2007/2008 Academic Year Annual Report
Submitted to the National Architectural Accrediting Board
Department of Architecture, University of Oregon

Prepared by Christine Theodoropoulos, Head
December 4, 2008

This report summarizes the Department of Architecture's responses to the Conditions Not Met and Concerns listed in the 2007 Visiting Team Report (VTR).

There have been no other changes to the required curricula of the accredited B.Arch and M.Arch programs.

CONDITIONS NOT MET

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

The program's response to the VTR (appendix 1) clarified the data concerning the composition of the student body and faculty that was made available to the visiting team. Since the summer of 2007, our efforts toward increasing social equity have included the following activities and achievements.

- We completed the School of Architecture and Allied Arts Diversity Plan. (appendix 2)

- The Dean, Associate Deans and Department Head attended workshops provided by the university's Office of Institutional Equity and Diversity.

- We applied for and obtained scholarship awards from the graduate school to recruit three international applicants; two were also members of minority groups. One student accepted our offer for admission and two declined.

- We succeeded in making one new tenure-related minority faculty hire, effective in September 2008, and hired several minority and international adjunct faculty.

- We hosted several international visiting faculty with fellowships and sabbatical leave funds from Asia and Eastern Europe.

- We succeeded in retaining three international faculty and one U.S. minority faculty member who had competitive offers from other universities. In all of these cases, we raised the funds needed to provide substantial salary increases.

8. Physical Resources

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

Since the summer of 2007, the department has increased student access to shop facilities in the following ways:

- Faculty teaching studio can schedule studio meetings in the shop during studio hours.

- The department pays the $15 per student membership to the university's Craft Center for any student enrolled in a studio with a hands-on construction or model making focus. The Craft Center has excellent facilities, professional supervision and is open during studio hours. It is a two minute walk from the Lawrence Hall studios.

- The wood shop that used to be reserved for the exclusive use of the department's furniture design studio is now available for the use of other classes with a fabrication focus.

- The school has installed a digital CNC router adjacent to the woodshop for use by faculty and by students enrolled in digital fabrication courses.

- The new fabrication lab in Portland contains all new equipment and the facility is supported by professional staff with teaching qualifications.

8. Financial Resources

The VTR expressed the following concerns:

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

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

The department obtained the following faculty salary increases:

- General increases of 4.3% in January 2007, 5% in January 2008, 4% in November 2008.

- Increases for one faculty member promoted to the rank of associate professor ($2,000) and four faculty members promoted to the rank of full professor ($4,000).

- Increases for assistant professors to bring those salaries up to the market rates required to recruit new assistant professor hires ($3,000).

- Additional increases for four faculty retention agreements.

- salary stipends as part of faculty excellence awards (from $5,000 to $8,000)

- a salary stipend for a named professorship (one award of $24,000 per year)

The university and the school have added staff and faculty administrators who provide support to our faculty and students in Portland. There are now four full time positions at the school level and several additional positions at the university level that provide library, computing, shop, administrative, and facilities services. The graduate students who assisted with these duties in the past have been reassigned to research fellowships.

Our successful proposal for differential graduate tuition was adopted by the Oregon University System as a fee, similar to the fees in other professional schools. In 2008-2009 the fee will yield approximately $130,000 for the enhancement of the department's graduate programs. In addition, the approval of our proposed new fees to support design studios, yields approximately $36,000 per year and provides all faculty teaching studio with a support budget. With the studio furnishing investment in Eugene and in Portland paid for, the department has an additional annual income of $46,000 from major's fees to support student services. These funds are available for program enrichments.

Scholarship funds have been augmented by recent gifts to the school and include support of graduate teaching and research fellowships.

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

- We have initiated discussions with the Department of Art History about strategies for incorporating non-Western Traditions into the required art history sequence for architecture students. Art History is currently conducting a faculty search for an individual with expertise in modern architecture which has the potential to attract a scholar that brings a global perspective to this subject area.

- Faculty teaching the design arts core courses in spatial composition, human behavior and place response have incorporated more examples from non-Western traditions into their curriculum. Several of the faculty assigned to teach these courses engage in research that examines non-Western traditions.

13.13 Human Diversity
The visiting team report states,

> This criterion is addressed in the required subject course, The Human Context of Design, primarily related to social activities and issues related to physical ability. Elective studios and subject courses enhance exposure to and/or understanding of diverse and/or non-Western cultures, but there was insufficient evidence found that all students encounter or are held accountable for this material. The school's sensitivity to the human experience in the built and/or natural environment seems to fall short of addressing other than dominant American and/or European cultures, either contemporary or historical. This deficiency is only exacerbated by the lack of cultural and socio-economic diversity found in the department and the rest of Eugene, Oregon.

