

**2011 Annual Report**  
**Submitted to the National Architectural Accrediting Board**  
**Department of Architecture, University of Oregon**  
**Most Recent Accreditation Visit: 2007, Focus Evaluation: 2010**

**Prepared by Christine Theodoropoulos, Head**  
**November 29, 2011**

This report summarizes the Department of Architecture's responses to the conditions not met and concerns listed in the 2007 Visiting Team Report (VTR) during the 2010-2011 academic year, with the exception of the conditions of Social Equity, Physical Resources and Financial Resources. The annual reporting requirement for these conditions was waived by the NAAB in their letter dated October 22, 2010 as a result of the 2010 Focus Evaluation which found these conditions to be met.

## **CONDITIONS NOT MET**

### **Student Performance Criteria**

#### **SPC 9: Non-Western Traditions**

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

Faculty teaching the design arts core courses in spatial composition, human behavior and place response continue to illustrate concepts with more examples from non-Western traditions. Several of the faculty assigned to teach these courses engage in research that examines non-Western traditions. We are currently re-evaluating our progress to ensure that we are meeting 2009 SPC A. 9. Historical Traditions and Global Culture.

#### **SPC 13: Human Diversity**

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

We continue to encourage instructors teaching across the curriculum to include cultural conditions other than dominant U.S. cultures in the content of required courses. Since 2007, we have hired several new tenure-related faculty with research interests that have exposed students to diverse cultural perspectives in North and South

America, Asia and Europe. They include Kyuho Ahn, whose work examines Korean design tradition and practice; Mark Gillem, who examines cultural implications of U.S. military outposts located abroad; Nico Larco, whose comparative study of urban design extends to Argentina, Spain, Canada and across diverse regions of the U.S.; Philip Speranza, whose research on community design contributes to a planning initiative in Barcelona; and Daisy O’lice Williams, whose research includes the study of design communications and how these methods can be used to understand the architectural contributions of African American communities and architects. We are currently re-evaluating our progress to ensure that we are meeting SPC A. 10. Cultural Diversity in the 2009 version of the NAAB Conditions.

### **SPC 22: Building Service Systems**

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

We made adjustments to assignments and examinations in our building technology courses in the areas of construction, structures and environmental controls systems to address the building service systems identified by the visiting team as needing more evidence of student understanding. This was implemented a few years ago and will be revisited as we prepare our APR for our 2013 visit.

### **13.26 Construction Cost Control**

The visiting team report states, “The visiting team did not find construction cost control in required coursework.”

We addressed this concern by revising ARCH 4/570 Introduction to Building Construction to include a construction cost exercise. There has also been some discussion about including this material in ARCH 4/571 Building Enclosure as we evaluate our progress to ensure we are meeting 2009 SPC B. 7 Financial Considerations.

## **2007 VISITING TEAM CONCERNS**

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

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

## **2. Financial Resources**

The Financial Resources Condition was found to be met by the 2010 Focus Evaluation Team and the reporting requirement for the Financial Resources has been waived by the NAAB.

## **3. Standards and Assessment of Student Work**

The department's curriculum, design review and graduate studies committees continue to address standards for student performance in the M.Arch. and B.Arch. programs. The department is currently preparing a written description of grading practices for posting on the department's website.

## **4. Inertia That Slows Faculty Advancement, Response to Student Feedback, Recurring Accreditation Deficiencies, and Diversity**

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

## **5. Faculty Recruitment and Retention**

Faculty recruitment and retention is an ongoing process. Since the NAAB team's visit in 2007, the department has succeeded in recruiting several new faculty members and retaining several key faculty.

In 2010, one assistant professor resigned to attend to his professional practice in Germany, and in 2011 the department filled this open position, as well as a second new faculty position, with individuals who came to us from other NAAB accredited schools.

## **6. Curriculum Oversight and Consistency/Professional Practice Course Duration**

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

A motion to increase the number of credits assigned to the professional practice course, ARCH 4/517 Context of the Profession from 3 to 4 was approved by the faculty and the change to this course is currently being advanced through the university approval process. The 4 credit version of the course will be effective starting in the 2012/13 academic year.

