

REVISED FEASIBILITY ASSESSMENT FOR A RETREAT AND STUDY CENTER
AT THE SHIRE: JOHN YEON PRESERVE FOR LANDSCAPE STUDIES

By

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Executive Summary

The feasibility assessment presented in this report evaluates the potential feasibility of operating an educational facility at The Shire: John Yeon Preserve for Landscape Studies. . It revises the 2005 assessment completed by the Community Planning Workshop (CPW) based on a revised design program and potential educational programs.

Purpose

The fundamental purpose of this assessment is to:

- Propose a range of potential academic programs for The Shire based on the results of The Shire Student Survey
- Determine the operating costs associated with each proposed academic program
- Establish an appropriate fee structure based on user demand and program costs
- Determine financial feasibility by comparing the annual operating expenditures for each proposed academic program with projected revenue based on a set fee schedule and anticipated student demand
- Calculate a variety of circumstances that could make The Shire financially feasible

Methods

CPW used several underlying assumptions in conducting this assessment. Specifically, CPW assumed the facility would be approximately 17,000 square feet in dimension, would provide field-based academic content oriented toward departments within the School of Architecture and Allied Arts (AAA), and have an operational capacity of approximately 25 students. CPW also assumed that all capital costs associated with designing and constructing the facility, including debt service, are external of this analysis and will be raised from endowment through AAA.

Online Student Survey

CPW administered an online student survey to all registered students within AAA. The survey revealed several key findings concerning demand for programming and willingness to pay. These key findings are:

- There is a high level of interest in field-based programs offered through AAA.

- There is high demand for content oriented toward Architecture, Landscape Architecture, and Art.
- Shorter programs during Summer term are most desirable to those surveyed. There is moderate to high demand for programs during Spring term as well. There is limited demand for Winter programs.
- Student willingness to pay is critically dependant on perceived value.

Based on the key assumptions outlined in this report and responses from The Shire Online Student Survey, CPW has concluded that **The Shire may be financially feasible under certain circumstances**. These circumstances relate specifically to program length and configuration, academic content, season of operation, proposed fee schedule, operating cost efficiencies, department subsidization, and the marketing and management of the facility.

Key Considerations for a Successful Facility

To understand how The Shire can ultimately be viable, CPW has outlined key considerations that are viewed as critical for The Shire achieving feasibility.

- **Program Length and Configuration.** The most successful programming option for The Shire is one that remains highly flexible and predominantly consists of shorter length programs (i.e. programs of three weeks or less).
- **Academic Content.** Academic content should be primarily oriented toward the Departments of Architecture, Landscape Architecture, and Art. It should also include a studio component and frequently be combined with content taught at the University of Oregon in Eugene as part of a field-based component.
- **Season of Operation.** Shire programs should be offered primarily during Spring and Summer terms. As The Shire evolves over time, programming may expand to include Fall and Winter terms, though full term programming during these seasons are regarded as risky in terms of sustained occupancy.
- **Proposed Fee Schedule.** Pricing should be competitive, realistic, and strategic. There is a strong potential to charge premium fees during seasons of higher demand and for shorter, more desirable programs. Fees should range from \$38 to \$106 according to pricing methodology, program season and length, and annual operating schedule.

- **Operating Cost Efficiencies.** Depending on the prescribed program, The Shire should take every measure to consolidate staffing duties and reduce operating expenses during periods of low use.
- **Program Subsidies.** AAA should consider initially subsidizing The Shire while it develops student awareness and demand for further programming
- **Management and Marketing.** Management and marketing positions should be combined into one full-time or multiple part-time positions to lower annual operating expenses while the facility develops. As the annual length and variety of academic programming increases, there will be a critical need to market The Shire aggressively to maintain occupancy.

In summary, it is CPW's assessment that a Study Center at The Shire can break even on operating costs if it is (1) well marketed and managed, (2) seeks ways to limit operations costs, (3) provides programs that are attractive to students, and (4) uses a seasonal-premium pricing system.

Chapter 1

Introduction

This report presents a feasibility assessment for a field-based study center at the Shire, a 75-acre property owned by the School of Architecture and Allied Arts (AAA) on the Washington side of the Columbia River Gorge. This report is an update and refinement of the *2005 Preliminary Feasibility Assessment for a Retreat and Study Center at The Shire* completed by the Community Planning Workshop (CPW). That analysis concluded that external demand for the facilities was limited and that marketing to groups outside the University created some operational issues that would be difficult to reconcile with the educational mission of the facility. After reviewing the conclusions of the initial feasibility analysis, the Shire Advisory Committee revised the design program to primarily focus on field-based studies for University of Oregon students.

This report provides an analysis of financial feasibility based on estimated costs and revenue for operating and maintaining the proposed facility based on the Shire Advisory Committee's revised concept for the Shire. The assessment also provides a set of conclusions, and makes further recommendations on programming and operational efficiencies that could assist the Shire Advisory Committee in successful operations of the proposed facility.

Background

In 2005, The School of Architecture and Allied Arts (AAA), under the guidance of the Shire Advisory Committee, contracted with the Community Planning Workshop (CPW) to conduct a preliminary feasibility assessment for developing a retreat and study center at the Shire, a 75-acre site located on the Washington side of the Columbia River Gorge, directly across from Multnomah Falls.

The 2005 preliminary feasibility assessment analyzed the financial feasibility of a proposed retreat and study center at the Shire. The preliminary concept for The Shire envisioned an off-campus educational facility with a maximum meeting capacity of approximately 60 people, and overnight accommodations for approximately 40 people. This would also include an on-site kitchen and cooking staff. The core mission of facility was focused on providing educational programs with an emphasis on disciplines within Architecture and Allied Arts. Use of the facility was primarily limited to University programs and professional organizations oriented to Architecture and Allied Arts. The preliminary analysis placed a lot of emphasis on professional and other user groups as key user groups.

CPW's assessment was based on a key assumption that the facility would operate on a break-even level of expected revenues meeting the operations and maintenance costs of the facility. The preliminary assessment concluded that the facility would fail to break-even under any of operational configurations that were evaluated. However, this determination was based on the assumption that demand for the Shire would be narrowly limited to education focused on disciplines within Architecture and Allied Arts. Further, the analysis of target user groups revealed that demand for the facility, as well as site constraints would orient the design program for the Shire more toward use as a conference facility with considerable amounts of use coming from external groups.

Revised Design Program for The Shire

Following the 2005 feasibility assessment, The Shire Advisory Committee reaffirmed that the facility's core mission should be post-secondary education with an emphasis on the disciplines within AAA. It was also determined that heavy use of the Shire by the proposed number of users, as well as the emphasis on external user groups, would have a negative impact on the Shire grounds.

The revised design program for the Shire draws heavily from the core mission of the Committee by establishing a retreat and study center at the Shire that would provide a field-based learning experience for UO students of all disciplines within AAA. The design program, and the financial feasibility of that program presented in this report, is based on the following key assumptions:

- The proposed facility will provide a post-secondary study center and overnight accommodations for approximately 25 students and faculty (a considerably smaller number than the initial facility concept).
- The facility will have on-site kitchen and maintenance staff.
- Programming for the facility will consist of extended post-secondary education programs focused primarily on disciplines within AAA and attracting students that are enrolled in degree programs within AAA.
- Program durations will extend from 1-10 weeks in length and operate on an academic schedule.

The revised design program for a study and retreat center at the Shire preserves John Yeon's vision for the Shire while providing field-based educational experiences that utilize the cultural and ecological resources of the Shire and The Columbia River Gorge. Educational programs at the Shire will provide an opportunity for students to integrate their education with the physical experiences offered through a field-based facility. The goal is to provide both program-based and interdisciplinary

educational opportunities that explore the Gorge as a unique natural environment.

Purpose and Methods

Under the guidance of the Shire Advisory Group, the Yeon Management Committee has requested the Community Planning Workshop (CPW) to revise the 2005 Preliminary Feasibility Assessment. The purpose of the revised assessment is to determine the financial feasibility of a revised density program and educational emphasis for a retreat and study center at the Shire. The analysis includes following components:

- **A Summary of Student Demand.** Assessing demand for the Shire allowed CPW to estimate potential revenues to be used in determining the financial feasibility of the facility. Assessing student demand for programs at the Shire is largely the result of surveying preferences for available programs and determining a willingness to pay.
- **Programming and Pricing.** Providing desirable educational programs at the Shire ensures the greatest level demand for the facility. CPW assessed interest in educational programs at the Shire through an online student survey based on program content, length, and seasonal scheduling. Optimal pricing was determined by analyzing price sensitivity for programs according to incremental variations in a standard University fee structure. Since the Shire will require housing students for extended periods during the academic year, the fee structure used was annual room and board rates for University of Oregon residence halls.
- **Financial Feasibility.** The feasibility assessment determined if the Shire would be financially viable during operation based on a number of key assumptions. Based on conversations with AAA staff, the facility must break even or operate with a small annual subsidy (less than \$50,000) to be viable.

As with all feasibility assessments, the essential components of analysis are supply and demand. Demand represents desire for a product or service to be consumed by a particular market segment. In the case of a retreat and study center at the Shire, demand equates to AAA students interested in field-based academic programs, while supply represents such programs provided at an optimal price according to a student's willingness to pay. Financial feasibility is then assessed at a break-even point between the total revenue generated through student demand,

and the total operating costs for running the study center that supplies those programs.¹

The process of determining financial feasibility must first consider the factors that influence both supply and demand. To best understand these factors, CPW conducted their assessment using the following steps:

- **Online Student Survey.** CPW conducted an online survey of all registered students in the School of Architecture and Allied Arts (AAA). The content of the survey helped determine student interest in field-based academic programs, the type of programs offered, and assess a student's willingness to pay. Approximately 25% of registered AAA students responded to the online survey.
- **Revised Cost Analysis.** Based on student demand for programs at the Shire, CPW developed three operational models using various staffing configurations to estimate the costs of operating and maintaining the facility. In addition to these models, potential cost-saving efficiencies were proposed as a means of achieving financial feasibility.
- **Programming and Pricing Research.** CPW conducted research on various pricing and fee options at existing field-based facilities at the University of Oregon. In addition to this, CPW researched various aspects of program development, marketing, and other operational efficiencies at these facilities and others. Based on this research, CPW identified potential program configurations for the Shire.
- **Revised Financial Feasibility Assessment.** Using data from the student survey, CPW estimated demand for facility use. Applying break-even fee assumptions, CPW used these estimates to calculate potential revenue from operation of the facility. This revenue was then used with cost estimates to conduct an initial break-even analysis. Based on the result of this analysis, different cost-pricing variations were explored to achieve a break-even scenario.
- **Conclusions and Considerations.** CPW assessed the potential of attracting users to the Shire based on the fee assumptions of the break-even scenario, as well as provided considerations for cost-saving measures that may help reduce these fees.

¹ This is an important point: The feasibility assessment in this report assumes that faculty teaching courses at The Shire would not create additional costs for the facility. Faculty who teach at The Shire would be compensated as they would if they were teaching at any other UO campus.

These crucial steps allowed CPW to conduct a comprehensive analysis of the Shire's financial feasibility based on several operational assumptions, including potential cost efficiencies and variations price and programming.

Organization of this Report

The remainder of this report is organized as follows:

- **Chapter 2: Profile of AAA** presents a detailed breakdown of AAA's student population, degree programs and course offerings.
- **Chapter 3: Revised Cost Analysis** provides a revised set of assumptions based on estimated costs for operating and maintaining the Shire facility. These assumptions were used to produce three potential operational models for the Shire according to variations in staffing and maintenance costs.
- **Chapter 4: Programming and Pricing Options** presents a detailed analysis of an online student survey, including respondent preferences for programming content and an assessment of a student's willingness to pay. Analysis of this data allowed CPW to propose three programming options for the Shire as well as a break-even fee assumption to be used in determining financial feasibility. This chapter also summarizes lessons from existing University of Oregon, and other field-based facilities, in crafting programming content and establishing appropriate fee structures.
- **Chapter 5: Revised Financial Feasibility Assessment** provides a preliminary break-even analysis for three different operational models for the Shire and revenue generated through projected student demand using a base fee assumption. Based on the results of this analysis, CPW then provides an optimal cost-revenue scenario that will allow the Shire to break-even.
- **Chapter 6: Conclusions and Considerations** provide a summary of CPW's research and a list of considerations of the Shire Advisory Group to discuss.
- **Appendix A: Shire Student Survey Results**
- **Appendix B: Qualitative Survey Responses**

Chapter 2

The School of Architecture and Allied Arts (AAA)

The current Shire design program will primarily draw its user base from students within the School of Architecture and Allied Arts (AAA) at the University of Oregon. The essential function of the Shire is to provide field-based academic curriculum encompassing all academic disciplines within AAA. Based on these two considerations, a broad understanding of both potential academic content and student users is necessary in not only proposing a program for the Shire, but also in assessing the feasibility of the facility.

This chapter provides an overview of the School of Architecture and Allied Arts (AAA), the academic departments and programs of study within AAA, and a distribution of students enrolled in AAA programs.

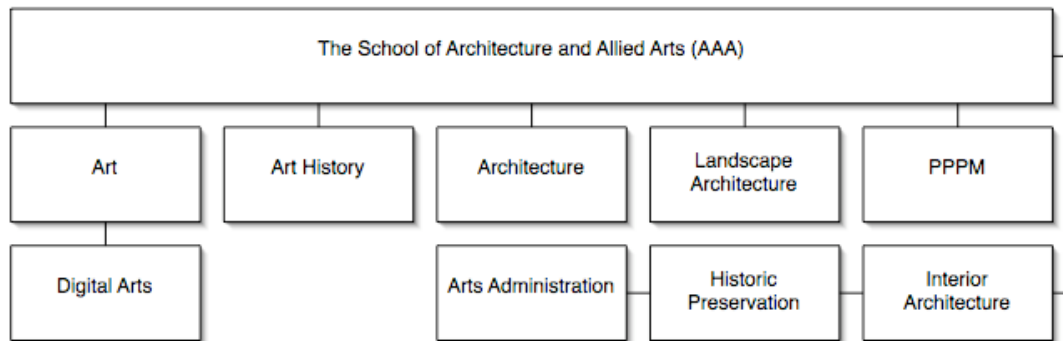
Overview of AAA

The School of Architecture and Allied Arts (AAA) offers a variety of multi-disciplinary programs and educational opportunities. Founded upon a unique mission that attempts to advance the “understanding, value, and quality of visual culture and the built, natural, and social environments”,² AAA is comprised of five core departments: Architecture, Landscape Architecture, Art History, Fine and Applied Arts, and the Department of Planning, Public Policy and Management. In addition to these departments, the school also offers two unique programs in Historic Preservation and Arts Administration.

With a total enrollment by major of 1,649 students (7.6% of the University’s total enrollment as of Fall Term 2006), AAA provides a diverse array of undergraduate, graduate and post-graduate coursework, and continues to be nationally recognized for its unique programs and multi-disciplinary emphasis. Figure 2.1 provides the organizational structure of each department within the School of Architecture and Allied Arts.

² Department of Architecture and Allied Arts Mission Statement. 2006.

Figure 2.1 – Organizational Structure of The School of Architecture and Allied Arts



Source: CPW, 2006

Departments within AAA

The School of Architecture and Allied Arts (AAA) is comprised of five distinct departments offering a variety of undergraduate majors, minors, graduate degrees, certificates and unique professional training. In addition to these academic disciplines, AAA offers separate, distinct programs in Historic Preservation, Interior Architecture and Arts & Administration. A brief discussion and overview of these departments and programs is as follows:

- **Architecture.** Based upon a broad, and unique blend of studio, theory, and special topic coursework the department of Architecture at the University of Oregon encourages students to address contemporary environmental, urban, and design issues through an integrated, or holistic, approach. The department of Architecture provides nationally recognized coursework in the following areas: structures and construction technology, energy conscious design and sustainability, housing and urban design, interior architecture, design process and theory, computer-aided design, lighting and lighting design, environment and behavior, and vernacular architecture.
- **Landscape Architecture.** Through coursework that explores environmental problem solving, and emphasizes the importance of wise and informed use of land, the mission of the Landscape Architecture department encourages its students to examine the interconnectedness of the natural environment and social environment. The department of Landscape Architecture prepares students for professional work in community development, neighborhood planning and design, as well as agricultural and historic landscape conservation.
- **Art and Digital Art.** The Department of Art, and the Department of Digital Art offer an integrated curriculum in

ceramics, drawing, fiber arts, metalsmithing and jewelry, painting, printmaking, sculpture, photography, digital arts and art history. Offering a variety of studio, and theory-based coursework, the program prepares students with professional training in the field of visual arts.

- **Art History.** The Art History Department offers both undergraduate and graduate level coursework that explores the understanding of art in relationship to the architectural and artistic traditions of Europe, Asia, Americans and the Pacific. This nationally accredited program prepares students for professional careers in museum and gallery curation, business, as well as in the field of visual resources management.
- **Planning, Public Policy and Management (PPPM).** The Department of Planning, Public Policy and Management provides accredited academic programs that lead to professional degrees is Community and Regional Planning, and Public Administration. Courses in PPPM focus on developing a critical understanding of the social, environmental, and economic conditions that affect communities, as well as a practical foundation for professional work in public service.

Related Programs

In addition to the above departments, AAA offers the following interdisciplinary programs within the Departments of Art and Architecture:

- **Historic Preservation.** The Historic Preservation Program addresses the form, materials and construction of historic landscapes and buildings, specifically as they relate to cultural concerns and social theory. The program provides an opportunity for students to specialize in three distinct concentration areas: Preservation Theory, Design, and Technology; Preservation Planning and Cultural Resource Management; and Resource Identification and Evaluation.
- **Interior Architecture.** This program builds on the fundamental theories and concepts of Architecture but focuses primarily on the physical and behavioral, technological, and aesthetic elements of interior environments. The program provides coursework that explores the history of interior architecture, design theory, furniture design, lighting design and other areas of practice.
- **Arts & Administration.** The Arts and Administration Program encourages a developed understanding of the visual and performing arts in conjunction with a critical examination of social, cultural, academic, and managerial concerns.

