

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:

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

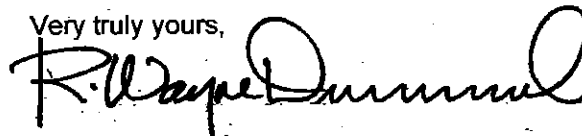
were formally granted six-year terms of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Social Equity, Physical Resources and Financial Resources and the progress that has been made in those areas. The accreditation term is effective January 1, 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



1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

tel 202.783.2007

fax 202.783.2822

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.

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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 than 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 increase 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 to 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

Team Chair, Representing the ACSA
William G. McMinn, FAIA
323 Cedar Crest Drive
Asheville, NC 28803
(828) 298-8687
mcminn2@bellsouth.net

Representing the AIA
Jim Gersich, AIA
Dimension IV - Madison
Architecture, Engineering and Interior Design
313 West Beltline Hwy., Suite 161
Madison, WI 53713
(608) 229-4444 ext.24
(608) 229-4445 fax
jgersich@dimensionivmadison.com

Representing the AIAS
Andrew C. Caruso, Assoc. AIA, LEED AP
5326 5th Avenue
Apartment 11
Pittsburgh, PA 15232
(973) 479-8061
andrew@andrewcaruso.com

Representing the NCARB
Jeffrey Morgan, AIA, NCARB
Jeffrey Morgan Architecture Studio
304 15th Street
Studio 111
Des Moines, IA 50309
(515) 282-8500
(515) 282-8506
jmorgan@jma.com

Representing the ACSA
Michaele Pride
University of Cincinnati
The School of Architecture and Interior Design
College of Design, Architecture, Art, and Planning (DAAP)
PO Box 210016
Cincinnati, OH 45221-0016
(513) 556-0767
(513) 356-1230 fax
michaele.pride-wells@uc.edu

Observer
Mimi Sullivan, AIA
Academy of Art University
Architecture Program
79 New Montgomery Street
San Francisco, CA 94105
(415) 794-9800
(415) 263-4130 fax
MSullivan@academyart.edu

Observer
Catherine M. Ryan, AIA
Associate Executive Director
National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006
(202) 783-2007
(202) 783-2822 fax
cryan@naab.org

Observer
William C. Miller, FAIA
College of Architecture & Planning
University of Utah
375 S 1530 E Room 235
Salt Lake City, UT 84112-0370
(801) 581-8254
(801) 581-8217 fax
miller@arch.utah.edu

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Appendix C: The Visit Agenda

See Attachment.

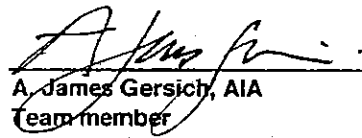
IV. Report Signatures

Respectfully submitted,



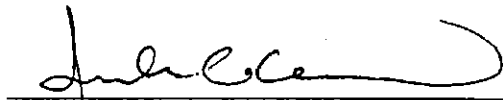
William G. McMinn, FAIA
Team Chair

Representing the ACSA



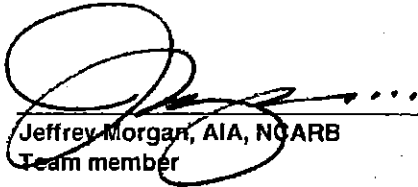
A. James Gersich, AIA
Team member

Representing the AIA



Andrew Caruso, Assoc. AIA
Team member

Representing the AIAS



Jeffrey Morgan, AIA, NCARB
Team member

Representing the NCARB

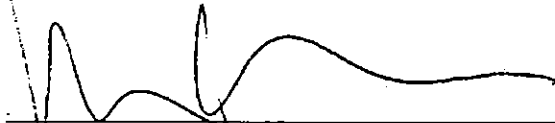


Michaela Pride, AIA, NOMA
Team member

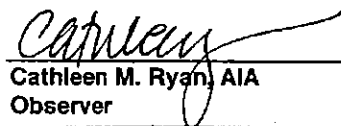
Representing the ACSA



Mimi Sullivan, AIA
Observer



William C. Miller, FAIA
Observer



Cathleen M. Ryan, AIA
Observer

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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.

DEPARTMENT OF ARCHITECTURE
210 Lawrence Hall, 1206 University of Oregon, Eugene OR 97403-1206
T (541) 346-3656 F (541) 346-3626 <http://architecture.uoregon.edu>

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,

A handwritten signature in cursive script, appearing to read "Christine Theodoropoulos".

Christine Theodoropoulos, Head

Date	Time	Location	Activity	Participants
Thursday 15 February	noon	Pick up car in Eugene Portland Airport Governor Hotel 614 SW 11 th Ave. Portland, OR 97205 Tel: (503) 224-3400	Team chair arrival: Bill McMinn (1:30 am, Continental # CO1662) Check in at the hotel	Driver: Christine Theodoropoulos 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 1 st 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 1 st 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	<u>Transport team members to the Phoenix Inn</u> 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 Michaela Pride, 12:14 PM, Delta 3780 Cathy Ryan, 4:14 PM, United 6408 Mimi Sullivan, 12:58 PM, United 6406	<u>Drivers:</u> 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 Team
	2:00 pm +	Phoenix Inn Suites 850 Franklin Blvd Eugene, OR 97403 Tel: (541) 344-0001	<u>Team arrival:</u> Team checks in at hotel	Team
	6:30 pm	The Excelsior 754 East 13 th 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 Hurt, 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	

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
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	

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 Materials Resource Center	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		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