## **RESPONSE TO CHANGES IN THE 2009 NAAB CONDITIONS, AND RECENT CHANGES IN NAAB PROCEDURES**

As we prepare our APR, the department's curriculum committee and design review committee are continuing to study several of the 2009 SPC to determine the most appropriate placement in the curriculum.

We have also initiated a process to change the name of our post professional M.Arch. degree in response to the NAAB's decision that teams will be required to view same degree nomenclature for post professional degrees as being non-compliant with NAAB Conditions. We anticipate concluding this degree name change process by 2013.

### **OTHER PROGRAM CHANGES SINCE 2007**

There have been some curricular changes made to the accredited Master of Architecture Program that make the requirements for the Option II and Option III tracks consistent for all students beginning the M.Arch. program in 2012 or later. These changes require all M.Arch. students to pursue an area of concentration. It increases the number of credits some students will apply to elective study. These changes do not affect the content of the required courses that are used to fulfill NAAB Student Performance Criteria. (Appendix I)

A new PhD in Architecture with a focus on sustainable design admitted its first students in the fall of 2011. The department now offers more 600 level graduate seminars and a four course sequence that addresses history, theory and research in sustainable design.

The Ecological Design Certificate continues to attract large numbers of architecture graduate students. We are also seeing an increase in student interest in concurrent master's degrees, especially in the fields of interior architecture, landscape architecture and business.

Two student led programs, the Center for Sustainable Living and designBridge, have worked with the department to integrate their activities into the department's required and elective coursework.

### **APPENDIX**

The following documents are attached.

**Motion: Revision to the Option II and III Versions of the M.Arch. Degree (voted and approved 3/15/11)**

**Motion: Credit Change for ARCH 4/517 Context of the Profession (voted and approved 11/8/11)**

**Notice of Motion: New Nomenclature for the Option I M.Arch. degree (notice of motion 11/22/11)**

**APPENDIX I**

**Department of Architecture, University of Oregon  
March 15, 2011**

MOTION (submitted by the Graduate Studies Committee, and approved by faculty vote)

Increase M.Arch. Option 2 Credit Requirement to 87 credits

**Rationale:**

The present requirement is 81 credits. The new number of 87 is intended to resolve credit disparities between the parallel Option 2 and Option 3 degree tracks. Right now, the total number of credits required for option 3 students (and professional-degree requirements for B.Arch. students) is 144. Of these, 57 units are taken in the first four quarters, as follows:

	STUDIO	SUBJECT COURSES
Summer	Arch 680 (6)	Arch 611 (3) Arch 510 (4)
Fall	Arch 681 (6)	Arch 550 (4) Arch 570 (4) Arch 610 (2)
Winter	Arch 682 (6)	Arch 540 (4) Arch 591 (4)
Spring	Arch 584 (6)	Arch 530 (4) Arch 592 (4)

**Total is 57 units**

This is a total of 57 units, leaving 87 units to be taken in the subsequent two years. The change from the 81-credit requirement to an 87-credit requirement for Option 2 students will make the credit requirement for the final two years consistent for Option 2 and Option 3 students. Option 2 students will still have to fulfill all requirements for the professional degree, either through waivers or taking the courses. Now, the 81-unit minimum comes to an average of 13.5 units/term. Increasing the minimum to 87 units will make the average 14.5 units/term. The average number of units that Option 2 students actually take is 86 for students in Eugene and 84 for students in Portland.

The present catalog wording is:

Option II students must complete a minimum of six terms and the following 81 credits in residence:

40 credits in architectural design studios

30 credits for professional subject-area courses incl. advanced electives or a research project

11 credits in nonstudio ARCH electives

The proposed catalog wording is:

Option II students must complete a minimum of six terms and the following 87 credits in residence:

40 credits in architectural design studios

47 credits in professional subject-area courses incl. advanced electives or a research project. Courses taken outside of the Department of Architecture (ARCH or IARCH) must be on the department's approved list.

