, Inc., Principal, Oakland, CA, 1984-present

Licenses/Registration: California, Washington, Oregon, & Arizona Registered Architect

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William G. Ramroth, Adjunct Instructor

Courses Taught: ARCH 4/510 Construction Management

Educational Credentials:
Bachelor of Architecture (1973) and Master of Architecture (1974), University of Oregon

Professional Experience:
Kennedy/Jenks Consultants, Project Manager, San Francisco, CA, 2001-present
Jacobs Facilities, Inc., Director of Operations, Costa Mesa and Walnut Creek, CA, 1999-2001

Licenses/Registration: AZ, CA, CO, IA, IL, NV, ND, OR, TX, WA Registered Architect, NCARB Certified
Pamela Saftler, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Master of Science in Architecture and Urban Design, Columbia University, New York NY, 1989
Architecture and Design, Danish Institute of Studies (DIS), 1987
Bachelor of Architecture, California Polytechnic State University, San Luis Obispo CA, 1987

Professional Experience:
TVA Architects, Senior Associate, Portland OR, 1996-present
BOORA Architects, Designer, Portland OR 1994-1996

Licenses/Registration: California Registered Architect

Andrew Schilling, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Master of Science, Architectural History, Theory, and Criticism, University of Cincinnati, 2004
Bachelor of Arts and Bachelor of Architecture, Pennsylvania State University, 1995

Professional Experience:
THA Architecture, Inc., Project Architect, Portland OR, 2005-Present
Opsis Architecture, Job Captain, Portland OR, 2002-2005
GBBN Architects, Design Assist, Cincinnati OH, 2000-2002

Licenses/Registration: Oregon Licensed Architect

David R. Schmitz, Adjunct Instructor

Courses Taught:
ARCH 4/510 High Performance Wall Assembly
ARCH 4/576 Residential Construction

Educational Credentials:
Bachelor of Architecture, University of Arkansas, Fayetteville AR, 2001

Professional Experience:
engage: ARCHITECTURE, Principal, Eugene OR, 2008-present
Bergsund DeLaney Architecture, Intern, Eugene OR, 2001-2008

Licenses/Registration: Oregon Registered Architect

Michael Soraci, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Master of Architecture, University of Oregon, 2002
Bachelor of Marketing, American International College-Springfield, MA, 1996

Professional Experience:
Soraci Designs, LLC, Owner, Eugene, OR, 2009-present
2form Architecture, Intern Architect, Eugene, OR, 2007-2009
Stafford King Wiese Architects, Intern Architect, Sacramento, CA, 2005-2007
Pamela Sandler Architect, Intern Architect, Stockbridge, MA, 2002-2005

Licenses/Registration: Oregon License in Progress

Stephen Tobler, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Bachelor of Science (1986) and Master of Architecture (1990), University of Utah, Salt Lake City

Professional Experience:
Stephen Tobler Architect, Principal, Portland, OR, 2008-present
Tobler Duncker Architects, Principal, Jackson, WY, 1996-2007
Max J. Smith & Associates, Principal, Jackson, WY / Salt Lake City, UT, 1993-1996

Licenses/Registration: NCARB Certified

Randall S. Toma, Adjunct Instructor

Courses Taught: ARCH 4/561 Structural Behavior

Educational Credentials:
BS in Civil Engineering (1995) and Masters in Structural Engineering (1996), Washington University, St. Louis, 1996

Professional Experience:
ABHT Structural Engineers, Principal/Owner, Portland, OR, 2002-present
KPFF Consulting Engineers, Associate/Structural Project Manager, Portland, OR 1996-2002

Licenses/Registration:
Professional Structural Engineer: Oregon, California
Professional Civil/Structural Engineer: Washington, Nevada, Idaho
Professional Civil Engineer: California

Kate Turpin, Adjunct Instructor

Courses Taught: ARCH 4/591 Environmental Control Systems I

Educational Credentials:
Bachelor of Arts in Engineering Sciences (1999), Bachelor of Engineering (2000) and Master of Engineering Management (2001), Dartmouth College

Professional Experience:
SERA Architects, Sustainable Building Analyst, Portland, OR, 2008-present
PAE Consulting Engineers, Mechanical Engineer, Portland, OR, 2002-2006

Licenses/Registration: Oregon Licensed Mechanical Engineer

William Ullman, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Bachelor of Architecture, University of Oregon, 1991

Professional Experience:
wuda: product and furniture design studio, Portland, OR 2009-present
ZGF Architects, Senior Designer, Portland, OR, 2007-2009
Vallaster and Corl Architects, Project Manager, Portland, OR, 2005-2007
Johnston Architects, Project Architect, Seattle, WA, 2002-2004
Larry Rouch Co., Designer, Seattle, WA, 2001-2002

Licenses/Registration: Architectural License in Progress

Diego Urrutia, Adjunct Instructor

Courses Taught:
ARCH 4/584 Architectural Design
IARCH 4/586 Furniture Design

Educational Credentials:
Bachelor of Architecture, Universidad ITESO, Guadalajara Mexico

Professional Experience:
Urrutia-Michel & Associates, Principal, Mexico, 1992-present
Miura Disenos, Furniture & Exhibit Design, Owner, 1990-present
Arconte Disenos, Furniture & Industrial Design Studio, Owner, 1988-present

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Ben W. Vaughn, Adjunct Instructor

Courses Taught:
ARCH 4/507 Seminar: Building Greenscapes I
ARCH 4/510 Landscapes on Structures

Educational Credentials:
Bachelor of Landscape Architecture, University of Oregon, 2000

Professional Experience:
ACE Mentor, Architecture, Construction, and Engineering (ACE), Mentoring Program, 2006-present
Walker Macy, Associate, Portland, OR, 2006-present
PGAdesign, Designer, Oakland, CA, 2000-2006

Licenses/Registration: United States Green Building Council LEED Accredited Professional

Benjamin Waechter, Adjunct Instructor

Courses Taught: ARCH 682 Introductory Graduate Design

Professional Experience:
Benjamin Waechter, Architect, Principal, Portland, OR, 2010-present
Atelier Wachter, Principal, Portland, OR, 2007-2010
Allied Works Architecture, Portland, OR, 2004-2006
Thomas Hacker Architects, Portland, OR, 2003-2004
Renzo Piano Building Workshop, Genoa, Italy, 2000-2003

Licenses/Registration: Oregon Licensed Architect, NCARB

Linn West, Adjunct Instructor

Courses Taught: ARCH 4/507 Seminar: Architectural Practice & Construction Process

Professional Experience:
Linn West Architectural Specification Consultant, 2008-present
Affolter, West, & Jones, Principal, Eugene, OR, 1993-present
The Amundson Associates, Principal, Eugene, OR, 1977-1993

Licenses/Registration: Oregon Licensed Architect, NCARB

Mark Williams, Adjunct Instructor

Courses Taught: ARCH 4/584 Architectural Design

Educational Credentials:
Bachelor of Architecture, Illinois Institute of Technology, Chicago, 2006

Teaching Experience:
University of Oregon, Portland, Adjunct Instructor, 2011

Professional Experience:
TVA Architects, Senior Associate, Portland, OR, 2004-present
Holabird & Root, Project Designer, Chicago, IL, 2001-2004

Nils-Ole Zib, Adjunct Instructor

Courses Taught: IARC 4/586 Furniture Design

Educational Credentials:
Wood Properties Study, North Carolina State University, 2002
Bachelor in Culture Geography, University of Copenhagen, 1980

Teaching Experience:
University of Oregon, Visiting Professor, 2012-Present
Danish Institute for Study Abroad, Professor of Furniture Design, 2004-present
Denmark Design Skole, Part time Professor, 1993-2000

Professional Experience:
IBIZ Mobeldesign & Produktion, Owner/Designer, 1986-present

Suzanne Marie Zuniga, Adjunct Instructor

Courses Taught: ARCH 4/507 Seminar: Theory and Practice

Educational Credentials:
Master of Architecture, Yale University, New Haven, CT, 1993
Bachelor of Architecture, The University of Texas at Austin, 1987

Teaching Experience:
University of Oregon-Portland, Adjunct Instructor, 2005, 2008, 2011
Yale University, Teaching Fellow, 1992-1993

Professional Experience:
Suzanne Zuniga Architect LLC, Principal, Portland, OR, 2003-present
Salmon Street Design, Partner, Portland, OR, 2001-2003

Licenses/Registration: Oregon, New York, Connecticut Registered Architect, NCARB Certification

Appendix 03: Matrix of Teaching Assignments

Faculty Member	Terminal Degree	Licensure	Years Teaching Exp.	Years Teaching Exp. at UO	Courses Taught 2010-12	Recent Research/ Publications or Honors/Awards
Ahn, Kyuho	MFA in Interior Design	NCIDQ	10	4	ARCH 383 ARCH 4/523 ARCH 680	*Enhancement of Critical and Analytical Thinking in the Context of Interior Design History,* co-authored with Kang, M., IDEA (Interior Design/Interior Architecture Educators Association), forthcoming.
Bronet, Frances	MS in Arch	Ordre des Architectes du Quebec	27	7		Performance Space and Movement, ESSAYS IN PERFORMANCE & ECOLOGY Edited by Wendy Arons and Theresa J. May, submitted after invitation, juried, estimated publication: 2012
Brown, Charlie	MArch	Oregon	38	25	ARCH 4/598 ARCH 4/606 ARCH 678	Researcher, *Biology and the Built Environment (BioBE) Center*, with J. Green and B. Bohannan. 2010. Research project funded by a grant from the Alfred P. Sloan Foundation that explores the microbial ecology of indoor environments.
Cartwright, Viriginia	MArch		29	20	ARCH 283 ARCH 284 ARCH 4/507 ARCH 4/595 ARCH 683 IARC 4/592	"A Lexicon of Light: Reading Aalto's Libraries", paper *The First Alvar Aalto Research Conference*, Seinäjoki Finland, 2012
Cheng, Nancy	MArch	Mass. NCARB	24	16	ARCH 4/507 ARCH 4/510 ARCH 4/585 ARCH 4/586	"Folded Sunshades: From Origami to Architecture", co-authored with Ashkey Koger and Abraham Rodriguez, paper *Association of Colligate Schools of Architecture (ACSA) 100th Annual Meeting*, Boston, March 2012
Corner, Donald	MArch	Mass.	35	32	ARCH 4/507 ARCH 4/571 ARCH 4/584	College of Distinguished Professors, Associated Collegiate Schools of Architecture 2012
Cunningham, Erin	PhD in Arch		4	2	ARCH 4/574 ARCH 4/575 ARCH 4/576 IARC 4/545 IARC 4/584	"Renovating an Industry: The Expanding Role of Interior Design in Times of Recession" in Interiors: Design, Architecture, Culture, 2010

Faculty Member	Terminal Degree	Licensure	Years Teaching Exp.	Years Teaching Exp. at UO	Courses Taught 2010-12	Recent Research/ Publications or Honors/Awards
Davis, Howard	MArch		35	26	ARCH 4/523 ARCH 4/584 ARCH 4/585 ARCH 4/586 ARCH 601 ARCH 607 ARCH 617 ARCH 682	Thomas F. Herman Award for distinguished teaching at the University of Oregon, 2011 College of Distinguished Professors, Association of Collegiate Schools of Architecture, 2009
Donofrio, Mark	MArch	Illinois	2	2	ARCH 383 ARCH 4/507 ARCH 4/561 ARCH 4/562 ARCH 4/584	Chok, K. and M. Donofrio, "Structure at the Velocity of Architecture." Proceedings Of The 30th Annual Conference of The Association for Computer Aided Design in Architecture (ACADIA). New York, 21-24 October, 2010, pp. 218-226
Duff, Stephen	MArch & MS in Structural Eng.		24	17	ARCH 4/606 ARCH 4/507 ARCH 4/561 ARCH 4/584	*Regulatory review of the application of the 2008 IMO Special Purpose Ship Code to Canadian sail training vessels of less tan 500 GT,* with Tony Anderson, 2011 - present
Elzeyadi, Ihab	PhD in Arch	Egypt	16	11	ARCH 4/507 ARCH 4/584 ARCH 4/592 ARCH 606 ARCH 633	Society of Building Science Educators (SBSE), president 2012
Fifield, Michael	MArch	Oregon Arizona Idaho NCARB AICP	30	14	ARCH 4/531 ARCH 4/538 ARCH 4/539 ARCH 4/584 ARCH 4/585 ARCH 4/586 ARCH 683	Certificate of Merit, (w/ Mark Gillem) Oregon American Planning Association (OAPA) State Awards Programs for Special Achievement in Planning, 2011 AIA Merit Award, AIA-SWO Oregon / AIA-Southern Oregon Joint Design Awards Program Minimal Live / Work Studio, 2009

Faculty Member	Terminal Degree	Licensure	Years Teaching Exp.	Years Teaching Exp. at UO	Courses Taught 2010-12	Recent Research/ Publications or Honors/Awards
Gast, Gerry	MArch	California	34	18	ARCH 4/507 ARCH 4/535 ARCH 4/585 ARCH 4/586 ARCH 683	First Place Design Award for Redwood City General Plan, Northern California American Planning Association, 2012
Genasci, Donald	MA in History and Theory of Arch	Oregon England	44	31	ARCH 4/507 ARCH 4/536 ARCH 4/584	
Gillem, Mark	PhD in Arch	Oregon California South Dakota AICP NCARB	19	7	ARCH 4/535 ARCH 4/540 ARCH 4/584 ARCH 683	American Planning Association Federal Planning Division. Outstanding Area Development Plan: Fort Sill Southwest Campus, 2012 "Making Postindustrial Cities Livable," in Kapp, Paul and Paul Armstrong (eds.), Synergicity: Reinventing the Postindustrial City, University of Illinois Press, forthcoming fall 2012
Hagenlocher, Esther	MArch	Germany	8	8	ARCH 4/585 ARCH 4/586 IARC 4/547 IARC 4/571	*Wiesenau.* Gesimondo, Nancy; Postell, Jim, *in Materiality and Interior Construction,* Hoboken, NJ, Wiley and Sons, 2010, p. 336. Creating and Making Forum, International Conference: University of Oklahoma, 2010.
Keyes, Peter	MArch	New York	15	15	ARCH 384 ARCH 4/510 ARCH 4/530 ARCH 4/585 ARCH 4/586 ARCH 681	Burke Faculty Fellowship, UO Department of Architecture, 2010-2011 Taylor House, Coupeville WA, 2011 Housing Typology, 2009-2012 Indigo Place Housing, Eugene, OR, New construction, 2008-2009 Historical Housing Models in Portland, 2008-2012
Kwok, Alison	PhD in Arch	California Oregon NCARB	18	14	ARCH 4/591 ARCH 620 ARCH 661	*Women In Solar Energy (WISE) Award, American Solar Energy Society, 2008* *Kwok, Alison and W. Grondzik. The Green Studio Handbook, 2nd ed., Oxford, UK: Architectural Press, now Routledge. 2011*

Faculty Member	Terminal Degree	Licensure	Years Teaching Exp.	Years Teaching Exp. at UO	Courses Taught 2010-12	Recent Research/ Publications or Honors/Awards
Larco, Nico	Master of City Planning in Urban Design MArch	Mass. NCARB	7	7	ARCH 4/507 ARCH 4/550 ARCH 4/584	NCARB Prize for Excellence in Integrating Practice with Education, 2011 Sustainable Cities Initiative, funded by Oregon Transportation Research and Education Consortium, $150,000, 2011
Moore, Erin	MArch	Arizona NCARB	6	4	ARCH 4/507 ARCH 4/570 ARCH 4/584 ARCH 4/585 ARCH 4/586 ARCH 607 ARCH 610 ARCH 661 ARCH 680	SELCO Credit Union: A Case Study in Quantifying the Environmental Impacts of Design for Deconstruction, Erin Moore, E. Eva Peterson, Proceedings of the Architectural Research Centers Consortium, Detroit, MI, April 20-24, 2011 FLOAT architectural research and design, in Philip Jodidio, ed. Architecture Now! Houses 2, (Cologne: Taschen, 2011)
Muller, Brook	MArch		12	8	ARCH 4/507 ARCH 4/584 ARCH 4/585 ARCH 4/586	Oregon Campus Compact Faculty Award for Civic Engagement, 2009 EcoArchitectural Machines, 2012 Association of Collegiate Schools of Architecture Annual Conference, Boston
Neis, Hajo	PhD in Arch	Germany	22	7	ARCH 4/507 ARCH 4/540 ARCH 4/585 ARCH 4/586 ARCH 4/601 ARCH 4/606	Christopher Alexander and Hajo Neis. (in preparation). *Batttle - A Crucial Clash Between World-System A and World-System B,* New York: Oxford University Press. Hajo Neis. Details of Feeling – Building in Japan, (in preparation)
Nute, Kevin	PhD in Arch History and Theory		19	5	ARCH 4/507 ARCH 4/584 ARCH 4/585 ARCH 4/586	*Japanese Art as a Means to Organic Architecture. Reception et diffusion en Occident de l'espace architectural et de l'art des jardins du Japon* (Paris: French School of Eastern Studies, 2011)

Faculty Member	Terminal Degree	Licensure	Years Teaching Exp.	Years Teaching Exp. at UO	Courses Taught 2010-12	Recent Research/ Publications or Honors/Awards
Rowell, John	MArch	Washington Oregon California NCARB	21	21	ARCH 4/507 ARCH 4/571 ARCH 4/585 ARCH 4/586	Edwards Center and Housing, Aloha, OR 2011-2012 University St Feasibility Study, UO Planning and Real Estate, 2012 EWEB Riverfront Master Plan and Land Use, Eugene, OR 2009-2012
Sheine, Judith (DH)	MArch	California	29		TBD	Association of Collegiate Schools of Architecture Distinguished Professor, 2009 Schindler, Kings Road and Southern California Modernism, Robert Sweeney and Judith Sheine (University of California Press, 2012)
Snyder, Alison	MArch	New York New Jersey	20	15	IARC 4/545 IARC 4/588 IARC 4/589	*Urban Zones of Sacredness Surrounding Istanbul's Mosques*, *2A: Architecture & Art*; N. Ardalan and P. Taab, eds., Dubai, 17: Spring, 56-63, 2011
Speranza, Philip	MArch	New York LEED professional	4	1	ARCH 222 ARCH 383 ARCH 4/523 ARCH 610 ARCH 682	*Best Overall, Best Build, Best Presentation*, Masonry Build Competition, NJ 2009 Place Branding from the Bottom Up: Strengthening Cultural Identity through Small Scaled Connectivity, Utrecht, The Netherlands Journal of Place Branding Management, 2012
Thallon, Robert	MArch	Oregon	32	32	ARCH 4/570 ARCH 4/576 ARCH 4/584	Associate Dean for Administration, School of Architecture and Allied Arts
Theodoropoulos, Christine	MArch	California	25	15	ARCH 4/607 ARCH 680	University of Oregon Innovations in Diversity Program Grant, 2010-2012 Oregon Design Professionals' Views of Structural Building Products in Green Buildings: Implications for Wood," Canadian Journal of Forest Research, 2010
Thoren, Roxi	MArch and Master of Landscape Arch		14	8	ARcH 4/507 ARCH 4/517	*Landscape architecture renewing the city*, book in progress for Timber Press, expected publication summer 2013.

Faculty Member	Terminal Degree	Licensure	Years Teaching Exp.	Years Teaching Exp. at UO	Courses Taught 2010-12	Recent Research/ Publications or Honors/Awards
Tice, James	MArch	California	39	21	ARCH 4/507 ARCH 4/524 ARCH 4/550 ARCH 4/584 ARCH 4/585 ARCH 4/586	American Council of Learned Societies, *GIS Forma Urbis Romae*, 2012, 65K Giuseppe Vasi's Rome: Lasting Impressions from the Age of the Grand Tours, Traveling Exhibition and Catalogue, 2010-2011
Utsey, Glenda	Master of Landscape Arch		34	34	ARCH 283 ARCH 284 ARCH 4/523	University of Oregon Office of Multi-Cultural Affairs Special Recognition Award, 2009
Williams, Daisy-O'lice	MArch		11	1	ARCH 202 ARCH 283 ARCH 284 ARCH 383 ARCH 4/523	*"Overlaps, Boundaries and Continuities: Transforming Sketch",* Main Author with Co-Author Carmina Sanchez-del-Valle, Ph.D. Seeking the City: Proceedings of the 2008 ACSA 96th Annual Meeting in Houston, Texas.
Young, Jenny	MArch	Oregon	23	23	ARCH 4/507 ARCH 4/508 ARCH 4/540 ARCH 4/584 ARCH 681 ARCH 682	*Recharging Traditional Public Space, Urban Morphology and the Post-Carbon City,* International Seminar on Urban Form, Montreal, Canada, 2011. (with Donald Corner)
Zimmer, Linda	MIArch	NCIDQ	21	21	IARC 4/507 IARC 4/544 IARC 4/584 IARC 4/588 IARC 4/589	*The Secret Life of the Equitable Building: How Office Interiors Change,* Interior Design Educators Council Conference, Baltimore, Maryland

Appendix 04: 2007 Visiting Team Report (VTR)

National Architectural Accrediting Board, Inc.

July 19, 2007

Dave Frohnmayer, President
Office of the President
110 Johnson Hall
1226 University of Oregon
Eugene, Oregon 97403-1226

Dear President Frohnmayer:

NAAB

At the July 2007 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* for the University of Oregon Department of Architecture.

The board noted the concern of the visiting team regarding problems with in several areas.

As a result, the professional architecture programs:

Bachelor of Architecture
Master of Architecture

were formally granted six-year terms of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Social Equity, Physical Resources and Financial Resources and the progress that has been made in those areas. The accreditation term is effective January 1, 2007. The program is scheduled for its next full accreditation visit in 2013. The focused evaluation is scheduled for the calendar year 2010.

Accreditation is subject to the submission of *Annual Reports*. *Annual Reports* are due by June 1 and **must** include a response to each condition identified as not met in the *Visiting Team Report*, a response to each of the causes of concern in the *Visiting Team Report*, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. If an acceptable *Annual Report* is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program's next accreditation sequence. A complete description of the *Annual Report* process can be found on pages 14–15 of the *NAAB Procedures for Accreditation, 2006 Edition.*

NAAB encourages public dissemination of information about each school contained in both the school's *Architecture Program Report* and the *Visiting Team Report*. If the *Visiting Team Report* is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

R. Wayne Drummond, FAIA
President

Enc. Visiting Team Report

cc: Christine Theodoropoulos, Department Head
William G. McMinn, FAIA, Team Chair
Visiting Team Members

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Washington, DC 20006
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email info@naab.org

University of Oregon
Department of Architecture

Visiting Team Report

Bachelor of Architecture
[154 semester (231 quarter) undergraduate credit hours]

Master of Architecture
[120 semester (180 quarter) undergraduate credit hours plus 96 semester (144 quarter) graduate credit hours]

The National Architectural Accrediting Board
21 February 2007

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

Program strengths:

- Loyal faculty and staff dedicated to student learning
- Exemplary administrative leadership
- Initiatives in interdisciplinary collaboration
- Reputation and leadership in issues of sustainability
- Student involvement and leadership
- Sense of community
- Planned improvement of facilities
- Strong research initiatives

2. Progress since the Previous Site Visit

Condition 2, Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

Previous Team Report: *The lack of a current strategic plan for the department is seen to hamper the collective understanding of the future of the program. Strengths such as the Portland Center and weaknesses such as budget constraints can be better resolved with this tool. Other self-assessment mechanisms appear to be in place.*

This condition has been met.