AAA Student Profile

Based on the current design program for The Shire, it is a critical assumption that demand for field-based programs at the Shire will primarily come from students enrolled in AAA programs. Developing programming that will generate the most demand for the Shire facility requires some determination of target users. To accomplish this, it is essential to analyze the enrollment characteristics of AAA to determine which departments have the most students and thus would be the most logical to develop programming around. Table 2.1 shows total student enrollment broken into departments, programs, and concentrations offered through the school of Architecture and Allied Arts.

Table 2.1 – AAA Student Enrollment by Department, Fall 2006

	Admitted Undergraduate										Admitted Graduate								TOTAL				
	Freshman		Sophomore		Junior		Senior		Postbac		TOTAL		Masters		Doctoral		Law					Others	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
AAA Program																							
Architecture	24	28	37	32	42	39	81	77	0	0	184	176	114	77	0	0	0	0	0	2	298	255	553
Art	15	38	14	41	28	61	43	87	1	5	101	232	0	1	0	0	0	0	0	0	101	233	334
Art (BFA)	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Art History	1	8	0	11	0	17	8	39	0	2	9	77	3	19	1	2	0	0	0	0	13	98	111
Arts Management	0	0	0	0	0	0	0	0	0	0	0	0	4	26	0	0	0	0	0	0	4	26	30
Ceramics	0	0	0	0	0	0	1	1	0	1	1	2	3	1	0	0	0	0	0	0	4	3	7
Community & Regional Planning	0	0	0	0	0	0	0	0	0	0	0	0	19	20	0	0	0	0	0	0	19	20	39
Digital Arts	4	2	7	5	18	5	44	14	1	2	74	28	0	0	0	0	0	0	0	0	74	28	102
Digital Arts (BFA)	0	0	0	0	0	0	10	3	0	0	10	3	3	3	0	0	0	0	0	0	13	6	19
Fibers	0	0	0	0	0	0	0	4	0	1	0	5	0	4	0	0	0	0	0	0	0	9	9
Historic Preservation	0	0	0	0	0	0	0	0	0	0	0	0	3	21	0	0	0	0	0	0	3	21	24
Interior Architecture	0	10	0	14	3	18	1	34	0	0	4	76	0	17	0	0	0	0	0	0	4	93	97
Landscape Architecture	2	2	6	3	4	5	21	19	1	0	34	29	13	26	0	1	0	0	0	0	47	56	103
Metalsmithing and Jewelry	0	0	0	0	0	0	0	4	0	0	0	4	0	5	0	0	0	0	0	0	0	9	9
Multimedia Design	0	0	1	0	5	2	15	5	0	0	21	7	0	0	0	0	0	0	0	0	21	7	28
Multimedia Design (BFA)	0	0	1	0	2	0	6	4	0	0	9	4	0	0	0	0	0	0	0	0	9	4	13
Not-For-Profit Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	9	3	9	12
Painting	0	0	0	0	0	0	3	5	0	2	3	7	3	1	0	0	0	0	0	0	6	8	14
Photography	0	0	0	0	0	0	3	5	0	1	3	6	2	4	0	0	0	0	0	0	5	10	15
Planning, Public Policy & Mgmt	0	0	0	0	2	4	18	13	0	0	20	17	0	0	0	0	0	0	0	0	20	17	37
Pre-Planning Public Policy Mgm	2	1	2	1	1	5	2	3	0	0	7	10	0	0	0	0	0	0	0	0	7	10	17
Printmaking	0	0	0	0	0	0	2	3	0	1	2	4	3	1	0	0	0	0	0	0	5	5	10
Public Policy and Management	0	0	0	0	0	0	0	0	0	0	0	0	21	36	1	0	0	0	0	0	22	36	58
Sculpture	0	0	0	0	0	0	3	1	0	0	3	1	1	2	0	0	0	0	0	0	4	3	7
TOTAL MAJORS	48	89	68	107	105	156	262	321	3	15	486	688	192	264	2	3	0	0	3	11	683	966	1649
TOTAL STUDENTS	48	89	68	107	105	155	255	313	3	15	479	679	192	263	2	3	0	0	3	11	676	956	1632

Table 2.2 provides student enrollment for each department as a whole, and the percentage of total AAA enrollment that each department represents.

Table 2.2 – Department Enrollment by Percent of AAA Total

AAA Program	Enrollment	Percent of Total
Architecture	553	34%
Art	334	20%
Art (BFA)	1	0%
Art History	111	7%
Arts Management	30	2%
Ceramics	7	0%
Community & Regional Planning	39	2%
Digital Arts	102	6%
Digital Arts (BFA)	19	1%
Fibers	9	1%
Historic Preservation	24	1%
Interior Architecture	97	6%
Landscape Architecture	103	6%
Metalsmithing and Jewelry	9	1%
Multimedia Design	28	2%
Multimedia Design (BFA)	13	1%
Not-For-Profit Management	12	1%
Painting	14	1%
Photography	15	1%
Planning, Public Policy & Mgmt	37	2%
Pre-Planning Public Policy Mgmt	17	1%
Printmaking	10	1%
Public Policy and Management	58	4%
Sculpture	7	0%
Total Majors	1649	100%

Source: University of Oregon Registrar, 2006

As illustrated in Table 2.2, Architecture is the largest academic program within AAA, followed by Art. With a total enrollment of 34% of the total student population within AAA, the Architecture program currently has more than 553 undergraduate and graduate students admitted to the program. The Art program follows with approximately 20% of the AAA student body. These two departments combine to account for approximately 54% of the total AAA student body.

Programs of Study

Architecture

The architecture program offers both undergraduate and graduate degrees in architecture, interior architecture as well as a certificate in Technical Teaching in Architecture.

- **Undergraduate.** This five-year professional degree program results in either a Bachelor's Degree in Architecture (B.Arch) or a Bachelor's Degree in Interior Architecture (B.Iarc).
- **Graduate.** The graduate division has three 'options', or degree paths resulting in a Masters of Architecture (M.Arch) and/or a Masters in Interior Architecture. The first, Option III, is a graduate level, professional study experience based both at the University of Oregon, and in the Portland Urban Architecture program. This program is three and one-third year (beginning in the summer), open to applicants outside of the architecture discipline. The second master's degree path, Option II, is a two-year, first-professional degree open only to persons with a four-year, pre-professional degree in architecture. Both Option II and Option III follow the same professional curriculum, available at both the Eugene, and Portland Campuses. Option I differs slightly from the others in the sense that it is a graduate, post-professional program open to students with a prior professional NAAB accredited architecture degree. This program results in a Master of Architecture (M. Arch) after a minimum of four academic quarters of study and a full research/design program. The Certificate in Technical Teaching in Architecture is open only to graduate students in the post-professional, and first professional programs (Options I-III).

Landscape Architecture:

The Department of Landscape Architecture offers several programs leading to professional degrees in Landscape Architecture.

- **Undergraduate.** Bachelor of Landscape Architecture (BLA). The department also offers an undergraduate minor in Landscape Architecture based upon a successful completion of 32 credits within the discipline.
- **Graduate.** The Department also offers a Master's of Landscape Architecture (MLA), and a Ph.D. in Landscape Architecture.

Art History

The Department of Art History offers programs that lead to both undergraduate and graduate degrees in Art History.

- **Undergraduate.** The undergraduate program follows a typical academic structure leading to a Bachelor of Arts (BA). Courses are also offered both as a major and a minor to students who have been accepted into the program.
- **Graduate.** Programs lead to a Masters of Art (M.A) with a concentration in either Western Art History, and/or Asian Art History. The department also offers a doctor of philosophy

degree (Ph.D.) in art history with specialization in Ancient, Medieval, Renaissance/Baroque, Modern, and Asian art, and in the history of architecture.

Art

The Art department provides both undergraduate and graduate coursework with the following program concentrations: Ceramics, Drawing, Fibers, Metalsmithing and Jewelry, Painting, Printmaking, Sculpture, Photography, and Digital Arts (including computer graphics, animation, web design and interactive media). The Master's of Fine Art (MFA) is based upon the completion of six consecutive terms of full-time enrollment.

Planning, Public Policy and Management

The Planning, Public Policy and Management department offers undergraduate coursework, as well as two Master degrees and a Graduate Certificate in Nonprofit Management. The undergraduate program through the PPPM department results in a multidisciplinary BA/BS, with two undergraduate minors available: one in Planning, Public Policy and Management and the other in Nonprofit Administration. The Master's program offers two separate degree tracks: A Master's in Public Affairs (MPA), and a Master of Community and Regional Planning (MCRP) degree. In addition to these core programs, the department also offers a nationally recognized Graduate Certificate in Nonprofit Management.

Historic Preservation

The program offers a two-year Master of Science (MS) in Historic Preservation as well as an Undergraduate Minor open to student with a range of academic backgrounds. The Master's program is centered around three concentration areas: Preservation Theory, Design, and Technology; Preservation Planning and Cultural Resource Management; and Resource Identification and Evaluation.

Arts & Administration

The program offers an undergraduate minor in community arts and Master of Arts (M.A.) or Master of Science (M.S.) degrees in Arts Management. The Department also offers a unique distance education option for undergraduate students designed to serve professionals outside of the University of Oregon with online access to core class requirements. In addition to these degree tracks, the department of Arts & Administration provides an instructional option in the Master's Program that results in a graduate Certificate of Museum Studies.

Continuing Education and Professional Development

In conjunction with the University of Oregon's Department of Continuing Education, AAA offers a series of professional development and continuing education programs. These programs are as follows:

Festival & Event Management Certificate

The Festival and Event Management Certificate is based out of the Arts and Administration Department. This program is designed to provide students and outside professionals with a unique opportunity to advance in the field of festival and event planning and management through workshop-based seminars and for-credit classes. Workshops are predominately held between the University of Oregon's Eugene Campus and the Professional Center in Portland. The certificate program is open to all majors and is rewarded based upon the completion of six workshops and three core classes offered through the Arts and Administration Department at the University of Oregon. These courses are offered as distance learning credits through on-line tutorial and discussion based classes.

As one of the only programs of its kind in the Pacific Northwest, the Certificate in Festival and Event Management has received the support of the Oregon Tourism Commission, the International Festival & Events Association, the Oregon Festivals and Events Association, and the Convention and Visitors Association of Lane County, Oregon.

Sustainability Leadership Program

The Sustainability Leadership program provides non-credit professional development credits in the form of a Certificate in Sustainability Leadership through the University of Oregon. Created as a way to provide action-learning seminars to senior and mid-level managers in both the public, and private sectors. The certificate is awarded based upon the completion of nine workshops. Consistent with other continuing education opportunities through the University of Oregon, the Certificate in Sustainability Leadership does not require any pre-requisites and can be completed in any order.

Art Programs

In addition to these certificate programs, AAA also offers a variety of Art based continuing education courses. These courses are based on a series of workshops and studio classes that provide students and community members with a hands-on learning experience within a broad variety of mediums. These programs include:

- **UO Book Arts.** This program teaches a variety of graphic techniques, including: Letterpress, Calligraphy, and Bookbinding.

These courses are typically offered in the evening during the academic year.

- **Letterpress.** This program teaches students how to set type by hand and print both text and images letterpress utilizing a variety of methods and surfaces.
- **Planning Interpretive Exhibits.** These workshops demonstrate the basics of exhibit planning, organization and marketing for interpretive art exhibits.
- **Professional Tools for Digital Media.** These for-credit workshops are designed to assist both professionals and students with the development of digital and multimedia skills.

AAA Remote Programs

Outside of the Portland Architecture Site designed as a second location of study for architecture students, AAA also offers a variety of remote study experiences for both undergraduate and graduate students. The majority of these workshops and seminars are held at the University of Oregon's Portland Center, with other small, discipline-centered programs both inside, and outside the state.

The Landscape Preservation Field School

The Landscape Preservation Field School is a six-credit summer program open to both graduate and undergraduate students enrolled within the following disciplines: Landscape Architecture, Architecture, Planning and Historic Preservation. The field school is held in Silver Falls State Park (located 88 miles north of Eugene), which is home to two culturally historic districts recognized by the National Register. The program is centered upon the development of a Cultural Landscape Report that addresses the evaluation and analysis of the park's historic infrastructure (utilizing various visualization techniques), and a detailed identification of the landscape's unique cultural characteristics and features.

Historic Preservation Pacific Northwest Preservation Field School (PNWFS)

This field school is open to a variety of students and community members with a range of experience. Graduate level credit, undergraduate credit, and continuing education credits are all provided through the department of Historic Preservation.

The field school follows a very hands-on structure based around repeatable one-week academic sessions (from mid-August to mid-September). These sessions attempt to bring in a variety of faculty and visiting professionals to lead seminars, tours of the local area and culture, and preservation techniques. The physical location of the field

school shifts every year, with past locations including: Port Orford, Whidbey Islands, and, most recently, Coeur d'Alene, Idaho.

Other Programs

The landscape architecture department also offers a remote study, summer opportunity in Seattle. However, information on this program is not available at this point.

Implications for a Field-Based Study Center at The Shire

This chapter provides a profile of AAA students and a summary of departments, degree programs, and academic concentrations. The intent of this information is to illustrate key implications regarding academic programs and target user groups for The Shire. These implications are:

- □ AAA has a diversity of academic programs in which to develop content for The Shire. This is beneficial in providing a range and variety of programs in order to stimulate interest from a broad range of students, thus translating to overall demand.
- □ With over 1,600 students, AAA consists of a large body of potential users in which to draw its demand from.
- □ Some programs lend themselves to field-based study better than others; for instance, Landscape Architecture is a more logical field-based program for The Shire than say, Fibers or Metalsmithing.
- □ From sheer numbers, initially targeting programs at larger departments, such as Arch, LA, Art, and PPPM, will potentially yield the highest interest in The Shire.

Chapter 3

Educational Programming and Pricing Options

The Shire's financial feasibility is ultimately dependent on revenue generated by student demand for academic programming. "Demand" is essentially a function of two relevant components: (1) student preference for programs and content provided at The Shire; and (2) a willingness to pay for that programming at a given price. Throughout this chapter we refer to programs and program options; these terms relate to educational programs. We explicitly call out references to facilities as the "design program."

To more accurately assess these components, CPW administered an online survey of students within AAA during Winter Term of 2007. The results of this survey were used to assess student preference for proposed programs at The Shire (according to subject content and course length), as well as the elasticity of demand—that is, how interest in Shire programs are affected by changes in content and the level of fees charged to users of the facility. Based on this assessment, CPW proposes four potential educational program options for the Shire and a corresponding fee schedule to project potential revenue.

This chapter summarizes findings from the online student survey and outlines a series of reasonable programming and pricing options for The Shire.

AAA Student Survey

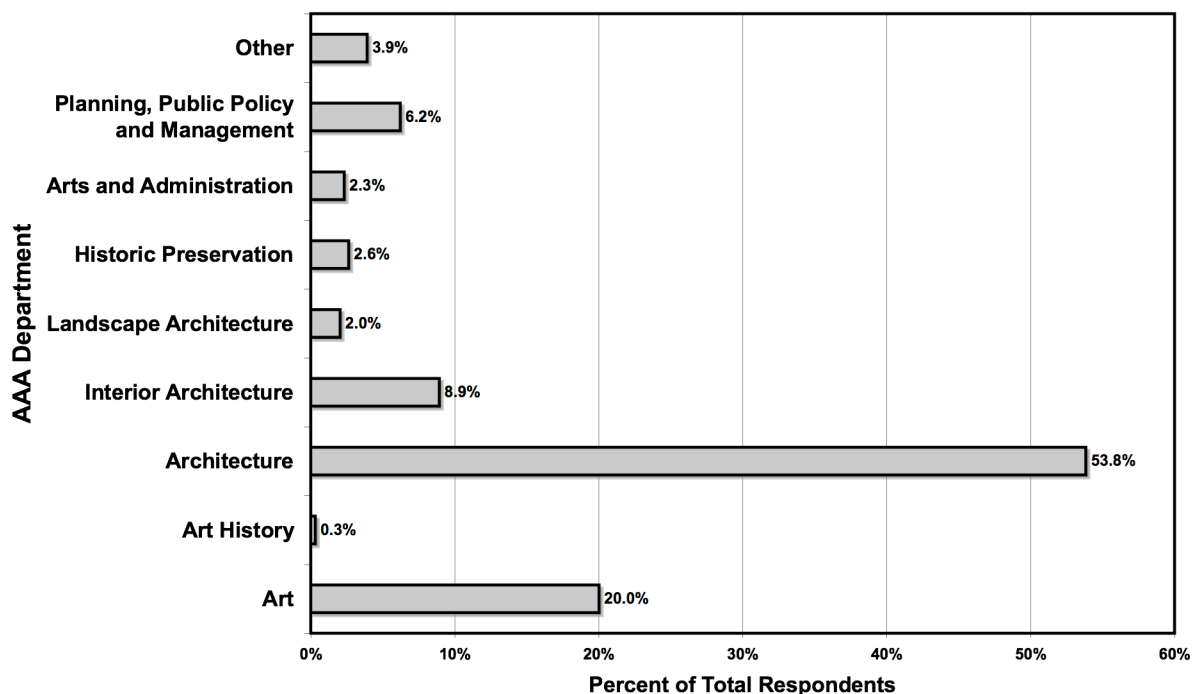
The online student survey consisted of 29 questions ascertaining such information as student interest in potential programming options at The Shire, student preference for facility amenities, and student willingness to pay. A full version of the online survey, including a complete summary and transcript of the survey results is provided in Appendix A of this report.