Aspects of the team's concern are being addressed through our response to faculty and student diversity as well as our response to the non-Western Traditions student performance criterion. Several design studios have selected projects that serve communities representing cultural conditions other than dominant American cultures.

13.22 Building Service Systems
The visiting team report states,

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

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

13.26 Construction Cost Control
The visiting team did not find construction cost control in required coursework.

We have addressed this concern by including aspects of construction cost control in three of the department's required courses, ARCH 4/570 Introduction to Building Construction presents qualitative aspects of parameters that affect construction cost including materials, fabrication methods, location and building culture. ARCH 4/562 Structural Design includes a project to design an open air steel canopy that includes materials take-off and cost estimate. ARCH 4/5?? Context of the Profession includes a general project cost estimating exercise using published construction cost data.

CAUSES OF CONCERN

The visiting team identified the following six causes of concern.

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

With the opening of the White Stag building in Portland in the fall of 2008, students are enjoying a new, high quality facility with state-of-art equipment and services. Recent access to an historic house donated to the school for short-term faculty housing, and an increase in the number of faculty based in Eugene who are interested in teaching and participating in research based in Portland has improved faculty interaction and the faculty recently approved a new strategic plan for the Portland Program. PR from the increase in university activity in Portland has had a positive effect on the department's visibility and the introduction of the school's digital arts and product design programs in Portland has added improved the interaction between students, faculty and the city's design and art community.

> **2. Financial resources**

See our response to Condition 8: Financial Resources.

> **3. Standards and assessment of student work**

The department's curriculum committee has revised the student evaluation criteria for design studios and developed a draft for design performance criteria for each level of the required design sequence.

> **4. Inertia that slows faculty advancement, response to student feedback, recurring accreditation deficiencies and diversity.**

There has been significant improvement in faculty advancement including numbers of faculty receiving awards, numbers of faculty promoted to the rank of full professor and numbers of faculty receiving external funding for research.

The department has initiated a series of meetings and receptions for department administrators, faculty and graduate students that include information exchange and

response to student feedback. In response to student requests, the department created an orientation handbook for new graduate students.

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

5. Faculty recruitment and retention

The department filled all of its open positions through the hire of four new faculty members. Three of the candidates who accepted our offer were the top ranked candidate among those interviewed.

The department succeeded in retaining four of the five faculty members who received competitive offers from other schools of architecture.

6. Curriculum oversight including systematic consistency in course offerings as published and the professional practice curriculum—the program depends on a one-term course to address this and all other professional practice criteria.

With the department's faculty positions filled there is more consistency in teaching assignments for the required course sequence and consistency in course offerings is improving.

The Curriculum Committee is currently reviewing a proposal prepared by the faculty member who assumed responsibility for the professional practice course to divide the professional practice curriculum into two courses. We expect to complete the re-design of the pro-practice curriculum for implementation in the 2009-2010 academic year.

APPENDIX 1: RESPONSE TO VISITING TEAM REPORT

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.

- 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

APPENDIX 2: DIVERSITY PLAN

Strategic Action Diversity Plan
School of Architecture and Allied Arts (A&AA)
University of Oregon

Submitted by
Frances Bronet, Dean
Doug Blandy, Associate Dean for Academic Affairs
The Equity and Diversity Committee

June 15, 2007

<u>A&AA Mission</u>

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, AAA is a diverse, collegial learning community of faculty, students and staff. We seek to enhance the lives of individual 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, AAA 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.

<u>Diversity Value Statement</u>

The School of Architecture and Allied Arts promotes and maintains an academic community that values equity and diversity and in which all staff (academic, oa, classified, graduate assistants and work study) and students, regardless of their individual race, gender, sexual orientation, ability, and/or cultural traditions, have an equal opportunity to develop professionally and/or academically.

<u>Organizational Structure of A&AA</u>

A&AA is comprised of the Departments of Art (ART), Architecture (ARCH), Art History (AH), Landscape Architecture (LA), Planning, Public Policy, and Management (PPPM), and Programs in Arts and Administration (AAD), Historic Preservation (HP), and Interior Architecture (IARCH). In addition to these Departments and Programs support services are provided by Computer Services, Facilities, Accounting, Development, Communications and Outreach, and the office of Professional Outreach and Development for Students.

History of Diversity Efforts in A&AA

Attention to issues and best practices associated with equity and diversity are not new to A&AA. Significant is the work that takes place in this regard within departments and programs. Exemplary efforts include the large number of study abroad programs associated with the school, the internship programs associated with the Arts and Administration Program and Planning, Public Policy, and Management, the numbers of courses in A&AA offered to undergraduate students to meet the multicultural requirement, and the association of faculty and students with the Museum of Natural and Cultural History. However, in recent years attention to issues and best practices associated with Equity and Diversity have become coordinated at the school level through the Dean's Office. Initiatives include website development, formation of an Equity and Diversity Committee, and a survey of students, faculty, and staff.