Condition 6, Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Previous Team Report: *Faculty salaries are low compared with the national average. Although the problem appears to be endemic within the University, it nevertheless endangers the continuing viability of the architectural program. Despite efforts of the administration to provide equitable access to resources, funding for faculty development, including travel allowances and budgeting for computer equipment and software, is inadequate.*

The teaching workload has recently been reduced from six to five courses per year. This teaching load is still too high to allow faculty to productively engage in research. The problem is compounded by the infrequent availability of single-quarter research leaves. Eligibility for leaves within the University system is limited to six-year cycles of teaching and service.

The architectural program is student-centered, and a generally positive environment for students is prevalent. There are, however, two areas of difficulty for students. The first concerns advising. In balancing three degree programs and accepting a large number of transfer students, the advising process is complex, and students complain that they have received inaccurate and misleading advice from their faculty advisers. A second concern is the system of establishing preferences for studio choices in the intermediate sequence. Some students feel that an elaborate system for establishing fairness in the selection of studios is not working.

Students are not aware of a process for voicing complaints in a way that their grievances can be mediated or redressed.

Faculty salaries at the University, especially architecture, continue to be low. Teaching work load allows faculty to engage in research, however faculty participation in advising limits time available for other activities. The architecture program continues to be student-centered with progress seen since the last visit.

Condition 7, Physical Resources-Portland

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

Previous Team Report: *While the facilities in Eugene generally are appropriate for architectural educational instruction, the following support spaces are needed for class work and research:*

- *Secure gallery space for display of student and faculty work to provide informal opportunities to observe examples of course and research work*
- *A model shop*
- *A photo lab or darkroom*

Additionally, several corridors in the older part of the building have asbestos tile floors with some exposed cut edges. This tile should be removed or encapsulated as soon as possible for health and safety reasons.

The following facilities in Portland are needed for the current basic program requirements:

- *Library facility meeting NAAB requirements*
- *A portion of the third floor needs structural reinforcement before it can be occupied*
- *Secure gallery space for student and faculty work. If this gallery space is located at the street-level store front area, the University and architecture program identity would be enhanced*
- *The computer lab needs additional equipment, printers, plotters, and technical support*
- *The model shop is undersized*
- *Photo lab or darkroom space is not provided*

The general comments of the last visiting team in regard to the Eugene facilities have been addressed, however the physical requirements of the model shop in Eugene are not met. The Portland facility deficiencies have been addressed since the last visit.

Condition 8, Information Resources-Portland

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

Previous Team Report: *The main library service of the program is part of the AAA Library in Eugene. The service is adequate in its quality and quantity of books, periodicals, slides, and*

videos. It seems that the students may take better advantage of the video collection would be relocated to the AAA library. Currently the reception desk is not ADA-compatible.

The library service for the Portland program is still underdeveloped and insufficient for the needs of the program. There is a lack of creative organization, which could solve the special situation of the program in its location in Portland. Students seem to have received very little, if any, orientation on the options they may have in using local opportunities in the Portland's library systems, public and private.

This condition is now met.

Condition 9, Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

Previous Team Report: *The programs at both Eugene and Portland are adversely affected by insufficient funding caused by systemic budget conditions. The University's current model for funding is disadvantageous to the Department of Architecture, which relies on low faculty-student ratios to ensure the quality of professional education.*

The laboratory, studio, and shop requirements of this nationally ranked technical program demand that architecture should be ranked in the fourth tier of the State resource allocation system. This is especially true at UO, where Architecture serves as the lead tech program without support from an engineering program on campus.

The administration of the University needs to work with the dean of AAA and the chair of the Department of Architecture to develop plans to increase program funding. The Department of Architecture must develop a strategic plan to assist this process. The addition of a gifts officer to the staff is seen as a positive step toward acquiring funds and endowments for targeted needs.

This condition continues to be unmet.

Criterion 12.19, Life-Safety Systems

Understanding *of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems*

Previous Team Report: *Basic principles that inform design and selection of systems for life-safety have been well covered in Design Development 410/510, an elective taught in Portland. However there are no other courses that directly cover the material for all students. While understanding of egress and exiting is apparent in the students' studio work, evidence of understanding of other life-safety systems is not.*

This criterion is now minimally met.

Criterion 12.21, Building Service Systems

Understanding *of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Previous Team Report: *There was insufficient evidence in the course work submitted of understanding by all students of vertical transportation, communication, security, and fire protection systems.*

This criterion continues to be unmet.

Criterion 12.24, Building Code Compliance

Understanding of *the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure*

Previous Team Report: *Some code information is covered as part of some studio work. Specific instruction in occupancy classification, allowable construction types, and separation requirements is not apparent except in Design Development 410/510, which is an elective taught in Portland.*

This intent of this criterion has been redistributed to other criteria.

Causes of Concern (taken from VTR dated February 28, 2001)

A. *Systemic budget conditions have led to the current budget allocation, which is inadequate for the department. There is a danger of reduction in current programs or a return to increased faculty teaching loads.*

B. *The lack of a coherent vision and strategic plan further exacerbates budget constraints.*

C. *The Portland program is seriously undermined by the lack of adequate facilities: administrative, technical, staff, and graduate support. Inadequacies include library, model and photo shop, computer lab, and gallery spaces, as well as access to computer peripherals, plotting, and slide collection. The current support staff member in Portland (0.75 FTE) is leaving in March.*

   These serious deficiencies need to be remedied immediately to keep the compact with the students and avert accreditation consequences.

D. *The lack of gallery space, model shop, and photo lab in Eugene is a handicap.*

E. *Academic advising by the faculty remains an area of concern throughout the program.*

F. *Faculty development and travel opportunities are limited.*

G. *Faculty salaries remain low relative to the national average, hampering effective recruitment and retention. Senior faculty salaries have stagnated over time.*

H. *The teaching load remains high and precludes adequate time for research, creative work, and service requirements, especially for tenure-track faculty.*

I. *Graduate students feel that the challenges do not meet their expectations.*

3. Conditions Well Met

1.1 Architectural Education and the Academic Context
1.5 Architectural Education and Society
3.12 Human Behavior
13.15 Sustainable Design
13.18 Structural Systems
13.21 Building Envelope Systems
13.24 Building Materials and Assemblies

4. Conditions Not Met

4 Social Equity
8 Physical Resources
10 Financial Resources
13.9 Non-Western Traditions
13.13 Human Diversity
13.22 Building Service Systems
13.25 Construction Cost Control

5. Causes of Concern

- Portland and Eugene:
  - relationship between programs
  - student interaction
  - faculty interaction
  - physical resources
- Financial resources
- Standards and assessment of student work
- Inertia
  - faculty advancement
  - response to student feedback
  - recurring accreditation deficiencies
  - diversity
- Faculty recruitment and retention
- Curriculum oversight
  - professional practice—the program depends on a one-term course to address this and all other professional practice criteria
  - systematic consistency in course offerings as published

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. *Each school is expected to address these interests consistent with its scholastic identity and mission.*

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The University of Oregon has the only accredited architecture program in the state and many of its graduates continue to practice in Oregon. The Department of Architecture is highly regarded within the School of A&AA, the University, and among peer professional programs as a leader in environmental technology research and sustainable design research and education. Architecture faculty and students are intensely and broadly engaged in university and school governance and strategic initiatives. They are considered to be leaders within the institution and in the larger community and take that responsibility seriously. Architecture faculty have sponsored discussion and advancement within the academy through publications and major conferences, many hosted by the school and convened in Eugene and Portland.

The department led the university in 1989 by establishing an academic presence in Portland, where faculty, practitioners, and students work together in an atmosphere of service learning to address real urban issues comprehensively and inclusively. In 2008, two other schools, Law and Journalism, as well as several other programs from the school of Architecture and Allied Arts will join Architecture in Portland, expanding the opportunities for interdisciplinary collaboration within this larger urban laboratory. Faculty and students already benefit from co-location with related disciplines in the School and their position within the larger comprehensive university. Despite challenges of limited resources, many are able to initiate and sustain interdisciplinary activities, often as an overload. The implementation of a new program in Product Design will help advance interdisciplinary synergy within A&AA and between the departments of Art and Architecture, in particular.

Students are active members of the School, University, and local communities. Architecture students are the major force behind an impressive number and array of interest groups and student organizations in A&AA. They play leadership roles in initiatives such as the nationally-recognized HOPES Conference. Many graduate students have opportunities to teach as graduate teaching fellows and research assistants. The department's Certificate in Building Technology Teaching acknowledges and institutionalizes faculty and student productivity in environmental research. Those completing the certificate program will emerge as leaders in related areas of research and teaching in programs around the nation.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The Department of Architecture should be commended for its empowerment of students as leaders who craft unique educational paths through the curriculum. The program's pedagogy values exploration inside and outside the studio, a significant benefit which is eagerly affirmed by faculty and students alike. Opportunities to study abroad are many, and a number of students choose to enrich their academic agendas through participation in Portland or other study-abroad programs.

Self-directed students find access to advising information through department services and informal discussions with faculty members who are available and actively engaged in student life. Flexibility within the curriculum contributes to a rich student experience, but also demands increased curricular oversight and tailored academic advising to ensure that advertised offerings are consistently provided. Thus, while previous advising concerns have been addressed through the development of departmental procedures, student collaboration in a continued evaluation of advising efficacy will further improve the educational experience.

The strength and diversity of Eugene student groups is an asset to the program as well as the larger university context. Student involvement and initiative within these organizations serves as a clear example of self-directed leadership. Portland students, however, do not benefit from the richness of student life provided by these organizations and the translation of the academic and extracurricular student experience between locations is remarkably absent.

Research initiatives within the department offer rich opportunity for student involvement in faculty work and its related facilities; however access to these physical and intellectual opportunities could be broadened to enrich the experience of a larger student base, particularly in the undergraduate program. Similarly, students present a significant desire for increased collaboration with allied A&AA units, promoting a broader educational experience. The team understands this initiative to be a current priority of the A&AA leadership, and eagerly supports initial steps toward these collaborative partnerships.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including

knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The transition to internship and licensure is eased when students have practical skills, have an understanding of practice issues, and are encouraged and supported in making connections with the profession and practitioners in the community. Furthermore, the culture of a faculty that includes practicing architects brings a vital perspective regarding professional conduct to the academic environment of the College.

The competencies and skill sets exhibited by student work completed in the Structures and Construction coursework along with the Terminal Studio coursework for example, are commensurate with and may exceed the expectations of introductory practice in the profession. This well positions students and graduates for internship employment opportunities leading to participation in and completion of the Internship Development Program (IDP). Though there was a minor concern by some students as to whether the coursework adequately prepares them for internships, this revolved mostly around computer technology skills. Upper class students confirmed that is eventually addressed as students become more adept through self learning of the various computer drafting and imaging programs. Many students take classes from the local community college to fill out these skill sets.

Having the professional practice context course taught by a senior adjunct professor who has extensive practice experience in architecture provides excellent exposure to current and relevant issues regarding practice. Coursework includes lecture and discussion opportunities along with quizzes and written response exercises on some topics of professional practice. An experiential interview exercise is used as a setting for immersing the students in many topics of professional practice.

The course instructor in Eugene is also the State of Oregon's IDP Coordinator and the Oregon Board of Architectural Examiners conducts one of their annual meetings at the School providing an excellent opportunity for students to observe and engage in discussions regarding internship and licensure. A sampling of students was knowledgeable about the timing and process of signing up for and starting the IPD process. Though there are many who have had internships and are not yet registered for IDP, this appears to be more a result of having had work experience prior to being qualified for registration in IDP rather than not being willing to enroll.

Many students are able to obtain summer internships after third year and even more obtain summer internships after fourth year. These students become an additional resource for the nature and expectations of internship when they share their experiences with classmates. The Eugene architecture community is able to provide some summer and part time internships, even during the school year, while other students are able to find internships in Portland and elsewhere.

There is a pervasive culture of student involvement in various volunteer groups and student programs (such as HOPES) that provides a context for determining content and format for continuing education thereby developing an understanding of the role of continuing education in professional registration.

Overall there is a strong understanding of the degree-internship-examination process and a desire to become licensed. The student work ethic is rigorous; the interest in obtaining the skills needed to practice is strong; and it is apparent that the dedication exists to successfully meet registration requirements. NCARB data substantiates that pass rates for those from the University of Oregon taking the ARE between 1/1/2005 to 12/31/2005 meet or exceed the national averages.

The students, therefore, have been soundly prepared for the transition to internship and licensure.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Graduates of this program have been highly respected members of the profession for decades. The school continues this legacy by leading in research and instruction in areas such as sustainability. The expansion of the school to Portland has afforded a greater opportunity to experience an urban context and socio-economic diversity. There has also been greater participation in inter-disciplinary research and study.

The school has demonstrated an exceptional willingness to engage the students in the concept of ethical versus un-ethical behavior in practice at an early stage of their architectural experience. The adjunct professors often are seasoned practitioners who help the students bridge the transition from the academy to the profession.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

	Met	Not Met
B. Arch.	[X]	[ ]

M. Arch.	[X]	[ ]

This condition is well met. The program prides itself as a leader in sustainable design, and has a long tradition of service-based learning throughout the state. This results in the students developing a strong ethical foundation for their decision-making in architecture and urban design. Moreover the students are routinely engaged in studio projects that have them participate in the complex processes involving numerous stakeholders and client situations. The Portland program provides an important urban experience for enhancing the students' service opportunities, and further engages them in the social and political aspects of architecture. The international programs, which incorporate design studio courses in the experience, offer a global perspective for the students.

Students are engaged in a variety of organizations, many initiated and developed by them, which address environmental and social issues. The HOPES Conference is an exemplary manifestation of this engagement.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The self assessment procedures occur at many levels of governance from the university to the school to the department. These activities represent the involvement of a variety of stakeholders including the program's faculty, staff, students, alumni, and constituents outside the program. There is evidence of long and short term strategic planning efforts at the department, school, and university levels. As part of the School of Architecture and Allied Arts' strategic planning effort, the Architecture Department has drafted a document that outlines the departmental strengths, the departmental initiatives, and interdisciplinary initiatives as a basis for continuing discussion about their developing strategic plan. Student input on this initial document will be sought this year and the process will culminate in a meeting planned for the fall in order for faculty to discuss all the information collected and determine next steps. The strong leadership and energy of the new dean appears to contribute to the direction and vision demonstrated through the strategic planning activities in the department and the various self- assessment processes in place.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, *Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the* NAAB Conditions for Accreditation.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[X]	[ ]

This condition is met but concerns were voiced regarding socio-economic and ethnic diversity.

The climate in the department, school, and university is quite open and tolerant of differences of background, experience, ability, and perspective. Architecture students come from a wide range of backgrounds, especially in the M. Arch. program. The culture of Eugene and the University of Oregon, along with historically progressive features of the professional programs—the Oregon Review and pass/no pass studio grading—make UO a non-threatening and supportive place to study architecture.

Nevertheless, students and faculty in the school and the department are, with few exceptions, ethnically homogeneous. Annual Reports indicate that ethnic diversity has declined in both populations since the last visit. Ethnic minorities now comprise 10% (3 people) of the full time, permanent faculty, compared to 13% (4 people) at the time of the previous NAAB visit in 2001. Student ethnic diversity declined from 23% in 2000 to 17% in 2006. These numbers include foreign students, who comprised 11% and 5% of total architecture students in 2000 and 2006, respectively. The administration and faculty explain this as a result of the lack of diversity in Eugene and Oregon, along with lack of resources (time and personnel) to recruit more aggressively.

Regardless of the cause, the lack of (and decreasing) diversity does not well prepare graduates for practice that is increasingly diverse and increasingly global. The department's self-assessment identifies this as an area of concern, with a goal to "increase the diversity of our community and the perspectives represented... by actively recruiting diverse pools for student applicants and candidates for faculty and staff positions." Up to now, however, the department has relied on university initiatives to reach diverse populations. Students come to Oregon from across the nation; fewer than 40% are native Oregonians. This breadth of reach, in addition to strong graduate programs, presents great opportunities to reach diverse populations and increase enrollment of ethnic minorities.

Architecture faculty salaries remain lower, at every level, than peers on campus and lower than national averages for peers in other architecture programs. In addition, salary compression plagues the department—salary disparity is greater at higher ranks than at the Assistant Professor level. This problem presents particular challenges for attraction and retention of highly qualified candidates and the department has lost key faculty to competitor programs. Discussions with the Dean and Provost, however, indicate recognition of the problem and recent initiatives have begun to address salary equity. External funding and institutional reallocations will benefit senior faculty in architecture, in particular.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The Department of Architecture presents a positive studio culture which is actively supported by faculty and students. Evolving from the tradition of design studios that support peer teaching and learning and that encourages a spirit of sharing, the program developed a studio culture policy articulating three enduring principles: Creative collaborative engagement, sensitivity to context, and comprehensive design integration. As a strategic statement of an ideal learning environment, the team supports the school in further efforts to create a student experience which achieves the goals of the drafted studio culture policy. Deficiencies noted by students suggest future growth possibilities in "Experimentation with New Methods and Media," given the technical limitations of shop facilities, and "Involvement with Others," citing limited collaboration with other A&AA units.

The nature of the pass/non-pass design studio and the "Oregon Review" present a unique culture in which students are encouraged to take intellectual risks and where exploration is valued. While this method is widely supported by faculty and students, equal concern exists within both groups to raise the minimum passing standard and increase the rigor of evaluation across the design curriculum. Particularly, students expressed concern that the faculty standards and procedures for evaluating work as pass, marginal pass or non-pass is unclear, and that marginal work is not graded as such. Additionally, the diversity of course offerings provides richness in the curriculum but students find that advertised offerings are not consistently provided.

Overall, students are aware of the policy and actively share in achieving the goals set forth in the document; however the procedure for assessing the effectiveness of the policy is vague and there is little sense of how the policy is monitored. Further student collaboration with administration could continue to improve the document, including the development of more formal mechanisms of student feedback and additional methods by which to review the efficacy of the policy.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The program has difficulty recruiting new faculty and therefore has developed a dependence on adjunct instructors. Based on 2002 to 2006 Annual Reports, the student body has increased while

the FTE faculty has decreased. Additionally there are presently several vacancies that have gone unfilled for several years.

The planned 2008 relocation and expansion of the Portland program will require additional faculty and support staff, as the student body is expected to increase there by approximately 50%.

The school has faculty actively involved in student advising, therefore limiting faculty time for research and other activities.

The support infrastructure in general is thin and will become a problem for a growing program.

The team is pleased to note that the university supports AA&A with additional financial support of emeritus faculty by funding them at 0.5 FTE for five years after retirement.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Resources for faculty development have improved since the last visit.

Faculty and students have access to extramural regional, national, and international programs.

There is a lack of faculty advancement from the rank of Associate to Full Professor.

Space for faculty to perform research could become more limited as the faculty increases their productivity.

The new dean is supportive of faculty advancement, recognition, and continuing education.

Faculty have been successful in:

- publication and recognition in their area of focus.
- securing grants in support of new and ongoing programs, equipment, travel and conference participation, etc.
- maintaining a professional practice or firm
- obtaining competitive university-wide incentive grants

The department has been instrumental in facilitating student internships and career placement through various mechanisms including the creation of visiting firms day and a career symposium.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

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 model shop serves as the facility management shop for the A&AA staff during weekday hours and is therefore open to students only in the evening. Specific areas of concern with the shop are inadequate dust collection and tripping hazards.

Given the lack of a properly exhausted spray booth to serve the design studios, the loading dock, stairwells, and hallways are presently used for this purpose—this causes environmental air quality and space problems within the school.

The Portland program will be relocating to a new facility. This is necessary to accommodate the program as it exists presently, as well as to allow for the planned future expansion of the student body. The interdisciplinary access in the new facility is a positive aspect for the program.

The Provost stated that A&AA is at the top of the queue for new facilities at the Eugene campus. This will require space planning and thoughtful preparation for the future in both locations. Improved facilities are necessary for the program to grow and be able to accommodate the required components of the teaching, research and support needs. In addition, a nearby facility has been acquired for interim space.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The information resources are housed in the Architecture and Allied Arts Library, which is the primary location for resources that serve architecture, as well as the other programs in the school. Centrally and strategically located in Lawrence Hall, the collection of over 120,000 volumes more than adequately serves architecture as well as its allied programs. The library is adequately staffed, and financial resources ensure continued growth and development of the collections. There is an endowed special collection within the library, and it also houses the substantial visual resource collection. The staff is responsive to faculty and student needs, and the facilities are well used and appreciated by both students and faculty.

Since the previous visit, the program has provided a library meeting NAAB standards for library collections in Portland.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

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.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The university is accredited by the Northwestern Association of Schools and Colleges. As a significant academic unit within the university, the school operates with an appropriate degree of autonomy, as does the department.

The department head reports to the dean of the school, who reports directly to the provost. The department has an associate head who directs student affairs, and two program directors responsible for overseeing the interior architecture and Portland programs. Departmental self-governance is facilitated by a committee structure that includes standing committees with defined responsibilities and ad hoc committees that address short-term needs.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The

curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The degree programs satisfy the professional degree requirements efficiently and comprehensively. The variable pace of studio offerings and variety of choice in upper level studios and subject courses allows students to build professional competence and explore individual interests. Careful advising and structured analysis of previous academic work insures that M Arch Option II students have met the equivalent professional and general studies requirements. The curriculum is balanced per the new NAAB standard, with over 67 quarter credit hours (comparable to 45 semester credit hours) in general education.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to *read, write, listen, and speak effectively*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Evidence of this criterion is found in required coursework.

13.2 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*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Evidence of this criterion is found in required coursework.

13.3 Graphic Skills

Ability to *use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Evidence of this criterion is found in required coursework.

13.4 Research Skills

Ability to *gather, assess, record, and apply relevant information in architectural coursework*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Evidence of this criterion is found in required coursework.

13.5 Formal Ordering Skills

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Evidence of this criterion is found in required coursework.

13.6 Fundamental Design Skills

Ability to *use basic architectural principles in the design of buildings, interior spaces, and sites*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through core courses.

13.7 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	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

There is evidence that students have significant opportunity to work in teams in a variety of course offerings including the design studio. Studio offerings include opportunities to take interdisciplinary studios and courses with interior architecture, landscape architecture, and planning.