Methodology

CPW developed an online survey using a web-based survey client (www.surveymonkey.com). The survey was administered to all students in AAA that subscribed to a department email list-serve. CPW sent a cover email to students providing a hyperlink to access the survey online. While the sample population was limited to all subscribers of AAA department list-serves, this method provided the most feasible option for CPW to administer the online survey. The survey was administered in February and March of 2007.

Of the 1,649 students enrolled in AAA programs, 393 students responded to the online survey. This constitutes a response rate of approximately 25%. Statistically speaking, the results can be considered representative of the entire AAA student population. Chart 3.1 provides a breakdown of respondents by their respective AAA discipline.

Chart 3.1 – Percent of Total Survey Respondents by AAA Discipline



Source: CPW Shire Student Survey, 2007

The majority of respondents were undergraduate Architecture students followed by undergraduate Art students. This is a fairly predictable result—Architecture is the largest AAA department at 34% of total enrollment, followed by Art at 20% of total enrollment. Consideration should be given to these departments’ influence in drawing conclusions regarding potential programming. Successful programming for The Shire should be predominantly oriented toward these academic programs About 93% of respondents indicated that programs should relate to their area of study; accordingly, most were interested in Architecture, Landscape Architecture and Art.

Program Options

As defined by the revised design concept, providing educational programs at The Shire is the essential purpose of the facility. However, the type of programs offered is critical to ensuring the successful operation of the facility, thus contributing to financial feasibility.

There are a variety of programming options available. Programs are characterized first by length (duration), and then by academic subject (content). Additional characteristics may relate to specific academic programs—for instance, a studio component would primarily relate to Art and Architecture programs.

Residency Programs

Given The Shire's remote location, programs over one day in length will ultimately require on-site overnight accommodations. Accordingly, this is a major component of The Shire's design program. In order to more fully utilize the facility, residency programs (programs requiring overnight accommodations for any length of time) comprise the bulk of The Shire's proposed educational program options. To best fit the academic calendar, CPW assumed all educational programs would be one of the following lengths:

- **Ten-Week Program (Academic Term).** This program option would consist of content spanning a full ten-week academic term. Students would live and study at The Shire for the entire term as part of a field-based academic program. By offsetting days of instruction, administrators could program several classes to maximize the amount of content provided in the facility space. Classes could be scheduled simultaneously with resident instructors living full-time at The Shire, or as a sequence of shorter courses taught by rotating, part-time instructors.
- **Three-Week Program.** This program would provide unique academic opportunities either as independent sessions or as a field component to classes held at the University of Oregon in Eugene. The inherent benefits of this option are the shortened length of residency at The Shire, and the potential to cycle more programs per academic year, thereby enhancing the variety and appeal of the content. In summary, three-week programs would allow the facility to provide a broader range of educational offerings than would 10-week programs.
- **One-Week Program.** This option would provide content on either a five or seven-day basis. Possible content might include a one-week intensive course, or a one-week field-based component to a course taught primarily at the University of Oregon (UO) in Eugene. The benefits of the option are the same as those of the three-week model.
- **Weekend.** This option would provide for short, field-based experiences that would not traditionally compete with academic activities during the school week.

Non-Residency Programs

- **Day-Use Program.** Day-use of The Shire would provide the highest flexibility in terms of programming. One-day field-based

sessions could be programmed during interim periods or weekends.

Additional Programming Options

In addition to the above-mentioned programs, The Shire may be used to incorporate a variety of content options that will maximize the utility, recognition, and appeal of the facility. Given the educational mission of The Shire, these programs should relate specifically to Architecture and Allied Arts, or have a closely related purpose. These additional programs include:

- **Seminars and Lectures.** These use opportunity could include visiting scholars and professionals and be held in conjunction with existing programs, or as individual events.
- **Retreats.** These multi-day use opportunities could be scheduled for department retreats. They could also be a way to market The Shire to institutions other than UO (either in-state or out-of-state) to hold field-based retreats within the educational mission of the facility.

The initial feasibility assessment identified limited demand for these types of programs. We did not, however, evaluate how they might be integrated into other educational offerings. These program options could support the more traditional educational offerings plus attract professionals and others interested in AAA disciplines.

Summary of Demand

As mentioned earlier in this chapter, student demand for The Shire is a function of two relevant components: Programs and Price. While other factors can be considered in the design concept for The Shire (i.e. amenities and room configuration), these two components are most influential in projecting potential revenue, and thus determining overall feasibility.

Demand for Programs

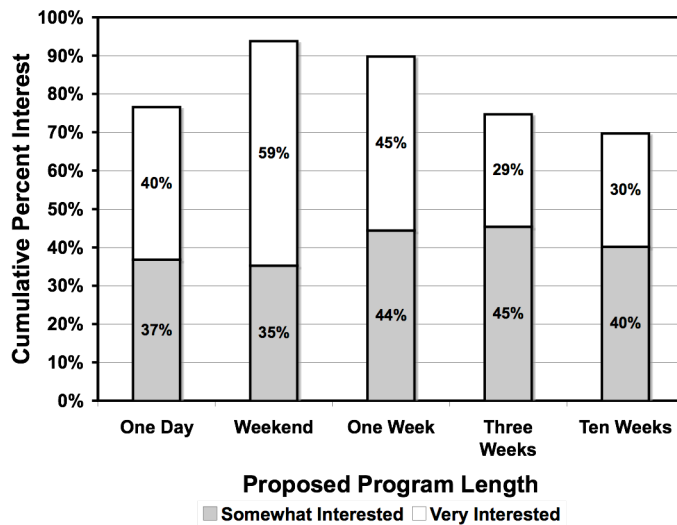
While the previous section outlined possible program lengths, the survey results suggest that the actual design of these programs will have considerable influence over the appeal of The Shire.

The survey results suggest broad *interest* among AAA students. About two-thirds of respondents were interested in a field-based experience in the Columbia River Gorge, with 96% of respondent expressing at least some interest in a field-based experience at The Shire, particularly through AAA. Survey results presented in the next sections also suggest that interest does not necessarily translate into demand. Thus, a key challenge for The Shire will be to identify programs in which students will actually participate.

Program Length

As previously stated, program lengths can range from one day to ten-weeks. Logically, the ten-week program provides for the most stable occupancy, but presents the least opportunity to cycle users and may be marginally less desirable from a demand standpoint due to the remote location of the facility and the length or residency. Chart 3.2 illustrates student interest in the proposed program lengths.

Chart 3.2 – Program Length by Level of Cumulative Student Interest



Source: CPW Shire Student Survey, 2007

While 70% of survey respondents expressed at least some interest in a ten-week program, when compared to other program lengths, it ranked lowest in terms of cumulative interest. Additionally, this option limits the type and variety of content provided. Essentially, content would have to relate to a theme or academic discipline to be considered beneficial to students. Noting this, the 10-week model provides the most stable occupancy for the Shire.

According to the survey results, respondents clearly expressed an interest in shorter program lengths. Of particular interest is weekend programming, with 94% of respondent expressing at least some interest in weekend programs, with 59% being very interested. Adding weekend programs would maximize use of The Shire by programming typically inactive days; however, this use could potentially conflict with existing programs requiring residency (i.e. a ten-week program). For this reason, weekend programs are not optimal unless combined with shorter length programs, such as a one-week program. The alternate option is to require students in existing programs to vacate The Shire during the weekend; however, this option may diminish the desirability of longer programs. One potential solution to this would be to vary

educational offerings by season, with a broad variety of one-week and weekend programs offered during the summer.

Program Season

Proposed program lengths are intended to accommodate the academic calendar. The University of Oregon operates on a quarter system, providing four academic terms of potential programming. Each term is approximately ten-weeks in length on average. Summer term is cumulatively eight weeks in length; however, using the weeks between the end of Summer Term and the beginning of Fall Term provides additional use opportunities.

As expected, the survey results show the greatest demand for The Shire during Summer Term. About 93% of respondents that expressed interest in attending a program at The Shire during Summer Term, with 58% being very interested. This may be due to the fact that students are much more able to attend programs that don't conflict with other commitments that would make residency at The Shire difficult during the rest of the academic year. Also, the spectacular weather of Pacific Northwest summers makes attending a program in the Gorge during Summer Term particularly desirable. Overall, however, 94% of respondents expressed at least some interest in attending a program during Spring Term.

Given Oregon's climate and the Shire's location in the Columbia River Gorge, the remaining academic terms have a distinct seasonal characteristic that influences their desirability. About 92% of respondents expressed interest in attending a program during Fall Term, with only 35% stating they were very interested. This is followed by Winter Term, with 56% of respondents expressing interest, and only 13% stating they were very interested. As much as the Gorge is highly desirable during spring and summer, weather is a deterring factor during fall and winter. Perhaps due to the typically poor weather in the Gorge during these seasons, they remain the least feasible (particularly winter, with only 12.8% of respondent indicating they were very interested in this season) in terms of sustaining demand and operational capacity. With the often treacherous road conditions in the Gorge during this time of year, it may even be considered a safety hazard to operate The Shire with students traveling to and from the facility.

Program Structure and Orientation

Another programming option is to structure content as one of several academic programs. These programs include:

- **A Shire Program Option.** This program would consist of traditional University-based academic credits combined with a certain number of field-based credits at The Shire, or credits earned entirely at The Shire. Students would receive acknowledgement on their academic transcript as having

completed the program. This may be particularly appealing to Landscape Architecture students.

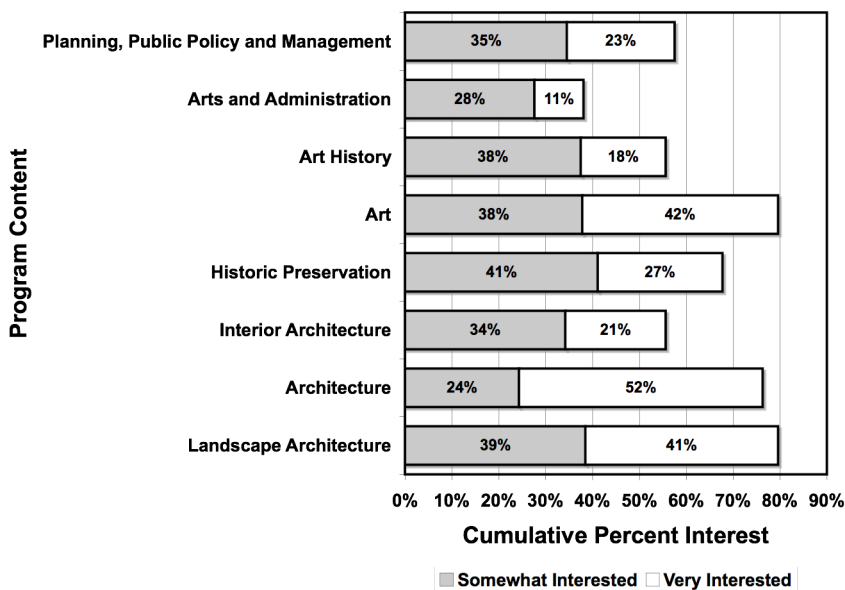
- **A Shire Certificate Program.** This program would lead to a stand-alone graduate certificate in an AAA discipline. The certificate program would be centered around content specific to, and taught at The Shire.
- **Non-Credit Continuing Education/Professional Development.** These programs would be similar to traditional continuing education and professional development credits but oriented around content specific to, and taught at The Shire.

According to the student survey, 86% of respondents expressed at least some interest in a Shire program option and 67% expressed some interest in a stand-alone graduate certificate. Given the proximity of The Shire to the Portland market, there may be some opportunity to capture demand for professional development courses. Roughly 85% of respondents express interest in professional development course taught at The Shire; however, only 49% of respondents expressed any interest in non-credit continuing education credits taught at The Shire. While these courses don't directly relate to current students, it does indicate the demand potential for professionals.

Demand for Content

Another factor influencing demand is The Shire's academic content. Programs should primarily relate to existing academic majors within AAA. To substantiate this, 97% of respondents expressed interest in classes that related to their major. It is also assumed that the majority of classes will primarily account for academic credit. Chart 3.3 illustrates student interest in program content for each AAA discipline.

Chart 3.3 – Interest in Program Content by AAA Discipline



Source: CPW Shire Student Survey, 2007

As illustrated in the chart, Art and Landscape Architecture have the highest cumulative level of interest. 76% of respondents expressed interest in Architecture, with 57% indicating that it was very important—the highest of all disciplines.

Many respondents expressed at least some interest in a variety of proposed interdisciplinary courses. These courses include:

- Cultural Geography of the Pacific Northwest
- Gorge Management
- Ecology of the Gorge
- Geologic History of the Gorge
- Rural Economic Development in the Gorge

How these types of courses are implemented may enhance desirability among other demographic segments—for instance, among Planning, Public Policy and Management (PPPM) students.

Additional Offerings

Considering the nature of AAA disciplines, providing a studio experience as a component of any field-based program would be logical in enhancing The Shire's desirability among disciplines that are studio-oriented. Around 88% of respondents indicated they were interested in having a studio experience as a part of an academic program. In addition to a studio experience, respondents indicated preference for several other program offerings, including:

- Integrate field-based programs.
- Guest Lectures/Visiting Artists
- Guest Instructors
- Integration with Portland Resources
- Regional Field Trips

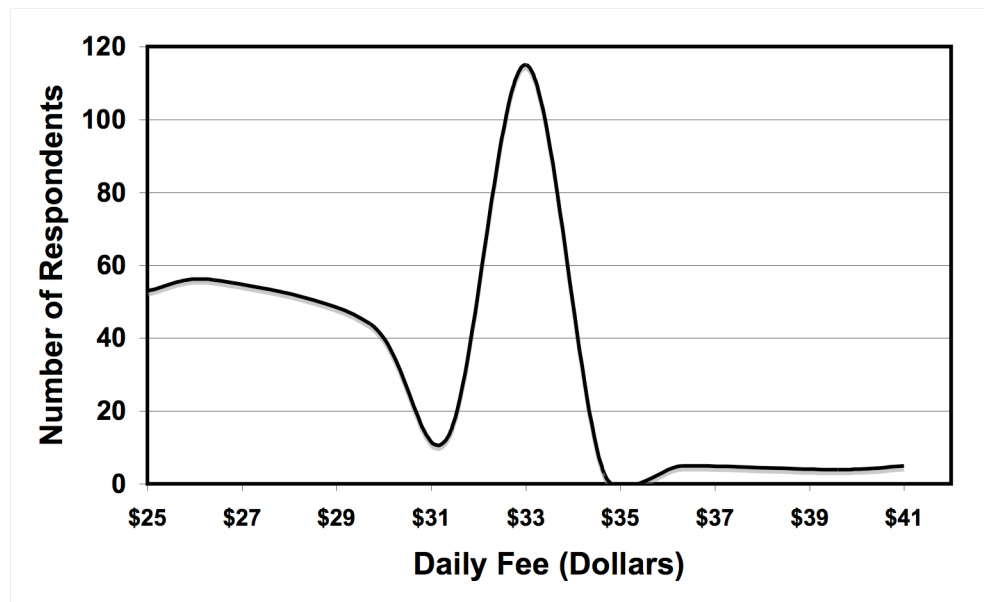
Willingness to Pay

A principal objective of the online student survey was to assess a student's willingness to pay for Shire programs based on an established fee schedule—in this case, the current room and board rate for a University residence hall.

When asked how much they would be willing to pay for room and board while attending a program at The Shire, only 6% of respondents indicated that they would be willing to pay more than the current room and board rate for a university residence hall. 38% of respondents stated that they would be willing to pay the same, and 56% indicating that they would prefer to pay less than current rate. It is difficult, however, to ascertain whether the preference for paying less represents an overall objection to the current room and board rate, or a perceived

lack of value for attending The Shire at a comparable price. Chart 3.4 illustrates respondent preference for a range of proposed fees.

Chart 3.4 – Student Demand by Proposed Daily Fee



Source: CPW Shire Student Survey, 2007

Factors Influencing Price-Demand

In addition to programs and content, several other factors can contribute to the desirability of The Shire as a facility. The student survey ascertained how influential preferences for amenities, room and board configuration, and program content were on student willingness to pay a higher rate to attend The Shire.

Amenities

Facility amenities relate to added qualities and comforts that enhance the experience and stay at The Shire. Proposed facility amenities include:

- Cable Television
- Internet Access (Ethernet)
- Wireless Internet (Wi-Fi)
- Community Space
- Studio Space
- Library
- Parking

According to the student survey, there was strong support for each of these amenities, with cable television representing the least important amenity. Additionally, parking was considered a relatively less important amenity.

When asked how influential their preference for amenities was on their willingness to a higher rate to attend The Shire, 90% of respondents stated it was “somewhat influential” to “very influential.”

Room and Board Configuration

While The Shire’s room and board configurations are formally established by the design concept, the student survey ascertained how influential preference for room and board configuration was on student willingness to use The Shire. While there was no implication that room configurations would consist of anything beyond dorm-style rooms and bunk-style group quarters, over 78% of respondents stated that their preference for a room and board configuration was “somewhat influential” to “very influential” in their willingness to pay a higher rate to attend The Shire.

Program Content

When asked about preference for program content, 92% of respondent state it was an influential factor, with 67% stating it was “very influential” in the willingness to pay a higher rate. However, when asked if they would pay a higher rate if a desired class were only being offered at The Shire during a certain term, 52% stated they would not. About 30% of respondents said it would depend, with qualitative responses centering on class significance, student budget, and scheduling.

Program Pricing

Pricing relates to the fees assessed to students for attending a field-based program at The Shire. CPW assumes instruction fees to be independent of the costs associated with operating and maintaining the Shire. Therefore, the proposed fee structure relates exclusively to meeting the program costs outlined in Chapter 4 of this report.

Use Opportunities

Considering The Shire’s different proposed program lengths, it is necessary to establish scalable units by which to assess a fee. The smallest unit of programming for The Shire is one day, and the longest is ten-weeks (academic term). Assuming an academic calendar, that equates to approximately 280 days of possible operation, or *base units*. These units should be regarded as opportunities in which to charge a fee similar to overnight accommodations at a hotel. These base units can be aggregated or “scaled” according to program length.