Website

In the Fall 2004 A&AA hired a web manager to re-design the website associated with A&AA. It was expected that this website be fully accessible and meet nationally recognized requirements of web accessibility. This has been achieved and until the implementation of the new UO website was the most extensive website on campus to achieve this goal.

The Equity and Diversity Committee

In the Fall 2004 Robert Melnick, Dean of A&AA, established a school wide committee charged with advising the School of Architecture and Allied Arts in promoting and maintaining an environment that values equity and diversity and in which all staff (academic, oa, classified, graduate assistants and work study) and students, regardless of their individual race, gender, sexual orientation, ability, and/or cultural traditions, have an equal opportunity to develop professionally and/or academically. Members of the committee can include faculty, staff, officers of administration, and community members (Note that one of the action items for 2007/2008 is to add student members to the committee). Members of the committee serve a two year term. The committee is expected to proactively educate departments, programs, institutes, and centers about equity and diversity issues. This committee is responsible for facilitating efforts to recruit and retain diverse students and staff in order to expand and enrich the School of Architecture and Allied Arts and its academic programs.

In its first year the committee met with representatives of Student Life, Affirmative Action and other campus resources, as well as Greg Vincent and Carla Gary, to determine what resources are available on campus with regards to issues of equity and diversity and how best to education A&AA faculty, students, and staff about these resources. The committee also began to develop a survey to be distributed to faculty, staff and students in Fall 2005 for the purpose of gathering information regarding equity & diversity issues in the School.

Survey of Students, Faculty, and Staff

In the Fall 2005, the Equity and Diversity Committee surveyed faculty, staff, and students to gauge the current perceptions regarding equity and diversity. Survey participants were asked to respond to the following questions or statements on a 10-point scale of agreement to disagreement.

The School of Architecture and Allied Arts is inclusive and welcoming.

Have you experienced or witnessed bias based on race, ethnicity, gender, sexual orientation, ability, or cultural orientation at the UO?

I know whom to contact if I experience bias.

I feel confident in addressing issues of equity and diversity in the workplace.

Faculty, staff and students were also asked to indicate their awareness of the Graduate School Fighting Fund, the Underrepresented Minority Recruitment Plan, Disability Services, Student Life, Affirmative Action, Diversity Education and Support, Conflict Resolution Services, Sexual Violence Prevention, LGBTESSP, the Office of Multicultural Affairs, and the Cultural Forum.

Narrative responses were provided for the following questions.

What suggestions do you have for meeting the A&AA's mission to be inclusive and welcoming?

Are you interested in assisting the Equity and Diversity Committee with its mission?

The results, while indicating there were not any critical issues, showed that members faculty, staff, and student populations felt that the school has not met its goals with regards to inclusiveness.

In response to the issues raised in the survey the committee sponsored two "Language and Labels" workshops that were presented by members of the Teaching Effectiveness Program in 2006 and conceptualized a curriculum grant program to motivate faculty to create new or modified courses that attend to issues of equity and diversity.

Process of Plan Development

Dean Frances Bronet charged the members of the 2006/2007 Equity and Diversity Committee with writing the draft of the Strategic Diversity Action Plan. Associate Dean Doug Blandy chairs this committee. Members of the Committee include Chris Wiesemann (Classified Staff, Computer Services), Ihab Elzeyadi (Assistant Professor, Architecture), Janice Rutherford (Assistant Professor, Arts and Administration), Sana Krusoe, (Associate Professor, Art), Jessica Greene (Assistant Professor, Planning, Public Policy, and Management), Christine Wilson (classified staff, Deans Office), and Daniel Hunter (Landscape Architecture Alum). Committee members were chosen to represent the range of disciplines and fields associated with A&AA; classified and unclassified UO employees; and the community. All of those on the committee are respected within A&AA for their demonstrated on ongoing commitment to equity and diversity.

During the Fall and Winter terms this committee has met every other week for the purpose of developing the Strategic Diversity Action Plan. Committee members consulted widely within A&AA, and with outside campus units as appropriate, to complete the environmental scan, develop goals and propose actions.

In the Fall 2006 the Equity and Diversity Committee asked, and received, answers to the following questions from all A&AA Departments and Programs.

The questions were as follows.

1. What diversity programs/initiatives are currently underway?

2. What is required by your accreditation body or generally perceived as best practices?

3. How effective are the current programs in addressing diversity goals?

4. Where are the gaps in curriculum, initiatives, programs and services?

5. What are the historical conditions that have shaped your unit's responses to diversity issues?

6. What is the internal and external reputation of your unit in terms of its diversity efforts?

7. What concerns about diversity have gone unaddressed in your unit?

8. What is the resource capacity of your unit and unit leadership to address diversity challenges?

Response to these questions provided the following information about equity and diversity within A&AA.