13.8 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The criterion is met through the evidence provided by the art history program.

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

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.

Oregon is in a geographic situation that might provide opportunities to develop innovative programs to address this deficiency in creative and unique ways.

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The criterion is met through a number of core courses, and enhanced through the elective offerings.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Students conduct research and document architectural precedents, but evidence of urban design precedents is marginal. Final presentation material for terminal projects does not include information about precedents, though it is presumed that, in most cases, students do research precedent projects in preparation for design. Many students take related preparatory seminars prior to starting their terminal project studios, many of which require extensive research, analysis and documentation, including identification and study of precedent projects. This experience is, however, uneven. Precedents are otherwise discussed and/or are the basis of study in required subject courses, such as architecture history, human context for design, and spatial composition.

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is well met in the required subject course, The Human Context of Design (Arch 4/540) and is expanded in elective seminars such as Vernacular Building (Arch 4/534) and other courses in the Place Response category. The criterion is also addressed in some foundation design studios, albeit indirectly.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

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.

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is marginally met. Materials provided for both foundation and terminal design studios indicate awareness of requirements for handicapped accessibility, evident in floor plans showing accommodation in toilet rooms, kitchens and vertical circulation (i.e., elevators). However, the results provided vary in level of compliance. Examples of low pass work did not all indicate understanding of this criterion. The required course, The Human Context of Design, does address this topic in its study of health care environments.

13.15 Sustainable Design

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is well met throughout the curriculum and extra-curricular activities of students and faculty alike. The school and program are nationally recognized for leadership and long term expertise in the area of sustainable design, a value that is embedded in design studios and subject area courses, regardless of the choice of central topic. Nearly all Terminal Projects address environmental responsibility and some fully develop the concept as a primary focus. Technical courses address passive and active systems that reinforce principles of environmental responsibility, including minimal dependence on non-renewable resources. Several student organizations pursue the mission of sustainable design, and the Ecological Design Center (EDC) hosts the annual HOPES Conference, which has become a major gathering for design professionals—and others—committed to the environment.

13.16 Program Preparation

Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Student work evidences an ability to develop architectural programming, including a sensitive response to user needs in a variety of contexts. This work is particularly celebrated in Terminal Project pre-design material

13.17 Site Conditions

Ability to *respond to natural and built site characteristics in the development of a program and the design of a project*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Natural and built site characteristics are addressed in design studios, promoting an ability to integrate site conditions into the architectural design process.

13.18 Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Well Met.

Student work produced in the Structures and Construction sequence evidences considerable understanding of the principles of structural behavior and the range of structural systems. Furthermore, this knowledge supports design studio explorations which present a detailed integration of structural systems.

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The Environmental Control Systems sequence provides students with an understanding of basic environmental systems. Specific focus is placed on passive systems, supporting the sustainability-focused pedagogy of the program.

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Minimally met.

While the team found evidence that principles of egress are presented in studio course material, understanding of these issues remains highly inconsistent in student work. Additionally, an understanding of other systems, including fire suppression and code-related occupancy issues was not graphically evident.

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Well met.

Evidence of building envelope systems selection, application as well as research of material performance and product/material evaluation is found in through various case studies and wall assembly details in Arch 471/ 571 as well Arch 485/ 585/ 486/586 and other complementary courses.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

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.

13.23 Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The process by which students make an assessment and selection of systems during conceptual and schematic design development coursework is evident.

Once the system is selected, there is very strong evidence of the integration of structural systems, building envelope systems, and environmental systems in the coursework presented in 471/571 and 485/585 and 486/586 studios.

Lastly, as with the previous criterion, evidence of life-safety systems (in terms of fire protection systems) as well as communications and security systems are not found and so integration of these same building systems is not found in student work.

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Well met.

Very strong evidence is found in Arch 471/571 and Arch 470/570.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

No evidence has been found of building cost and construction estimating in current required courses.

Some evidence of building cost considerations was found in the lecture material in a class that was required previously, Arch 463/563, in the form of presenting the economic implications of various structural systems, and value engineering presentations and evaluations. This course is no longer required and the same content is not found in any currently required coursework.

13.26 Technical Documentation

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Though not specifically addressed as described above, there is strong evidence of technical drawing skills by virtue of coursework and student assignments in ARCH 4/571 and in the Terminal Studio work. There is concern, however, regarding no evidence of outline specification work. This was somewhat offset by the investigation work that is done with materials and product specification data in the same course and in the other technology coursework.

13.27 Client Role in Architecture

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This is evidenced by virtue of coursework and student assignments in ARCH 4/517. There is concern that the length of the course (effectively nine weeks) is not sufficient to cover the criterion in great enough depth and breadth to satisfy the required level of understanding. An interview exercise is used to fulfill this criterion in Eugene and interviews with students validated the content.

No evidence was provided to validate the Portland outcomes.

13.28 Comprehensive Design

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The terminal studio coursework provides sufficient evidence to demonstrate adequate competency skills in the integration of all building systems. There is a high degree of competency exhibited in the integration of passive environmental and sustainability systems while only a minimal ability is demonstrated in the integration of active environmental systems, life-safety provisions and egress.

The low pass projects are of additional concern as they did not all indicate understanding of this criterion.

13.29 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*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The syllabus lists these topics and the student outcomes are evidenced by coursework for ARCH 4/517 in both Eugene and Portland.

13.30 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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is marginally met.

The syllabus suggests that these topics are addressed in lecture, discussion, readings, and an interview exercise. Examples of quizzes were provided as evidence of understanding for some of the topics. Conversations with students were used as evidence of understanding in topics that were addressed in lab discussions and the interview exercise that was employed for the rest of the topics. There is concern that the length of the course (effectively nine weeks) is not sufficient to cover the criterion in great

enough depth and breadth. The syllabus for Portland and Eugene should be more consistent to ensure fully addressing the topics.

13.31 Professional Development

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The syllabus suggests that internship is addressed in reading assignments and one lecture, but no written evidence of meeting this criterion was provided. Discussions with students revealed that there is an understanding of the IDP process and many students have been involved in internship. Further discussions with local practitioners validated that a sampling of students exhibited assertiveness regarding the mentoring/supervising aspects of IDP. The program also includes a practicum offering where students are matched with interested firms. There is minimal concern that there is a noticeable portion of interns who are not yet registered for IDP who may be eligible.

There is no evidence of this being specifically addressed in Portland.

13.32 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*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

There is no indication this criterion is addressed in the coursework identified on the matrix. However, the core values of the program, including sustainability, urban projects that involve working with city agencies and community groups for example, have instilled a value system that in numerous ways, addresses the architect's leadership role in most of the topic areas. In addition, there is a strong and healthy culture of active involvement in volunteer organizations that address professional and community oriented issues. There remains a concern that the architect's leadership role specifically in the construction process has not apparently been addressed.

13.33 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*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The syllabus suggests that these topics are addressed in lecture, discussion, and readings but only minimal evidence was provided for Eugene.

No evidence was provided for Portland.

13.34 Ethics and Professional Judgment

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The syllabus suggests that these topics are addressed in lecture, discussion, and readings but only minimal evidence was provided for Eugene.

No evidence was provided for Portland.

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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2007 University of Oregon Architecture Program Report.

The University of Oregon [http://www.uoregon.edu/] , a world-class teaching and research university, is the flagship institution of the Oregon University System and the only Oregon member of the prestigious Association of American Universities. It is located in the city of Eugene, at the southern end of the beautiful Willamette River valley of Oregon. With a reputation for being a livable college town and the greenest city in the country Eugene is an ideal host community for an architecture program with a longstanding commitment to sustainability and community engagement

The University of Oregon was established on October 19, 1872, by an act of the Oregon Legislature. Four years later, on October 16, 1876, the institution formally opened its doors for instruction to 177 students. From an initial curriculum limited entirely to classics and science, the university has developed a comprehensive mission covering a broad range of instruction and research. There are more than forty departments and special programs in the College of Arts and Sciences, seven professional schools and colleges, over 50 research institutes, centers and laboratories, the Robert Clark Honors College, and the Graduate School. The university offers a broad spectrum of opportunities for learning in the liberal arts and professional programs in architecture, planning, arts, business, education, journalism, law, and music and dance. In the classrooms and laboratories, students are inspired by a faculty of prominent scholars and work side by side with eminent researchers involved in breakthrough discoveries. Both students and faculty members at the University of Oregon reach out to make connections that serve communities from small local groups to large international organizations.

The university is one of seven institutions within the Oregon Department of Higher Education and, like the others, is administered by the Oregon State System of Higher Education. In the fall of 2005 there were 20,394 students enrolled, including 3,919 in graduate studies, and 1,666 faculty members engaged in teaching, research, and administration. The teaching faculty to student ratio is 1:16.

When the university opened in 1876, it was situated on a barren knoll in an all but treeless pasture on 17 acres of land. Since that time, more than 2,000 varieties of trees have been planted to create an arboretum of evergreens and many flowering species. More than 100 sculptures, and other fine art works now embellish the campus grounds and buildings. The current campus is situated on a 295-acre campus with over 60 major buildings and the second largest library in the Pacific Northwest. These buildings represent the changing building culture of more than a century. Two of them—Deady and Villard halls–are designated National Historic Landmarks and still play key roles on the campus today. Villard Hall, completed in 1886, is the oldest building in Oregon still in use that was constructed with tax dollars. During the first half of the 20th century, Ellis Lawrence prepared a campus plan and designed several distinguished buildings for the university while serving as the first dean of the School of Architecture and Allied Arts. Since Lawrence's time, many buildings on the university campus were designed by alumni including the 2005 Lillis Business Complex, recognized as the most environmentally friendly business school facility in the country. It was designed by Kent Duffy, a principal of SRG Partnership, Inc., and former president of the School of Architecture and Allied Arts Board of Visitors. Facilities off-campus include the Portland

Center which houses the Portland Architecture Program, the Baker Downtown Center in Eugene, and the Oregon Institute of Marine Biology at Charleston on the southern Oregon coast.

2. **Institutional Mission**

The following text is taken from the 2007 University of Oregon Architecture Program Report.

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities' flagship institution of the Oregon University System.

The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically
- a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity
- a recognition that research, both basic and applied, is essential to the intellectual health of the university, as well as to the enrichment of the lives of Oregonians, by energizing the state's economic, cultural, and political structure
- the establishment of a framework for lifelong learning that leads to productive careers and to the enduring job of inquiry
- the integration of teaching, research, and service as mutually enriching enterprises that, together, accomplish the university's mission and support its spirit of community
- the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather that reacting to it
- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community
- a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society
- the conviction that freedom of thought and expression is the bedrock principle on which all university activity is based

- the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life

- a continuing commitment to affordable public higher education

(Adopted by the Oregon State Board of Higher Education in 1997.)

3. Program History

The following text is taken from the 2007 University of Oregon Architecture Program Report.

The School of Architecture and Allied Arts was established in 1914 by Ellis F. Lawrence, who became its first dean. Lawrence was a prominent Portland architect who had been trained at M.I.T. While the architectural curriculum initially incorporated many tenets of M.I.T.'s beaux arts pedagogical system, Lawrence's involvement in the Arts and Crafts movement set the stage for transformation. The break with the beaux arts tradition was fully realized when Walter Ross Baumes Willcox became the head of the architecture curriculum in 1922, remaining in this position until 1947. The curricular structure that Willcox developed emphasized noncompetitive, individualized education and placed great emphasis on student self-direction and motivation. It became an exemplar for the development of independent and progressive architectural curricula. The maverick intellectual character of the school as it developed under Lawrence and Willcox was complemented by a sequence of distinguished visitors, including Bernard Maybeck, Erich Mendelsohn, and Frank Lloyd Wright. Both Lawrence and Willcox died in 1947, and Wallace Hayden was chosen to carry on the tradition as the new head of the architectural curriculum. Student enrollment increased exponentially during the post war period, and the centralized administration of the school became unwieldy. Accordingly, in 1964 each curricular area within the school became a department with its own head and administrative staff. The Program in Interior Architecture has been a part of the Department of Architecture since that time.

The first head of the architecture department was Donlyn Lyndon, of the prominent firm Moore Lyndon Turnbull Whitaker. Lyndon and his immediate successors, Robert Harris and Wilmot (Bill) Gilland, had studied under Jean Labatut at Princeton in the late 1950s. In the later sixties, Harris and Gilland developed a curriculum that could adapt to the pressures of a large enrollment, allow a shift from an open to a selective admissions system, and accommodate limited budgets while maintaining the principles of noncompetitive studio education and individual development. The graduate options for the first professional degree were also introduced during this period. The revamped curriculum preserved the Willcox spirit by allowing virtually a free choice of support coursework and vertically structured studios after the introductory term. During the 1970s there were two strong influences on the school: a number of faculty had worked in Philadelphia with Louis I. Kahn, and another large group had been at UC Berkeley during the seminal years in design methodologies. As a result many faculty members and students investigated the behavioral basis of design, and user-participatory design strategies, an interest that led to the university's decision to engage Christopher Alexander as a campus planning consultant. The results of this effort are described in the book *The Oregon Experiment* and have been used internationally as a model for planning processes. Also during this period, the department developed an international reputation for its curricular and research focus on energy-efficient, environmentally responsible design, with emphasis on daylighting and passive solar heating. The

university's Solar Energy Research Center was created by the physics and architecture departments to conduct joint research.

During the eighties, a series of curricular shifts brought the greatly expanded curriculum of the seventies into alignment with the faculty's changing perspective of the discipline. Under the deanship of Bill Gilland and the headships of Jerry Finrow and Donald Corner, the curriculum continued to develop as an integrative structure. Many new programs were created and others expanded. The Historic Preservation Program, offering a master's degree and an undergraduate minor, was established in 1980. In 1982, Michael Utsey founded the Summer Architecture Academy, an intensive six-week career discovery program offering potential architecture, interior architecture, and landscape architecture students the opportunity to experience environmental design education. At the same time, the off-campus practicum became a regular course offering.

Beginning in the mid-1980s, with leadership from Chuck Rusch, computer applications have been integrated into design studios and subject area coursework. During the late eighties and early nineties the School of Architecture and Allied Arts assumed a leadership position in software development across a number of departments, including graphic software in the art department and GIS systems in landscape architecture. The architecture department led the way in simple energy analysis tools, three-dimensional modeling programs and a pioneering effort to create a digital library known as "The Great Buildings Collection."

In 1986, the architecture department received a one million dollar gift to endow the Frederick Charles Baker Chair in Architectural Design. The special focus of the Baker endowment is the phenomena of light and lighting in architecture. The fund supports advanced work by students and faculty in this area. During the late 1980s the department initiated a distinguished visiting critics program that brought emerging professionals to the campus: Peter Clegg, Gerry Cahill, and Jean Castex, among others. In 1993 this effort was succeeded by the establishment of the Pietro Belluschi Distinguished Visiting Professor of Architecture, with an endowment by the Belluschi family. Colin Rowe was the inaugural Belluschi Professor in 1995. Subsequent Belluschi Professors have included Thomas Bosworth (1996), Edward Allen (1997), Laura Hartman (1998), James Cutler (1999), Carlos Jiménez (2000), Brian Carter (2002), Joe Noero (2004), Robert Frasca (2006) and David Miller (2007). The Margo Grant Walsh Professor of Interior Architecture was established in 2002. Walsh distinguished visiting professors include Janine James (2003) and Erling Christofferson (2005).

In 1988, a group of faculty with shared interests in housing established the Center for Housing Innovation (CHI), with Donald Corner as founding director. The center completed prototype housing projects in collaboration with new local industries. The Energy Efficient Industrialized Housing Research Project, with principal investigators G. Z. Brown and Ron Kellett, was the largest sponsored program within the center. For several years the project was supported by an annual appropriation through the U.S. Department of Energy to CHI and the Florida Solar Energy Center. It was the largest housing research program in the United States, funded at more than $700,000 per year. In 1991, a state-funded research professorship was created within CHI. This position is currently shared by G. Z. (Charlie) Brown, director of the Energy Studies in Buildings Laboratory (ESBL), a subsidiary of CHI, and Alison Kwok, principal investigator of the national environmental systems education project, Agents of Change. To date the ESBL has attracted more than $17 million in external funding.

The nineties brought an increase in graduate student enrollment and a number of program developments that were initiated by students. In 1991, students revived the department tradition of design/build courses, which were directed for several years by

Will Sturgis and more recently by Stephen Duff. In 1995, architecture students launched H.O.P.E.S. (Holistic Options for Planet Earth Sustainability), a student-run conference dedicated to sustainable design, which has become an annual regional event attracting designers, students and community members. In 2001, John Reynolds and Edward Allen created the Building Technology Teaching Certificate Program in recognition of the department's continuing success preparing graduate students to pursue careers teaching design and technology at schools of architecture.

In 1989 the architecture department established a full-time presence in Portland. After several years of growth and development, the department enrolled the first class of graduate students in Portland in the fall of 1994, during the headship of Michael Utsey. Gerald Gast joined the faculty as the first director of the Portland program in the same year. Responding to the state system's intent to deliver professional education in Portland, this offering of the University of Oregon's Master of Architecture degree was initially developed in cooperation with Portland State University where students could complete a four-year pre-professional program in architecture prior to graduate study at the University of Oregon. In 1998, under the directorship of Peter Keyes, the Portland Program relocated to the University of Oregon Portland Center, downtown, where there are currently 80 graduate and upper division undergraduate architecture students enrolled in courses that draw upon resources in the City of Portland and provide service-based learning opportunities. Over half of the students work part-time in professional offices. Since 2000, faculty members in the architecture department have become increasingly involved in Portland-based teaching, research and service. In 2002, the Energy Studies in Buildings Laboratory expanded to Portland to provide the design community with research and consulting services and the department with academic leadership in sustainable design education and research. Plans to further expand the University of Oregon's presence in Portland are underway as more academic units on campus propose to offer programs there. In 2008 the architecture department's Portland Program will be moving to expanded facilities in the Pearl district where a renovated, historic, riverfront block will be shared with other units of the university. As the lead academic unit for the university's expanded presence in Portland, the School of Architecture and Allied Arts is taking an interdisciplinary approach to the development of programs in Portland.

Since the school's initial status as a member of the ACSA in 1919, architecture and interior architecture have developed jointly as program options. A Bachelor of Architecture degree in interior design was first offered in 1928. Interior architecture coursework had been offered since 1921; and, in 1926, a separate interior design option within the architecture program was created. Two years later a Bachelor of Architecture in Interior Design degree was first offered. In 1931, Brownell Frazier was appointed as the first instructor in interior design. A skilled, principled and demanding instructor, Ms. Frazer became synonymous with the program in the following decades. She directed the interior architecture program until her retirement in 1966.

The current interdisciplinary nature of these programs allows students in either discipline to extend knowledge in the other, with opportunities to enroll in interior architecture courses such as furniture design and working drawings studio, as well as international studio programs in architecture in Rome and Macerata, Italy, and in landscape architecture in Kyoto, Japan, as well as several exchange programs with European schools with access to study in Scotland, Denmark, Germany and Hong Kong. Accreditation of the department's architecture programs by NAAB was established at the inception of NAAB when accreditation of schools shifted from the ACSA. In 1976 the Interior Architecture Program became the first West Coast interior design program to be accredited by the Council for Interior Design Accreditation, CIDA (formerly known as

FIDER). The Master of Interior Architecture degree has been offered since 1984 and was accredited in 1991.

Recent developments include interdisciplinary initiatives that seek to increase the dialogue between students and faculty across the school. In 2004, the department created two joint faculty appointments with the landscape architecture department. A proposal for a new undergraduate program in product design is being developed in collaboration with the art department and architecture faculty are joining other faculty within and outside the school to explore the possibilities for establishing an interdisciplinary initiative related to green development practice.

Today, the department still sees its educational mission as rooted in W.R.B. Willcox's pedagogical philosophy. Willcox believed that each person was a unique individual with an inherent urge to create and latent powers of expression. These energies simply needed to be nurtured and refined through the acquiring of a sense of "style." Willcox viewed architecture, along with other arts, as an expression of the values, aspirations, and character of the society that produced it. Therefore it was incumbent upon the architect to have a broad understanding of the culture and the times in which s/he lived and worked and to be an influence in forging those values, aspirations, and character.

The curriculum has remained comprehensive, integrative, and design centered. Comprehensiveness is assured by a rigorous core curriculum, while design integration is addressed in both subject area and design studio courses.

4. Program Mission

The following text is taken from the 2007 University of Oregon Architecture Program Report.

The School of Architecture and Allied Arts is dedicated to advancing the understanding, value, and quality of visual culture and the built, natural, and social environments through excellent and distinctive teaching, research, and creative endeavors. Grounded in a unique multi-disciplinary structure, A&AA is a diverse, collegial learning community of faculty, students, and staff. We seek to enhance the lives of individuals and communities through endeavors that stem from intellectual curiosity, critical thinking, and broad inquiry, rooted in the inter-relatedness of theory, history, and practice.

In support of this mission, A&AA affirms the following values.

Excellence
Supporting and celebrating a culture that promotes rigor, encourages risk-taking, and challenges standards in creating, composing, and presenting ideas.

Open Discourse
Fostering the open exchange and critique of ideas in an environment that welcomes a diversity of views.

Inclusiveness
Actively encouraging the presence and participation in the School of individuals with differing backgrounds, experience, and world views.

Cooperation
Working together in shared efforts to teach, learn, understand, and create.

Inter-Disciplinary Experience
Engaging multiple disciplines to expand our perspectives and enrich our teaching, research, and creative practice.

Responsibility
Recognizing our accountability for the impact of our actions on environmental, social, and cultural systems.

(Adopted by the A&AA Faculty, 22 May 2003)

1.4.2 Mission of the Department of Architecture

We pursue a vibrant, enjoyable learning community. We question, develop, and teach the values, knowledge, skills, and practices that create better architecture: environments that resonate with people and their cultural, physical, and ecological worlds. We teach people to take responsibility for designing our future. And we believe each of us can make a difference.

- The University of Oregon Department of Architecture is a community devoted to excellence in teaching, scholarship, research, creative activity, and service to the community.
- The department is dedicated to a tradition where studio teaching serves as the primary means of integrating all meaningful design issues--e.g., social and behavioral, cultural, environmental, site and context, technological, theoretical, economic, political, and professional, that result in meaningful design solutions.
- Our programs in architecture and interior architecture value collaboration and a noncompetitive but rigorous learning environment.
- We encourage cross-disciplinary knowledge gained through association with other departments in the School of Architecture and Allied Arts as well as the wider university.
- We encourage intellectual inquiry as the basis for design exploration and we seek design excellence without dictating a specific design aesthetic or ideology.
- We are leaders in issues of environmental sustainability, including the design of buildings, interiors, and communities.
- We produce critical thinkers who will be in leadership positions in the professions in the future.
- We take great pride in being one of the premier architecture and interior architecture programs in the country.