The Shire’s design concept provides for an operational capacity of 25 students. These are the number of people that can be charged per program unit (i.e. customers). The maximum number of students per academic year is calculated from multiplying the student capacity by the number of program units per academic year. This results in Total Annual Operating Units, representing the number of annual

opportunities by which to assess a fee. Table 3.1 outlines the number of units for each program length.

Table 3.1 – Maximum Unitary Breakdown by Program Length

Program Units*	Base Units Per Program	Total Annual Units	Student Capacity Per Unit	Maximum Students
Days	1	280	25	7000
Weeks	7	40	25	1000
3-Week Session	21	12	25	300
10-Week Terms	70	4	25	100

Source: CPW Shire Student Survey, 2007

* A program unit is a base divisible period of time in which to administer an academic program and charge a fee

Fee schedule

Given The Shire’s similar room and board configuration, CPW used the current room and board rate for a university residence hall as a baseline for comparison to determine a comparable fee schedule for The Shire. The rationale for this assumption was that students are price sensitive and may not be willing to pay more for programs at the Shire than they would at the Eugene campus.

The 2006-07 room and board rate for a double-occupancy dorm and standard meal plan is \$7,525 per student per academic year. However, this fee schedule is scaled for eleven weeks of actual occupancy over three academic terms—Fall, Winter and Spring. To determine a fee schedule for The Shire that is proportionate to the proposed program lengths, the current room and board rate must be divided into a base unit similar to that of the above programs. A base “fee” unit is calculated by dividing the room and board rate by the number of days per academic year, in this case 231 days. As illustrated in Table 3.2, this produces a base fee unit of \$33 per day—that is, what a student pays each day in room and board fees at the University of Oregon. This proposed fee unit will be used to project potential revenue in Chapter 5 of this report.

Table 3.2 – Daily fee for Room and Board at The University of Oregon

Fee Units*	Base Fee for Room and Board**
Academic Year	\$7,525
Term	\$2,508
Week	\$228
Day	\$33

*Assuming 3 terms per academic year, with 11 weeks of actual occupancy per term

**Based on University of Oregon room and board rates (double occupancy and standard meal plan) for academic year 2006-2007

Potential Shire Educational Program Options

The initial feasibility assessment looked at a specific design program and a facility that would be managed to maximize use and revenue. Our evaluation was that such a facility could not effectively compete with existing private resorts, and that such an approach would be inconsistent with the University's educational mission.

The Advisory Committee refined the design program based on the results of the initial feasibility assessment and confirmed that the emphasis of the facility should be to education students enrolled in AAA programs. As with any facility, The Shire will go through a "start-up" phase that could last as long as five years. During this period, the center would refine program offerings, facility management, and determine how to most efficiently run the facility and its programs. Ultimately, the demand for Shire programming depends significantly on content and marketing. Focusing content toward key departments, such as Architecture and Landscape Architecture, will ensure the highest potential use of the facility in its initial start-up. As these programs become more widely demanded and diversified, increased programming may follow accordingly.

Based on the analysis of the online student survey, CPW developed four potential programs options for The Shire. These program options provide the foundation for the feasibility assessment and include:

- A conservative program schedule intent on building awareness of The Shire while limiting the potential operating losses.
- Longer programs based on the stabilized use of The Shire and more diversified programming content
- Year-round programs intent on maximizing use of The Shire

Potential Program Option One: Initial Start-Up Program

Most facilities plan for a three- to five-year start up period to build and refine programming. This potential option provides a conservative start-up program for The Shire. The goal of this option is ensure high occupancy of the facility while limiting financial risk associated in the initial year of operation. As The Shire builds awareness and becomes more operationally efficient, programming could be increased on an annual basis to achieve a stable operational capacity—that is, the amount of programming meets a stabilized level of demand from AAA students. The program would also provide AAA with the opportunity to refine a marketing strategy that would help achieve higher demand by

confronting perceived trade-offs in attending The Shire during the academic year.

The program provides for approximately 81 days of annual operation during seasons of peak demand, spring and summer. Spring Term could include a weeklong exploratory program during Spring Break combined with a series of weekend programs over the ten weeks of the academic term. Summer could be maximized with two three-week sessions followed by a week session (possibly a retreat) and additional weekend programming. These programs could emphasize specific themes within a particular academic discipline, such as a weekend seminar on landscape design, and focus initially on showcasing the academic potential of The Shire and the Columbia River Gorge. Table 3.3 provides a breakdown of this program option.

Table 3.3 - Breakdown of Program Units, Initial Start-Up Program

Academic Term	Program Units Per Term			Days	Base Units
	10-Week Terms	3-Week Sessions	Weeks		
Fall					
Winter					
Spring			1	20	25
Summer		2	2	4	56
Total		2	3	24	81

Potential Program Option Two: Extended Programming

As The Shire’s awareness grows, longer programs could be scheduled during seasons of highest demand. The goal of this program is to add Shire programming to increase facility use and appeal, as well as generate additional annual revenue. Extended programs might include a full ten-week academic term and shorter sessions during Fall and Winter Terms.

The potential program could comprise approximately 168 days of annual facility use. As mentioned, the program could potentially include at least one 10-week academic program during Spring Term with a highly flexible summer schedule, consisting of 8 weeks of programming and approximately 14 days of additional weekend scheduling. Fall could consist of one 3-week session at the beginning of the term, whereas Winter Term could schedule a 3-week session at the end of term.

This program could appeal to the significant number of students expressing interest in content during Spring Term. The fall and winter sessions could provide additional programming while eliminating weather-related impacts on demand. Summer scheduling could be highly flexible to best capitalize on retreat scheduling and other potential academic uses, such as renting to outside academic groups

(e.g. other Oregon colleges and universities). Table 3.4 provides a breakdown of this program variation.

Table 3.4 – Breakdown of Program Units, Extended Programming

Academic Term	Program Units Per Term				
	10-Week Terms	3-Week Sessions	Weeks	Days	Base Units
Fall			1		21
Winter			1		21
Spring	1				70
Summer				8	16
Total	1	2	8	16	168

Potential Program Option Three: Alternate Programming

An alternate program option would utilize more flexible and diversified content in lieu of any ten-week model. This program would provide a combination of three 3-week sessions, a one-week program, and additional weekend programming during Spring Term instead of a 10-week model. This is intended to reflect the desirability of the 3-week sessions over traditional 10-week programs. While desirable from a demand standpoint (largely due to the shortened residency) three-week programs technically conflict with classes scheduled during the traditional ten-week academic term. Essentially, these three-week programs would need to be programmed as integrated field-based components to programs offered at the University of Oregon in Eugene, or provide enough content and academic credits to substantiate attendance.

The greatest drawback of this particular option is that it requires a higher cycling of students. Instead of 25 users in residency over a ten-week period, the facility would require 100 students to maintain a consistent occupancy level during the same period. This equates to approximately seven percent of students enrolled in AAA at any given time. To sustain this occupancy, The Shire would need to be aggressively marketed to potential users. While this is dependent on the overall desirability of The Shire at the University level, the cycling potential of this option may ultimately serve as an opportunity to capture demand from outside universities. Table 3.5 provides a breakdown of this more diversified programming option.

Table 3.5 - Breakdown of Program Units, Alternate Programming

Program Units Per Term						
Academic Term	10-Week Terms	3-Week Sessions	Weeks	Days	Base Units	
Fall			1		21	
Winter			1		21	
Spring			3	1	2	70
Summer				8	16	56
Total					168	

Potential Program Option Four: Maximum Schedule Programming

This potential program option maximizes use of The Shire by providing academic content over the entire academic year. This results in approximately 280 days of annual programming.

This option provides for the simplest and most stable annual operating schedule by consisting of three 10-week terms—Fall, Winter and Spring. Summer Term consists of two 3-week sessions, a one-week program or retreat, and approximately 14 days of additional weekend programming. The goal of this model is to provide the most stable annual occupancy of The Shire, reduce the cycling of users, and provide program models that are consistent with the academic calendar. The ultimate drawback of this model is potentially low demand during fall and winter. Table 3.6 provides a breakdown of proposed program units by academic term.

Table 3.6 – Breakdown of Program Units, Maximum Schedule Programming

Program Units Per Term						
Academic Term	10-Week Terms	3-Week Sessions	Weeks	Days	Base Units	
Fall	1				70	
Winter	1				70	
Spring	1				70	
Summer			2	2	14	70
Total	3	2	2	14	280	

Implications for a Retreat and Study Center at The Shire

This chapter summarizes student responses from The Shire Online Student Survey; makes general conclusions about student interest in academic programs based on content, length, and season; and, provides four potential educational programs for The Shire. The intent of this information is to illustrate key implications regarding how to best develop educational programs for The Shire that appeal to students based on interest and willingness to pay. These implications are:

- There is considerable interest in field-based programs, specifically through AAA and at The Shire. The major challenge is converting this interest directly into enrollment.
- Timing, cost and content of the programs will determine the value of the experience for students.
- Longer residency programs will create greater student expectation in terms of facility amenities and program offerings.
- Initial results suggest there is little price elasticity, meaning that student interest is sensitive to changes in fees. Providing appealing programs during periods of high demand (spring and summer) will provide an opportunity to raise fees accordingly.
- A range of programming options will provide greater flexibility in programming and marketing The Shire.
- Clearly defining programs and aggressively marketing them to students will be critical in generating demand.
- Programs should be developed and marketed with maximum occupancy in mind.

In summary, programs must meet student expectations and desires, be aggressively marketed and well-managed, and consider their appeal to large user groups (i.e. Architecture students)

Chapter 4

Operations Cost Analysis

This chapter provides a summary of the estimated annual expenses for operating and maintaining a retreat and study center at the Shire. This analysis refines previous cost assumptions used in the Preliminary Feasibility Assessment based on the revised design concept presented in Chapter 1 of this report. These refined assumptions are used to develop an operational model for The Shire according to the revised design concept of the facility and proposed educational programs. This chapter provides an operational cost analysis of the four educational programming options described in Chapter 3.

Operating Cost Assumptions

Operating costs reflect all of the necessary expenses related to operating and maintaining The Shire facility based on the revised design concept and the educational programming options. Operational costs are variable and will depend, in part, on whether the facility is operated year-round or not. Operational costs are much less contingent on the actual content of the programs.

As summarized in the Preliminary Feasibility Assessment, the determination of what operating costs to consider and at what level is largely the result of analyzing facilities that are comparable to The Shire. While the design program for the Shire has changed from that of the Preliminary Feasibility Assessment, the operating cost categories are similar and will include: Personnel Services, Supplies, Food, Maintenance, and Utilities.

A critical part of assessing the feasibility of the Shire is conducting a break-even cost analysis for operating and maintaining the facility. This analysis employs a series of assumptions that identify maximum facility use and estimate probable use of the facility. The following cost assumptions are based on an annual operating schedule at full capacity. The figures used in this analysis are derived from current market estimates assuming the following:

- At full capacity, the proposed facility can maintain an annual operating schedule of approximately 280 day-units encompassing the entire academic calendar. Each day-unit represents a base unit by which to charge a fee in order to generate revenue.
- At full capacity, the facility will accommodate 25 students and faculty members per day unit.

- The proposed facility will consist of approximately 17,000 built sq ft.

While the following assumptions reflect a configuration based on The Shire's revised design concept, variations in that design concept, the operational capacity of the facility, or other external factors will affect these assumptions accordingly. **In determining feasibility, this report will consider likely operational scenarios for the facility that are based on variations in these external factors.**

Personnel Services

As discussed in The Preliminary Feasibility Assessment, research into comparable facilities revealed a variety of staffing positions that were considered typical of such facilities. A combination of these positions was used in the Preliminary Feasibility Assessment to determine staffing requirements for the Shire. For purposes of consistency, these positions have been maintained from the previous assessment. Staff positions can be classified into two categories: Administration, and Maintenance and Service. Administration positions include:

- **Director/Coordinator.** This position will oversee operation and maintenance of the Shire, supervise employees, provide administrative assistance to students, and interface with the Shire Advisory Group. It is assumed that this position will require on-site residence.
- **Administrative Assistant.** This position will assist the Shire coordinator with reservations and scheduling, accounting and financial management, and other administrative tasks. These services may be coordinated off-site.
- **Promotions and Marketing Assistant.** The Promotions and Marketing assistant would work to promote the Shire to students at the University of Oregon, and potentially other universities, as a field-based educational facility. These services may be coordinated off-site.

Maintenance and Service positions are as follows:

- **Cook and Cook Assistant.** These positions will prepare meals for student users of the facility.
- **Maintenance Worker.** This position will see to maintaining the Shire facility itself. The Shire grounds are currently maintained by other services not considered as part of the Shire's operating expense.
- **Janitor.** This position will provide routine janitorial service to the Shire facility.

Table 4.1 provides average salaries for staffing position. These figures are an average of high and low salary estimates for both the Eugene and Southwest Washington labor markets, including an added cost factor of .35 to account for benefits.

Table 4.1 – Average Annual Expense for Salaried Positions (Including Benefits)

Salaried Position	FTE	Average Annual Salary*	Benefits**	Total
Director/Coordinator	1.00	\$45,000	\$15,750	\$65,750
Administrative Assistant	1.00	\$30,000	\$10,500	\$45,500
Promotion/Marketing	1.00	\$40,000	\$14,000	\$59,000
Cook	1.00	\$30,000	\$10,500	\$45,500
Cook Assistant	1.00	\$22,000	\$7,700	\$34,700
Maintenance Worker	1.00	\$28,000	\$9,800	\$42,800
Janitor	1.00	\$21,000	\$7,350	\$32,350

*Average based on market high and low salary estimates for Eugene and Southwest WA.

**Assuming a benefit factor of 35%

Source: Shire Preliminary Feasibility Assessment, 2005

Supplies

Supplies represent non-food or maintenance expenditures related to the operation of the Shire, such as paper, printing, and other office supplies. The Preliminary Feasibility Assessment estimated annual supply expenditures at \$5,000. This estimate was based on a “high level of service” that included staffing levels that were most consistent with maximum use of The Shire according to the revised design program. Based on this relative consistency, the break-even cost analysis will maintain this \$5,000 estimate for supplies. Note that this figure does not include educational program supplies.

Food

The revised Shire design program will provide an on-site kitchen staff to prepare daily meals for attendees of the facility. While this staffing is accounted for in personnel services, that actual cost of food is not. The Preliminary Feasibility Assessment included per meal cost estimates for breakfast, lunch and dinner. These cost estimates reflected figures quoted from the University of Oregon’s Catering Services and were used in estimating a “high level of service.” This analysis assumes that food costs would closely follow to that estimated in this Previous Assessment. Table 4.2 calculates annual food expenditures for the Shire based on these per meal estimates.

Table 4.2 – Total Annual Food Expenditures

Meal	Cost Per Meal	Meals Served*	Total Annual Cost by Meal
Breakfast	\$1.75	7,000	\$12,250
Lunch	\$3.60	7,000	\$25,200
Dinner	\$9.00	7,000	\$63,000
Total Annual Food Expenditures	\$14.35	7,000	\$100,450

*Based on an annual operating schedule at full capacity

Source: Shire Preliminary Feasibility Assessment, 2005

Maintenance

Maintenance costs represent the expense of maintaining the instructional and housing facilities for the Shire, including minor repairs and the replacement of equipment and fixtures.³ It is assumed that capital expenditures for major structural repairs would need to be externalized (i.e. insurance claim); however, the Preliminary Feasibility Assessment notes that insurance premiums were excluded from operating and maintenance cost estimates due to the variability of insurance policies. Table 4.3 provides a total annual cost for maintaining the Shire based on estimates for maintenance costs per square foot in the Portland market.

Table 4.3 – Total Annual Maintenance Cost

Square Feet	Annual Maintenance Cost Per Square Ft	Total Annual Maintenance Cost
17,193	\$2.14	\$36,793

Source: Shire Preliminary Feasibility Study, 2005

Utilities

The Preliminary Feasibility Assessment estimated utility costs, including electricity and telephone service, at approximately \$20,000 annually, based on a calendar year. The actual cost of utilities will vary according to the final configuration and energy efficiency of the facility, local utility rates at the time of operation, and the operating schedule of the facility (i.e. program length). Additionally, CPW assumes that each day The Shire is not in operation, the facility will incur a minimum utility charge equivalent to approximately .25 the average annual daily use. Utility costs will depend on the design. CPW assumes that the facility designs will incorporate green building techniques that will reduce utility costs.

³ Maintenance of the Shire grounds is not included in the cost figures.

Program Cost Models

In Chapter 3 of this report, CPW provides four potential Shire programs. Based on the particular program type and length, each of the potential programs will require specific staffing configurations. These specific configurations will utilize the salaried positions outlined in this chapter, applying a series of critical assumptions for each particular program. These assumptions relate to efficiencies in the following:

- Administration
- Marketing and outreach
- Maintenance
- Food service
- Janitorial service

Option 1: Initial Start-up Program Costs

The initial start-up program for The Shire provides for 81 days of annual operation. Given this short operational period, several staffing efficiencies can be made. The Shire will require at least 1.00 FTE (Full-Time Equivalent) in administration. While there are three proposed administrative positions, CPW assumes that all of the annual administrative duties could be combined into the Director position.

For Maintenance and Service, CPW assumes The Shire will require a year-round maintenance position to maintain the facility even during periods when The Shire is closed for operation. Additionally, the positions of Cook, Cook Assistant, and Janitor are scaled according to the length of operation, approximated at .25 FTE. This results in a total FTE of 2.75. Table 4.4 provides a breakdown of this potential staffing configuration.