All departments and programs are actively working on one or more specific goals for related to equity and diversity. PPPM is concentrating on obtaining more scholarships and money to bring in a more diverse group of students. ARCH is working on recruiting a more diverse faculty. AAD and ARH are working on curriculum that satisfies multicultural requirements. ART is working on continuing to keep a diverse group of students as well as students doing projects that show the diversity on the UO campus.

ARCH and ART are the two departments in AAA that have an accreditation body. Both departments are working on improving the diversity of their departments with students, curriculum, faculty, and staff. The other departments do not have an accreditation process but all are working towards diversity goals and many are actively involved with committees, professional organizations, or groups to help them achieve their diversity goals.

All departments feel like they could be attracting a more diverse group of students but due to money – scholarships, etc. they are losing out to other schools. AAD and ARH feel that their curriculums in this department are meeting their goals.

ARH, ARCH, and ART all believe that ARCH needs to add a non-western History of Architecture. The three departments see this as a concern but cannot fix the problem due to not having the monetary resources to hire someone to teach the class nor stretch any faculty member to add any additional classes addressing this to the curriculum. A problem all departments and programs are concerned about is getting a more diverse group of students, having money to bring them to the UO, and bridging the gap in some departments and programs of students being overwhelmingly one gender.

Larger departments (ARCH, ART) feel that they have more room to find places for faculty who they think are valuable to their department and can find the resources to entice faculty who are diverse. Smaller departments (HP, ARH) are on the opposite side with no resources or room to address problems their departments have had with diversity. Several departments are trying to break away from the historical trends of their field – ARCH being white males, AAD & IARC being traditionally female.

AAD is the only department or program that is well known internally and externally for its diversity efforts in designing a multicultural and socio-political curriculum. The other departments are not sure what their reputation is in this regard.

All departments and programs are concerned with the diversity of its current students, recruiting a more diverse group of students, having more diversity in curriculum, and hiring and keeping a more diverse faculty

Most departments and programs feel that it's difficult to address the resource issue for several reasons. Most departments and programs can only

address the issue of diversity for faculty when a position becomes available in their department. Most feel like they don't have the resources to recruit a diverse group of prospects and normally loose potential faculty members to other institutions due to the lack of money they can offer. Most departments feel they can address this only as it comes up in the department when a faculty member leaves or retires.

The Strategic Diversity Action Plan

Following are the goals and actions adopted for 2007. These goals and actions are based on the 2005 survey of faculty and students, the environmental inventory completed in 2006, and the fact-finding efforts of the Equity and Diversity Committee on UO resources beginning in 2004.

It is important to note that this first Strategic Diversity Action Plan is based on what the authors believe can be reasonably initiated and/or accomplished in 2007/2008. The plan does not address all that the survey and inventory suggests. However, the goals and actions associated with this plan will be reviewed and modified each year as appropriate and new actions and goals will be added over time.

Developing a Culturally Responsive Community

Goal: Introduce, orient, and reinforce faculty and staff attention to issues associated with equity and diversity.

Action: The A&AA Administrative Council (Department / Program Heads) and members of the Equity and Diversity Committee will participate with representatives of the Center on Community and Diversity (CODAC) in three four hour seminars on Multicultural Organization with A&AA during the Fall 2007.

Action: In the Fall 2007 one graduate student and one undergraduate student will be added to the membership of the A&AA Equity and Diversity Committee.

Action: In the Fall 2007, the 2007 Strategic Action Diversity Plan will be presented to the A&AA Student Advisory Committee. Suggestions and recommendations for the 2008 plan will be solicited.

Action: The Equity and Diversity will initiate a program to provide funding to motivate faculty to develop new courses or modify existing courses that attend to issues of equity and diversity in 2007/2008. Funding in the amount of $2000.00 has been secured for this purpose.

Improving A&AA Climate

Goal: Creation of a welcoming environment within A&AA

    Action: The House Committee with assistance from the Equity and Diversity Committee will be asked by the Dean to conduct an accessibility study of A&AA facilities in relation to faculty, students, and staff with disabilities. Study will result in a plan for implementing appropriate improvements.

    Action: The House Committee will continue its efforts to plan and develop clear and accessible signage within A&AA facilities.

    Action: An Equity and Diversity website will be added to the A&AA website. This website will consist of campus and community resources that can inform best practices by faculty, staff, and students associated with the creation of a welcoming environment within A&AA.

    Action: In the Spring 2008 the Equity and Diversity Committee will re-survey the A&AA community to gauge current perceptions regarding equity and diversity within A&AA.

Goal: Development and Implementation of Internal Communication Strategies

    Action: In Fall 2007 an OA in the Dean's Office, working in partnership with the AAA web manager will develop and initiate a plan for internal communications among faculty, staff, and students.