(Developed by the architecture faculty in 2002.
Reviewed and revised at the department's annual retreats of 2004 and 2005.)

5. Program Self Assessment

The following text is taken from the 2007 University of Oregon Architecture Program Report.

Strategic School-wide Priorities

1. Resource development
   Although resources available to the school are adequate to support existing programs, including a nationally ranked architecture program, current funding levels, particularly in the area of faculty and staff salaries and graduate student support, place the school at a disadvantage when competing for top faculty, staff, and graduate student candidates. Faculty retention is also a challenge. Raising

funds to enhance existing programs and make more resources available for growth, change, and the development of new initiatives is the school's highest priority. In 2006 the school hired a new director of development, Joseph Hunter, and two new assistants who will assist Dean Frances Bronet in meeting the school's resource development goals.

2. Outreach to external stakeholders and communities
The school has an excellent and extensive network of relationships with the professional communities of Oregon and the Pacific Northwest that engage in fields related to the school's academic programs. However the school recognizes that more can be done to establish relationships with other stakeholders within the region, nationally and internationally. In 2006, the school created a new staff position, an assistant dean of external relations to coordinate external communications and undertake projects that pertain to the school's outreach activities. Plans to cultivate external relationships include:

- Expanding the school's presence in Portland to support the projected 25 percent enrollment in crease in the Portland Architecture Program and introduce new programs offered by other units in the school. The new Portland Center will provide the school with facilities such as an expanded library, a gallery, and research laboratories for urban design and sustainable design activities, and a lecture hall that will be used to showcase our achievements, provide more community services, and host events open to the public.

- Launching an interdisciplinary healthy towns and cities initiative that would provide a link between faculty expertise around sustainable urban design, land development and real estate, with the development community in Oregon and the Pacific Northwest. Potential participating departments include architecture, landscape architecture, planning, public policy and management (PPPM), business, and law.

- Developing school-based oversight of international programs with a coordinated effort to establish relationships with schools in Asia as part of the university's continuing expansion of programs and partnerships in the region.

- Significantly increasing the number of members on the Board of Visitors (BOV) and subdividing the board into working councils focused on specific aspects of the school's mission. The plan to restructure the board was an outcome of the self-assessment discussions undertaken by the members of the 2005-2006 BOV.

- Supporting and promoting projects that make the collective expertise within the school more visible and more available to communities and to the university.

3. Balancing the demands of teaching, research, and service
The school's long history of student-centered education, the close relationships between students and faculty members and the communal culture enhanced by modes of learning that nurture student development through scholarly inquiry, creative practice, and community service is the strength of the school best remembered by alumni and highly regarded by current students. Faculty sustain a strong commitment to teaching excellence while maintaining teaching loads and student contact hours that exceed norms at the university and at peer institutions. Balancing the demands of teaching while meeting research and service expectations can be a challenge for faculty members. Plans to address this issue include:

- Taking measures to create greater equity in teaching resources and teaching loads across the units of the school through raising new resources and finding ways to make more effective use of existing resources. In 2006 PPPM Professor Renee Irvin assumed the new position of Coordinator of Operations and Finance to help the school develop effective budgeting strategies and improve resource equity.

- Recognizing the value of faculty time by providing funded release time and funding during the summer months for faculty members to lead programs and undertake new projects that support the mission of the school.

- Supporting faculty research by providing increased financial assistance and access to strategic connections throughout the school and within the community.

- Supporting teaching excellence by enhancing resources available for teaching.

Interdisciplinary Initiatives Involving the Department of Architecture

The unique mixture of diverse and complementary disciplines is a strength that enriches all of the units within the school, but there are several barriers such as impacted curricula, limited resources and administrative and cultural differences among academic units that prevent the school from realizing its highest interdisciplinary potential. Currently many experimental collaborations involving more than one unit within the school are underway and numerous ideas for new joint educational programs and research collaborations are being discussed. Architecture faculty members are taking leadership roles in planning the following projects:

- An undergraduate degree program in product and material studies and product design jointly administered by the Interior Architecture Program and the department of art.

- An urban design initiative that brings together expertise in sustainable urban design and planning in a way that organizes students, teaching and research around sustainable urban design and urban architecture in the service of communities throughout Oregon. Potential participating departments include planning, public policy and management and landscape architecture, as well as the Center for Housing Innovation, the ESBL Laboratory, the Historic Preservation Program, and the Community Planning Workshop. Research space for this effort is being included in the program for the new Portland Center.

- A digital fabrication lab t0 foster interdisciplinary research and support the school's programs with curricula that involve the creation of physical artifacts and design build approaches to learning and to community service. Funds for equipment purchase and faculty time have been raised through the university's educational technology grants program.

- A joint faculty appointment for an historic architect who would teach in both the architecture department and the historic preservation program. This proposal is modeled on the success of recent joint appointments with the landscape architecture department.

1.5.2 Department of Architecture Self-Assessment Findings and Planning Responses

Program Distinction and Excellence

Our shared understanding of the reality of buildings—that buildings are anchored in the world of people, place and culture; that good buildings are produced by processes having as their objective real places with real people in them; that there are no unimportant design problems--is the hallmark of the department's distinct identity in architectural education. Our long-standing strength in sustainability is recognized nationally, and our understanding of the vital connection between design and subject-specific knowledge is reflected in our curriculum, our contributions to research, and the creative practice inquiry of faculty and students in the design studio and in the professional practice of architecture. Our understanding of the importance of a culture of collaboration, cooperation, and interdisciplinary engagement guides our efforts related to education, research, and practice.

Research and Creative Practice Achievements

Research achievements of architecture faculty and graduate students--measured by publications, design practice and other forms of scholarly and professional recognition--have made contributions to broadly diverse realms of architectural knowledge. Examples include:

- Sustainability: energy and lighting, human comfort, ecology of building materials and methods, ethics and philosophy of sustainable design, historic preservation, disaster resistant design. Faculty have conducted over $18,000,000 in externally funded research related to energy and sustainability. Professor Emeritus John Reynolds, FAIA and Professor G.Z. (Charlie) Brown, FAIA have both received numerous awards and recognition for their work on energy-related sustainable design including the U.S. Green Building Council Leadership Award received by Charlie Brown in 2006 and the James Haecker Distinguished Leadership Award in Architectural Research received by Brown in 2000 and by Reynolds in 2005. Assistant Professor Brook Muller's writings on sustainable design philosophy and his authorship of a national student competition in sustainable design examine conceptual approaches to sustainability the architectural design process.

- Urban form: the relationship between architecture and the city, history and evolution of the city. Associate Professor Gerald Gast, an architect and urban designer, leads teams of students in funded research and community design projects for Portland's public agencies and non-profit organizations. Associate Professor James Tice's research on the micro-urbanism of Baroque Rome that continues the work begun with his award-winning Interactive Nolli Map Website [http://nolli.uoregon.edu/] is being funded by the Getty Center. Assistant Professor Nico Larco's interest in interdisciplinary approaches to urban design scholarship produced a highly successful new course, City Growth and Design, which brought together students and faculty from architecture, planning and other disciplines.

- Building, culture, landscape and place: Professor Howard Davis's award-winning book, The Culture of Building, published by Oxford University Press in 2000 has been reprinted in paperback in response to popular demand. Associate Professor Kevin Nute's book, Place, Time and Being in Japanese Architecture, was published by Routledge Press in 2004. Assistant Professor Roxi Thoren, who holds a joint faculty appointment in architecture and landscape architecture, is a Fulbright Scholar studying connections between culture and design response in Icelandic landscapes.

- Community design, housing, small towns, neighborhoods, urban districts: Associate Professors Jenny Young and John Rowell received a 2006 exemplary project award from the Environmental Design Research Association for the Paleo Project, an adaptive reuse transformation of existing school buildings into an ecotourism and education resource for a rural town in an economically depressed area of Central

Oregon. Assistant Professor Mark Gillem's renovation of McKinley Hall received a 2006 Preservation Award from the Berkeley Architectural Heritage Association.

- Doing and making: design-build, furniture and product design: Associate Professor Stephen Duff's creative practice combines research in aesthetic theory with technical innovation in heavy timber construction while engaging students in design/build based learning. Assistant Professors Lars Bleher and Esther Hagenlocher are engaged in international creative practice that merges architecture, furniture, interiors, installations and products.

- Design methods, digital and computational tools, case study analysis, impacts of media: Associate Professor Nancy Cheng uses animation technology to analyze design drawing processes. She is leading the department's efforts to integrate digital fabrication tools into interdisciplinary education and research. Professor James (Jim) Pettinari's book, Visual Thinking for Architects and Designers: Visualizing Context in Design, illustrates aspects of his approach to assisting communities to visualize the environmental impacts of their planning decisions.

- Teaching technology, building technology education methods: Associate Professor Alison Kwok's Agents of Change project, sponsored by the Fund for Post Secondary Improvement, has had a transformative influence on the teaching of environmental systems. As a co-author of the 2006 edition of Mechanical and Electrical Equipment for Buildings, she continues a UO tradition of producing exemplary building technology textbooks. Associate Professor Robert Thallon's illustrated volumes on wood construction are published internationally. His most recent book, Fundamentals of Residential Construction, co-authored with Edward Allen, was published by John Wiley & Sons in 2006.

Strategic Objectives in Response to Challenges Identified in the Department's Self-assessment

1. Revitalize Community in the Department

In the current climate of increasing performance expectations for faculty members, particularly in the area of research, and greater demands placed on staff, students, and faculty due to the increasing volume of email and web based communications necessary to maintain connections among individuals whose schedules are already overbooked, the department is experiencing several challenges that are endemic to the contemporary academy and that have weakened our traditionally close-knit community.

Our goal is to foster a stable community that encourages many points of view which can be freely expressed, secured by the knowledge that they will be received with genuine respect. To achieve this outcome we plan to:

- Increase the diversity of our community and the perspectives represented. This will be accomplished by actively recruiting diverse pools for student applicants and candidates for faculty and staff positions, as well as by systematically including students and underrepresented faculty and staff in the department's committees and governance processes.

- Set aside time for open-ended interaction among the faculty. For many years the core faculty ate lunch together, every day, including the dean and the department head. We need to try to restore that free ranging discussion.

- Establish deliberate systems of internal communication: for sharing history, traditions, expectations, and new ideas. We must respond to the frequent and significant change in personnel that has made our oral tradition inadequate. Written documents such as the recently revised vision and strategic priorities statement and the new studio culture policy statement will be made more readily accessible through the department's website, with key information available in printed versions and distributed to all new students and faculty.

- Build a new administrative tradition in the department, with expectations of full participation, efficiency, effectiveness, and the collective will to act in our best interests. This will include an assessment of the department's current committee structure and administrative practices and the implementation of improvements.

- In a transparent and consistent manner, establish an equitable distribution of workload and opportunity. Currently faculty members responsible for different areas of the curriculum experience different workloads and inequitable access to external and internal research funding. To solve these problems, we plan to use a multi-faceted approach that includes hiring new full-time faculty, obtaining more resources to support visiting and adjunct faculty, and exploring ways to redistribute the current responsibilities of architecture faculty, staff, and administrators.

2. Build a Robust Resource Base

Currently, resources available to the department are sufficient to sustain existing programs, although in recent years a balanced budget was achieved through the strategic hiring of junior adjunct faculty and through the willingness of tenured faculty members to forgo teaching assignments that directly support their research interests. The budget allocation the department receives from the school, in combination with other resources generated internally by the department and externally through fundraising, exceeds that of some other departments at the university and within the school, although it is significantly less than the resource base available in some of the department's peer institutions. In two areas of the department's curriculum (lighting and housing) there are endowment funds available to advance our mission, but other equally important areas do not currently have access to the same levels of financial support.

The department recognizes the need to optimize the use of our teaching resources to produce the greatest possible benefit to the department's existing activities while providing more opportunities for change and growth. To build a robust resource base the department plans to:

- Establish large enrollment courses to attract non-majors and new study concentrations, including new degree options, which will increase our impact on the larger university community while returning resources to the department. Current curricular planning efforts in the areas of ecological design and development and product design can be leveraged to achieve this objective.

- Establish an alumni council that is unique to the department and assists us directly with our development goals. This will need to be coordinated with the school's board of visitors program as it expands the scope and membership of that advisory body.

- Improve our physical environment and support services. Currently the department is actively engaged in the planning for the new UO Portland Center, the inclusion of digital fabrication tools in the school's shops and laboratories, and the enhancement of Lawrence Hall to include more opportunities for exhibition of environmental design

work. Staff support for the Portland program, model and construction shops, and an expanded, centralized shop and construction lab facilities in Eugene are strategic priorities. The school is also seeking additional laboratory and studio space for faculty.

- Expand our fundraising protocols to allow for broad-based participation and to empower architecture faculty to contribute to a coordinated fundraising campaign. The new director of development has begun this process.

3. Nourish the Intellectual Environment

Faculty members and graduate students wish to spend more of their time on research and engaged in the intellectually stimulating exchange that occurs most readily in advanced seminars and collaborative research. A faculty as large as ours works best as an overlapping network of smaller focus groups that are free to generate interest around new ideas. Our goal is to leverage the potential of this structure and support the freshness and energy that it brings forward. To accomplish this we plan to:

- Raise the bar for admission to our programs and recruit applicants who are capable of meeting those standards. This includes raising funds for graduate student support.
- Aggressively market our strengths (ecological design, light and lighting, Portland etc.) to attract students and faculty with a particular interest in these opportunities.
- Establish a Ph.D. program that will stimulate graduate student research and attract well-qualified graduate students. This includes raising funds for graduate research fellowships and funds to support the added teaching load this program will require from the department's Ph.D. program faculty and attracting more faculty with Ph.D.s. This is an important initiative that will help the department maintain its reputation as a program that prepared future professors of architecture. The development of this program will be modeled after the new Ph.D. program in landscape architecture with its emphasis on sustainable design.
- Reinvigorate the Option 1 version of the M. Arch. program that provides students with undergraduate professional degrees with post-professional graduate-level study. This includes raising funds for graduate student support.
- Coordinate and support existing and proposed overseas study programs and international exchange efforts. Student scholarships and funding to support faculty exchanges are high priorities.

4. Re-invest in the Teaching Mission

The department's curriculum has had essentially the same structure since the 1980s when the required course sequence was designed to respond to increased enrollment and the need to insure that all students were receiving a consistent professional preparation. Since that time, many revisions have been made to adapt specific curricular areas to changing circumstances and to incorporate faculty initiatives. Currently there is interest among the faculty to restructure the whole curriculum, in order to take greater advantage of the strengths of the department, particularly in the area of sustainability, and more effectively anticipate the challenges our graduates will face in the future. An undertaking of this scale will require a minimum of three years to implement. We anticipate the following outcomes:

- More emphasis on the central role of the design studio and for the preparation that is required to redeem this unique educational opportunity. The new curriculum will aim to increase student performance in the design studios and encourage innovative approaches to the design process including a more robust integration of sustainable design.

- A more balanced curriculum with equitable access to advanced, elective coursework. The new curriculum will include one advanced elective per tenure-related faculty member per year. This objective will inform future faculty searches and insure that faculty and students have greater access to advanced teaching and learning opportunities across the curriculum. The new curriculum will also allow for more interdisciplinary coursework. (Architecture students as well as students majoring in other disciplines within the school are asking for this.)

- Improved student performance outcomes throughout the degree tracks by developing more explicit and challenging performance expectations that further the aspirations of our best students.

- Improved mentorship and advising of students taking courses and of graduate teaching fellows (GTFs) who participate in teaching and who intend to pursue teaching careers. Funding to support the faculty director of the Graduate Teaching Technology Certificate Program is a priority.

5. Invigorate the Research Mission

As a department of architecture in a comprehensive research university that is the flagship institution of the Oregon University System, our research mission is equal in importance to, and symbiotic with, our educational mission. Our faculty forms a community of scholars whose research enriches both learning and service. Research activity in the department provides opportunities for graduate students to collaborate with faculty members and prepares them for careers in the profession and the academy. Many faculty members report that it is difficult to balance the time needed to conduct research with the demands of teaching, administration, and service. Plans to invigorate the research mission include:

- Rebuilding the curriculum and steering future faculty appointments so that all faculty members can teach their passion and make connections between research and teaching.

- Fostering a culture of research support and collaboration with particular emphasis on mentoring the tenure-track faculty.

- Establishing endowed support for faculty research in the form of research expense accounts, summer salary, and graduate research fellowships (GRFs).

6. Realize the Potential of Portland

Through increasing our presence in the Portland metropolitan area, where 57 percent of Oregon's population lives and works, we can increase the impact we are making on, and the recognition we receive from, both the professional community and the public at large. We also recognize that our investment in Portland must return specific learning and

research benefits, both to the faculty and students who are there and to those who are in Eugene. To accomplish this, we plan to:

- Clarify the mission of the Portland program and its relationship to the program in Eugene.
- Establish an Urban Studies Laboratory that draws from and contributes to the city.
- Leverage the move to the new Portland Center and the expanded presence of the University of Oregon's other programs in art, historic preservation, journalism, law and business to enrich the department's access to human and physical resources.
- Use Portland as a gateway to significant external support.
- Provide faculty members with incentives to teach in both Eugene and in Portland. This will require additional funds for faculty travel and lodging expenses to support the two-hour commute.

7. Realize Our Leadership Position in Sustainability

With over half the department's faculty directly involved in research related to sustainable design, a legacy of faculty research and textbook authorship in environmental systems, a student body that has established itself as a national leader in ecological design initiatives, and a genuine interest among the entire faculty to actively pursue the greening of the curriculum, we are exceptionally well positioned to advance our leadership position in sustainability to a level that will attract further international recognition and support for our ongoing work in this area. The timing of this strategic priority is concurrent with a renewed level of commitment to sustainability at the university and university system levels. Members of our faculty are currently undertaking projects to:

- Insure that all students in all degree programs receive an introduction to sustainable design principles early in their program of study that prepares them for advanced study and research opportunities in this area.
- Establish international interdisciplinary collaborations and programs in sustainable design.
- Contribute to the new school-wide initiative exploring options for focused research and educational programs that examine ecological development and real estate practice.
- Host an academically rigorous national or international conference on sustainability. The next ARCC (Architectural Research Centers Consortium) annual conference, co-chaired by professors Alison Kwok and Brook Muller and focused on the subject of sustainable design, will be hosted by the department in the spring of 2007.

8. Promote Our Strengths and Publicize Our Successes

Feedback from alumni and practitioners and our own review of promotional materials from other schools of architecture indicate that we need to do a much better job of publicizing our strengths and successes. Feedback from the department's tenure and promotion cases suggest that there is a need for more dialogue to better explain the

nature of creative practice as a research activity to colleagues from other disciplines. Variability in the department's graduate applicant pool for the smaller programs in Portland and in interior architecture suggests that we need a more effective and sustained recruiting strategy for graduate students. Plans include the following:

- Increase staff support for the department's website and publications by hiring a part-time staff member, consultant, or GTF.

- Launch a campaign to generate publicity nationally and internationally in newspapers, academic journals, professional magazines, and publications produced by the department, the school, and the university. This campaign should include a distinct promotion of study opportunities in Portland that will assist the department in recruiting graduate students to the Portland program launched during the 2006-2007 academic year in preparation for the enrollment growth planned once the new Portland Center is open in 2008.

- Increase efforts to bring people to Eugene and Portland to show them who we are and what we do. We should be more pro-active developing and hosting conferences, workshops, meetings, and other events. This will require release time or summer salary for faculty members to create incentives to undertake the intensive responsibilities of this kind of service. The school's department of development is actively seeking funds to support conferences and symposia that demonstrate our leadership.

- Invest in sending our faculty around the country and the world to represent the department and participate in professional and community service. This will require increased faculty travel funds.

- Bolster our reputation at the university level, especially in the area of research, through more active participation in university scholarly forums in Eugene and Portland.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

See Attachment.

IV. Report Signatures

Respectfully submitted,

William G. McMinn, FAIA — **Representing the ACSA**
Team Chair

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Team member

Andrew Caruso, Assoc. AIA — **Representing the AIAS**
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Jeffrey Morgan, AIA, NCARB — **Representing the NCARB**
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Michaele Pride, AIA, NOMA — **Representing the ACSA**
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Program Response to the Final Draft Visiting Team Report

UNIVERSITY OF OREGON
School of Architecture and Allied Arts

June 25, 2007

Cassandra Pair
Accreditation Manager
The National Architectural Accrediting Board
1735 New York Avenue, NW
Washington D.C. 20006-5209

Dear Ms. Pair,

Please convey our great appreciation to the members of our NAAB Visiting Team for all of their work on behalf of the Department of Architecture at the University of Oregon. Their observations have been particularly helpful to us as we prioritize our planning objectives and we are already seeing results at the department, school and university levels.

In April we reviewed the draft report and made a few suggestions for corrections of facts and typographical errors. After reviewing the final Visiting Team Report (VTR), we wish to provide the board with some additional information that further clarifies the context of the team's findings concerning social equity and physical and financial resources.

Condition 4. Social Equity
In the final version of the VTR, a revision was made to the draft report in which the team changed the box checked for our B.Arch. program from met to unmet. The explanatory comments do not specifically address why the team feels our B.Arch. program in particular does not meet the Social Equity Condition. The report does mention the wide range of backgrounds present in our graduate student body and concerns about decreases in faculty and student ethnic diversity.

The following data describing aspects of diversity in our student population is published in the department's annual matriculation report. This document was provided in the team room.

- Female students enrolled in all of the department's accredited programs increased from 37% in 2000 to 54% in 2006. Female students in the B.Arch. program increased from 37% in 1995 and 36% in 2000 to 49% in 2006.

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An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

- The number of B.Arch. students who belong to ethnic minority groups (US and foreign) has remained fairly constant with 21% of total enrollment in 2000 and 20% in 2006. The number of US citizen minority students increased from 13% of total enrollment in 2000 to 15% in 2006. There has been a general decrease in foreign student matriculation at the university after 2001. This has affected our numbers of foreign students who belong to ethnic minority groups.

- Historically the department has admitted a much higher percent of both women and minority applicants than white males. The combined acceptance rate for all our programs is 65% for women applicants, 61% for US citizen minority applicants, and 57% for white male applicants.

- Our matriculation rates are comparable for all programs: 51% white males; 49% females; 49% US citizen minorities.

The table below shows annual diversity statistics for B.Arch. students.

B.ARCH. STUDENTS	2000	2001	2002	2003	2004	2005	2006	Δ 06-00
Total	370	370	354	338	352	353	362	-8
Female	134	134	129	137	146	134	177	+43
Female Percent of Total	36%	36%	36%	41%	41%	38%	49%	+13%
US Minority	49	54	49	53	64	64	55	+6
US Minority Percent of Total	13%	15%	14%	16%	18%	18%	15%	+2%
US and Foreign Minority*	76	81	68	72	80	80	72	-4
US and Foreign Minority Percent of Total	21%	22%	19%	21%	23%	23%	20%	-1%
Foreign*	39	39	25	28	22	18	21	-18
Foreign Percent of Total	11%	11%	7%	8%	6%	5%	6%	-5%

*Note: Like many university programs in the U.S., the UO experienced a drop in foreign student matriculation after 2001.