Table 4.4 - Total Annual Salary Expenditures—Initial Start-Up

Salaried Position	FTE	Average Annual Salary*	Annual Salary Expenditure
Administration			
Director	1.00	\$65,750	\$65,750
Administrative Assistant	0.00	\$45,500	\$0
Promotion/Marketing	0.00	\$59,000	\$0
Total Administration	1.00	\$170,250	\$65,750
Maintenance and Service			
Cook	0.25	\$45,500	\$11,375
Cook Assistant	0.25	\$34,700	\$8,675
Maintenance	1.00	\$42,800	\$42,800
Janitor	0.25	\$32,350	\$8,088
Total Maintenance and Service	1.75	\$155,350	\$70,938
Total	2.75	\$325,600	\$136,688

*Average annual salary based on high and low salary estimates by position at 1.0 FTE

This staffing configuration constitutes an annual salary expenditure of \$136,688. CPW estimated remaining costs for this potential program using the figure presented earlier in this chapter and scaling them according to the program's length. Table 4.5 provides figures for each operating expenditure, resulting in a total annual operating expenditure of \$214,704. Essentially, The Shire would need to generate at least \$214,704 to break even, assuming no department subsidy.

Table 4.5 - Total Annual Operating Expenditures, Initial Start-Up

Annual Operating Expenditure	Amount	Percent of Total
Personnel Services	\$136,688	64%
Supplies	\$5,000	2%
Food	\$29,059	14%
Utilities	\$7,164	3%
Maintenance	\$36,793	17%
Total Annual Operating Expenditures	\$214,704	100%

Extended/Alternate Program Cost

These potential programs provide 168 days of annual operation. Given the extended length and potential diversity of each program, CPW assumes that in addition to a full-time Director, The Shire would require approximately 0.5 FTE of promotion/marketing to ensure consistent demand and occupancy. Maintenance remains at 1.0 FTE, while the remaining service positions are scaled according to the program length, approximated at 0.46 FTE. Table 4.6 illustrates these staffing increases.

Table 4.6 – Total Annual Salary Expenditures—Extended/Alternate Programs

Salaried Position	FTE	Average Annual Salary*	Annual Salary Expenditure
Administration			
Director	1.00	\$65,750	\$65,750
Administrative Assistant	0.00	\$45,500	\$0
Promotion/Marketing	0.50	\$59,000	\$29,500
Total Administration	1.50	\$170,250	\$95,250
Maintenance and Service			
Cook	0.46	\$45,500	\$20,942
Cook Assistant	0.46	\$34,700	\$15,972
Maintenance	1.00	\$42,800	\$42,800
Janitor	0.46	\$32,350	\$14,890
Total Maintenance and Service	2.35	\$155,350	\$94,604
Total	3.85	\$325,600	\$189,854

*Average annual salary based on high and low salary estimates by position at 1.0 FTE

This higher staffing level equates to approximately 3.85 FTE, increasing the annual salary expenditure to \$189,854. As illustrated in Table 4.7, this results in a total annual operating expenditure of \$303,821. Again, The Shire would need to generate at least this much in annual revenue to break even.

Table 4.7 – Total Annual Operating Expenditures—Extended/Alternate Programs

Annual Operating Expenditure	Amount	Percent of Total
Personnel Services	\$189,854	62%
Supplies	\$5,000	2%
Food	\$60,270	20%
Utilities	\$11,904	4%
Maintenance	\$36,793	12%
Total Annual Operating Expenditures	\$303,821	100%

Maximum Schedule Program Cost

Maximizing the academic schedule produces 280 days of annual operation. CPW assumes this operating level will require additional administrative support to coordinate Shire programs. Table 4.8 illustrates an allocation of approximately 0.5 FTE to an Administrative Assistant position.

Service positions, including Cook, Cook Assistant, and Janitor have increase FTE according the added number of operating days.

Table 4.8 – Total Annual Salary Expenditures—Maximum Schedule

Salaried Position	FTE	Average Annual Salary	Annual Salary Expenditures
Administration			
Director/Coordinator	1.00	\$65,750	\$65,750
Administrative Assistant	0.50	\$45,500	\$22,750
Promotions/Marketing	0.50	\$59,000	\$29,500
Total Administration	2.00	\$170,250	\$118,000
Maintenance and Service			
Cook	0.80	\$45,500	\$36,400
Cook Assistant	0.80	\$34,700	\$27,760
Maintenance	1.00	\$42,800	\$42,800
Janitor	0.80	\$32,350	\$25,880
Total Maintenance and Service	3.40	\$155,350	\$132,840
Total	5.40	\$325,600	\$250,840

This results in a total FTE of 5.40 and an annual salary expenditure of \$250,840. Table 4.9 provides a total annual operating expenditure of \$409,590.

Table 4.9 – Total Annual Operating Expenditures—Maximum Schedule

Annual Operating Expenditure	Amount	Percent of Total
Personnel Services	\$250,840	61%
Supplies	\$5,000	1%
Food	\$100,450	25%
Utilities	\$16,507	4%
Maintenance	\$36,793	9%
Total Annual Operating Expenditures	\$409,590	100%

Implications for a Study Center at The Shire

This chapter provides a summary of operating expenditures for each of the proposed educational programs outlined in Chapter 4 of this report. The intent of this information is to illustrate key implications regarding how programming relates to the annual costs associated with operating and maintaining The Shire. These implications are:

- Operating costs are a key variable that have a significant impact on financial feasibility. There is a trade-off between controlling operating costs in the general sense, and providing an adequate level of service that meets the expectations of students and ensures the successful operation of the facility.
- The largest portion of operating costs is labor; it is also the most variable. There is potential to make administrative and service positions more efficient by combining duties or scaling employment based on program length. Conversely, maintenance positions may be necessary on an annual basis due to year-round maintenance needs of the facility.
- Operating costs depend on program length. Shorter annual programming can reduce costs, but will also reduce revenue potential.
- While a shorter annual program may initially lower risk, programming must grow with demand to offset annual operating expenses by increasing annual revenue.

Chapter 5

Financial Feasibility Assessment

This chapter presents a revised financial feasibility assessment for a Study Center at The Shire. This assessment projects total annual revenue for The Shire and compares it the projected annual operating expenses for three potential Shire educational programs detailed in Chapter 3 of this report and the cost assumptions described in Chapter 4.

The feasibility assessment presented in this Chapter is an operational feasibility assessment. It assumes that The Shire will not have debt service, that most instructional costs are external, and does not include grounds maintenance. In short, it narrowly looks at costs that are directly related to facility operations. In turn, these costs are compared to projected revenue based on program length and a set fee structure to broadly assess feasibility—in this case, a break-even point between costs and revenue. Additionally, CPW provides a series of operating assumptions that, if employed, would assist The Shire in breaking-even.

Components of this feasibility assessment are defined as follows:

- **Projected Revenue.** This is annual income that The Shire will generate based on demand for educational programs at a predetermined fee structure.
- **Program Costs.** These are annual expenses related to operating and maintaining The Shire for each of the proposed educational programs.
- **Revenue-Cost Comparison (Operating Feasibility).** This is a critical comparison of project revenue and program costs that reveals initial feasibility.
- **Break-even Analysis.** These are a series of assumptions—including variations on price—that make The Shire break-even.

Projected Revenue

Revenue is operating income The Shire will generate by charging fees to student users of the facility. To project revenue for the purposes of this assessment, CPW first established a base fee structure that was validated through the Online Student Survey. The proposed base fee used in this calculation is based on a comparable fee structure for room and board at a University dorm. This fee equates to approximately \$33 per student/day. Revenue, then, is the product of this base and the total

number of student “uses” for each of the proposed educational programs.

Table 5.1 estimates total annual revenue by calculating the number of operating units (the annual number of students per educational program) by the proposed base fee of \$33/day to determine total annual revenue. As illustrated in Table 5.1, the base fee has been scaled according to each programming unit by multiplying the base fee by the number of days (base units) per programming unit.

Table 5.1 – Projected Revenue by Shire Program

Proposed Program	Base Units	Maximum Students Per Base Unit	Base Unit Fee	Maximum Total Annual Revenue
Initial Start-Up Program	81	25	\$33	\$66,825
Extended/Alternate Program	168	25	\$33	\$147,000
Maximum Schedule Program	280	25	\$33	\$231,000

Summary of Program Costs

As outlined in Chapter 4 of this report, CPW proposed three potential Shire educational programs. These programs vary in length and content, each incurring specific operational costs, summarized in Table 5.2 below. These costs will then be compared to the projected revenue in Table 5.1 to assess feasibility.

Table 5.2 – Summary of Potential Program Costs

Proposed Program	Base Units (Days)	Annual Expenditure
Initial Start-up Program	81	\$214,704
Extended/Alternate Programs	168	\$303,821
Maximum Schedule Program	280	\$409,590

Note: Program costs are taken from Tables 4.5, 4.7, and 4.9 and are discussed in more detail in Chapter 4.

Revenue-Cost Comparison (Operating Feasibility)

Financial feasibility is a comparison of annual revenue and annual operating costs to determine an operating profit or loss. Table 5.3 provides feasibility for each potential Shire program based on the proposed fee schedule.

Table 5.3 – Financial Feasibility by Potential Shire Program

Potential Shire Program	Initial Start-Up Program	Extended Alternate Program	Maximum Schedule Program
Projected Annual Revenue	\$66,825	\$147,000	\$231,000
Estimated Operational Costs	\$214,704	\$303,821	\$409,590
Operating Profit (Loss)	(\$147,879)	(\$156,821)	(\$178,590)
Department Subsidy	\$50,000	\$50,000	\$50,000
Subsidized Profit (Loss)	(\$97,879)	(\$106,821)	(\$128,590)

The comparison reveals that for each potential program, The Shire fails to break-even using the proposed fee schedule. Even when applying a proposed department subsidy of \$50,000, the programs fail to at least break-even.

In summary, our analysis using the base assumptions shows the facility fails to meet stated financial performance requirements. This conclusion, however, does not directly lead to a conclusion that a Study Center at The Shire is not feasible. Financial performance is a function of two key variables: cost and revenue. To break even, the facility can either cut costs, increase revenues, or some combination thereof. The next section explores sensitivity of financial performance to changes in the key variables.

Break-Even Analysis

Based on the assumptions used in this analysis, The Shire does not initially break-even. By making adjustments to the operating assumptions used in this analysis, CPW evaluated break-even points for The Shire.

One method for achieving feasibility is utilizing a cost-based approach. This method requires a break-even cost estimate for operating and maintaining the Shire at a determined level of service—in this case, one of the four potential educational programs outlined in this report. This estimate can then be used as a basis for assessing the necessary revenue to achieve feasibility—that is, how much revenue is needed to cover the expense of operating and maintaining the facility with a certain staffing configuration. In essence, it is what The Shire must generate in revenue (i.e. charge in fees) to make the facility break-even using a particular educational program and corresponding operational model.

Base Fee Adjustment

Table 5.4 calculates The Shire’s per student daily expenditure. This figure represents the daily fee The Shire must charge each student in order to at least break-even, assuming full capacity and constant operating costs.

Table 5.4 – Daily Expenditure Per Student

Potential Program	Base Units (Days)	Annual Operating Expenditure	Daily Expenditure	Per Student Daily Expenditure
Initial Start-Up Program	81	\$214,704	\$2,650	\$106.00
Extended/Alternate Programs	168	\$303,821	\$1,809	\$72.34
Maximum Schedule Program	280	\$409,590	\$1,463	\$58.50

According to the analysis shown in Table 5.4, The Shire would have to charge anywhere from \$58.50 to \$106 per student/day to break even, depending on the program length and staffing configuration.

Premium Pricing Model

Another method of pricing is to charge a premium price for Shire programs depending on their length. The rationale behind this pricing methodology is similar to the microeconomic principle known as Marginal Utility. Applied to The Shire, the desire for Shire programming decreases by each marginal day of length because the opportunity cost of consuming it increases. Essentially, the longer the program, the less students are willing to pay for it at a constant fee level. This relates purely to the psychology of perceived value. Conversely, shorter length programs could demand higher rates because they fit into a student's schedule better, don't require as long of residency, and are thus more desirable.

As illustrated in Table 5.5, CPW developed a premium-pricing schedule that increases the daily rate per programming unit. Essentially, a premium fee is added to the base rate for each day less than the maximum number of daily units (70 days per academic term). The premium fee equals the quotient of the base rate and the number of days per pricing unit (program unit), resulting in a fee of \$0.58 for each marginal day. This provides a price schedule that ranges from \$40 per day for a 10-week term to \$80 per day for a daily session.

Table 5.5 – Premium-Pricing Schedule by Unit

Pricing Unit	Base Rate (Fee/Day)	Total Base Units (Days)	Premium**	Adjusted Daily Rate*
10-Week Term	40	70	\$0.58	\$40
3-Week Session	40	21	\$0.58	\$69
1-Week Session	40	5	\$0.58	\$78
Daily Session	40	1	\$0.58	\$80

*Adjusted rate derived from the base rate plus a rate premium per each marginal unit decrease in the number of total base units

**Premium is the quotient of the base rate and the base unit.

Table 5.6 illustrates the revenue (student fee) for each program unit. A 10-week term would cost a student \$2,826; \$1,441 for a 3-week session; \$389 for a 1-week session; and \$80 for a daily session.

Table 5.6 – Premium-Pricing Revenue by Unit

Unit	Adjusted Daily Rate	Fee Per Unit	Students	Revenue By Unit
10-Week	\$40	\$2,826	25	\$70,649
3-Week	\$69	\$1,441	25	\$36,031
1-Week	\$78	\$389	25	\$9,732
Day	\$80	\$80	25	\$2,004

Applying this to each of the proposed Shire programs, CPW was able to calculate annual revenue. Further, CPW determined the average adjusted daily rate for each program. This is the adjusted rate per day using premium pricing for each programming unit divided by the total number of days per proposed program. Tables 5.7a-d provide revenue projections for each proposed educational program for The Shire using this premium-pricing scheme.

Table 5.7a – Premium Revenue—Initial Start-Up

Initial Start-Up Program					
Program Units Per Term					
Academic Term	10-Week Terms	3-Week Sessions	Weeks	Days	Base Units
Fall					
Winter					
Spring			1	1	25
Summer			2	2	56
Total Units	0		3	3	81
Total Revenue	\$0	\$108,093	\$29,197	\$8,017	\$145,307
Average Adjusted Daily Rate					\$71.76

Table 5.7b – Premium Revenue—Extended Program

Extended Program					
Program Units Per Term					
Academic Term	10-Week Terms	3-Week Sessions	Weeks	Days	Base Units
Fall			1		21
Winter			1		21
Spring	1				70
Summer				8	56
Total Units	1		2	8	168
Total Revenue	\$70,649	\$72,062	\$77,858	\$32,066	\$252,636
Average Adjusted Daily Rate					\$60.15

Table 5.7c – Premium Revenue—Alternate Program

Alternate Program						
Program Units Per Term						
Academic Term	10-Week Terms	3-Week Sessions	Weeks	Days	Base Units	
Fall			1		21	
Winter			1		21	
Spring			3	1	2	70
Summer				8	16	56
Total Units	0	5	9	18	168	
Total Revenue	\$0	\$180,156	\$87,591	\$36,074	\$303,821	
Average Adjusted Daily Rate					\$72.34	

Table 5.7d – Premium Revenue—Maximum Use Program

Maximum Use Program						
Program Units Per Term						
Academic Term	10-Week Terms	3-Week Sessions	Weeks	Days	Base Units	
Fall	1				70	
Winter	1				70	
Spring	1				70	
Summer			2	2	14	70
Total Units	3	2	2	14	280	
Total Revenue	\$211,948	\$72,062	\$19,465	\$28,058	\$331,532	
Average Adjusted Daily Rate					\$47.36	

In terms of student value, the average adjusted daily rate illustrates that depending on the chosen educational program for The Shire, students can expect to pay (on average) from \$47.36 to \$72.34 per day. This calculation also reveals that the Maximum Use program provides the best value for students. In terms of overall feasibility, Table 5.8 reveals that the premium pricing scheme produces revenue that comes closer to breaking-even than the proposed base rate. When evaluating specific programs, the Alternate Program actually breaks even.

Table 5.8 – Revised Financial Feasibility by Program—Premium-Pricing

Potential Shire Program	Initial Start-Up Program	Extended Program	Alternate Program	Maximum Schedule Program
Projected Annual Revenue	\$145,307	\$252,636	\$303,821	\$331,532
Estimated Operational Costs	\$214,704	\$303,821	\$303,821	\$409,590
Operating Profit (Loss)	(\$69,397)	(\$51,185)	(\$0)	(\$78,057)
Department Subsidy	\$50,000	\$50,000	\$0	\$50,000
Subsidized Profit (Loss)	(\$19,397)	(\$1,185)	\$0	(\$28,057)

Seasonal Pricing

Another potential pricing method is to adjust fees according to season. CPW used a cost-based approach in evaluating the break-even potential of this pricing scheme, meaning that analysis was conducted to seek a fee that would allow The Shire to break-even according to a specific program.

CPW used the Alternate/Extended Program cost in making this calculation. As a reminder, this program consists of 168 days of annual operation. CPW then calculated an average daily cost for this particular program by dividing the annual program costs of \$303,821 by the number of annual operating days (168). Using these assumptions, The Shire needs to charge approximately \$74 per student/day to break-even. This cost essentially represents the daily fee per student needed to operate the facility.

CPW then scaled this fee by adding or subtracting a premium to the proposed daily fee for each term relative to anticipated demand for the specific season. Essentially, the daily fee of \$74 is adjusted for each season according to anticipated demand, meaning that seasons of low demand (Fall and Winter) will be priced less because they are less desirable, while seasons of high demand (Spring and Summer) will be priced higher because they are more desirable. CPW derived the premium by dividing the average daily fee of \$74 by the number of terms in the academic year (four). This established a hypothetical premium of approximately \$18. Table 5.8 illustrates that to break-even, The Shire can charge a daily fee per student ranging from \$38 to \$89 according to the specific season and break-even, assuming full occupancy.