Building Critical Mass

Goal: To Diversify A&AA Faculty

    Action: The A&AA Dean's Office will work with the Office of Affirmative Action to provide relevant information to Department and Program Heads related to best practices in recruiting for building a critical mass.

    Action: A&AA Departments and Programs will be asked by the Dean to assess current recruitment strategies in relationship to building a critical mass within A&AA. Plans for using current or new recruitment strategies will be implemented towards the goal of increasing faculty diversity.

Expanding and Filling the Pipeline

Goal: Improve awareness of A&AA related educational opportunities among Oregon's under-represented groups.

Action: The Dean's office in association with the Office of Admissions will provide Department and Program Heads with information regarding developing and implementing strategies for recruiting under-represented students.

Action: Departments and Programs will be asked to develop and implement plans for recruiting under-represented students.

Developing and Strengthening Community Linkages

Goal: Cultivate links between community based organizations and offices with A&AA students.

Action: The A&AA Professional Outreach and Development for Students (PODS) office will identify and offer internships to A&AA students in offices and organizations with a stated commitment to equity and diversity.

Goal: Cultivate civic engagement by faculty and students within A&AA.

Action: Civic leaders will be invited to attend an A&AA Administrative Council meeting to discuss issues of mutual concern and identify possible partnership opportunities.

Action: One A&AA all school faculty and staff meeting will be devoted to the topic of civic engagement. Faculty and students will be invited to make formal presentations about their work in the community.

Developing and Reinforcing Diversity Infrastructure

Goal: Identify achievable infrastructure improvements associated with facilities.

Action: The House Committee and the Equity and Diversity Committee will hold a joint meeting to discuss and prioritize infrastructure improvements that are congruent with the mission and values of A&AA in relationship to equity and diversity. Each committee as appropriate to their mission will develop a plan for the implementation of priorities.

Goal: Provide faculty and staff with information about the relationship of disability to learning in higher education.

Action: The Office of Disability Services will be asked to provide a workshop to faculty on universal design as it applies to classroom instruction.

NAAB

Annual Report Submission
View Questionnaire (Edit)

Your last Review Time was 12/5/2008 11:45:41 PM.
You have reviewed 16 times

University of Oregon

Annual Report Submission for the year 2008 .

This Annual Report Submission has been submitted already.
Submission Time: 12/5/2008 11:45:41 PM

PART I - ANNUAL STATISTICAL REPORT

SECTION A. INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics, Completion and 12-month Enrollment report.

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1. Program Contact Information

(for inclusion on the NAAB website)

Institution Name:	University of Oregon
Academic Unit Name:	Department of Architecture
Address 1:	1206 University of Oregon
City:	Eugene
State:	OR
Zip:	97403-1206
Architecture Program Tel. No:	541.346.3656
Architecture Program School Fax No:	541.346.3626
Architecture Program School URL:	http://architecture.uoregon.edu
Email address for general inquiries:	archinfo@aaa.uoregon.edu
ACSA Region:	West

In order to modify your organization information please visit the ACSA Guide site.

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2. Institution Type

Public

3. Carnegie Classification

Doctoral/Research Universities - Extensive

4. Which regional accreditation agency accredits your institution?

Northwest Commission on Colleges and Universities (NWCCU)

Questions 5, 6, and 7 regarding Contact Information

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

Name	Christine Theodoropou
Title	Department Head
Office Tel. No	541-346-3661
Fax No	541-346-3626
Email Address	ctheodor@uoregon.ed

6. To whom should inquiries regarding this questionnaire to be addressed?

Name	Nancy McNaught
Title	Asst to the Dept Head
Office Tel. No	541-346-1435
Fax No	541-346-3626
Email Address	mcnaught@uoregon.e

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

Name	Andrea Larson
Title	Assoc. Dir of Institutional Research
Office Tel. No	541-346-0502
Fax No	541-346-2537
Email Address	adlarson@uoregon.ed

8. Institutional Student Characteristics

(Aggregated for the Institution; this information should be the same as that reported to IPEDS for the last fiscal year)

Total undergraduate enrollment:	16674
Total graduate enrollment:	3658
25th percentile ACT score for undergraduates enrolling on the last fiscal year	0
75th percentile ACT score for undergraduates enrolling on the last fiscal year	0
25th percentile SAT score for undergraduates enrolling on the last fiscal year	491
75th percentile SAT score for undergraduates enrolling on the last fiscal year	609
Average GRE score for graduates enrolling in the last fiscal year (not including specialized programs like law, medicine, business or other programs for which a specialized entrance examination is required):	1840

9. Total enrollment of all undergraduate students by race/ethnicity

	Male	Female
Total	7993	8681
American Indian/Alaska Native	88	116
Asian or Pacific Islander	510	583
Black, Non-Hispanic	164	126
Hispanic	254	356
White, Non-Hispanic	5986	6575
Other	419	387
Declined to or Did Not Supply	572	538

10. Total enrollment of all graduate students by race/ethnicity

	Male	Female
Total	1726	1932
American Indian/Alaska Native	18	23

Asian or Pacific Islander	70	93
Black, Non-Hispanic	27	20
Hispanic	51	67
White, Non-Hispanic	1112	1219
Other	188	225
Declined to or Did Not Supply	260	285

SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS

This section captures information about the specific NAAB-accredited degree programs offered by the institution, unless otherwise noted in the instructions.