The table below shows numbers of students from all of the department's accredited programs in diversity categories that are tracked by the university. Numbers for 2006 reported in our APR were projections. The numbers for 2006 below are exact.

ALL STUDENTS	2000	2006	Δ 06-00
Female	254	352	+98
Disabled	3	14	+11
African Origin	6	8	+2
American-Indian	6	1	-5
Asian-Pacific Island	79	54	-25
Hispanic Origin	26	26	0
Other*	13	23	+10
Total Ethnic Minority	130	112	-18

*Note: "Other" includes students of mixed ethnicity and students who identify their ethnic backgrounds as different from those listed in the university's survey.

We do not have separate graduate and undergraduate faculties. All of the department's faculty members teach both in the graduate and the undergraduate programs. The

following data describes the diversity profile of the department's faculty. This information is available in the department's annual statistical reports submitted to the NAAB.

- 40% of the tenure-related faculty and 34% of the adjunct faculty are female.
- 10 % of the tenure-related faculty and 9% of the adjunct faculty are members of ethnic minority groups.
- 30% of our tenure-related faculty members are citizens of countries other than the U.S.

The table below summarizes diversity statistics for the faculty.

	2000	2006	Δ 06-00
Female Faculty (Tenure Related)	11	12	+1
Female Faculty (Adjunct)	10	16	+6
African Origin Faculty (Tenure Related)	0	0	0
African Origin Faculty (Adjunct)	0	0	0
American-Indian Faculty (Tenure Related)	0	0	0
American-Indian Faculty (Adjunct)	0	1	+1
Asian-Pacific Island Faculty (Tenure Related)	3	2	-1
Asian-Pacific Island Faculty (Adjunct)	2	2	0
Hispanic Origin Faculty (Tenure Related)	0	1	+1
Hispanic Origin Faculty (Adjunct)	1	1	0
Total Number of Ethnic Minority Faculty	6	7	+1
Total Number of International Faculty (Tenure Related)	8	9	+1
Total Number of International Faculty (Adjunct)	n.a.	1	n.a.

Condition 8. Physical Resources

The team determined that Condition 8. Physical Resources was unmet because of their concern about accessibility, hours of operation, dust collection and tripping hazards in the Lawrence Hall model shop as well as the absence of a spray booth in Lawrence Hall.

The Lawrence Hall model shop is a time-share arrangement the department has with the school's facilities staff that allows architecture students to have access to the school's tools and workstations in a location that is convenient to their studios. This small 540 square foot shop contains a laser cutter, a table saw, a compound miter saw, a drill press, a band saw and small hand tools and equipment. We hire a graduate teaching fellow (GTF) and work-study students to monitor the facility and train students in correct use of the equipment. The school's director of facilities services maintains the shop and a faculty member supervises the student staff. Although it is possible to schedule time in the model shop during studio hours, student monitors are unavailable at that time because of conflicts with their own studio meeting times. Faculty members who wish to supervise their students in the model shop during studio or other hours can schedule time there. During the busiest times of the academic quarter, we extend the model shop's hours.

The Lawrence Hall model shop is one of several departmental shop facilities that are used to support our curricular objectives. Our other shops are all fully dedicated to use by our program. They include:

Woodworking Shop (2,911 sq. ft.) (includes a spray booth)
Construction Technology Lab (882 sq. ft.)
Structures Lab (1,449 sq. ft.)
Portland Model Shop (540 sq. ft.) (to be replaced with a larger facility in 2008)

In addition, architecture students have access to the shops at the University Craft Center, a 6,432 square foot professionally monitored facility, which is a short walk from Lawrence Hall and open during studio hours. This shop is readily available to all architecture students and is their primary shop for the construction of large format work as well as models. The model shop in Lawrence Hall is supplementary.

The Lawrence Hall model shop is accessible by wheelchair, but no alterations have been made to improve the accessibility of the existing workstations that are used by the school's facilities. The shop at the University Craft Center is accessible. Our operations in the department's other shops are adapted as needed to accommodate students taking courses there, including students in wheelchairs.

Like all shops on campus, the Lawrence Hall model shop is inspected on an annual basis by a safety officer from the university's Office of Environmental Health and Safety to ensure that it meets the OSHA standard. The department responds promptly to all reports of environmental health and safety violations. Between inspections, the shop is operated in accordance with the provisions outlined in a safety manual that was developed in consultation with and approved by OEHS staff.

Although there is no spray booth inside Lawrence Hall, there is a designated spray paint area adjacent to Lawrence hall in an outdoor covered space. In addition, the spray booth in the department's woodshop is available to all architecture students.

Condition 10. Financial Resources

Although the department has adequate financial resources to operate nationally ranked programs without deficit spending and has seen a marked increase in funds available for faculty development and research support since 2000, we are aggressively seeking ways to increase salaries for the department's faculty and staff as well as scholarship support for our students. These needs have received intensive attention since the arrival of the school's new dean in 2005, new director of development in 2006 and new provost in 2006.

The average salary increases in 2007 for architecture faculty are: assistant professors--11 percent; associate professors--8 percent; full professors--11 percent. The outcome of the current Oregon legislative session indicates a significant reinvestment in universities with an 18 percent budget increase for higher education that will impact salary funds for the next biennium. Retention offers to faculty who have been recruited by other schools are much more competitive than in the past and have been successful. To attract new

assistant professors, our salary offers have been adjusted in response to national norms. These offers to new faculty have helped us make a case for raising the salaries of existing assistant professors, and the department has received additional funds for this purpose. We have also been successful at competing for faculty excellence awards funded by the university that include salary increases for high performing tenured professors.

The team's concern about the impacts of below average faculty salaries is mentioned in several sections of the VTR. The tables below provide information about the department's salaries for tenure-related faculty as compared to others both within the university and with other schools of architecture.

2005 data compiled for the university's professional schools show that the department's expenditures per student credit hour (SCH) exceed expenditures of the School of Architecture and Allied Arts as a whole and exceed expenditures for business, education, and journalism, but are less than the expenditures for the law and music schools.

	Total expenditure per SCH	Faculty salary per SCH
Department of Architecture	$207	$91
School of Architecture and Allied Arts	$170	$77
Lundquist College of Business	$138	$71
College of Education	$180	$47
School of Journalism	$162	$59
Knight Law School*	$466	$216
School of Music & Dance**	$229	$96

*Law students pay tuition and fees that are significantly higher than those of other graduate students. The law school is the only professional school at the university that does not enroll undergraduates.
** The curriculum in the School of Music and Dance depends heavily on private tutorials.

The table below compares average current salaries for tenure-related faculty in the department with average full time faculty salaries at peer institutions that are members of the American Association of Universities (AAU)—an organization representing the nation's top tier research and graduate education universities. 34 of the schools with NAAB-accredited programs are part of the AAU.

	Assistant	Associate	Full
UO Architecture	$50,036	$60,311	$79,478
UO School of Architecture and Allied Arts	$50,338	$58,310	$82,295
AAU Peer Institutions for Architecture	$54,900	$70,700	$93,000

Overall, our salary percentage of AAU peers is highest at the assistant professor level (91%) and lowest for the associate and full professors (85%). This is due in part to recent promotions between ranks that moved higher paid associate and assistant professors into the lower salary ranges of the full and associate levels.

It is difficult to assess the direct impact of salary levels on faculty hiring and retention. Since 2003, two architecture faculty members have resigned to accept positions at universities offering higher salaries. The 2004 architecture and landscape architecture faculty searches were very successful in attracting top recruits, indicating that non-wage amenities such as the draw of the university's location and the quality of professional

opportunity provided by the department contribute significantly to faculty recruiting. Five of the six first choice candidates accepted our offers. In 2007 one of our two first choice candidates joined the faculty.

The provost and the dean have identified salary equity and merit increases as high priorities and we anticipate that new funds will continue to become available to support faculty excellence.

Please let me know if we can provide the NAAB with any further information.

Sincerely,

Christine Theodoropoulos, Head

Department of Architecture
School of Architecture and Allied Arts
University of Oregon

National Architecture Accreditation Board Visit
February 15-21, 2007

Final 02/20/07

Date	Time	Location	Activity	Participants
Thursday 15 February	**noon**	**Pick up car in Eugene Portland Airport**	Team chair arrival: Bill McMinn (11:30 am, Continental # CO1662)	Driver: Christine Theodoropoulos
		Governor Hotel 614 SW 11th Ave. Portland, OR 97205 Tel: (503) 224-3400	Check in at the hotel	Bill McMinn Christine Theodoropoulos
Friday 16 February	**8:00 am**	**Governor Hotel**	Breakfast with the department head, program director and tenure-related faculty with full time appointments in Portland	Bill McMinn Hajo Neis, Portland Program Director Gerry Gast Jim Pettinari Christine Theodoropoulos
	9:30 am	**UO Portland Center ESBL**	Energy Studies in Buildings Laboratory	Bill McMinn Charlie Brown
	9:45 am	**Fourth Floor**	Studios, studio exhibit discussion, classroom and shop tour	Bill McMinn Portland faculty and GTFs
	10:30 am	**Portland Center Library**	Library meeting	Bill McMinn Dvora Robinson, librarian Student library assistant
	11:00 am	**Fourth Floor Review Room**	Meeting with faculty	Bill McMinn All Portland Faculty
	12:00 pm	**McCormick and Schmick's** 235 SW First Ave	Lunch with student representatives: Katie Foote, Rebecca Mckenna, Brennen Soans	Bill McMinn Students tba
	1:30 pm	**First Floor Classroom**	Meeting with students	Bill McMinn All Portland Students
	2:30 pm	**Light rail to 1st and Burnside**	Tour of construction site of White Stag Building where the new Portland Center will be located	Bill McMinn Terri Warpinski, Vice Provost Hajo Neis Christine Theodoropoulos
	4:00 pm	**Return to Governor Hotel**	Break	Bill McMinn Christine Theodoropoulos
	6:00 pm	**Veritable Quandry** **1220 SW 1st Ave.** **Tel: (503) 227-7342**	Dinner with some of the program's Portland partners including representatives from the AIA, City of Portland, and Portland State University: Stewart Ankrom, Ankrom Moisan Christine Theodoropoulos	Bill McMinn Dick Benner, METRO Amy Miller Dowell, PDC Larry Bruton, ZGF Rudy Barton, PSU

Date	Time	Location	Activity	Participants
Saturday **17 February**	**8:00 am**	**Governor Hotel**	Breakfast with Portland program alumni: Bob Hastings, Tri Met Mark Ragett, City of Portland Urban Design Group Eric Matthews, Surround Architects Han-Mei Chiang, Hoffman Construction	Bill McMinn Christine Theodoropoulos Erika Price, Stastny Brun Architects Kim Walker, Stastny Brun Architects
	9:30 am	**Portland**	Brief drive around downtown Portland and visit to the John Yeon house.	Bill McMinn Richard Brown, Yeon House donor Christine Theodoropoulos
	10:30 am		**Drive to Eugene**	Bill McMinn Christine Theodoropoulos
	12:30 pm	**Mekala's Thai Restaurant** 1769 Franklin Blvd. (541) 342-4872	Lunch with the faculty and graduate student who prepared the team room exhibition.	Bill McMinn Kevin Nute Ihab Elzeyadi Juliette Beale
	1:00 pm +	**Eugene airport to the Phoenix Inn**	Transport team members to the Phoenix Inn Andrew Caruso, 2:20 PM, Northwest, 2276 James Gersich, 8:30 PM, Horizon 2241 Bill Miller, 12:14 PM, Delta 3780 Jeffrey Morgan, 2:00 PM, United 6663 Michaele Pride, 12:14 PM, Delta 3780 Cathy Ryan, 4:14 PM, United 6408 Mimi Sullivan, 12:58 PM, United 6406	Drivers: Alison Kwok Mike Utsey Michael Fifield Alison Kwok Michael Fifield Christine Theodoropoulos Jim Tice
	1:30	**Team room** **278 and 279 Lawrence Hall**	Team Chair inspects team room	Bill McMinn Ihab Elzeyadi Kevin Nute Juliette Beale Christine Theodoropoulos
	2:00 pm +	**Phoenix Inn Suites** 850 Franklin Blvd Eugene, OR 97403 Tel: (541) 344-0001	Team arrival: Team checks in at hotel	Team
	6:30 pm	**The Excelsior** 754 East 13th Tel: (541) 342-6963	Team dinner (the Excelsior is a ten minute walk from the hotel)	Team only
	8:00 pm	**Phoenix Inn** **conference room**	Team orientation meeting	Team only

Date	Time	Location	Activity	Participants
Sunday 18 February	**8:00 am**	**Phoenix Inn**	Breakfast	Team Christine Theodoropoulos
	9:00 am	**West Campus Area**	Campus tour, part 1	Team Peter Keyes Nancy Cheng
	9:45 am	**Team Room (Lawrence 278, 279, 283)**	Team room and faculty exhibit orientation with explanations of exhibits by faculty representatives	Team John Rowell Brook Muller Jim Tice Jenny Young
	11:00 am	**Lawrence Hall, Pacific Hall North Site**	Tour of school facilities with presentations of the AAA Computing Laboratory, Energy Studies in Buildings Laboratory, the Baker Laboratory, and the design/build and furniture design shops.	Team Rob Thallon, Associate Dean Chris Jones, Computing Director G.Z. Brown, ESBL Laboratory Virginia Cartwright, Baker Laboratory Stephen Duff, Design/build Esther Hagenlocher, Furniture Design
	12:30 pm	**The Hearth**	Lunch with faculty hosts and representatives from other units within the school including: Don Corner, Director Center for Housing Innovation Hajo Neis, Portland Architecture Alison Snyder, Interior Architecture Rob Thallon, Associate Dean Glenda Utsey, Associate Head	Team Doug Blandy, Associate Dean Kingston Heath, Historic Preservation Colin Ives, Digital Arts Kartz Uzzi, Art Lee Roth, Art History Deborah Hurtt, Art History
	2:00 pm	**Team Room**	Presentation of the department's NAAB accredited degree programs	Team Glenda Utsey, (B.Arch.) Howard Davis, (M. Arch. Option III) Virginia Cartwright (M. Arch Option II)
	3:00 pm	**206 Lawrence Hall**	General faculty meeting	Team All faculty, except administrators Includes adjunct faculty
	4:00pm	**Team Room**	Review of exhibits and records	Team
	6:00 pm	**Team Room**	Dinner (catered) Continuing review of exhibits	Team
	8:30 pm		Return to the hotel	

Date	Time	Location	Activity	Participants
Monday 19 February	**8:00 am**	**Phoenix Inn**	Breakfast	Team
	9:00 am	**Art Department Conference Room**	Initial meeting with the dean of the School of Architecture and Allied Arts	Team Frances Bronet, Dean
	10:00 am	**202 Johnson Hall**	Initial meeting with the provost	Team Linda Brady, Provost/Vice President
	11:00 am	**Team Room**	Continuing review of exhibits and records	Team
	12:00 pm	**206 Lawrence**	Lunch with faculty representing curricular areas Howard Davis John Rowell Nico Larco	Team Ihab Elzeyadi Nancy Cheng Mark Gillem James Tice
	1:30 pm	**Art Conference Room**	Meeting with the department staff	Team Nancy McNaught, office manager Michael Clark, student records Rachel Howe, receptionist Helga Wood, admissions
	2:00 pm	**Art Conference Room**	Meeting with the student advising staff	Team Glenda Utsey, associate head Michael Clark, student records review Helga Wood, pre-admissions advising Alison Kwok, faculty advisor
	2:30 pm	**Lawrence and Pacific Halls**	Observation of studios	Team representatives
	3:00 pm	**Dean's office**	Informal meeting with the dean	McMinn Bronet
	4:00 pm	**177 Lawrence**	Meeting with students	Team Students only
	5:00 pm	**East Campus Area**	Campus Tour, part II	Team Faculty guide: Don Peting
	5:30 pm	**Gerlinger Hall**	Reception with buffet dinner with area practitioners and alumni	Team Area practitioners and alumni Faculty
	6:45 pm	**Team Room**	Continuing review of exhibits and records	Team
	8:30 pm		Return to hotel	

Department of Architecture
School of Architecture and Allied Arts
University of Oregon

National Architecture Accreditation Board Visit
February 15-21, 2007

Final 02/20/07

Date	Time	Location	Activity	Participants
Tuesday 20 February	**8:30 am**	**231 Lawrence**	Breakfast with: AAA Computing Center Director PODS Director Assistant Dean, Communications/Alumni Affairs, Director of Development Director of Facilities	Team Chris Jones Kassia Dellabough Karen Johnson Joseph Hunter Mike Smith
	9:30am	**Various locations, schedule to be provided**	Observation of lecture and seminar meetings throughout the day	Team representatives
	9:30am +	**Team Room or 100 Lawrence**	Faculty members responsible for curricular areas will be available to meet with team members. Otto Poticha, professional practice Alison Kwok, environmental systems Alison Snyder, interior architecture Jim Tice, spatial composition	Team representatives Nancy Cheng, design media Don Corner, structures/construction Howard Davis, place response Jenny Young, human context Michael Fifield, design studio sequence
	10:30	**MRC**	Materials Resource Center	Team representatives Alison Snyder
	10:45am	**Slide Library**	Image Library	Team representatives Julia Simic, Slide library director
	11:00am	**AAA Library**	Library Tour	Team representatives Ed Teague, AAA librarian
	12:00pm	**100 Lawrence**	Lunch with student representatives from AIAS Design Bridge Tech teaching EDC ASHRAE IESNA SAWA CASL AVenue Forum	Team only
	1:00pm	**Team Room**	Complete review of student records and meetings with faculty representatives if needed. Drafting of report	Team
	6:00pm	**Team Room**	Dinner (catered)	Team
	7:00pm	**Team Room**	Discussion of team recommendations and completion of report	Team
	9:00pm		Return to hotel	

Date	Time	Location	Activity	Participants
Wednesday 21 February	**7:30 am**	**Phoenix Inn**	Hotel check-out	Team Drivers will transport bags
	8:00 am	**Art Conference Room**	Breakfast and exit meeting with the department head	Team Christine Theodoropoulos
	9:00 am	**Art Conference Room**	Exit meeting with the dean	Team Frances Bronet
	10:00 am	**Art Conference Room**	Exit meeting with provost	Team Linda Brady
	10:45 am	**206 Lawrence**	Exit meeting with the department	Team Faculty Staff Students
	11:15 am	**Cars depart from the northeast exit of Lawrence**	<u>Transport team members</u> Bill McMinn, 1:26 PM, United 6406 Andrew Caruso, 7:50 PM, Northwest 2431 James Gersich, 12:40 PM, Horizon 2166 Jeffrey Morgan, 2:02 PM, United 6663 Michaele Pride, 12:41 PM, Delta 3944 Cathy Ryan, 1:26 PM, United 6406 Mimi Sullivan, 4:18 PM, United 6408	Drivers: Nancy McNaught tba Howard Davis Nancy McNaught Howard Davis Nancy McNaught Christine Theodoropoulos
	12:00 pm	**New Federal Courthouse**	Optional: tour of the new federal courthouse building designed by Morphosis.	Libby Barber, GSA Michael Fifield Christine Theodoropoulos Bill Miller Mimi Sullivan Andrew Caruso

Appendix 05: 2010 Focused Evaluation Report and Focused Team Report

2010 Focus Evaluation Report
Submitted to the National Architectural Accrediting Board
Department of Architecture, University of Oregon

Prepared by Christine Theodoropoulos, Head
June 1, 2010 (revised June 28, 2010)

This report describes progress made by the University of Oregon (UO) Department of Architecture toward meeting the NAAB Conditions of Social Equity, Financial Resources, and Physical Resources as stipulated by the focus evaluation required by the NAAB letter of accreditation sent to us in July of 2007.

There have been no curricular changes made to the accredited Bachelor of Architecture or Master of Architecture Programs, however within the context of the existing curricula, faculty teaching required coursework have made adjustments to address the student performance criteria found to be not met by the 2007 visiting team. The department has revised its design studio evaluation form and learning objectives to establish more consistent expectations for student performance in design studios and more consistent and stringent criteria for a passing grade.

Social Equity

2007 Visiting Team Comments on Social Equity:

The Social Equity Condition was determined by the 2007 Visiting Team to be met for the Master of Architecture Program and not met for the Bachelor of Architecture Program. The VTR states:

> *This condition is met but concerns were voiced regarding socio-economic and ethnic diversity. The climate in the department, school, and university is quite open and tolerant of differences of background, experience, ability, and perspective. Architecture students come from a wide range of backgrounds, especially in the M. Arch. program. The culture of Eugene and the University of Oregon, along with historically progressive features of the professional programs—the Oregon Review and pass/no pass studio grading—make UO a non-threatening and supportive place to study architecture. Nevertheless, students and faculty in the school and the department are, with few exceptions, ethnically homogeneous. Annual Reports indicate that ethnic diversity has declined in both populations since the last visit. Ethnic minorities now comprise 10% (3 people) of the full time, permanent faculty, compared to 13% (4 people) at the time of the previous NAAB visit in 2001. Student ethnic diversity declined from 23% in 2000 to 17% in 2006. These numbers include foreign students, who comprised 11% and 5% of total architecture students in 2000 and 2006, respectively. The administration and faculty explain this as a result of the lack of diversity in Eugene and Oregon, along with lack of resources (time and personnel) to recruit more aggressively. Regardless of the cause, the lack of (and decreasing) diversity does not well prepare graduates for practice that is increasingly diverse and increasingly global. The department's self-assessment identifies this as an area of concern, with a goal to "increase the diversity of our community and the perspectives represented…by actively recruiting diverse pools for student applicants and candidates for faculty and staff positions." Up to now, however, the department has relied on university initiatives to reach diverse populations. Students come to Oregon from across the nation; fewer than 40% are native Oregonians. This breadth of reach, in addition to strong graduate programs, presents great opportunities to reach diverse populations and increase enrollment of*

ethnic minorities. Architecture faculty salaries remain lower, at every level, than peers on campus and lower than national averages for peers in other architecture programs. In addition, salary compression plagues the department—salary disparity is greater at higher ranks than at the Assistant Professor level. This problem presents particular challenges for attraction and retention of highly qualified candidates and the department has lost key faculty to competitor programs. Discussions with the Dean and Provost, however, indicate recognition of the problem and recent initiatives have begun to address salary equity. External funding and institutional reallocations will benefit senior faculty in architecture, in particular. (2007 VTR p. 11)

The UO Department of Architecture takes this assessment seriously and has been working diligently to reverse the trend that the NAAB team identified. It should be pointed out however, that socio –economic diversity of the student body is quite broad. A large proportion of our undergraduate student body comes from lower economic brackets and a number of students are the first in their families to attend college. Admissions data for next academic year shows a promising trend with respect to students from under-represented groups. We will be able to confirm this after fall quarter begins.