Table 5.8 – Break-Even Fee Schedule and Projected Revenue Using Seasonal Pricing

Initial Start-Up Program					
Term	Daily Units Per Academic Term*	Student Capacity Per Unit	Maximum Students	Revenue Per Operating Unit	Total Revenue by Academic Term
Fall	0	25	0	\$56	\$-
Winter	0	25	0	\$38	\$-
Spring	25	25	625	\$74	\$46,250
Summer	56	25	1400	\$89	\$125,104
Projected Annual Revenue					\$214,704
Estimated Operating Costs					\$214,704
Operating Profit (Loss)					\$0
Extended/Alternate Program					
Term	Daily Units Per Academic Term*	Student Capacity Per Unit	Maximum Students	Revenue Per Operating Unit	Total Revenue by Academic Term
Fall	21	25	525	\$56	\$29,356
Winter	21	25	525	\$38	\$19,861
Spring	70	25	1750	\$74	\$129,500
Summer	56	25	1400	\$89	\$125,104
Projected Annual Revenue					\$303,821
Estimated operating Costs					\$303,821
Operating Profit (Loss)					\$0
Maximum Program					
Term	Daily Units Per Academic Term*	Student Capacity Per Unit	Maximum Students	Revenue Per Operating Unit	Total Revenue by Academic Term
Fall	70	25	1750	\$56	\$97,852
Winter	70	25	1750	\$38	\$66,204
Spring	70	25	1750	\$74	\$129,500
Summer	70	25	1750	\$89	\$156,380
Projected Annual Revenue					\$449,936
Estimated Operating Costs					\$409,590
Operating Profit (Loss)					\$40,346

Implications for a Study Center at The Shire

This chapter summarizes projected revenue for The Shire and compares it to operational costs to assess feasibility. It also provides a series of assumptions that would allow The Shire to break-even. The intent of this information is to illustrate key implications in establishing a fee structure that will generate sufficient revenue to make The Shire financially feasible. These implications are:

- CPW's initial analysis shows that the facility fails to break even using a proposed base fee structure consistent with that of University dorms.
- Revenues and costs are the key variables in the feasibility. How each of these variables are structured and controlled will have direct implications on the feasibility of The Shire.
- To generate sufficient revenue, AAA will need to use a premium pricing structure.
- AAA will also need to explore cost control measures, particularly measures relating to personnel efficiency.
- In short, the facility will have to have (1) programs students want, (2) be managed efficiently, and (3) be marketed well.

Chapter 6

Conclusions and Recommendations

This chapter summarizes CPW's financial feasibility assessment for a proposed educational facility at The Shire. This chapter provides a series of conclusions and recommendations regarding the potential feasibility of The Shire based on the range of programming and pricing options presented in this report.

Conclusions

The feasibility assessment presented in this report evaluates the potential feasibility of operating an educational facility at The Shire: John Yeon Preserve for Landscape Studies. The fundamental purpose of this assessment is to:

- Propose a range of potential academic programs for The Shire based on the results of The Shire Student Survey
- Determine the operating costs associated with each proposed academic program
- Establish an appropriate fee structure based on user demand and program costs
- Determine financial feasibility by comparing the annual operating expenditures for each proposed academic program with projected revenue based on a set fee schedule and anticipated student demand
- Calculate a variety of circumstances that could make The Shire financially feasible

CPW used several underlying assumptions in conducting this assessment. Specifically, CPW assumed the facility would be approximately 17,000 square feet in dimension, would provide field-based academic content oriented toward departments within the School of Architecture and Allied Arts (AAA), and have an operational capacity of approximately 25 students. CPW also assumed that all capital costs associated with designing and constructing the facility, including debt service, are external of this analysis and will be raised from endowment through AAA.

Shire Student Survey

CPW administered an online student survey to all registered students within AAA. The survey revealed several key findings concerning

demand for programming and willingness to pay. These key findings are:

- There is a high level of interest in field-based programs offered through AAA.
- There is high demand for content oriented toward Architecture, Landscape Architecture, and Art.
- Shorter programs during Summer term are most desirable to those surveyed. There is moderate to high demand for programs during Spring term as well. There is limited demand for Winter programs.
- Student willingness to pay is critically dependant on perceived value.

Based on the above assumptions and responses from The Shire student survey, CPW has concluded that **The Shire may be financially feasible under certain circumstances**. These circumstances relate specifically to program length and configuration, academic content, season of operation, proposed fee schedule, operating cost efficiencies, department subsidization, and the marketing and management of the facility.

As stated earlier, CPW assessed feasibility by comparing the costs associated with operating a range of proposed academic programs with projected revenue based on student demand and willingness to pay at a set fee. In most circumstances, the facility failed to at least break-even. Part of this assessment explored variations in the initial assumptions used to determine feasibility to ascertain specific circumstances that helped The Shire achieve (or come close to achieving) feasibility. These considerations are outlined below. It is important to note however that feasibility in this context must be regarded as speculative. CPW recommends that any implementation decision based on the assumptions used in this analysis be appropriately conservative.

Key Considerations for a Successful Facility

To understand how The Shire can ultimately be viable, CPW has outlined key considerations that are viewed as critical for The Shire achieving feasibility.

- **Program Length and Configuration.** The most successful programming option for The Shire is one that remains highly flexible and predominantly consists of shorter length programs (i.e. programs of three weeks or less).
- **Academic Content.** Academic content should be primarily oriented toward the Departments of Architecture, Landscape Architecture, and Art. It should also include a studio

component and frequently be combined with content taught at the University of Oregon in Eugene as part of a field-based component.

- **Season of Operation.** Shire programs should be offered primarily during Spring and Summer terms. As The Shire evolves over time, programming may expand to include Fall and Winter terms, though full term programming during these seasons are regarded as risky in terms of sustained occupancy.
- **Proposed Fee Schedule.** Pricing should be competitive, realistic, and strategic. There is a strong potential to charge premium fees during seasons of higher demand and for shorter, more desirable programs. Fees should range from \$38 to \$106 according to pricing methodology, program season and length, and annual operating schedule.
- **Operating Cost Efficiencies.** Depending on the prescribed program, The Shire should take every measure to consolidate staffing duties and reduce operating expenses during periods of low use.
- **Program Subsidies.** AAA should consider initially subsidizing The Shire while it develops student awareness and demand for further programming.
- **Management and Marketing.** Management and marketing positions should be combined into one full-time or multiple part-time positions to lower annual operating expenses while the facility develops. As the annual length and variety of academic programming increases, there will be a critical need to market The Shire aggressively to maintain occupancy.

Recommendations

CPW has concluded that under certain circumstances, The Shire could potentially break-even. Given these circumstances and the analysis presented in this report, CPW provides a series of recommendations for The Shire

Recommended Shire Program

In Chapter 3 of this report, CPW proposed a series of programming and pricing options for The Shire. Of these proposed programs, CPW feels that a modest program is the most conservative option for The Shire at initial start-up. The inherent risk in this option is financial feasibility related to operating cost. Much of this can be attributed to annual salary expenditures, specifically the Director and Maintenance positions. If one or both of these positions could be subsidized through an annual endowment, then this option is likely to be feasible given full

occupancy. **Maintaining full occupancy should be the goal of AAA in ensuring financial feasibility.**

As demand for The Shire stabilizes over time, CPW feels the most realistic programming option for The Shire is the “Extended” educational program outlined in Chapter 3 of this report. Table 6.1 below summarizes this recommended program option.

Table 6.1 – Extended Educational Program Option

Academic Term	Program Units Per Term				Base Units
	10-Week Terms	3-Week Sessions	Weeks	Days	
Fall			1		21
Winter			1		21
Spring	1				70
Summer				8	16
Total	1	2	8	16	168

The “Extended” program option provides 168 days of annual operation, including a full 10-week academic session during Spring term and concentrates shorter, more flexible sessions during summer. Programming a full academic term during Spring will provide the most stable occupancy option for The Shire in that it would require less student demand to meet full occupancy. It also provides a traditional academic model around which to program content.

The risk in programming a full academic term lies in student expectation. Based on qualitative and quantitative responses from The Shire Student Survey, it is inferred that the longer the academic program (and thus the longer the residency) the higher the expectation for such things as facility amenities, activities, room configuration, and kitchen access. In contrast, maximizing The Shire’s summer use with shorter one-week sessions and weekends will capitalize on the expectedly high demand for this season.

Recommended Pricing

Given the “Extended” program option, CPW recommends using a seasonal-pricing scheme that increases fees based on seasonal demand. Essentially, The Shire would charge the highest fee for summer programs and the lowest fees for winter or fall programs. This would create a graduated pricing schedule similar to that proposed by CPW in Chapter 5 of this report. Table 6.2 summarizes this seasonal pricing scheme based on the “Extended” program option.

Table 6.2 – Seasonal Premium-Pricing Schedule

Term	Daily Units Per Academic Term*	Maximum Students**	Revenue Per Operating Unit	Total Revenue by Academic Term
Fall	21	525	\$56	\$29,356
Winter	21	525	\$38	\$19,861
Spring	70	1750	\$74	\$129,500
Summer	56	1400	\$89	\$125,104
Total Annual Revenue				\$303,821

*Based on the Extended educational program

**Assuming as 25 student capacity

Recommended Operational Model

CPW recommends consolidating staffing in the most efficient way possible to save payroll expense. That stated, CPW recommends an operational model consistent with that proposed for the Extended program option, and summarized in Table 6.3 below. This model results in an annual FTE of 3.85. In the cases of the Director and Maintenance positions, The Shire should look for opportunities to externalize these salary expenditures through annual endowments, as any reduction in these expenditures would significantly aid in The Shire achieving feasibility. AAA may also be able to reduce staff costs by combining Shire positions with other AAA positions, contracting out certain functions, or other approaches.

Table 6.3 - Annual Salary Expenditures—Extended Program

Salaried Position	FTE	Average Annual Salary*	Annual Salary Expenditure
Administration			
Director	1.00	\$65,750	\$65,750
Administrative Assistant	0.00	\$45,500	\$0
Promotion/Marketing	0.50	\$59,000	\$29,500
Total Administration	1.50	\$170,250	\$95,250
Maintenance and Service			
Cook	0.46	\$45,500	\$20,942
Cook Assistant	0.46	\$34,700	\$15,972
Maintenance	1.00	\$42,800	\$42,800
Janitor	0.46	\$32,350	\$14,890
Total Maintenance and Service	2.35	\$155,350	\$94,604
Total	3.85	\$325,600	\$189,854

*Average annual salary based on high and low salary estimates by position at 1.0 FTE

Table 6.4 provides the total annual operating expenditures using the recommended operational model.

Table 6.4 – Total Annual Operating Expenditures—Extended Program

Annual Operating Expenditure	Amount	Percent of Total
Personnel Services	\$189,854	62%
Supplies	\$5,000	2%
Food	\$60,270	20%
Utilities	\$11,904	4%
Maintenance	\$36,793	12%
Total Annual Operating Expenditures	\$303,821	100%

Summary

The recommendations outlined in this chapter provide the most reasonable scenario under which The Shire could potentially break even. Table 6.5 summarizes this revised break-even analysis using all of the operating assumptions used in this report.

Table 6.5 – Revised Feasibility

Regular Pricing				
Potential Shire Program	Initial Start-Up Program	Extended Alternate Program	Alternate Program	Maximum Schedule Program
Total Projected Annual Revenue	\$66,825	\$147,000	\$147,000	\$231,000
Estimated Operating Costs				
Personnel Services	\$136,688	\$189,854	\$189,854	\$250,840
Supplies	\$5,000	\$5,000	\$5,000	\$5,000
Food	\$29,059	\$60,270	\$60,270	\$100,450
Utilities	\$7,164	\$11,904	\$11,904	\$16,507
Maintenance	\$36,793	\$36,793	\$36,793	\$36,793
Total Estimated Operational Costs	\$214,704	\$303,821	\$303,821	\$409,590
Operating Profit (Loss)	(\$147,879)	(\$156,821)	(\$156,821)	(\$178,590)
Department Subsidy	\$50,000	\$50,000	\$50,000	\$50,000
Subsidized Profit (Loss)	(\$97,879)	(\$106,821)	(\$106,821)	(\$128,590)
Premium Pricing				
Potential Shire Program	Initial Start-Up Program	Extended Program	Alternate Program	Maximum Schedule Program
Total Projected Annual Revenue	\$145,307	\$252,636	\$303,821	\$331,532
Estimated Operating Costs				
Personnel Services	\$136,688	\$189,854	\$189,854	\$250,840
Supplies	\$5,000	\$5,000	\$5,000	\$5,000
Food	\$29,059	\$60,270	\$60,270	\$100,450
Utilities	\$7,164	\$11,904	\$11,904	\$16,507
Maintenance	\$36,793	\$36,793	\$36,793	\$36,793
Total Estimated Operational Costs	\$214,704	\$303,821	\$303,821	\$409,590
Operating Profit (Loss)	(\$69,397)	(\$51,185)	(\$0)	(\$78,057)
Department Subsidy	\$50,000	\$50,000	\$0	\$50,000
Subsidized Profit (Loss)	(\$19,397)	(\$1,185)	\$0	(\$28,057)
Seasonal-Premium Pricing				
Potential Shire Program	Initial Start-Up Program	Extended Program*	Alternate Program	Maximum Schedule Program
Total Projected Annual Revenue	\$214,704	\$303,821	\$303,821	\$449,936
Estimated Operating Costs				
Personnel Services	\$136,688	\$189,854	\$189,854	\$250,840
Supplies	\$5,000	\$5,000	\$5,000	\$5,000
Food	\$29,059	\$60,270	\$60,270	\$100,450
Utilities	\$7,164	\$11,904	\$11,904	\$16,507
Maintenance	\$36,793	\$36,793	\$36,793	\$36,793
Total Estimated Operational Costs	\$214,704	\$303,821	\$303,821	\$409,590
Operating Profit (Loss)	\$0	\$0	\$0	\$40,346
Department Subsidy	\$0	\$0	\$0	\$0
Subsidized Profit (Loss)	\$0	\$0	\$0	\$40,346

*CPW recommended program and pricing structure

The seasonal-pricing premium presents the most feasible revenue generating option for The Shire. This option allows The Shire to break-even using each program option, and even turns a profit when using the Maximum Scheduling program option.

While the Maximum Scheduling program option produces a profit in this assessment, CPW recommends using the Extended program option for The Shire at stabilization based on the risk of off-season demand limitations. Aggressive marketing and successful management of operational costs will move The Shire closer to this potential program.

Implementation Steps

This report provides several programming options, pricing schemes, and operational models to assess the feasibility of a field-based educational facility at The Shire: John Yeon Preserve for Landscape Studies. CPW has made recommendations for a proposed educational program and pricing schedule based analysis of an online survey of registered AAA students. As mentioned earlier in this chapter, any implementation decision based on the recommendations made in this report should be conservative in nature. If an implementation decision is made, there are several remaining steps before occupancy. Many of these steps, or what can collectively be called “phases”, are detailed in the Walker-Macy study of The Shire. The remaining phases include:

- **Capital Phase.** This phase involves raising all necessary funding to proceed with the design and construction of the facility.
- **Design Phase.** This phase involves conducting a detailed market study for the design and construction of the proposed facility, and refining the site and building plans.
- **Entitlement Phase.** This phase involves research entitlement, including due diligence in conducting all land analysis, permitting, environmental impact, and other necessary requirements in the entitlement process.
- **Programmatic Phase.** This phase involves researching and developing academic programming for The Shire.
- **Construction Phase.** This phase involves site preparation and construction of the proposed facility.
- **Operations Phase.** This phase involves all necessary steps leading to occupancy and operation of the facility, including the hiring of staff

In summary, it is CPW's assessment that a Study Center at The Shire can break even on operating costs if it is (1) well marketed and managed, (2) seeks ways to limit operations costs, (3) provides

programs that are attractive to students, and (4) uses a seasonal-premium pricing system. If a decision is made to proceed, AAA and The Shire Advisory Committee has additional work to do to better define educational programs, explore the logistics of operating a facility including staffing and management. Analysis of case studies suggest that many comparable facilities exist and operate successfully. While considerable work remains to be done, CPW thinks a Study Center at The Shire could be financially viable and would be a key asset to AAA and the University of Oregon.

Appendix A

Shire Student Survey Results

This appendix provides raw data from the Shire Student Survey.

Q1 - Have you ever visited the Columbia River Gorge as a destination?

Answer Options	Response Percent	Response Count
Yes	64%	251
No	36%	142
Answered Question		393
Skipped Question		0

Q2 - Prior to this survey, have you ever heard of The Shire?

Answer Options	Response Percent	Response Count
Yes	54%	214
No	46%	179
Answered Question		393
Skipped Question		0

Q3 - Would you be interested in participating in a field-based academic experience in the Columbia River Gorge?

Answer Options	Response Percent	Response Count
Yes	67%	265
No	13%	50
It depends (please explain)*	20%	78
Answered Question		393
Skipped Question		0

* See Appendix B

Q4 - Please indicate your level of interest in studying at The Shire as a part of a field-based academic experience:

Answer Options	Response Percent	Response Count
Very interested	31%	102
Somewhat interested	65%	217
Not interested at all	4%	13
Answered Question		332
Skipped Question		61

Q5 - Please explain your response to question 4.

Answer Options	Response Count
Answered Question*	329
Skipped Question	64
* See Appendix B	

Q6 - Would you be interested in a field-based study program offered through the School of Architecture and Allied Arts?

Answer Options	Response Percent	Response Count
Yes	80%	254
No	3%	8
It depends (please explain)*	17%	55
Answered Question		317
Skipped Question		76
* See Appendix B		

Q7 - How important is it for a field-based study program to relate to your academic area of study?

Answer Options	Response Percent	Response Count
Very Important	49%	149
Somewhat Important	44%	133
Not Important	7%	22
Answered Question		304
Skipped Question		89

Q8 - If a desired class was only offered at The Shire, would you be more willing to attend?