MOTION (submitted by the Graduate Studies Committee, and approved by faculty vote)

Change M.Arch. Option 3 Requirements to Include Same Advanced Study as the Option 2 Program

**Rationale:**

All professional-degree graduate students are required to take 15 units of advanced study in particular subject areas or focused interests. Within subject areas, the 15 units may be any combination of seminar or elective courses that are at least 2 units, independent study, or research. Up to six studio units may be allowed for studios whose topics are strongly related to the subject area.

The intention of this change is to require that all professional-degree graduate students take an advanced course/independent study cluster. It is also intended to help us move toward a formalization of the curricular concentrations that have been discussed over the last three years.

Until now, we have asked Option 2 students to come up with their own cluster. What will change is that lists of possible courses will be provided, which will provide a "ready-made" way of satisfying the requirement. This will make administration easier for the larger number of students who now need to satisfy the requirement, as individual petitions will not have to be reviewed.

However, students will still have the option of coming up with their own clusters based on individual interests, and of including in those units any number of units of independent study and/or research, and a studio in the subject area of the cluster. These cases will still require petitions.

## APPENDIX II

### Department of Architecture, University of Oregon November 8, 2011

MOTION (submitted by the Curriculum Committee, and approved by faculty vote)

Increase the existing Arch 4/517 Context of the Profession course from 3 to 4 credits.

#### **Rationale:**

ARCH 4/517 Context of the Profession covers more NAAB Student Performance Criteria than any single course other than terminal studio, and for fewer credits than other core courses. In nine weeks, at 3 credit hours, it is difficult to fit this volume of material into a course with a real expectation of student synthesis and retention.

This was identified as a concern by the NAAB visiting team in 2007. Given the amount of material covered, it should, like other required core courses, be offered at 4 credits. While NAAB criteria do not, and should not, dictate curriculum, this course comes under intense scrutiny at every accreditation review.

The additional credit will increase the number of hours of student engagement available to address required content.

The current version of ARCH 4/517 Context of the Profession covers:

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

## APPENDIX III

### Department of Architecture, University of Oregon November 22, 2011

NOTICE OF MOTION (proposed by Christine Theodoropoulos)

Rename Master of Architecture, Option I to Master of Science in Architecture Studies

Rename Master of Interior Architecture, Option I to Master of Science in Interior Architecture Studies

#### **Rationale:**

Last year the NAAB implemented a policy directing visiting teams to evaluate the condition related to degree programs as "not met" at any school that uses the M.Arch. title for any degree that is not NAAB accredited. The M.Arch. title of our Option I program will trigger this when the team visits in 2013, unless we take steps to rename the Option I degree.

We have experienced other problems, such as:

The Option I degree can be a valuable, research intensive experience for students who have a professional master's degree from the UO or elsewhere, but the UO will not permit students to earn two degrees here with the same title, and it is awkward for the resumes of students coming to us from other schools to show the same degree title twice. Students who have M.Arch. degrees (some earned in a compressed five year program similar to our B.Arch.) will not consider the UO for this reason, even though we offer a high quality research master's degree.

Students who hold the international equivalent of an accredited degree, and therefore were admitted to our Option I program, have on their resumes, an M.Arch. degree from an accredited U.S. school that does not meet NCARB's education requirement. When issues of professional credentials or reciprocity arise, this causes confusion for our international graduates, their employers and NCARB. We are aware of some embarrassing situations that have arisen over this one, and although it has not happened here, other schools have had to deal with lawsuits from graduates over misrepresentation.

The Master of Science, rather than the Master of Arts is proposed because the subjects studied and theses produced by our Option I students are a better fit for the M.S. which expects fieldwork, quantitative analysis or systematic/comparative studies and is more often used for applied work in the professions, rather than the Master of Arts model which requires foreign language proficiency and is more often used for theoretical work in the humanities. The M.S. is also used in similar post-professional architecture programs at many of our comparator schools.