Ethnic and Gender Composition of the Department of Architecture

The Bachelor of Architecture and Master of Architecture programs are taught by a single faculty comprised of thirty tenure-related and approximately sixty adjunct members. All faculty members teach both graduate and undergraduate students. Table 1 below summarizes diversity statistics for faculty members in the department compared to the university as a whole and to national architecture school averages compiled by the NAAB.

Table 1: Gender and Diversity Profile of Architecture Department Faculty, UO Faculty and NAAB faculty

	2006 Dept #	2009 Dept #	2009 Dept %	2009 UO %	2009 NAAB %
Female Faculty (Tenure Related)	12	11	41%	44%	-
Male Faculty (Tenure Related)	17	16	59%	66%	-
Female Faculty (Adjunct)	16	17	35%	-	-
Male Faculty (Adjunct)	23	31	65%	-	-
Total Number of Female Faculty	28	28	37%	47%	26%
Total Number of Male Faculty	40	47	63%	53%	74%
African Origin Faculty (Tenure Related)	0	0	0%	-	-
African Origin Faculty (Adjunct)	0	0	0%	-	-
American-Indian Faculty (Tenure Related)	0	0	0%	-	-
American-Indian Faculty (Adjunct)	1	0	0%	-	-
Asian-Pacific Island Faculty (Tenure Related)	2	3	11%	-	-
Asian-Pacific Island Faculty (Adjunct)	2	5	10%	-	-
Hispanic Origin Faculty (Tenure Related)	1	0	0%	-	-
Hispanic Origin Faculty (Adjunct)	1	1	2%	-	-
Two or More Races (Tenure Related)	-	1	4%	-	-
Two or More Races (Adjunct)	-	0	0%	-	-
Total Number of Ethnic Minority Faculty	7	10	13%	15%	22%

Female faculty have been active in the life of the department for several decades. Currently, 41 percent of tenure-related architecture faculty are female, several female faculty hold leadership positions in the department and the school, and a new female assistant professor will be joining the department in the fall of 2010.

The department actively seeks faculty members who bring cultural and ethnic diversity to the department. Since 2006 we succeeded in retaining four international faculty members and one U.S. citizen member of a minority group who received competing offers from other universities. In all of these cases we were able to provide substantial salary increases. We have also hosted many visiting faculty from abroad funded by university sabbaticals, Fulbright Fellowships and the Junior Faculty Development Program of the U.S. State Department. In 2008 our Interior Architecture Program received a $45,000 grant from the university's Under-represented Minority Program to support the research interests of a new faculty member who is originally from Korea and working to develop scholarly and educational program connections to Korean universities. He teaches both architecture and interior architecture students.

Table 2 below shows annual diversity statistics for students enrolled in the Bachelor of Architecture Program in the fall of 2008 as compared to the diversity of all undergraduates at the UO, all NAAB B.Arch. programs and U.S. Census data for the state of Oregon. All ethnic background data is self-reported.

Table 2: Gender and Diversity Profile of UO B.Arch. Students, all UO Undergraduates, NAAB B. Arch. Averages compared to State of Oregon Census Data (2008)

	2006 B.Arch. #	2008 B.Arch. #	2008 B.Arch. %	2008 UO UG %	2008 NAAB** %	2008 Oregon Census data
Female	177	166	48%	51%	-	50.3%
Male	185	177	52%	49%	-	-
African Origin	-	4	1%	1.8%	-	2%
American-Indian and Alaska Native	-	1	0.3%	1%	-	1.4%
Asian and Pacific Islander	-	31	9%	6.5%	-	3.9%
Hispanic Origin	-	12	3.5%	3.9%	-	11%
White-non Hispanic	-	238	72%	74%	-	80%
Two or More Races	-	34	10%	3.3%	-	2.5%
International	21	10	3%	5.6%	-	-
Unknown	-	13	4%	3.9%	-	-
Total Number of Ethnic Minority Students*	72	82	24%	17%	36%	21%

*includes students who reported two or more races, does not include students whose race and ethnicity is unknown

** NAAB does not publish enrollment data by ethnicity or gender for B.Arch. programs

48 percent of students enrolled in the accredited Bachelor of Architecture program at the UO are female. This figure exceeds the NAAB combined average of females in all accredited programs (41 percent), and is approaching our goal of balanced gender enrollment. 48 percent of the 2008 applicant pool, and 45 percent of the 2009 applicant pool were female. Admittance rates for female students were higher than males with 60 percent of female applicants admitted in 2008(as compared to 52 percent of male

applicants) and 68 percent of the female applicants admitted in 2009 (as compared to 47 percent of male applicants).

24 percent of students in the B.Arch. program are ethnic minority students. Although this is less than the NAAB national average of 36 percent, it significantly exceeds the percent of ethnic minority students at the university. 44 percent of our B.Arch. students are residents of the state of Oregon and diversity statistics for this group tend to reflect the population of the state. U.S. census data shows that 21 percent of Oregon residents are members of ethnic minorities.

Our B.Arch. students are fully integrated into the department's student body, which is comprised of B.Arch., B.Iarc. (Bachelor of Interior Architecture) and Master's level students in both programs. Table 3 shows numbers of students enrolled in all of the department's programs in diversity categories tracked by the university. Data from the fall of 2009 shows both the percent of female students and the percent of ethnic minority students in the department to be within one percentage point of overall university enrollments.

Table 3: Gender and Diversity Profile of All Students in the Department, UO, NAAB

	2006 Dept #	2009 Dept #	2009 Dept %	2009 UO %	2008 NAAB %
Female	352	330	52%	51%	41%
Male	-	308	48%	49%	59%
African Origin	8	2	0.3%	2%	5%
Native American	1	1	0.2%	1%	1%
Asian-Pacific Island	54	53	8.3%	6%	11%
Hispanic Origin	26	24	3.7%	4%	14%
White-non-Hispanic	232	450	71%	72%	54%
Two or More Races	23**	17	2.7%	3%	6%
International	-	28	4.4%	-	-
Unknown	-	63	9.9%	6%	8%
Total Number of Ethnic Minority Members*	112	97	15%	16%	30%

*includes students who reported two or more races
**includes students who reported their race as other in 2006

Recent Activity Relevant to Social Equity

Since the 2007 NAAB visit, our efforts to improve social equity in the department included the following activities.

We developed and implemented a new School of Architecture and Allied Arts Diversity Plan (http://oied.uoregon.edu/files/oied/oied/uploads/AAA.SAP.pdf) and formed a school level Equity and Diversity Committee (http://aaa.uoregon.edu/info/committees). The committee completed a school-wide diversity climate survey and began a fellowship program to encourage activities that promote diversity within the school. One of these awards was made to architecture faculty for an interactive installation that invited members of the school's community to share thoughts about the identity of the school.

The dean, associate deans and department head attended workshops provided by the UO Office of Institutional Equity and Diversity. The department head also attended a workshop provided by the UO Office of Disabilities Services. Both of these workshops aimed to assist administrators and faculty to address diversity within the context of their programs by expanding cultural awareness and developing techniques to engage diverse members of the learning community. In the fall of 2009, educational diversity experts to a departmental faculty meeting to discuss techniques for integrating discussions about tolerance and respect for diversity into studio orientations conducted by faculty.

We applied for and obtained several Promising Scholar Awards from the Graduate School. These full academic year scholarship awards with stipends (a value of approximately $30,000 each) allow us to recruit exceptional applicants who bring diversity to the M.Arch. program. After the initial year supported by the Graduate School, the department continues to provide ongoing Graduate Teaching or Research Fellowship (GTF) appointments for these students, thereby giving them full support for the duration of their M.Arch. program and placing them in positions that will allow them to serve as role models for undergraduate students. To date we have succeeded in recruiting six Promising Scholars who bring a variety of ethnic and experiential diversity to our program.

Several faculty members incorporate service-based learning into their teaching and offer studios and courses in which students undertake projects which further students' exposure to diversity. Many of these projects have received recognition and significant financial support (over $250,000) from university sources. In 2006-2009, our program, "Cities in War, Struggle, and Peace: The Architecture of Memory and Life" investigated international contexts of war and peace through understanding of buildings and cities that have been affected or inspired by war with financial support from the Savage Endowment for International Relations and Peace. In the spring of 2009, a studio project for the design of a visitors' center for a former Japanese internment site provided a public lecture series about Japanese internment, with financial support from the Office of Institutional Equity and Diversity. Most recently over a dozen faculty and hundreds of students have become involved in design activities that serve diverse communities as part of the Sustainable Cities Initiative (http://sci.uoregon.edu/), a new university-wide program that is directed by architecture and planning faculty.

In 2009, the Associate Head for Student Affairs received an award from the University of Oregon Office of Multicultural Affairs for: "Planting and Nurturing the Seeds of Possibilities Through Higher Education in Middle School Students of Color." This is for her annual contributions to the Reach for Success Program.

In 2010, the department head received an Innovations in Diversity and Academic Excellence Award from the UO Office of Institutional Equity and Diversity for the project**, "**Designing Diversity: Linking the University of Oregon Department of Architecture with Historically Black College and Universities.**"**

Physical Resources

2007 Visiting Team Comments on Physical Resources:

The Physical Resources Condition was determined to be not met by the 2007 Visiting Team because of concerns about shop facilities in Eugene. The VTR states:

> *The general comments of the last visiting team in regard to the Eugene facilities have been addressed, however the physical requirements of the model shop in Eugene are not met. The Portland facility deficiencies have been addressed since the last visit.* (2007 VTR p. 2)

> *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 model shop serves as the facility management shop for the A&AA staff during weekday hours and is therefore open to students only in the evening. Specific areas of concern with the shop are inadequate dust collection and tripping hazards. Given the lack of a properly exhausted spray booth to serve the design studios, the loading dock, stairwells, and hallways are presently used for this purpose—this causes environmental air quality and space problems within the school. The Portland program will be relocating to a new facility. This is necessary to accommodate the program as it exists presently, as well as to allow for the planned future expansion of the student body. The interdisciplinary access in the new facility is a positive aspect for the program. The Provost stated that A&AA is at the top of the queue for new facilities at the Eugene campus. This will require space planning and thoughtful preparation for the future in both locations. Improved facilities are necessary for the program to grow and be able to accommodate the required components of the teaching, research and support needs. In addition, a nearby facility has been acquired for interim space.* (2007 VTR p.13)

Physical Resource Improvements since 2007:

The Department of Architecture is located on the University of Oregon's main campus in Eugene and at a satellite location in Portland. Both sites provide studios, classrooms, meeting and event spaces, faculty and staff offices, research labs, libraries, fabrication shops and computing support services.

In 2008 our Portland program moved to the newly renovated historic White Stag Block, a refurbished, 103,000 square-foot LEED Gold building where we enjoy state-of-art classrooms, day lit studio and community space, new studio workstation furnishings designed by architecture faculty and students and a collection of architect-designed furniture. There is a public event space on the ground floor adjacent to a lobby and gallery where the department hosts traveling architectural exhibits and displays the work of our students. Beginning in 2009, faculty from Eugene who teach in Portland can overnight at the historic Cottrell House, designed by John Yeon in 1951. Since the White Stag Block opened more faculty and students from Eugene are choosing to work in Portland and applications to the Master of Architecture program there have doubled.

The Portland fabrication shop, located in the lower level of the White Stag, is equipped with manual and digital tools including computer controlled routers, 3D printers and laser cutters. Staff support for the shop includes a full time shop manager, an individual with an M.Arch. degree, who teaches courses in fabrication methods and oversees all aspects of shop management with the assistance of part-time and student staff. Since his arrival in 2008, our Portland shop manager has designed and supervised both the physical and

operational aspects of the Portland Fabrication Lab which is fully accessible and scheduled to accommodate the needs of students in the architecture program. Safety protocols have been established and all students who use the shop are required to complete safety training.

Most of our facilities on the main campus in Eugene are in Lawrence and Pacific Halls where we have access to recently renovated lecture halls, multi-purpose classrooms, design studios and review rooms. We provide all students, including first and second year undergraduates, with permanent workstations in their design studios, and all full time faculty members with private offices. Part time faculty have access to shared office space. Lawrence Hall has several distinctive amenities including the Architecture and Allied Arts Library and a communal living room we call the Hearth which serves as a café and exhibition space during weekdays and an event space after hours. Pacific Hall houses several faculty research labs.

Between 2007 and 2009 we increased student access to shop space on the Eugene campus by sharing the department's furniture studio with one or two other classes each term. We also made arrangements for the department to pay for student memberships in the University Craft Center to give studios with a fabrication emphasis access to high quality shop equipment and staff support. (http://craftcenter.uoregon.edu/) In the fall of 2009 we discontinued the half-time model shop we used to share with the school's facilities services staff and replaced it with a new 1020 square foot studio shop in Lawrence Hall near design studios for student use. The Studio Shop is in an accessible location adjacent to the loading dock and freight elevator. It is open every day school is in session as well as evenings and weekends that are convenient for students. In order to improve the performance and safety of our shops, we created a new staff position for a fabrication lab technician who oversees equipment selection, set up, maintenance, operation and safety of all Architecture shops. Our new lab technician has spent his first year reorganizing and outfitting our shops and developing equipment use protocols and safety training including the addition of instructional videos available on line and accessible to students in both Eugene and Portland.

In the summer of 2009 we renovated the department office to improve staff workstations and expand our conference room areas to include teleconferencing capabilities that help make meetings between faculty and staff in Eugene and Portland more productive.

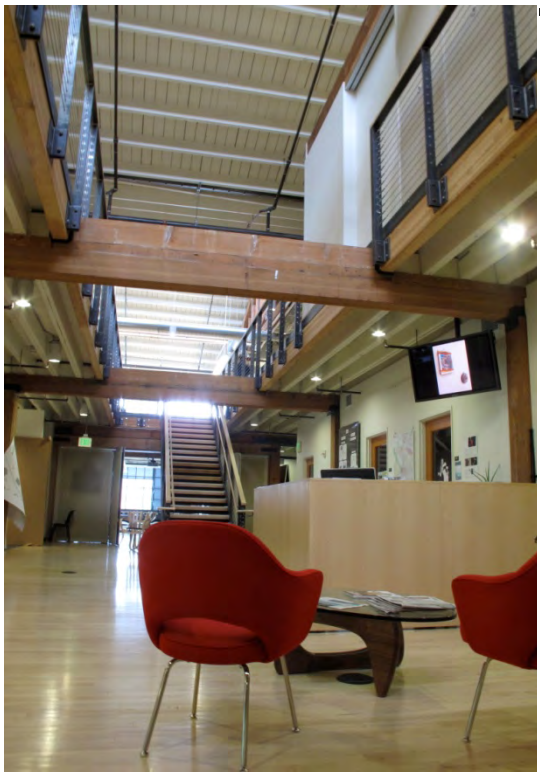
Physical resources are adequate to serve the current needs of the architecture program. As we plan for the future of the School of Architecture and Allied Arts, we are developing a vision for a new building that will serve the emerging disciplinary and interdisciplinary needs of all of the school's programs. The university has identified this project as its highest priority for fund raising and state support requests.

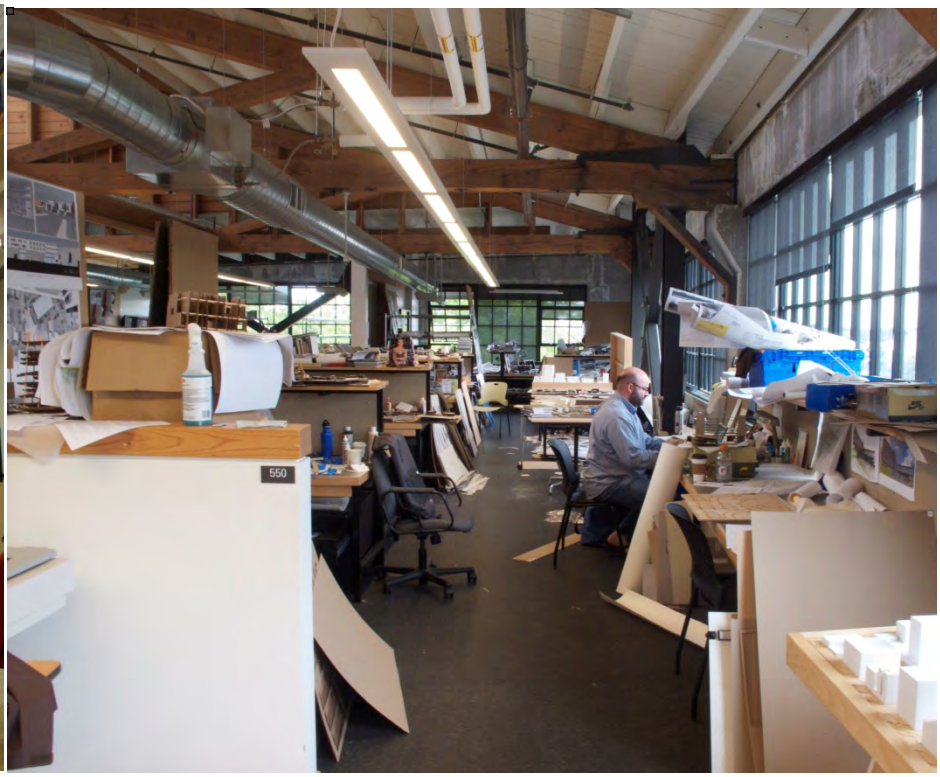
Supporting Documentation of Improvements to Shop Resources since 2007:

Portland:
White Stag Block plans and photographs
White Stag fab lab schedule and plan
White Stag fab lab plans and photographs
White Stag fab lab start up equipment and costs

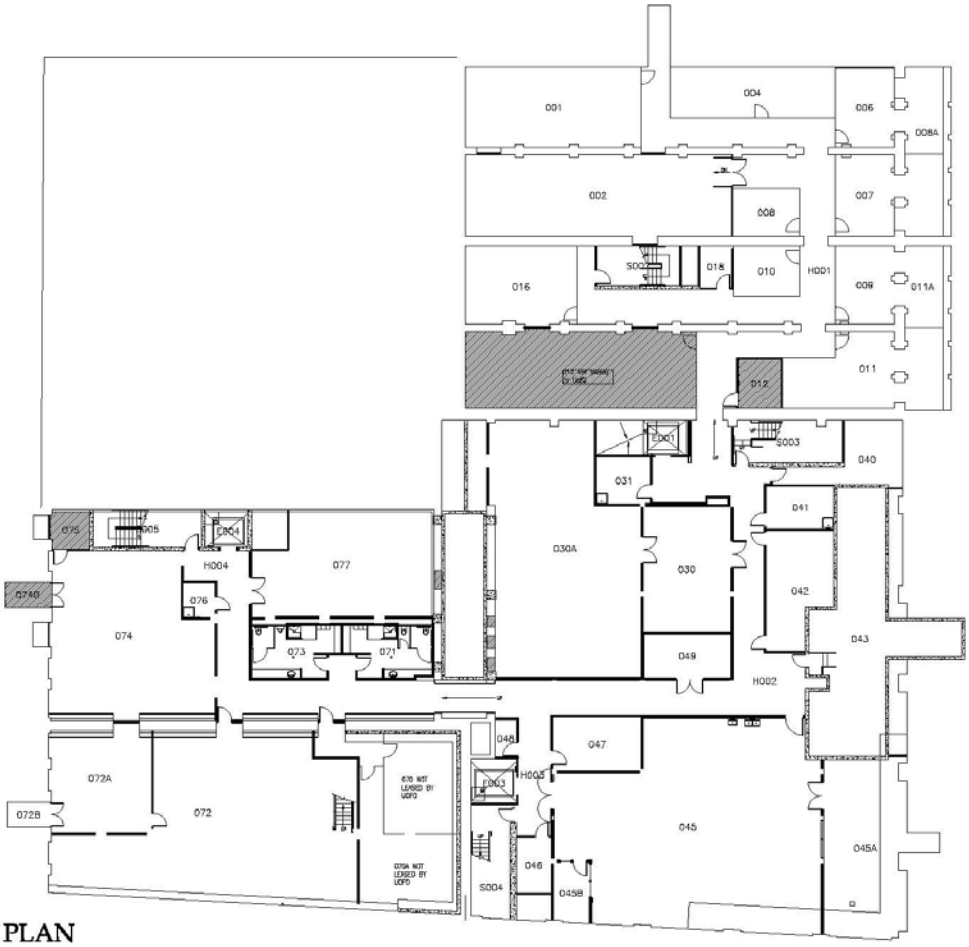
Eugene:
AAA Studio Shop plan
AAA Studio Shop photographs
AAA Studio shop start up equipment and costs
Furniture Shop plans and photographs
Shop Safety curriculum

White Stag Block Architecture Spaces





White Stag Block Architecture Spaces: building exterior and basement level with shops

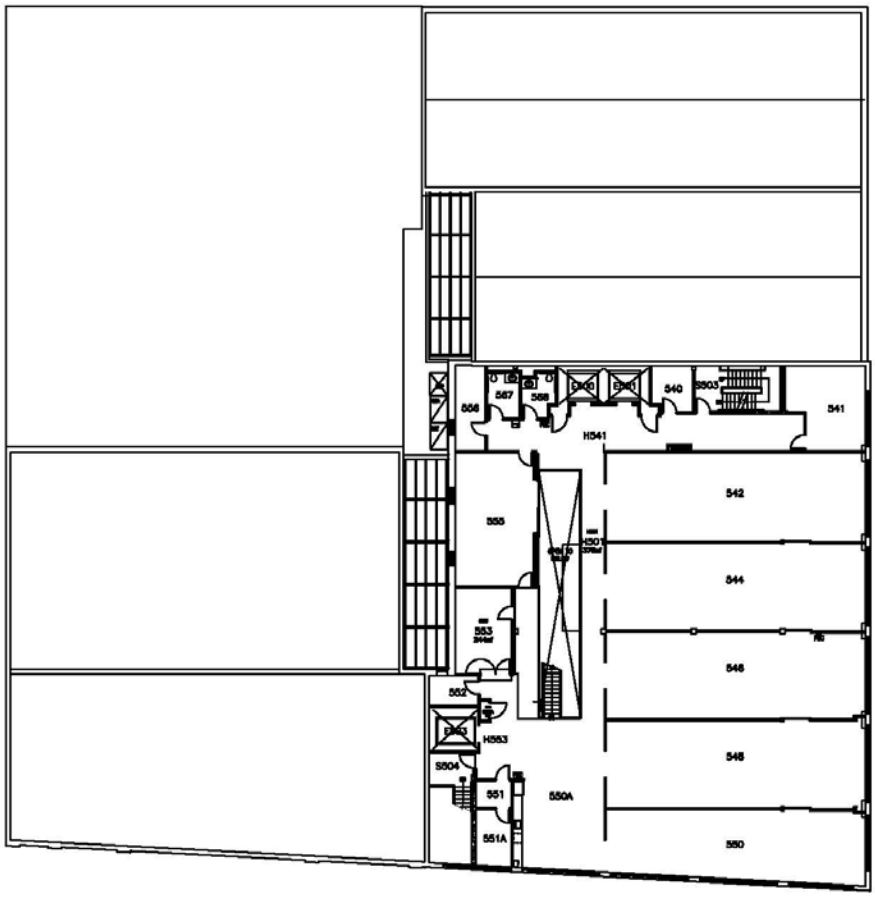


BASEMENT FLOOR PLAN

N	FEET 16 32	SHEET 1 OF 6	DRAWN	2007	WHITE STAG BUILDING 70 NW Couch Street, Portland, OR	UNIVERSITY OF OREGON	BUILDING 814L
			REVISED	04/09			

White Stag Block Architecture Spaces: Fifth floor studio level showing typical studios

There are five architecture studios on the fifth floor and four additional studio spaces on the fourth floor that are shared with product design and digital arts. Each architecture studio contains sixteen student work stations, a large meeting table and chairs and a small pin-up area. There are classrooms that can be used for studio pin-ups and meetings on the studio floors as well as general use classrooms throughout the building that can be scheduled through the university. Shared computers and a digital output room are adjacent to the studio spaces.