Answer Options	Response Percent	Response Count
Yes	55%	167
No	18%	54
It depends (please explain)*	31%	94
Answered Question		304
Skipped Question		89
* See Appendix B		

Q9 - Please rate your level of interest in the following field-based study programs at The Shire

Answer Options	Very Interested	Somewhat Interested	Not Interested	Rating Average	Response Count
For-credit undergraduate-level classes	37.2% (113)	26.0% (79)	36.8% (112)	2	304
For-credit graduate-level classes	32.6% (99)	37.2% (113)	30.3% (92)	1.98	304
Non-credit classes	11.8% (36)	43.1% (131)	45.1% (137)	2.33	304
Classes in my major	65.5% (199)	30.9% (94)	3.6% (11)	1.38	304
Classes outside of my major	15.8% (48)	53.9% (164)	30.3% (92)	2.14	304
Studio	53.9% (164)	30.9% (94)	15.1% (46)	1.61	304
A one term interdisciplinary program	40.5% (123)	44.1% (134)	15.5% (47)	1.75	304
Answered Question					304
Skipped Question					89

Q10 - Please rate your level of interest in the following program lengths.

Answer Options	Very Interested	Somewhat Interested	Not Interested	Rating Average	Response Count
One day	39.8% (121)	36.8% (112)	23.4% (71)	1.84	304
Weekend	58.6% (178)	35.2% (107)	6.3% (19)	1.48	304
One Week	45.4% (138)	44.4% (135)	10.2% (31)	1.65	304
Three Weeks	29.3% (89)	45.4% (138)	25.3% (77)	1.96	304
Ten Weeks (Academic Term)	29.6% (90)	40.1% (122)	30.3% (92)	2.01	304
Answered Question					304
Skipped Question					89

Q11 - Please rate your level of interest in attending a field-based study program at The Shire during the following terms

Answer Options	Very Interested	Somewhat Interested	Not Interested	Rating Average	Response Count
Fall	34.5% (105)	57.9% (176)	7.6% (23)	1.73	304
Winter	12.8% (39)	43.4% (132)	43.8% (133)	2.31	304
Spring	48.0% (146)	45.7% (139)	6.3% (19)	1.58	304
Summer	58.6% (178)	33.2% (101)	8.2% (25)	1.5	304
Answered Question					304
Skipped Question					89

Q12 - Please rate your level of interest in the following subjects if they were offered as part of a field-based study program at The Shire.

Answer Options	Very Interested	Somewhat Interested	Not Interested	Rating Average	Response Count
Landscape Architecture	41.1% (125)	38.5% (117)	20.4% (62)	1.79	304
Architecture	52.0% (158)	24.3% (74)	23.7% (72)	1.72	304
Interior Architecture	21.4% (65)	34.2% (104)	44.4% (135)	2.23	304
Historic Preservation	26.6% (81)	41.1% (125)	32.2% (98)	2.06	304
Art	41.8% (127)	37.8% (115)	20.4% (62)	1.79	304
Art History	18.1% (55)	37.5% (114)	44.4% (135)	2.26	304
Arts and Administration	10.5% (32)	27.6% (84)	61.8% (188)	2.51	304
Planning, Public Policy and Management	23.0% (70)	34.5% (105)	42.4% (129)	2.19	304
Interdisciplinary: Cultural Geography of the Pacific Northwest	30.6% (93)	45.7% (139)	23.7% (72)	1.93	304
Interdisciplinary: Gorge Management	20.4% (62)	37.2% (113)	42.4% (129)	2.22	304
Interdisciplinary: Ecology of the Gorge	30.3% (92)	37.5% (114)	32.2% (98)	2.02	304
Interdisciplinary: Geologic History of the Gorge	24.3% (74)	40.5% (123)	35.2% (107)	2.11	304
Interdisciplinary: Rural Economic Development in the Gorge	26.3% (80)	36.2% (110)	37.5% (114)	2.11	304
Answered Question					304
Skipped Question					89

Q13 - An integrated field-based study program is an academic program taught primarily at the University of Oregon campus in Eugene with a complementary field-based component at The Shire. How would you rate your level of your interest in integrated field-based study?

Answer Options	Response Percent	Response Count
Very Interested	43%	132
Somewhat Interested	55%	167
Not Interested	2%	5
Answered Question		304
Skipped Question		89

Q14 - Please rate your level of interest in the following integrated field-based study programs.

Answer Options	Very Interested	Somewhat Interested	Not Interested	Rating Average	Response Count
A Shire program option	37.8% (113)	48.2% (144)	14.0% (42)	1.76	299
A Shire certificate program	20.1% (60)	46.8% (140)	33.1% (99)	2.13	299
A non-credit continuing education program	13.0% (39)	35.8% (107)	51.2% (153)	2.38	299
Professional development courses	33.1% (99)	52.2% (156)	14.7% (44)	1.82	299
Answered Question					299
Skipped Question					94

Q15 - Please rate your level of interest in the following opportunities if they were offered as a part of a field-based study program at The Shire.

Answer Options	Very Interested	Somewhat Interested	Not Interested	Rating Average	Response Count
Integration with Portland resources	56.4% (171)	33.7% (102)	9.9% (30)	1.53	303
Regional field trips	67.3% (204)	30.7% (93)	2.0% (6)	1.35	303
Studio experience	61.1% (185)	27.1% (82)	11.9% (36)	1.51	303
Guest Instructors	58.4% (177)	37.6% (114)	4.0% (12)	1.46	303
Guest Lecturers/Visiting Artists	59.7% (181)	34.7% (105)	5.6% (17)	1.46	303
Answered Question					303
Skipped Question					90

Q16 - Please rate the level of importance for each of the following amenities while attending a program at The Shire.

Answer Options	Very Important	Somewhat Important	Not Important	Rating Average	Response Count
Cable television	4.0% (12)	16.7% (50)	79.3% (238)	2.75	300
Internet access (Ethernet)	65.0% (195)	28.0% (84)	7.0% (21)	1.42	300
Wireless internet (Wi-Fi)	60.7% (182)	32.0% (96)	7.3% (22)	1.47	300
Community space	72.7% (218)	25.3% (76)	2.0% (6)	1.29	300
Studio space	72.3% (217)	19.7% (59)	8.0% (24)	1.36	300
Library	45.7% (137)	46.0% (138)	8.3% (25)	1.63	300
Parking	32.7% (98)	40.3% (121)	27.0% (81)	1.94	300
Answered Question					300
Skipped Question					93

Q17 - Are there other amenities that would make the facility more attractive to you? Please list below.

Answer Options	Response Count
Answered Question*	118
Skipped Question	275
* See Appendix B	

Q18 - A majority of the proposed programs at The Shire will require room and board for extended periods depending on the program length. The proposed facility at The Shire will provide student housing with dorm-style or bunk rooms and an on-site kitchen staff to prepare meals. If you have any comments on this proposed configuration, including housing and meal options, please write in the space provided.

Answer Options	Response Count
Answered Question*	120
Skipped Question	273
* See Appendix B	

Q19 - How much would you be willing to pay for room and board while attending a program at The Shire?

Answer Options	Response Percent	Response Count
More than the current rate for living in a residence hall	6%	17
The same amount as the current rate for living in a residence hall	38%	115
Less than the current rate for living in a residence hall	56%	168
Answered Question		300
Skipped Question		93

Q20 - What is the highest amount you would be willing to pay for room and board while attending a program at The Shire?

Answer Options	Response Percent	Response Count
Less than 5% above the current rate for in living a residence hall	18%	3
Between 5% and 10% above the current rate for living a residence hall	29%	5
Between 10% and 20% above the current rate for living a residence hall	24%	4
More than 20% above the current rate for living a residence hall	29%	5
Answered Question		17
Skipped Question		376

Q21 - What is the highest amount you would be willing to pay for room and board while attending a program at The Shire?

Answer Options	Response Percent	Response Count
Less than 5% below the current rate for in living a residence hall	8%	13
Between 5% and 10% below the current rate for living a residence hall	27%	44
Between 10% and 20% below the current rate for living a residence hall	34%	56
More than 20% below the current rate for living a residence hall	32%	53
Answered Question		166
Skipped Question		227

Q22 - How influential are each of the following on your willingness to pay more than the current room and board rate to live and study at The Shire:

Answer Options	Very influential	Somewhat influential	Not influential at all	Response Count
Preference of room and board configuration (e.g. double-occupancy or group quarters)	33.0% (98)	44.4% (132)	22.6% (67)	297
Preference of facility amenities (e.g. internet, library, community/multi-use space, etc.)	42.6% (126)	46.6% (138)	10.8% (32)	296
Preference of program offerings (e.g. studio, class subjects, seminars, etc.)	66.3% (197)	25.6% (76)	8.1% (24)	297
Answered Question				295
Skipped Question				98

Q23 - If a desired class was only being offered at The Shire during a specific term, would you be willing to pay a higher fee to attend during that term?

Answer Options	Response Percent	Response Count
Yes	18%	52
No	52%	154
It depends (please explain)*	30%	89
Answered Question		295
Skipped Question		98

* See Appendix B

Q24 - Are you currently enrolled as an undergraduate or graduate student?

Answer Options	Response Percent	Response Count
Undergraduate	58%	212
Graduate	42%	152
Answered Question		364
Skipped Question		29

Q25 - What is your class status?

Answer Options	Response Percent	Response Count
Freshman	4%	16
Sophomore	8%	28
Junior	17%	62
Senior	30%	108
Master's Program	41%	148
PhD Program	1%	2
Answered Question		364
Skipped Question		29

Q26 - What is your academic program?

Answer Options	Response Percent	Response Count
Art	20%	61
Art History	0%	1
Architecture	54%	164
Interior Architecture	9%	27
Landscape Architecture	2%	6
Historic Preservation	3%	8
Arts and Administration	2%	7
Planning, Public Policy and Management	6%	19
Other (please specify)*	4%	12
Answered Question		305
Skipped Question		88

* See Appendix B

Q27 - Do you currently live in University Housing?

Answer Options	Response Percent	Response Count
Yes	8%	30
No	92%	334
Answered Question		364
Skipped Question		29

Q28 - What kind of university housing do you live in?

Answer Options	Response Percent	Response Count
Residence Hall	70%	21
Apartment	27%	8
House	3%	1
Answered Question		30
Skipped Question		363

Q29 - Do you have any other thoughts you would like to share with us?

Answer Options	Response Count
Answered Question*	351
Skipped Question	42
* See Appendix B	

Survey Cover Email

We need your help!

The Shire: John Yeon Preserve for Landscape Studies is a 75-acre site on the Washington side of the Columbia River Gorge directly across from Multnomah Falls. The late architect and preservationist John Yeon spent 30 years transforming The Shire into a personal landscape preserve. Yeon intended a place of solitude and reflection, creating a lush landscape with complex vistas that capture the magnificence of the Gorge.

The School of Architecture and Allied Arts (AAA) is evaluating the feasibility of a retreat and study center at the Shire that would provide a field-based educational experience encompassing all disciplines within AAA. The proposed study center at the Shire would offer a variety of academic programs oriented toward students in AAA. Field-based study programs may range from one day to a full academic term (10 weeks) in length. The proposed facility at the Shire will provide student housing with dorm-style or bunk rooms and an on-site kitchen staff to prepare meals.

To assess student interest in field-based programs at the Shire, we are conducting a survey of all students currently enrolled in a AAA degree program. We will use the results to help assess the feasibility of such a facility, as well the type and variety of programs to offer.

AAA would appreciate your participation in this online student survey. The survey will take approximately 5 minutes complete, and your responses will be anonymous. This survey is for research purposes only. Your participation in this survey is completely voluntary and your completed survey indicates your willingness to participate in this study. If you have any questions regarding this survey, please contact Robert Parker, CPW Program Director at rgp@uoregon.edu or 346-3801.

Please click on the link below to begin the online survey.

<http://www.surveymonkey.com/s.asp?u=112222819098>

Thank you,

Rob Thallon
Associate Dean for Administration

Appendix B

Qualitative Survey Responses

This Appendix provides qualitative responses for the open-ended questions in the Shire Student Survey. The statements below are presented as written by respondents.

Q3: Would you be interested in participating in a field-based academic experience in the Columbia River Gorge?

1. It depends on time
2. I would participate if I got credit for the experience, and if I was able to network with professionals in the career field I was interested in pursuing.
3. Only if we could add to the blah that is there, it could be a place of solitude and reflection, creating a lush landscape with complex vistas that capture the magnificence of the Gorge, but it isn't. I have been there before and if you are seriously going to "do" something with this place like build dorms you should plan to really DO something magnificent. Transform it, into a place the students can actually test their designs full scale, allow it to foster a real interaction between all of the "allied" arts. This place really could restore the Oregon project's potential from scratch. The shire is virgin land with endless possibilities and directions. Keep it pure, yet let it grow itself out of its new way of learning. Designers could actually use string or paper to create the 3D volumes of space that they intend to design. One could actually start to feel the space that they imagine in drawings and models. Maybe some projects would actually be constructed; large design build collaboration projects, where each studio builds an additional piece of finished structure each year, but everyone in the class partakes in the design. Then they could be: the clients, contractors, and construction workers, all at the same time. I have always wondered what something I have designed looks like in its monumental real space and time; it would be great to actually test myself physically and mentally. Students would have a whole new understanding of design if they actually had to build their buildings. INCORPORATE art!!!!!!!!!!!!!! I am a sculptor more than a physicist. Let me create, not calculate. ~Klukis ps. By the way I am graduating at the end of next term with degrees in Architecture and Art, and I do not feel like the arts are allied at all, the hearth is the only interaction between disciplines and it is a shame. I have learned just as much from a drawing 233 art course, as I have from media 423 course in architecture, both should be taught together; maybe from the two different instructors with a large mixed discipline student body. Just an idea, but that's exactly what this school is. This shire may not affect me at all, but I wanted to express my concerns so that they may enthusiastically affect other people like me for later to come. Oregon has a good name but it has the potential to have a great name . . . well so much for a five minute survey.
4. If these field-based programs included some in fine arts as well as design.
5. It really depends on what types of courses are offered. If the target is LS and Arch students, then most likely not. However, as an art student, I went with the Landscape Architecture program to Kyoto. I really enjoyed the opportunity to work on a project with students from that program. There are not that many times that Art and Architecture programs overlap, but I think it could be interesting. However, I would like to see it on a more even playing field.
6. I'm not sure what a "field-based academic experience" means or entails
7. I would like to see a clearer proposal of the housing, meal, and transportation plans
8. How does it relate to the rest of my education that quarter... because its going to take a lot of time to try and get acclimated to that area and get a feel for the site. Am I expected to be in Portland already, or spend more than one night in the area coming from Eugene?
9. if timing is right i would love to

10. It would be nice to have a conducted field trip here. Perhaps to take the time to explore the environment, take photographs, paint, draw, or just to investigate the land and its makeup. It would also be of interest to me to look at the space from a landscape architect's view, to understand that type of balance and harmony. I personally would like to have a term-full worth of academics to explore while I am up there. I would not want to have to travel between the C. Riv. Gorge and Eugene just because of classes.
11. how much time it would involve, etc...
12. I would but I graduate this spring and won't have the opportunity.
13. The experience would have to take a holistic approach, among all of the disciplines in AAA.
14. need to know more info.
15. on what the topic or focus of the study was
16. It would depend on my current academic situation (studio requirements, courses I'm taking, etc). If this would allow, I think the Shire would be an interesting opportunity.
17. It depends on how much financial support it offers and the type of programming.
18. It would obviously depend on the type of program offered there. I do know that the Columbia River Gorge would offer a beautiful location, and that alone would be inviting.
19. finishing BFA this year
20. on what the program offers.
21. The timing of overnight visits would depend for me. I would be interested in participating at the Shire, but it would have to be at specific times (likely the summer) due to my child care needs.
22. I dont know what i would be doing yet...
23. if i wasnt graduating soon, maybe
24. could I take it while taking classes at the U of O? Where would I live?
25. duration, living arrangements, courses available, credits, (out of state) tuition expenses...
26. its so far away and takes away from my day. architecture students are too busy.
27. Cost and time of year/amount of time, etc.
28. transportation would be an issue for me
29. I will be graduating, so I won't have the chance.
30. How long is the program? What would it cover, just landscape arch.?
31. it is a bit of a trek to get there, which doesn't seem to make it overly feasible, especially for students without transportation...it is easy enough to get to portland by public transport, but the Gorge??? It would make more sense to me to do something like this closer to Eugene, a retreat center or place for off-campus courses could be a nice thing. THis location, as I said already, doesn't make sense to me.
32. Efforts would need to be made to make it physically accessible...if I knew this had happened I would want to participate.
33. it depends
34. It depends on what other classes I would be taking that term.
35. what sort of academic experience?
36. need more specifics
37. I'm not sure exactly what a field-based experience would entail. Does that mean design build? Preservation? Site documentation? How long would the program last for? An entire term? A few weeks over the summer? etc.
38. I think it's a great opportunity for students who aren't graduating this year.
39. upon what and when

40. What does this mean anyway?
41. what when where why how
42. Scheduling, cost
43. time comitment and money involved need to be disclosed
44. I wouldn't necessarily like to go for a full term. . .a shorter amount of time would be better.
45. Is tuition the same? What classes would I be taking?
46. it would depend on the nature of the program/project. it would have to be pretty enticing to get me to want to live in a bunk house for a while. that's probably just me, but maybe not.
47. I'm not sure
48. Whether accurate "credit" would be given to the attendees, when it would be (ie during the day or over a weekend) and how much it would cost...etc.
49. Duration of stay. I have a family.
50. it depends on what the purpose of the trip is. what about the river gorge will we be studying?
51. Depends on the amount of time, i.e. just one weekend or multiple weeks?
52. What would be the objective of study? If the purpose of the study would be to experiment with off grid architectural strategy, it could be very interesting. It might also make an interesting case study location for use of alternative building materials.
53. housing conditions, time of the year, duration of the program, faculty instructing etc.
54. It would depend on expense, when, for how long, and what exactly it would have to offer. Right now it sounds like something only landscape arch. students would be interested in.
55. within couple days
56. When would it be offered, if offered during the week it would interfere with my other classes. If it was a ten week class than would i be able to fill an entire schedule with courses there (16 credits)?
57. It depends on what it would entail
58. I have kids and a wife. Housing/visitation would have to be worked out.
59. I'd have to learn more about what benefits there would be if I attended.
60. I would get more out of visiting the Shire by experiencing it as Yeon created the site: without inhabitable structures.
61. how long is the experience and would there be accomodations for families with children?
62. Is there comfortable lodging?
63. ...on the transportation situation, the accomodations, the time/duration of the program, and the topic of study
64. Probably not as I am graduating in June, but if I wasn't I would think it was an interesting opportunity.
65. It depends upon the dates and the theme of the event.
66. Would depend on the program, time of year, and its length
67. I'm a PPPM student. Is there a way you could tie this experience with policy issues?
68. It would depend upon what sort of experience was offered, particularly how applicable it was to my studies.
69. How often the class is held there -- a few times within a quarter would be fine, but every week up there would be too much traveling.
70. on cost and timing
71. I'm not sure how it would relate to art history, but possibly.