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

## SECTION A. INSTITUTIONAL CHARACTERISTICS

### 1. Program Contact Information:

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

### 2. Institution Type:

Public

### 3. Carnegie Classification:

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

### 4. Which regional accreditation agency accredits your institution?

Northwest Commission on Colleges and Universities (NWCCU)

### 5. In which ACSA region is the institution located?

West

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

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

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

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

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

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

### 9. Institutional Test Scores

#### a. SAT

##### *Critical Reading*

25th percentile SAT score:

75th percentile SAT score:

##### *Mathematics*

25th percentile SAT score:

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

**b. ACT**

25th percentile ACT score:  
75th percentile ACT score:

**c. Graduate Record Examination (GRE)**

Verbal: (200-800)  
Quantitative: (200-800)  
Analytical: (0.0 – 6.0)

**SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS**

**1. DEGREE PROGRAMS**

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

**Accredited**

B. Architecture, M. Architecture

**Candidate**

N/A

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

Degree Type	Available?	Full Degree Title
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**c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?**

Full Degree Title
Master of Architecture, Option I
Doctor of Philosophy in Architecture

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

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

**4. What academic year calendar type does your institution have?**  
3 Quarters

**5. Credit Hours for Completion for each program:**

- a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
  - a. B. Architecture: 231
  - b. M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
  - c. M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 81
  - d. M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 144
  - e.

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- b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
  - a. B. Architecture:
    - b. General Education: 87
    - c. Professional: 108
    - d. Electives: 36
  - e. M. Architecture undergraduate:
    - f. General Education: 0
    - g. Professional: 0
    - h. Electives: 0
  - i. M. Architecture Pre-Professional:
    - j. General Education: 0
    - k. Professional: 47
    - l. Electives: 34
  - m. M. Architecture Non-Pre-Professional:
    - n. General Education: 0
    - o. Professional: 106
    - p. Electives: 38
    - q.

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

B. Architecture: 16

M. Architecture undergraduate: 0

M. Architecture Pre-Professional: 14

M. Architecture Non-Pre-Professional: 14

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

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

### 1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”

#### a. What were the tuition and fees for the institution for the last fiscal year?

B. Architecture: Full-Time Student (In-State) \$7392.00 (Tuition), \$1260.00 (Fees); Full-Time Student (Out-of-State) \$26208.00 (Tuition), \$1260.00 (Fees); Part-Time Student (In-State) \$154.00 (Tuition), \$398.00 (Fees); Part-Time Student (Out-of-State) \$546.00 (Tuition), \$398.00 (Fees)

M. Architecture: Full-Time Student (In-State) \$13395.00 (Tuition), \$1260.00 (Fees); Full-Time Student (Out-of-State) \$19386.00 (Tuition), \$1260.00 (Fees); Part-Time Student (In-State) \$873.00 (Tuition), \$398.00 (Fees); Part-Time Student (Out-of-State) \$1102.00 (Tuition), \$398.00 (Fees)

#### b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? Yes

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- c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program? Yes, the rates are as follows: Full-Time Student (In-State) \$7392.00 (Tuition), \$1260.00 (Fees); Full-Time Student (Out-of-State) \$26208.00 (Tuition), \$1260.00 (Fees); Part-Time Student (In-State) \$154.00 (Tuition), \$398.00 (Fees); Part-Time Student (Out-of-State) \$546.00 (Tuition), \$398.00 (Fees)
- d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? Yes

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

Grant Type	% Students Receiving Aid	Average Amount by Types of Aid
a. Institution Federal Grants	21%	4861
a. Institution State/Local Grants	5%	2743
a. Institution Institutional Grants	30%	3237
a. Institution Student Loans	41%	6358
b. Architecture Program Federal Grants	21%	3960
b. Architecture Program State/Local Grants	3%	4981
b. Architecture Program Institutional Grants	37%	3786
b. Architecture Program Student Loans	55%	10457

**3. Graduate Assistantships** (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? *Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.* **127**

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

**1. Entering Students:**

B. Architecture: 66

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	7	0	6	0	13	0	13
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0

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Black or African American	2	0	0	0	2	0	2
Hispanic/Latino	1	0	2	0	3	0	3
White	25	1	17	1	42	2	44
Two or more races	2	0	0	0	2	0	2
Nonresident alien	0	0	2	0	2	0	2
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>37</b>	<b>1</b>	<b>27</b>	<b>1</b>	<b>64</b>	<b>2</b>	<b>66</b>