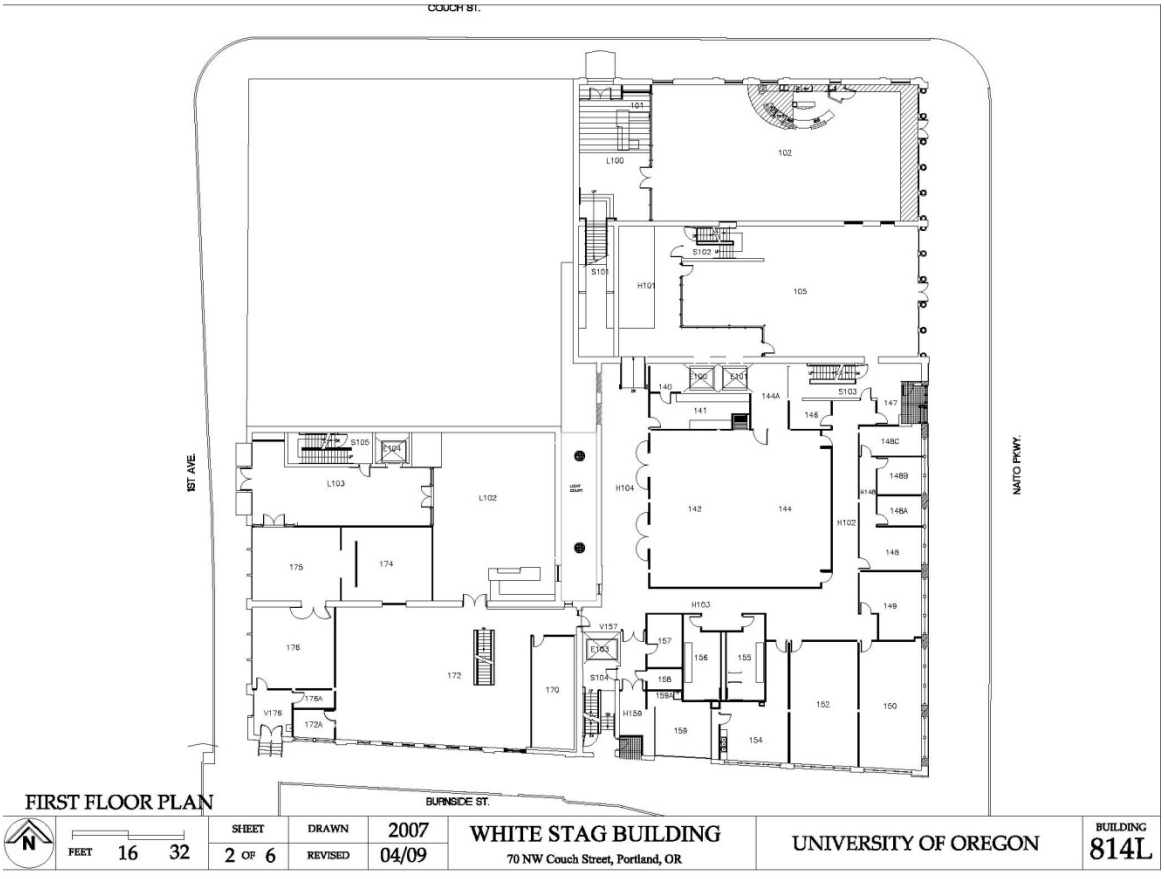
FIFTH FLOOR PLAN

N	FEET 16 32	SHEET 6 OF 6	DRAWN	2007	WHITE STAG BUILDING 70 NW Couch Street, Portland, OR	UNIVERSITY OF OREGON	BUILDING 814L
			REVISED	02/09			

The Cottrell House: historic visiting faculty residence in Portland

White Stag Block Architecture Spaces: Ground Floor

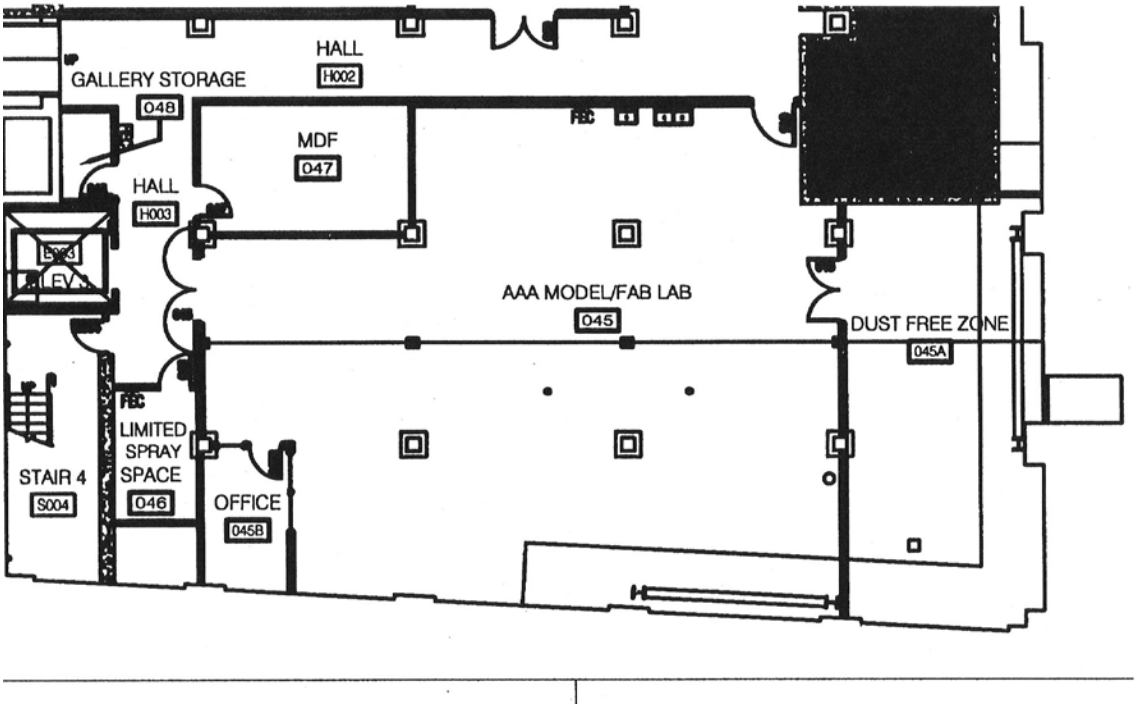
The ground floor of the White Stag Block shown below contains lecture and event spaces and a research laboratory assigned to the Energy Studies in Buildings Laboratory where students can use daylighting equipment and attend seminars on environmental controls systems. It is the location of the UO branch library in Portland and the UO Duckshop which carries textbooks and supplies for architecture students. The ground floor lobby and white box installation space are used for visiting exhibits and exhibits of student work.



WHITE STAG FABRICATION LAB

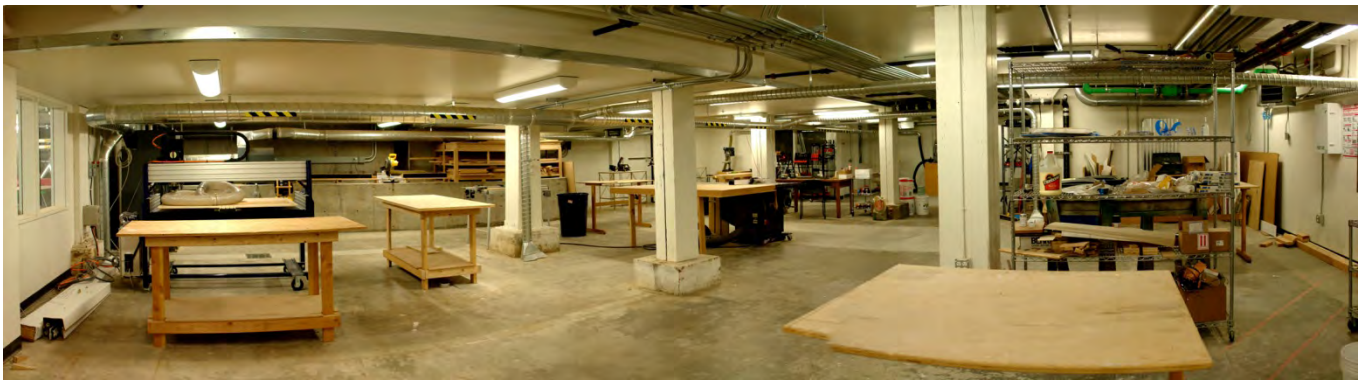
White Stag Fabrication Lab Open Hours Spring Quarter 2010 (white cells indicate open times)

	MON	*TUES*	*WED*	*THURS*	*FRI*	*SAT*	*SUN*
9-10 AM	**9AM**	**9AM**	**9AM**	**9AM**	**9AM**		
10-11 AM							
11-12 AM							
12-1 PM						**12PM**	**12PM**
1-2 PM							
2-3 PM							
3-4 PM							
4-5 PM						**5PM**	**5PM**
5-6 PM				**6PM**	**6PM**		
6-7 PM							
7-8 PM							
8-9 PM	**9PM**	**9PM**	**9PM**				



White Stag Fabrication Lab Plan showing spray room and dust free zone for computer aided fabrication

White Stag Digital Fabrication Area Dust Free Zone



White Stag Woodshop: view 1

White Stag Woodshop: view 2

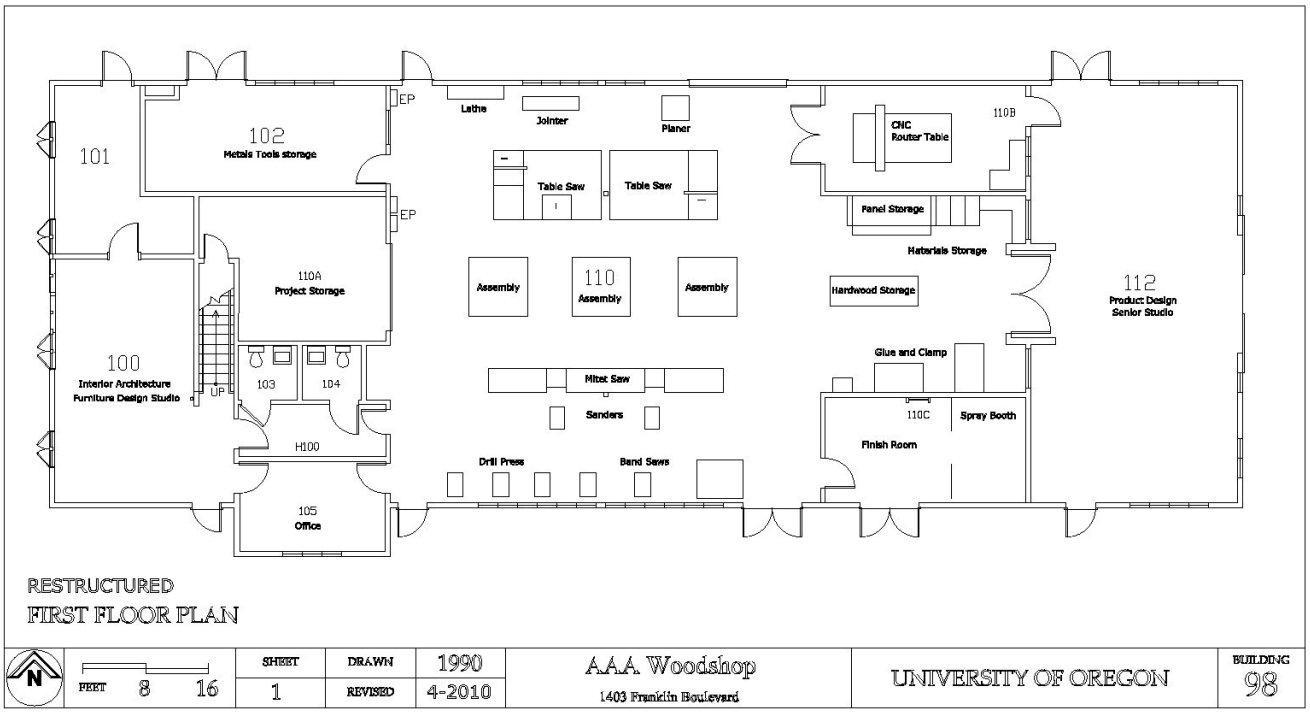
WHITE STAG FABRICATION LAB 2009 start up equipment and costs

Laser Cutters	
Universal ILS 24"x36" 50-wa8	$ 38,920
Universal VLS 18"x24" 50-wa8	$ 18,005
	$ 56,925
3D printer	
Dimension SST 1200es	**$ 34,197**
CNC milling machine	
Roland MDX-540	**$ 24,980**
CNC router	
Shopbot Buddy BT48	**$ 16,595**
5 iMac work stations	**$ 9,395**
Festools	**$ 3,957**
General Shop	
misc. supplies	$ 1,000
table saw	$ 4,000
circular saw	$ 150
air compressor	$ 150
brad nailer	$ 100
cordless drill x2	$ 400
jig saw	$ 400
planer	$ 750
jointer	$ 750
palm sander x2	$ 200
clamps	$ 2,000
proxxon foam cutter	$ 100
	$ 10,000
Total	**$ 156,049**

Eugene Campus: North Site Furniture Shop—refurbished summer 2009

UO Campus: Refurbished Furniture Shop: East View

UO Campus: Refurbished Furniture Shop: West View



Eugene Campus:: Lawrence Hall Studio Shop—opened Fall 2009

Lawrence Hall Studio Shop
Spring Term 2010

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	
8:00								**8:00**
8:30								8:30
9:00								**9:00**
9:30								9:30
10:00	**open shop**	**open shop**	**open shop**	**open shop**	**open shop**			**10:00**
10:30								10:30
11:00								**11:00**
11:30								11:30
12:00								**12:00**
12:30								12:30
1:00							**laser shop Daniele**	**1:00**
1:30								1:30
2:00								**2:00**
2:30								2:30
3:00								**3:00**
3:30								3:30
4:00								**4:00**
4:30								4:30
5:00	**laser shop Lauren**	**laser shop Matt**	**laser shop Tye**	**laser shop Matt**				**5:00**
5:30								5:30
6:00								**6:00**
6:30								6:30
7:00								**7:00**
7:30								7:30
8:00								**8:00**
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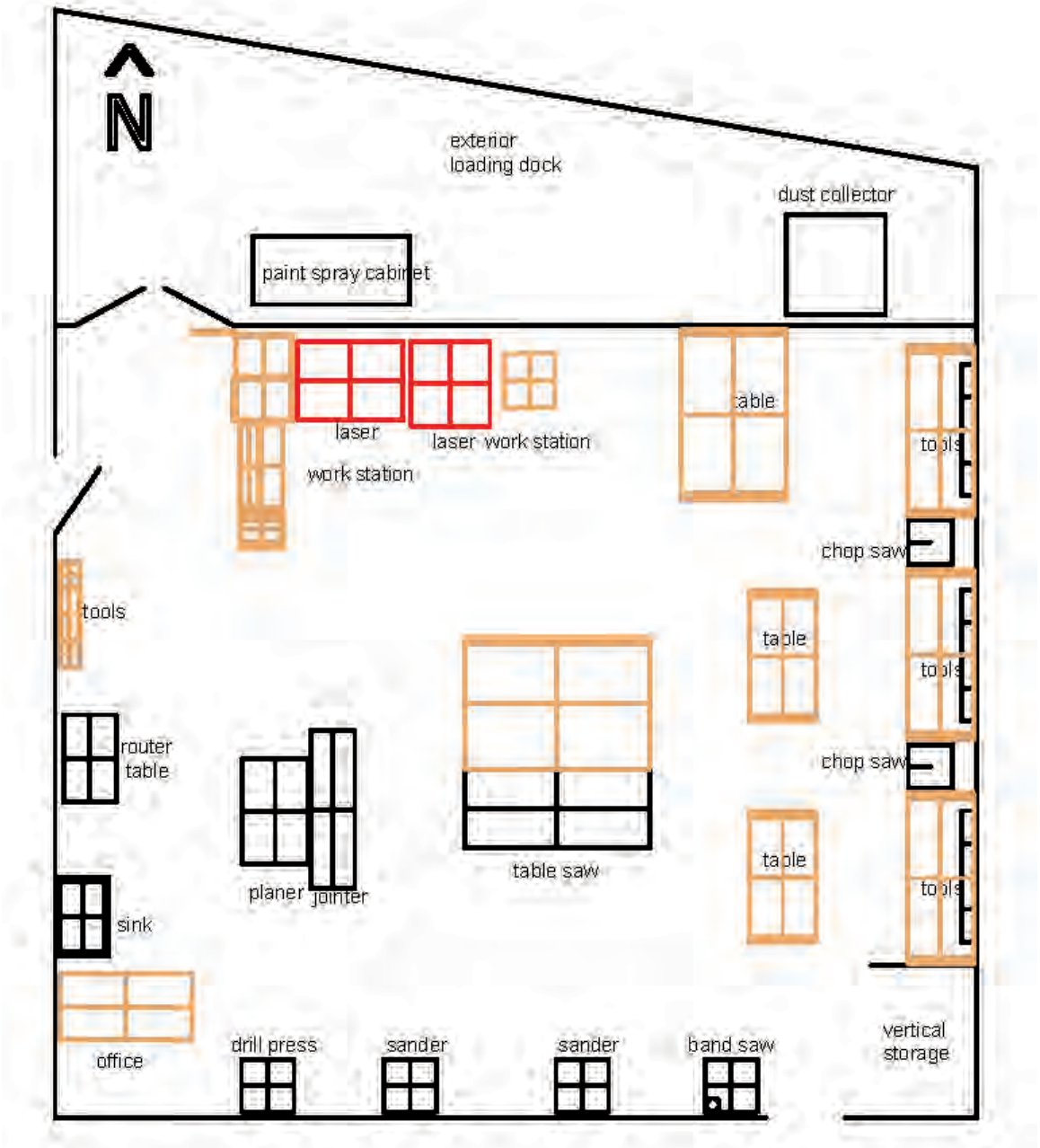
10:00								**10:00**

Eugene Campus:: Lawrence Hall Studio Shop



Eugene Campus: Studio Shop 2009-10 equipment and costs

wood working bench tools				
	sawstop cabinet saw		$ 4,199.00	
	powermatic band saw		$ 899.00	
	powermatic jointer		$ 1,799.00	
	powermatic planer		$ 2,249.00	
	jet drill press		$ 449.00	
	jet spindle sander		$ 899.00	
	jet disc belt sander		$ 629.00	
	pinnacle router table		$ 900.00	
	bosch mitre saw		$ 299.00	
		total		$ 12,322.00
wood working power hand tools				
	pnuematic nailers			
	orbital, and palm sander			
	router and accessories			
	jig saw			
	circle saw			
	drills and accessories			
	Stapler			
	dremel set			
wood working hand tools				
	pliers, wire cutters, hammers,			
	shapers, screwdrivers,			
	clamps, wrench's,			
	measuring, and layout tools			
		total		$ 6,670.00
safety				
	wood tools safety videos	1/2 cost	$ 1,500.00	
	eye, hearing, resp. protection		$ 300.00	
				1,800.00
laser cutter				
	universal vls6.60 laser table		$ 20,000.00	
	Computer station, exhaust set up		$ 2,500.00	
				$ 22,500.00
		TOTAL		**43,292.00**

Eugene Campus: Furniture Shop 2009-10 Equipment and Costs

wood working power hand tools			
	orbital, and palm sanders		
	drills and accessories	$ 800.00	
wood working hand tools			
	pliers, wire cutters, hammers,		
	shapers, screwdrivers,		
	clamps, wrenches,		
	measuring, and layout tools	$ 800.00	
shop furniture			
	run off tables for table saws		
	miter saw tables		
	Storage	$ 800.00	
safety			
	eye, hearing, respiratory protection		
	safety posters	$ 350.00	
Consumables			
	sanding belts, sand paper		
	saw blades, drill bits		
	glue, hardware	$ 500	
		TOTAL	**$ 2,750**

Additional funds for infrastructure improvements, including ventilation, dust collection, and partition construction for both the studio shop and furniture shop were contributed by the school.

Shop Safety Curriculum

Students will attend shop orientation, and tool demonstrations prior to using the shop.

The 60 to 90 minute orientation will cover;

- **Personal safety; eye protection, hearing protection, respiratory protection, clothing, hair, and accessories considerations, first aid and emergency procedures.**
- **Tool descriptions and demonstrations of proper use.**
- **Materials, workspace, and storage considerations.**
- **Safety handouts**
- **Scheduling**
- **Students will review, and sign a shop user agreement.**

A&AAshops Website

The website will be an important part of ongoing safety training for shop users.

Safety links will include;

- **A video based course supported by the "Blackboard" system.**
  In collaboration with the *Environmental Health and Safety Department*, we have purchased a series of videos from *Films Media Group* titled "Woodworking Tools". This series correlates to competency standards for core curriculum and carpentry from the National Center for Construction Education & Research. A Shopware Production. 16-part series, 12-22 minutes each.
  To maintain shop privilege, the students will view safe use segments for 12 of the 16 videos, and answer questions based on each.
- **The full length videos will also be available to students, and to other tool users within the U of O network as an information resource.**
- **User manuals from the tool manufacturers will be linked to when available.**

Other elements of the safety curriculum to include;

- **Well maintained tools and equipment.**
- **A clean and organized work environment.**
- **Safety posters specific to each machine.**
- **Safety posters specific to personal safety, and responsibility.**
- **Observation and ongoing assessment of individual performance.**

Financial Resources

2007 Visiting Team Comments on Financial Resources:

The Financial Resources Condition was determined to be not met by the 2007 Visiting Team. The VTR states:

> *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.* (2007 VTR p.15)

Since completing the financial report for our 2006 APR, there have been significant changes which have improved the financial status of the Department of Architecture. Total revenue to the department has increased 33% in four years. The university has acquired new and greatly improved facilities for the department in Portland. The school is contributing a larger share of the cost for administration in Portland. A new university budget model will take effect on July 1, which will give the department and school greater control over their budgeting, and allow us to directly profit from changes in costs and tuition. The university is embarking upon a plan to raise faculty salaries to be more in line with our AAU comparators.