1. Which NAAB accredited degree programs were offered during the last fiscal year?

B. Arch. X

M. Arch. X

D. Arch.

2. Which non-accredited architecture programs were offered during the last fiscal year?

Discipline	Degree	Guide Display
Architecture	B. Arch	B Arch
Architecture	M. Arch	M Arch
Architecture	M Arch	
Architecture	M Arch	
Interior Design/Interior Architecture	B Interior Architecture	B Iarch
Interior Design/Interior Architecture	M Interior Design	M Iarch
Interior Design/Interior Architecture	M Interior Design	M Iarch
Interior Design/Interior Architecture	M Interior Design	M Iarch

3. Does your institution have plans to initiate any new NAAB-accredited degree programs?

No

If yes, a report is required in PART II – Narrative Report that outlines the plans and planning for the new program.

4. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

No

If yes, a report is required in PART II – Narrative Report that outlines the plans and planning for the new program.

5. What academic year calendar type does your institution have?

3 Quarters

6. Give total number of days of instruction for the academic year for each NAAB accredited degree program(s), not including non-instructional activities such as orientations, reading periods or exams and holidays.

The program(s) in this section are dependent on your selection in Section B, Question 1.

B. Arch.: 146

M. Arch.: 146

7. Credit Hours for Completion:

The program(s) in this section are dependent on your selection in Section B, Question 1.

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited degree offered by your institution.

B. Arch.: 231

M. Arch. Pre-Professional:

M. Arch. Non Pre-Professional: 144

b. By degree, how many of those credit hours are assigned to general education?

B. Arch.: 87

M. Arch. Pre-Professional:

M. Arch. Non Pre-Professional:

c. By degree, what is the average number of credits each full time student completes per academic term?

B. Arch.: 16

M. Arch. Pre-Professional:

M. Arch. Non Pre-Professional: 14

8. Is your program offered at more than one campus or location? If yes, please list:

Yes

Location 1:
Eugene, Oregon

Location 2:
Portland, Oregon

Location 3:

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

1. Tuition is defined as "the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year." What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year:

B Arch.

If this section is not applicable, please enter all zero's (0).

	Annual Tuition	Annual Fees	Per Hour/Term/Year
Full-Time			
In-State	4626	1917	Per Credit Hour
Out-of-State	17790	1917	Per Credit Hour
Part-Time			
In-State	2655	1749	Per Credit Hour
Out-of-State	10704	1749	Per Credit Hour

M Arch.

If this section is not applicable, please enter all zero's (0).

	Annual Tuition	Annual Fees	Per Hour/Term/Year
Full-Time			
In-State	10035	1917	Per Credit Hour
Out-of-State	14799	1917	Per Credit Hour
Part-Time			
In-State	8922	1875	Per Credit Hour
Out-of-State	13155	1875	Per Credit Hour

a. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?
If yes, please explain

No

b. Is a summer session required for any portion of your accredited degree program(s)?

No

If yes, what is the additional tuition and fees for the summer program?
(If no fill this section with 0s)

	Summer Tuition	Summer Fees	Per Hour/Term/Year
Full-Time			
In-State	0	0	Per Credit Hour
Out-of-State	0	0	Per Credit Hour
Part-Time			
In-State	0	0	Per Credit Hour
Out-of-State	0	0	Per Credit Hour

Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program?
If yes, please explain

No

2. Per Student Expenditure:

What is the average per student expenditure for students enrolled in NAAB accredited degree programs? This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.

The program(s) in this section are dependent on your selection in Section B, Question 1.

B. Arch. Student Exp   9492

M. Arch. Student Exp   9492

3. Financial Aid:

What was the total amount of financial aid (Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses. This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year?

The program(s) in this section are dependent on your selection in Section B, Question 1.