M. Architecture: 121

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	0	0	5	0	5	0	5
Asian	1	0	0	0	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	2	0	0	0	2	0	2
Hispanic/Latino	3	0	0	0	3	0	3
White	47	0	24	0	71	0	71
Two or more races	2	0	0	0	2	0	2
Nonresident alien	4	0	2	0	6	0	6
Race and ethnicity unknown	19	0	12	0	31	0	31
<b>TOTAL</b>	<b>78</b>	<b>0</b>	<b>43</b>	<b>0</b>	<b>121</b>	<b>0</b>	<b>121</b>

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

B. Architecture 318

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	0	0	0	1	0	1	1
Asian	14	1	15	0	29	1	30
Native Hawaiian or other Pacific Islander	0	0	4	0	4	0	4
Black or African American	3	0	0	1	3	1	4
Hispanic/Latino	7	0	6	1	13	1	14
White	116	15	93	7	209	22	231
Two or more races	4	0	3	0	7	0	7
Nonresident alien	4	0	8	0	12	0	12
Race and ethnicity unknown	8	1	6	0	14	1	15
<b>TOTAL</b>	<b>156</b>	<b>17</b>	<b>135</b>	<b>10</b>	<b>291</b>	<b>27</b>	<b>318</b>

M. Architecture 261

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	4	0	7	0	11	0	11
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0

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Black or African American	2	0	0	0	2	0	2
Hispanic/Latino	6	0	0	0	6	0	6
White	90	3	74	1	164	4	168
Two or more races	2	0	0	0	2	0	2
Nonresident alien	7	0	7	0	14	0	14
Race and ethnicity unknown	33	1	21	3	54	4	58
<b>TOTAL</b>	<b>144</b>	<b>4</b>	<b>109</b>	<b>4</b>	<b>253</b>	<b>8</b>	<b>261</b>

**SECTION E -- DEGREES AWARDED**

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

B. Architecture:

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	0	1	1
Asian	2	3	5
Native Hawaiian or other Pacific Islander	0	1	1
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	24	23	47
Two or more races	0	1	1
Nonresident alien	0	1	1
Race and ethnicity unknown	4	1	5
<b>TOTAL</b>	<b>30</b>	<b>31</b>	<b>61</b>

M. Architecture:

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	0	0	0
Asian	1	1	2
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	2	1	3
White	34	23	57
Two or more races	0	0	0
Nonresident alien	1	4	5
Race and ethnicity unknown	14	9	23
<b>TOTAL</b>	<b>52</b>	<b>38</b>	<b>90</b>

**2. Time to Completion/Graduation**

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

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

3. Graduation rate for B. Arch programs: 81

**SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS**

1. Total number of catalogued titles in the architecture library collection within the institutional library system (Main Campus; Other locations – links from B8). 88363

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









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White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	1	1	1	1	2
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>

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

Race	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	Instructor Male	Instructor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	2	1	2	1	3
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	1	0	1	0	1
Black or African American	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	1	0	1	0	1
White	3	1	0	0	0	0	35	17	38	18	56
Two or more races	0	0	0	0	0	0	1	0	1	0	1
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	6	2	6	2	8
<b>TOTAL</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>46</b>	<b>20</b>	<b>49</b>	<b>21</b>	<b>70</b>

**3. Faculty Credentials:**

Highest Degree Achieved	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0
M. Arch. (accredited)	6	1	6	5	2	1	14	7	21
B. Arch. (accredited)	0	0	0	0	0	0	0	0	0
Ph.D. in architecture	1	1	3	0	0	0	4	1	5
Ph.D. in other discipline	0	0	0	0	0	0	0	0	0
Post-professional graduate degree in architecture	1	0	0	0	1	0	2	0	2
Other degrees	0	0	0	2	1	0	1	2	3
Registered in U.S. Jurisdiction	7	2	7	3	1	1	15	6	21

**4. Salaries**

Instructional Faculty Type	Number	Minimum	Average	Maximum	University Average
Professor	9	68150	89063	112881	106100
Assoc. Prof.	16	61731	69310	93800	75700
Assist. Prof.	6	52000	59486	66917	73300
Instructor	0	40000	48221	65000	39500