Compared to other units, we find that the department is doing relatively well. Architecture's share of the AAA budget has been constant for the past several years. Our faculty salaries at all ranks are very close to the NAAB average, and significantly higher than NAAB average salaries in the west region. Our per-student expenditures on instruction are higher than the national average for architecture and interior architecture programs and significantly higher than those at any other professional school at the UO.

The Department of Architecture Budget

The Department of Architecture has adequate financial resources to operate nationally recognized Master of Architecture and Bachelor of Architecture programs. The departmental budget includes faculty and staff salaries, graduate student fellowships, scholarships, faculty development support, and academic program enhancements. Our budget covers some kinds of department-specific supplies and services, but most costs associated with facilities, such as rents and utilities, or centralized services, such as career advising, computing technology, library services and the administrative and staff support provided at the school or university level, do not appear in the department's budget. The department contributes to some expenses that are shared with collaborating units, such as shop equipment and staff salaries. Since 2007 the department has seen increased income from general fund allocations, gifts, fees and graduate differential

tuition. The effects of the economic downturn on university resources translated into a single permanent decrease in our General Funds allocation of 2.5% in the fall of 2009. We anticipate no further budget cuts this academic year or next. Compared to other state universities, the University of Oregon fared well these past two years with relatively small budget adjustments. This is due in part to our low dependence on state support which currently provides less than 8% of the university's operating expense.

Since 2007 the university has made significant financial investments in Portland. In the summer of 2008 we moved into a newly refurbished historic commercial building in the city center with more space of higher quality for architecture studios, classes, events, exhibits, and specialized shop and digital media facilities. We implemented a new administrative structure for Portland, shared with digital arts and product design that replaced our former half-time staff position with three new full time staff positions and a new school level administrator. In addition, the university expanded support that is funded centrally including library, computing, security and facilities services. The Department of Architecture has been the primary beneficiary of this investment. Approximately 80% of the university's full time students in Portland are architecture majors.

The department's revenue has increased 33% since we prepared our APR in the summer of 2006. During this time the total number of architecture and interior architecture students has remained stable fluctuating between 575 and 650. Changes in revenue by general category are shown in Table 1.

Table 1: UO Department of Architecture Annual Budget 2005/06 to 2009/10

Architecture Revenues	05/06	06/07	07/08	08/09	09/10
General Fund Base Budget	$ 3,514,068	$ 3,779,554	$ 4,021,295	$ 4,353,087	$ 4,445,337
Majors and Course Fees*	$ 130,392	$ 145,289	$ 157,319	$ 311,001	$ 320,000
GTF Tuition, Insurance, Fees**	$ 375,744	$ 412,896	$ 424,540	$ 452,352	$ 508,867
Summer Session Dividends	$ 36,158	$ 49,028	$ 45,209	$ 57,207	$ 54,091
Endowment Distributions*	$ 100,000	$ 140,831	$ 161,086	$ 202,787	$ 221,216
State Match -- Restricted	$ 14,163	$ 14,163	$ 14,163	$ 14,163	$ 14,163
Total	$ 4,170,525	$ 4,541,761	$ 4,823,612	$ 5,390,579	$ 5,563,674

*Estimated for the current year. Does not include current use gift funds or grants and contracts awarded to individual faculty.

**Dollar amount of tuition remissions shown at in-state value, however most GTFs are out-of-state students who receive the additional, non-cash value of out-of-state tuition. Only GTFs paid by the department are shown. We estimate that there are an additional 12 to 20 terms of GTFs(worth up to $151,000) awarded to architecture graduate students each year by other UO units.

Our General Fund base budget is allocated by the dean from a centralized budget for the school as shown in Table 2. The department receives an appropriate share of the school's overall budget. Most of the other academic units in the school are significantly smaller than the architecture department; the Department of Art has close to the same total number of students but fewer graduate students. The drop in the total percent of allocation since 2006 is due to the start of the new Product Design Program which generated new income for the school, and the creation of a separate budget line item for Portland Administration. Prior to the 2008 move to the new building Portland administrative costs were shown as part of the department budget.

Table 2: Budget for the School of Architecture and Allied Arts as allocated to academic units

Academic Unit	05/06	06/07	07/08	08/09	09/10
School-wide Base Budget	9,644,481	10,384,999	11,024,482	12,085,323	12,601,909
Architecture	36.4%	36.4%	36.5%	36.0%	35.3%
Art	23.5%	22.5%	22.4%	22.1%	19.7%
Art History	12.9%	12.9%	11.8%	10.8%	11.1%
Landscape Architecture	9.3%	11.0%	10.5%	11.0%	10.8%
PPPM (planning)	11.1%	10.8%	12.1%	11.9%	10.8%
AAD (arts administration)	4.9%	4.6%	4.8%	6.4%	4.8%
Product Design	0%	0%	0%	0%	2.8%
Historic Preservation	1.9%	1.7%	1.9%	1.7%	1.5%
Portland Administration	0%	0%	0%	0%	3.3%

Income from fundraising varies from year to year due to the timing of larger gifts. The current use funds shown below are in addition to the income sources shown in Table 1. Most current use funds are for restricted uses which range from broad use categories, such as teaching, to more specific purposes such as graduate student travel. Note that this data is shown by calendar year rather than academic year and represents only a portion of what we expect to receive by the conclusion of 2010.

Table 3: Funds Raised for the School and the Department

Funds Raised for AAA	2007	2008	2009	2010
Department of Architecture	$ 543,400	$ 1,341,985	$ 457,230	$ 170,000
All other Departments & Programs	$ 1,704,083	$ 421,705	$ 1,224,402	$ 97,500
Funds Raised for Architecture	**2007**	**2008**	**2009**	**2010**
Current Use Funds	$ 159,500	$ 79,400	$ 251,000	$ 50,000
New Endowment Funds	$ 358,900	$ 1,262,585	$ 56,230	$ 95,000
New Planned Gifts	$ 25,000	$ -	$ 150,000	$ 25,000
Total	$ 543,400	$ 1,341,985	$ 457,230	$ 170,000

Approximately 85% of the financial resources controlled by the department are applied to salaries and other personnel expenses such as insurance, FICA, unemployment, etc. (OPE) Expense distribution by personnel type with total full time equivalents (FTE) is shown below in Table 4. Note that FTE for faculty and graduate students assumes a 9 month year. FTE for our career staff assumes a 12 month year. Salaries for architecture faculty paid by other units, including 1.5 FTE for the dean and an associate dean with tenure homes in architecture are not included in Table 4.

Table 4: Department of Architecture Salary and OPE Expenses

Faculty and Staff Category	Projected for 2009-10
Tenure-related faculty (26.13 FTE)	$ 3,254,389
Center for Housing Innovation faculty (1 FTE)	$ 137,289
Adjunct faculty (7.3 FTE)	$ 384,463
Career staff (6.5 FTE) does not include student assistants, consultants, short term hourly hires	$ 223,782
Graduate teaching and research fellows (GTFs)	$ 200,677
GTF tuition remissions	$ 444,720
Total salary and personnel expenses	$ 4,645,320

The Department of Architecture receives a recurring budget each year, currently valued at $137,289, for two half-time faculty positions in the Center for Housing Innovation (CHI). CHI is a university research center with a separate budget directed primarily toward the support of research conducted by the department's faculty members. In addition to the CHI faculty salaries listed above, the UO contributes approximately $78,000 annually to support the operating expenses of the CHI. This includes nine academic quarters of GTF positions, valued at approximately $15,000. CHI GTFs also receive tuition remission packages from the university currently valued at $53,000. The remainder of CHI's income is derived from external grants and contracts. Income from grants or contracts awarded to the department's faculty varies. In the 2009-2010 academic year architecture faculty raised over $1,130,000 in grants and contracts. Some of this money is reinvested in the department in the form of support for graduate students, course release and summer salary for faculty, research equipment, supplies, travel, etc.

Faculty salaries in the Department of Architecture have improved since our accreditation review in 2007. Although our salaries are within norms when compared to NAAB data, they are still below the UO average and below the averages reported by the American Association of Universities (AAU) member universities we use as comparators. Table 5 compares UO nine-month salary data for tenure-related faculty in the Department of Architecture with regional and national data from NAAB and with accredited schools of architecture at our AAU comparators. In addition to the nine-month rates shown below, several of our faculty earn additional months of summer salary paid by the department for time dedicated to administration and research and some earn stipends for their service in administrative positions. It is also fairly common for faculty to earn summer salary from external grants and contracts.

Table 5: Faculty Salaries for UO Department of Architecture, NAAB, and Comparators*

	Assistant Professors	Associate Professors	Full Professors
UO Architecture 2007	$ 50,036	$ 60,311	$ 79,478
UO Architecture 2009	$ 56,300	$ 65,000	$ 89,100
UO All University 2009	$ 66,400	$ 72,400	$92,400
NAAB West Region 2009	$ 51,489	$ 56,307	$ 82,172
NAAB All Regions 2009	$ 53,865	$ 65,587	$ 84,596
AAU Architecture Comparators 2009	$ 62,400	$ 79,700	$ 108,200

*Data is from the 2008-2009 academic year. Summer salaries and stipends received by faculty are not included in these base rates.

The university has set a goal to increase salaries over a three year period so that they are competitive with AAU comparator schools. In the meantime we have been successful in retaining individual faculty through a combination of base salary increases, stipends and summer research salary contributions. In the spring of 2010 we succeeded in hiring our two top ranked candidates for new assistant professor positions with competitive salary offers. Average salaries at the assistant professor level will exceed $60,000 in our 2010 statistical report.

The Delaware Study of Instructional Costs and Productivity, excerpted in Table 6 below, provides comparative information about instructional cost per full time equivalent student. The three most recent years of Delaware Study data that is available for selected professional programs at the UO shows that more financial resources are allocated to instruction per student in architecture and interior architecture than for UO programs in law, business, journalism, planning or landscape architecture.

Table 6: Delaware Study Instructional Costs per Full Time Equivalent Student

	2005-2006	2006-2007	2007-2008
Architecture & Interior Architecture National Average	7,579	7,969	7,107
UO Department Of Architecture	**9,800**	**10,460**	**9,148**
Landscape Architecture National Average	8,170	9,688	9,780
UO Department Of Landscape Architecture	**6,894**	**9,613**	**8,347**
Planning, Public Policy, Management National Average	9,332	11,224	12,113
UO Department Of Planning, Public Policy, Management	**4,460**	**5,035**	**4,759**
Journalism & Communication National Average	5,829	6,657	6,780
UO School Of Journalism	**6,438**	**7,074**	**6,910**
Law National Average	8,622	8,645	9,363
UO School Of Law	**8,116**	**8,487**	**7,858**
Business Administration National Average	6,329	6,315	6,585
UO College Of Business	**6,179**	**6,470**	**6,905**

The university will use a new budget model beginning July 1, 2010 which is tuition-based and not directly dependent on state support. This model distributes general funds to individual schools and colleges based on the number of graduate and undergraduate majors, the numbers of degrees awarded and the number of undergraduate credit hours generated. Projections indicate that the new budget model generates the same funding for our department as our current base budget if we hold enrollment constant. We do not anticipate any budget cuts in connection with budget model changes.

University of Oregon
Department of Architecture

Focus Evaluation Team Report

Bachelor of Architecture
(154 semester (231 quarter) undergraduate credit hours)

Master of Architecture
(120 semester (180 quarter) undergraduate credit hours + 96 semester (144 quarter) graduate credit hours)

The National Architectural Accrediting Board
September 2010

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

The team wishes to thank Christine Theodoropoulos, Head of the Department, for preparing a thorough and exacting Focused Evaluation Report. The documentation, photographs and financial analysis were quite helpful in understanding the width and breadth of the corrective measures undertaken since the 2007 visit. The team findings are the result of a conversation with Ms.Theodoropoulos, several email conversations and series of discussions and draft correspondence between the team members.

The 2007 Visiting Team Report cited "Not Met" on Condition 4 – Social Equity by the B. Arch program, Condition 8 – Physical Resources, by both the B Arch and M Arch programs, and Condition 10 – Financial Resources, by both programs. The following report outlines the progress made toward meeting these Conditions since the visit. While each of these conditions is being evaluated separately, they are very much interrelated. The team was gratified to see, not only the progress initiated by the department, but the apparent commitment of the university to the program in these difficult economic times. The Department of Architecture at the University of Oregon continues to produce well-qualified and well-educated graduates while maintaining an excellent reputation as a research institution.

II. Compliance with the Conditions for Accreditation

Program Response to the NAAB Focused Criteria

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. *Each school is expected to address these interests consistent with its scholastic identity and mission.*

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
B. Arch	[X]	[ ]

This condition is now met.

The 2007 visiting team characterized the climate of the department, school and university as "quite open and tolerant of the differences of background, experience, ability, and perspective." The Report further states "nevertheless, students and faculty in the school and the department are, with few exceptions, ethnically homogeneous." The Visiting Team voiced concern, citing a decline in ethnic diversity in both populations since the 2001 visit.

The UO Bachelor of Architecture and Master of Architecture programs are taught by a single faculty of thirty tenure-related and approximately sixty adjunct members. Since the 2007 visit, faculty diversity progress has been made, based primarily on the addition of three Asian-Pacific Island adjunct faculty members, as well as one Asian-Pacific Island tenure-related faculty member. To date, the diversity profile remains well below the NAAB average but recent salary adjustments and active recruiting and retention processes appear to be making the faculty positions more competitive with other institutions. The team remains concerned about the absence of any African-American faculty in the two programs and recommends that the Program continue to actively seek qualified applicants for tenure-related faculty by supplementing university initiatives.

Gender progress places the Program well above the NAAB average of 26% female faculty members. Thirty-seven percent of the total faculty is female with several members holding university leadership positions. The UO total faculty profile tracks even higher at 47% female members.

State supported universities generally attract a larger number of in-state undergraduates, primarily due to lower tuition costs. This demographic condition changes dramatically at the graduate level where most students are from out-of-state. In the case of Oregon, this is a university-wide problem since the state has a very low minority population. Student enrollment in he B. Arch program is currently at 24% ethnic minority students, fully 7% above the UO undergraduate averages; however, ethnic minority statistics remain 12% behind NAAB averages. It should be noted that NAAB does not publish ethnic enrollment data for B. Arch programs.

Female enrollments numbers, however, are approaching 50/50, on track with the Program's stated goal of balanced gender enrollment, exceeding the NAAB average by 9%.

Since the 2007 visit, the Program has implemented several programs aimed at improving social equity in the department including the development of the new School of Architecture and Applied Arts Diversity Plan, formation of a school Equity and Diversity Committee along with fellowship programs that encourage diversity activities. In 2010, the department head received an Innovations in Diversity and Academic Excellence Award from the UO Office of Institutional Equity and Diversity for the project, "Designing Diversity: Linking the University of Oregon Department of Architecture with Historically Black Colleges and Universities." Currently underway, activities include meetings with faculty at HBCUs with accredited architecture programs and inclusion of student research fellowships for HBCU students in the budget of a grant proposal. Visits to Howard, Morgan State and Hampton are scheduled in November.

Further, program funding improvements and fellowship grant opportunities appear to be targeting underrepresented groups. It is important that continued monitoring of the Annual Program Report demonstrates consistent improvement in the profiles.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
B. Arch	[X]	[ ]
M. Arch	[X]	[ ]

This condition is now met.

The Department of Architecture is located on the University of Oregon campus in Eugene and at a satellite location in Portland. The 2007 VTR cited the "lack of accessibility to the model shop—both physical accessibility and lack of availability during studio hours" at the Eugene campus as the reason this criterion was not met.

In the fall of 2009, the Eugene Program discontinued the half-time model shop shared with facilities services, replacing it with a 1020 sq. ft. studio shop in Lawrence Hall. The studio shop is in an accessible location adjacent to the loading dock and freight elevator. The shop is equipped with both manual and digital tools. Operational hours coincide with school session hours including evening hours Monday through Thursday and afternoon hours on Sunday. Additionally since 2007, the department's furniture shop has been made available to one or two classes each term. This shop houses the CNC equipment. In addition, the University provides a Craft Center available to all students on a membership basis. Studios with particular emphasis on building may elect to spend their studio support funds on Craft Center memberships.

To properly staff and equip the shop and to improve performance and safety, a new staff position has been created. The fabrication lab technician has been reorganizing and outfitting the shops and developing equipment use protocols, online instructional videos and safety training.

While not the immediate subject if this Focused Evaluation, it is important to note that the Portland program recently relocated to the newly renovated historic White Stag Block, a

refurbished 103,000 sq. ft. LEED Gold structure. In 2007, the visiting team was aware of the proposed renovation and we are pleased to see this facility has been delivered as promised. Well equipped shop facilities are now provided for the Portland program.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

	Met	Not Met
B. Arch	[X]	[ ]
M. Arch	[X]	[ ]

This Condition is now met.

The 2007 VTR points to a chronic under-funding of the Program during the last two visit cycles. Since the FE response states that 85% of the departmental funding is applied to compensation expenses, much of the responsibility for this Condition being "Not Met" lies in the relatively poor average salaries at all levels.

During the time since the APR was prepared in 2006, the Program reports that revenue for the department has increased 33% and a new university budgeting model will give the school more control over their budgeting while allowing direct profit from changes in costs and tuition. Faculty salaries now exceed the average NAAB west region salaries and are close to the NAAB national average. The FE response reports that average salaries for Assistant Professors have increased in excess of 20% since 2007. Additionally, the university has initiated a plan to raise faculty salaries to be more aligned with their AAU comparators, currently exceeding the NAAB average by 20%. A broader understanding of faculty salaries may lie in data associated with instructional cost. Based on figures provided in the Delaware Study of Instructional Costs, the department is spending about 30% more per student than the national average and more per student than the UO programs of law, business, journalism, planning and landscape architecture.

The program continues to enjoy a reputation as a research institution with grant monies supplementing salaries, student fellowships and research assistant positions. Faculty grant applications routinely number around thirty, with a success rate of about one in four. A recent million dollar research grant, shared jointly by architecture and biology, is studying environmental conditioning systems as habitats for microbial growth. Integrated initiatives such as this effort, provides evidence that architecture can contribute to basic and applied research and can compete for research dollars.

One cannot ignore the relationship between financial resources and both social equity and physical resources. The possibilities of attracting and retaining minority faculty members and students are a direct result of competitive salaries, scholarships, and fellowships. Similarly, the demonstrated commitment of the university to the program, as evidenced by the White Stag Block renovation, provides attractive resources and facilities for both faculty and students.

III. Appendices

Appendix A: The Visiting Team

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Appendix B: The Visit Agenda

No visit to the campus took place.

IV. Report Signatures

Respectfully submitted,

John Senhauser, FAIA
Review Chair

Representing the Profession

William G. McMinn, FAIA
Secondary Reviewer

Representing the Academy

Appendix 06: Response to the Offsite Program Questionaire

Branch Campuses Questionnaire

Name of Institution:	University of Oregon
Title of Degrees:	Bachelor of Architecture Master of Architecture
Name of Program Administrator:	Christine Theodoropoulos, Head until 08/31/2012 Michael Fifield, Interim Head starting 09/01/2012
Name of Person Completing this Form:	Christine Theodoropoulos
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:	The department has an additional site at the White Stag Block in downtown Portland.
Distance from Main/Flagship Campus:	112 miles
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site	Students can take one to approximately 16 courses in Portland depending on duration in residence and full-time or part-time status.

Course Number	**Credits offered**	**Course Title**
ARCH 4/5/607	1-6 repeatable	Seminar: topics vary
ARCH 4/510	1-6 repeatable	Experimental Course
ARCH 4/517	4	Context of the Architecture Profession
ARCH 4/523	3 repeatable	Media for Design Development
ARCH 4/524	3 repeatable	Advanced Design Development Media
ARCH 4/435	4	Principles of Urban Design
ARCH 4/536	3	Theory of Urban Design I
ARCH 4/537	3	Theory of Urban Design II
ARCH 4/538	3	Housing Prototypes
ARCH 4/549	3	Architectural Programming
ARCH 4/561	4	Structural Behavior (alternating years)
ARCH 4/562	4	Structural Systems (alternating years)
ARCH 4/571	4	Building Enclosure
ARCH 4/584	6 repeatable	Architectural Design
ARCH 4/585,6	8,8	Advanced Architectural Design
ARCH 4/591	4	Environmental Control Systems I (alternating years)
ARCH 4/592	4	Environmental Control Systems II (alternating years)
ARCH 4/598	4	Energy Scheming
ARCH 605	1-6 repeatable	Reading and Conference: topics vary
ARCH 4/606	1-6 repeatable	Special Problems: topics vary
ARCH 4/609	1-6 repeatable	Practicum

Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	No
Who has administrative responsibility for the program at the branch campus?	The department head, Christine Theodoropoulos and the program director, Nancy Cheng
To whom does this individual report?	Dean Frances Bronet
Where are financial decisions made?	At the main campus in Eugene
Who has responsibility for hiring faculty?	The department head, who consults with the program director and recommends appointments to the dean and provost.
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	The provost, who receives evaluations from the head and dean as well as personnel committees for the department, school and university.
Does the branch campus have its own curriculum committee?	No
Does the branch campus have its own admissions committee?	No
Does the branch campus have its own grievance committee?	No
Does the branch campus have its own resources for faculty research and scholarship?	No
Does the branch campus have its own AIAS or NOMAS chapter?	No
Does the branch campus maintain its own membership in ACSA?	No

Additional Comments:
The Portland program focuses on the influence of urban design and planning on building design. It builds on more than twenty-five years of teaching in the city, using Portland as a living laboratory for urban architecture. The curriculum emphasizes an architectural design process that develops connections to the urban landscape and strengthens relationships between individual buildings, public spaces and the fabric of urban districts and neighborhoods. Students learn to design buildings as an integral part of the constructed and natural environmental systems that shape cities.

BArch and MArch students can complete a maximum of two years of full-time study in Portland. MArch Track II students who are eligible for sufficient advanced placement based on pre-professional coursework at a NAAB-accredited institution or an international equivalent can complete their MArch degree entirely in Portland. BArch and MArch Track I students begin their studies in Eugene and can elect to go to Portland during the last two years of their degree program. Most students who go to Portland after Eugene spend their final year in Portland. The Portland Summer in the City Program offers one quarter of full-time study that can be applied to NAAB-accredited degrees.

Document End