Financial Aid provided to undergraduate students in NAAB-accredited programs:

Total Undergraduate Financial Aid for last fiscal year   0

Average Undergraduate Financial Aid per student   0

Financial Aid provided to graduate students in NAAB-accredited programs:

Total Graduate Financial Aid for last fiscal year   0

Average Graduate Financial Aid per student   0

4. Graduate Assistants:

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

125

SECTION D. STUDENT CHARACTERITICS FOR NAAB-ACCREDITED DEGREE PROGRAMS

(If your institution offers more than one program, please provide the information for each program separately)

1. Applicants

Indicate the number of individuals who fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who had been notified of one

of the following actions during the last fiscal year: admission, nonadmission, placement on a waiting list, or application withdrawn by applicant or institution. Information about ethnicity must be based on self-identification information provided by the applicant.

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

B. Arch.

	Male	Female
Total	398	366
American Indian/Alaska Native	0	0
Asian or Pacific Islander	57	58
Black, Non-Hispanic	6	2
Hispanic	13	16
White, Non-Hispanic	274	243
Other	22	26
Declined to or Did Not Supply	26	21

M. Arch.

	Male	Female
Total	0	0
American Indian/Alaska Native	0	0
Asian or Pacific Islander	0	0
Black, Non-Hispanic	0	0
Hispanic	0	0
White, Non-Hispanic	0	0
Other	0	0
Declined to or Did Not Supply	0	0

2. Admitted:

Indicate the total number of individuals who were notified of admission or placement on a waiting list for the last fiscal year. Information about ethnicity must be based on self-identification information provided by the admitted applicants.

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

B. Arch.

	Male	Female
Total	206	221
American Indian/Alaska Native	0	0
Asian or Pacific Islander	31	35
Black, Non-Hispanic	5	0
Hispanic	4	6
White, Non-Hispanic	138	152
Other	13	15
Declined to or Did Not Supply	15	13

M. Arch.

	Male	Female
Total	0	0
American Indian/Alaska Native	0	0
Asian or Pacific Islander	0	0
Black, Non-Hispanic	0	0
Hispanic	0	0
White, Non-Hispanic	0	0
Other	0	0
Declined to or Did Not Supply	0	0

3. Enrolled

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

Indicate the number of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year). Information about ethnicity must be based on self-identification information provided by the individual.

B. Arch.

	Full-Time		Part-Time	
	Male	Female	Male	Female
Total	68	46	3	8
			0	0

	Full-Time		Part-Time	
American Indian/Alaska Native	0	0	0	0
Asian or Pacific Islander	2	4	0	0
Black, Non-Hispanic	0	0	1	1
Hispanic	2	2	2	7
White, Non-Hispanic	47	29	0	0
Other	4	5	0	0
Declined to or Did Not Supply	13	6		

M. Arch.

	Full-Time		Part-Time	
	Male	Female	Male	Female
Total	46	26	4	0
American Indian/Alaska Native	0	0	0	0
Asian or Pacific Islander	1	1	0	0
Black, Non-Hispanic	0	0	0	0
Hispanic	1	1	0	0
White, Non-Hispanic	30	14	4	0
Other	3	5	0	0
Declined to or Did Not Supply	11	5	0	0

4. Total undergraduate/graduate enrollment in NAAB-Accredited program by race/ethnicity

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

B. Arch.

	Full-Time		Part-Time	
	Male	Female	Male	Female
Total	185	167	111	88
American Indian/Alaska Native	0	1	0	0
Asian or Pacific Islander	9	9	9	8
Black, Non-Hispanic	0	0	1	3
Hispanic	7	4	6	5

	Full-Time Male	Full-Time Female	Part-Time Male	Part-Time Female
White, Non-Hispanic	137	122	84	62
Other	8	14	5	2
Declined to or Did Not Supply	24	17	6	8

M. Arch.

	Full-Time Male	Full-Time Female	Part-Time Male	Part-Time Female
Total	117	79	8	5
American Indian/Alaska Native	0	0	0	0
Asian or Pacific Islander	4	4	0	0
Black, Non-Hispanic	0	0	0	0
Hispanic	5	3	0	0
White, Non-Hispanic	81	50	6	5
Other	6	7	0	0
Declined to or Did Not Supply	21	15	2	0

5. Number of total credits in professional architectural studies

a. Total number of credits in professional architectural studies taken by full time students for the last fiscal year:

12202

b. Total number of credits in professional architectural studies taken by part-time students in the last fiscal year:

5123

SECTION E. DEGREES AWARDED

(The information requested in this section should be provided by the unit within the institution responsible for submitting the annual Completion Report to the National Center for Education Statistics and IPEDS.)

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

	B. Arch. Male	B. Arch. Female	M. Arch. Male	M. Arch. Female	D. Arch. Male	D. Arch. Female
Total	31	36	38	24	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	3	3	0	2	0	0

Black, Non-Hispanic	1	1	0	0	0	0	
Hispanic	1	3	2	1	0	0	
White, Non-Hispanic	24	22	30	19	0	0	
Other	1	2	1	0	0	0	
Declined to or Did Not Supply	1	5	5	2	0	0	

2. Graduation rate for B. Arch programs:

Data are collected on the number of students entering the institution as full-time, first-time, degree- or certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission; and the number of students receiving athletically-related student aid in the cohort and number of these completing within 150 percent of normal time to completion. Schools with athletic aid must also provide the total number of students receiving aid in the prior year, by race/ethnicity and gender within sport. The GRS automatically generates worksheets that calculate rates, including average rates over 4 years. This information should be provided by the unit within the institution responsible for reporting data to the National Center for Education Statistics.

Graduation rate for the institution	65
Graduation rate for the B. Arch	74

SECTION F. RESOURCES FOR STUDENTS AND LEARNING IN NAAB-ACCREDITED PROGRAMS

1. Total number of catalogued titles in the architecture library collection

(all forms of media)

Catalogued Titles on Main campus:	132500
Catalogued Titles on Other locations:	12000

2. Total number of catalogues titles that have Library of Congress NA or Dewey 720-729

(all forms of media)

Library of Congress NA or Dewey 720-729 Catalogued Titles on Main campus:	45310
Library of Congress NA or Dewey 720-729 Catalogued Titles on Other locations:	5500

3. What is the total number of permanent workstations that can be assigned to students enrolled in design studios?

Permanent Workstations on Main Campus:	483
Permanent Workstations at Other locations:	100

4. Briefly describe the labs, shops, and other learning resources available to all students enrolled in NAAB-accredited degree program(s):

Resource Type	Available?	
Shop	Yes	●
	No	○
Computer Facilities (Lab)	Yes	●
	No	○
Computer Output Facilities (Plotters, Specialized plotting)	Yes	●
	No	○
Digital Fabrication Facilities	Yes	●
	No	○
Wireless Network	Yes	●
	No	○
Image Collection (Slide Library)	Yes	●
	No	○
Photo Studio/Darkroom	Yes	○
	No	●
Lecture Series	Yes	●
	No	○
Gallery/Exhibits	Yes	●
	No	○
Other	Yes	○
	No	●

If Other Resources, Please describe:

SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)

Faculty are defined as follows: Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans and executive officers of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as "faculty" is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.

1. Full-time Instructional Faculty

Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between reaching, research, and public service because each of these functions is an integral component of his/her regular assignment:

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

Professor

	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female
Total	7	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	7	0	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Associate Professor

	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female
Total	5	9	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	2	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	5	7	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	5	1	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	0	0	4	1	0	0
Other	0	0	1	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Instructor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	0	0	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Total credit hours taught by full time faculty: 15188

2. Part-Time Instructional Faculty

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

Professor

	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female
Total	0	0	0	0	1	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	0	0	0	0	1	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Associate Professor

	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female
Total	1	0	0	0	3	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	1	0	0	0	3	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Assistant Professor

	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female
Total	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
			0	0	0	0

	Male	Female		Male	Female		Male	Female
Hispanic	0	0		0	0		0	0
White, Non-Hispanic	0	0		0	0		0	0
Other	0	0		0	0		0	0
Declined to or Did Not Supply	0	0		0	0		0	0

Instructor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	0	0	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Total credit hours taught by part-time faculty: 7925

3. Adjunct Faculty

Non-tenure track faculty service in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively).

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ',''' A person can only be counted in one group.

	Professor		Assoc. Prof.		Assist. Prof.		Instructor	
	Male	Female	Male	Female	Male	Female	Male	Female
Total	1	0	1	0	3	10	1	0
American Indian/Alaska Native	0	0	0	0	0	0	1	0

Asian or Pacific Islander	0	0	0	0	1	1	0	0
Black, Non-Hispanic	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
White, Non-Hispanic	1	0	1	0	2	7	0	0
Other	0	0	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	2	0	0

4. Faculty Credentials: Indicate the highest degree achieved by each faculty member (full-time, part-time, and adjunct):

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

	Full Time Male	Female	Part Time Male	Female	Adjunct Male	Female
D. Arch.	0	0	0	0	0	0
M. Arch.	8	4	3	0	4	8
B. Arch.	0	0	0	0	1	0
Ph.D. in architecture	5	1	0	0	0	0
Ph.D. in other discipline	0	0	0	0	0	0
Post-professional master's in architecture	0	2	0	0	0	0
Other degrees	4	3	3	0	1	2
Registered in U.S. Jurisdiction	0	0	0	0	0	0

5. Average annual salaries for full-time instructional faculty teaching in the NAAB-accredited program for the last fiscal year

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

	Number	Minimum	Avg.	Max.	Univ. Avg.
Professor	7	68560	79480	88510	97010
Assoc. Prof.	14	56200	61070	79720	68150

| Assist. Prof. | 6 | 48000 | 49150 | 51950 | 64780 |
| Instructor | 0 | 1 | 1 | 1 | 1 |