- 72. I would need more information. I'm not that familiar with the site.
- 73. length of time and subject matter
- 74. It would depend on the curriculum. I would prefer a holistic approach that best combines the study of architecture, landscape architecture, historic preservation, painting, art history, and sculpture - -in short, combining ALL of the disciplines of AAA. Emphasis should strive toward collaboration of the departments, not isolation. Studying Yeon's historical influences, coupled with his design influence and methods, might make a good starting point for students to approach design problems based on REAL projects in and around the Greater Portland area, as well as the Columbia River Gorge. Emphasis for projects MUST pursue a variety of both rural and urban contexts.
- 75. If it was offered after graduation- for current students and practitioners both.
- 76. I would need more information on the academic experience.
- 77. On the topic...
- 78. I understand the shire is a great way to study landscape architecture and landscape preservation, but if the shire also had an element of community and regional planning, or public policy it would also appeal to planning students in the AAA school. If there is no planning or policy element to the shire, then as a planning student I would not be interested.

Q5: Please explain your response to question 4

- 1. Not in my degree plans and time is an issue
- 2. I'm still not sure whether or not I would study at The Shire because I'm not sure whether or not it would benefit my future career.
- 3. I will be graduating Spring term so this doesn't really apply to me.
- 4. Field experience far out weighs the in class experience for learning.
- 5. I already did in question 3.
- 6. It would be an excellent experience to be working onsite.
- 7. It would be so nice to educate myself outside of the classroom and in an environment as nice as the Shire sounds. I would love it, as an architecture student.
- 8. about to finish school, but it would be interesting. interested in seeing what would be studied there.
- 9. I'm not quite sure what The Shire would offer to Digital Art Majors.
- 10. I have never been there, but I have heard about its beautiful features and am interested.
- 11. Wow, does it really need an explanation? The description I saw in the email was enough of a reason!
- 12. Are the programs only architecture related or would there be programs for the arts?
- 13. sustainable development related
- 14. I'd be interested, however am in final year, doing BFA work and Honors College work, so no time now.
- 15. As an art major who is fascinated by all facets of art i would love to see the shire and have a chance to possibly use my experience there fo credit
- 16. I believe that any opportunity that takes artists and students out of the classroom and into new environments is something that would interst many.
- 17. I am very interested in the style that you are working with.
- 18. Graduating in June. However, if it had been an option while I was here, I surely would have been very interested.

19. I often find that my creativity can be more easily exploited and used when I am out of my element. When I am out of my routine and daily setting and experience something I had never done before, or see something I have never seen, if I immerse myself in it I can come up with novel ideas and create more interesting work.
20. I am not sure what a "field-based academic experience" is. I am not sure if "field-based" is term that is embraced by the architecture field. When I think "field-based" I think science, so I am not sure how this relates to my interests.
21. After finding out about the Rural Studio in Alabama, I really wanted to do something more hands on as a part of my university experience other than a weekend design charette. This sounds very interesting and promising and I hope it works out!
22. I don't know anything about it, how much it costs, how much time it takes, etc.
23. I have heard wonderful things about the Shire although I have never been there, and I think there is value to studying away from the main Eugene campus
24. i would be interested in a day to extended weekend retreat experience... but would not want to stay for a semester, too long.
25. it depends on the type of program, who was teaching it, and what kind of project we would work on
26. I would like to see a clearer proposal of the facility before becoming incredibly interested
27. I'm not sure what the teaching goals and aims are, that can make the difference between a useless and a wonderful educational experience.
28. Any new opportunity to study an interesting Northwest landscape site in a structured and possibly extended time frame and environment would be welcome. The Gorge is a beautiful backdrop with many interesting features to incorporate into a study of design.
29. I'm interested in studying at the Shire as part of my 4th or 5th year at the UO Arch. School. I'm currently a 3rd year student, and learned about the Shire through a terminal studio presentation during my first year in the program, and am currently enthralled by the opportunity this place affords UO students.
30. Depends on cost
31. It sounds as though students would have the opportunity to experience a "hands on" learning environment in which they are provided with a wider variety of classes... that would be great....
32. this is too early in the survey for such a challenge. i don't know enough to be committed.
33. Lack of Knowledge prohibits my desire.
34. I don't really know what studies at the Shire would involve.
35. I'm not really sure what this would entail. I would like more details.
36. Hands-on field work offers opportunities that cannot be found within the confines of the classroom.
37. I would want to know more about what exactly we would be studying and why
38. I imagine I would be interested, provided the program or specific study experience offered explored a topic I found interesting.
39. Sounds interesting, and I do well in experiential learning environments.
40. Field based study would enhance my learning by increasing my skills in leadership, development and team work.
41. i dont know what it is
42. I think it would help architecture students understand general landscape design. Physically experiencing architecture and landscape architecture is a much more enriching education tool as opposed to studying them in book.
43. I would like to know more about the specific programs available at the site.
44. I will be graduating next year and am not sure how it would fit into my schedule.

45. I'm interested to see the shire, but I'm not exactly sure what sort of research/work we could do there. Would there be a design/build project? If that were the case I would be very interested
46. If I knew that I had options to explore that are of interest and are advantages to both my future career and me, then, yes, I would be interested in studying at The Shire. I would only want to study there full-time, though (an opportunity to have 12-18 credits worth of classes). Having some dorms and a kitchen set up are a great idea.
47. I'm very interested
48. It would be interesting, but I wouldn't be able to go there for more than a day trip or weekend trip.
49. I'd have to know more about it?
50. I think education outside the walls of a studio is very important.
51. Hands on learning is what persists. Books are great tools for tests, but experiential learning lasts a lifetime. This sounds like a beautiful place and a real gift to anyone who gets to experience it. It also sounds like a break in the seemingly endless nights spent in Lawrence Hall. I think the major problem with such a program would be turning down the hundreds of students dying to participate.
52. The Shire could be AAA's gem: students from all of the AAA disciplines could work together on design/non-design projects that are either learning experiences, OR actual projects set up with Portland, other local communities, OR State Parks, The National Park and National Forest Service, and perhaps the Bureau of Land Management. The important thing would be to take AAA's mission of a cooperative approach one step further, and integrate students of different disciplines on projects.
53. I think that it would be fun but it would really depend on the classes that would be offered.
54. I am an architecture major with strong interest in landscape architecture, so I think this type of program could be very positive in my architectural education.
55. Early on in my education at this school one professor mentioned the shire in a lecture showing us some pictures and explaining that it was donated to the school. I have always wondered why it was not integrated into our department for us to use and study. It would be a wonderful site for design projects that students could have access too. It would also be a wonderful place for landscape students to work.
56. I would need more information to make an educated response.
57. Interested in a new experience.
58. I would like to know more about it at this point.
59. I like the Columbia River Gorge and what i've heard about The Shire
60. I think more on site/field based experience for architecture students would add a lot of valuable learning experiences to our curriculum. Having a place such as the Shire, that would be ours to use and learn from in the long term would be priceless.
61. Depending on costs, timing, coordination with other classes, the nature of the courses (are they of interest?) etc.
62. I don;t know enough about it to be informed
63. Any hands on, environmentally related course, in the field is something I am more than interested in participating in.
64. I'm a PPM major, I don't know what I want to use as my specific area of study or what sort of a career I'd like to pursue. I think it would be nice to have more options as far as my courses and this sounds like a wonderful opportunity to provide those options as well as experience.
65. Well, if something like this was set up for a full academic term it would have to be some large number of credits. It could be kind of hard due to some people having jobs or local commitments. Unless it was some weekend based program for ten weeks. Information seems a little vague. I would be a little more interested but with out some proposed ideas or more detailed information.

66. it seems like a great place to be but as a grad student i don t have much time here and i want to make the most of it and if i m going spend time away from the eugene campus i feel like i should take the chance to go overseas. having a variety of longer and shorter(non semester length) options may help
67. I am not sure how Arts Admin. students would be/could be involved...but I would like to learn more!
68. Would be interested in a combined landscape architecture, architecture, preservation and arts administration approach to the preservation and use of the Shire.
69. I visited the Shire this fall and it is such a shame to own such a beautiful piece of land and barely anyone knowing about it and getting to experience it.
70. I do not know enough about the Shire to know if it is something that I would be interested in.
71. I have already planned on participating in a couple of study abroad opportunities and the Portland Urban Design program. I would likely have little time in the rest of my college career to do a program like this. I could be persuaded to readjust my plans depending upon what would be offered there.
72. The shire is for lanscape arch. I am studying regular arch. not much use to me unless they have a studio for an interpretive center or something
73. It depends on the projects.
74. I would like to see programs geared towards drawing and painting at the Shire. I have never visited, but I know from experience that it can be difficult to transport all the 'gear' one needs to be able to draw or paint outside and having a class, or classes set-up in the area would be wonderful.
75. I think it sounds very interesting and fun, but I am not sure that it fits into my acedemic schedule.
76. sounds terrific
77. it sounds fun
78. It would depend on what classes are offered and if I need them for my program. As well as the price and the term offered.
79. It depends on what we'd be doing, but if it's anything related to architecture, I'm in.
80. practice experience and knowledge is extremely valuable, especially since we have such a wonderful resource such as the shire.
81. I don't know anything about and what kind of studies would take place there. Also, I will have graduated at the end of this current school term.
82. I don't know what The Shire is or what exactly the experience would entail.
83. Again, I don't know what kind of academic experience would be offered. A studio? A landscape study? A media course?
84. I really don't understand what the courses would be but that part of the country is beautiful and I am interested in hands on experience.
85. I love the outdoors, especially as a place for learning.
86. My decision to go would be based on the relevance of the classes offered there. Also, living in a dorm-like situation might be difficult for me because I have very specific dietary concerns.
87. i would love to field trip up to a place such as the shire to study/draw what ever
88. Might be biased toward landscape study, where as my intrests would be broader.
89. It likely won't affect me at all seeing as I'll be graduating in spring. I would be intrigued, but I don't know if what the program has to offer fits my needs as an art student.
90. I find that when i'm taken out of my "normal" enviroment i can be more focused on my creative process.

91. As an MPA student, I do not necessarily see the direct correlation between my degree program and this location. However, it does sound like a great retreat area, and/or a good place to study sepearated from the "noise" of every day life. Essentially, I would be itrigued by an oppportunity that seemed appropriate, but I also think I could live without it.
92. I would find a setting like that very inspiring, and so I think it would help me integrate what I'm learning with my personal motivating professional dreams and goals. Also, I think my and others' perspectives on what we learn (and absorption of material) would be very different in such a nature setting than sitting in an ugly classroom. Finally, and most importantly, the chance to apply theory to a real-world setting like that would be an invaluable oppportunity that might very well help me make a decision to attend graduate school here rather than somewhere else.
93. It sounds like a great oppportunity to provide a unique experience that is close to home.
94. Not sure what it entails
95. I don't know anything currently about the Shire and what exactly the program would be so it is difficult to say if I am interested or not.
96. As a first year Option III class, we traveled to the Columbia River Gorge, do to sketching and to get acquainted with Oregon since many of us were new to the area. It was a great experience, personally and academically. If the academic field studies and retreat center is incorporated into the curriculum experience, I could see the center as an asset. The chances of using the center independent of school requirements are slim, however, since I lack access to a vehicle and to time for trips outside of architecture.
97. I dont know what the study would be on so more information would help me make a better decision
98. it's an inspiring place
99. I am not entirely sure what this field based study entails, but any learning experience outside the classroom should be interesting
100. I am interested in the Shire because the rumors are that it is beautiful. My hesitations revolve around its location and that the knowledge that when studios or other coursework are connected with relatively nearby sites, the is often an expectation for visits that is often challenging for people like me without a car. A two-week 2-credit course during the early fall seems like it would be very appealing if it could be a live-in sort of arrangement, but something with regular commutes would pose challenges.
101. Dont know enough about the experience
102. Sounds intriguing.
103. I would be very interested if it were offered next term.
104. I could be very interested, but it would depend much on what type of program is devised. Short workshops seem more appropriate, or studios or courses that integrate short stays/study periods there (weekends, or a week?). But the proposition of a term program raises questions about the limitations of physical and student/faculty resources at the location - what would the shire offer over a longer period that couldn't be found in eugene or portland (with a short trip/trips)?
105. I think it would be a wonderful experience, and yet another oppportunity for students with in the AAA to advance their knowledge of design.
106. I feel that experience outside of the University of Oregon is vderly important to our education and it broadens our perspective on arvhitecture.
107. I think that it would be a great environment and be an excellent community and learning experience
108. Nearing the end of my academic career and have limited time to give. Perhaps as a continuing education study
109. It sounds like a great oppportunity, however I am graduating in the spring.
110. I don't know what I would specifically study. I want to take classes at the U of O in eugene.
111. The retreat experience would be great; pictures I've seen of the Shire look wonderful.

112. The chance to have extended study to further skills in leadership and organizational structure, conflict and mediation skills, bonding with cohorts, & planning and sustainability would be a very good addition to AAA.
113. I like field experience and AAA needs more
114. It would be very helpful to be able to dedicate all my attention to art for some period of time. Being away from my normal social life and work obligations, as well as being in such a beautiful setting, seem very conducive to this.
115. I don't know exactly what it would mean for architecture, but I'm envisioning some of green showcase building.
116. After watching the rural studio I am more inspired to complete a design/build studio. I have hesitations because I would be afraid that I wouldn't be beneficial.
117. I would need more information that describes exactly what field-based academic experience would be offered, and most importantly, at what cost.
118. I've been to the Shire for a UO Summer Architecture Academy in 2003 field trip and loved the location. I remember the directors of the Shire distinctly refuse building or allowing the public on the site. Why the change of heart? How relevant would it be to my education to spend time at the Shire? Would I be offered classes/credits that were helpful to my degree? Is this directed towards landscape arch. majors or am I, as a third year undergrad B.Arch just as welcome? Where would we stay? (Since it's in Washington, and I'm from there,) would I be paying out of state tuition?...
119. I am graduating this Spring but I think a nature preserves and field-based educational experiences are good things. My only concern would be any possible negative affects on the preserve by careless students. Special care should be taken to instill respect for the area in any people who might go there.
120. It would obviously depend on what is offered and the length of time involved.
121. sounds like fun
122. As an Option III Arch. student, this would've been a wonderful place to learn site analysis and landscape media. A chance to get into it in depth without distractions.
123. I would want to know what kind of "academic experience" is being offered before committing to anything. Is it a landscape architecture curriculum? Is it an architectural design project? Is it to develop media skills? What are you going to teach me that would make me want to go?
124. As a PPPM student, I would like more collaborative projects with architecture and landscape architecture students and faculty. And, stepping out of the classroom often engages students on a different, less familiar level.
125. Its too far and my time is too valuable to commute. not convinced it would be worthwhile.
126. Sounds wonderful!
127. This program would be great!
128. Again, cost, etc, and would need more information.
129. For me, it would depend on how long a period of study would be. If it were something like a weekend or a week, that would be great. I don't know if an entire term would be plausible for me at least.
130. Time is always an issue and I have a VERY tight schedule so although I'd love to help I don't know how realistic it is. (I really love the shire and what it represents)
131. I think this would be a good opportunity for students to engage with the outdoors and incorporate nature into their artwork. It is vital that the construction of student housing and other buildings do not interfere with the integrity of the location and the wishes of the founder.
132. i have been to the shire and didn't find the outdoor rooms very helpful for my understanding of architecture. it was a beautiful place, and great for a party or conference, but i don't know what i would study there.
133. I feel like i would have to know more about the program, but I think it is a great location.

134. I have never been to the Shire, so I cannot say for sure whether I would like to study there. However, I value academic experiences that are varied and offer many experiences. Taking a part in a field based satellite location would definitely constitute the above.
135. Is student housing provided? Any extra costs not normally incurred in Eugene/Portland? What professors/professionals would be teaching at the Shire? Entire term? Over a vacation/summer? Any requirements satisfied as part of the program (opt3 arch grad students don't have much freedom in our schedules)? Spouses/partners accommodated?
136. It would totally depend on whether or not transportation there was available...if I felt like going that far was worth it, i.e. if the course was stellar, and not something that I could have access to at the U of O.
137. I find The Shire to be a place of beauty, relaxation, and inspiration. As design people, we are always seeking inspiration, and it would be great if more students were able to take advantage of this experience...especially in a more in-depth experience and not just a 2 hour visit.
138. more interested in studying at CASL, the Center for the Advancement of Sustainable Living here at the Eugene campus.
139. I think that it would be interesting to get a different experience, but it is not one of my top priorities.
140. I don't live in Oregon full time and so my interest would depend on when the program took place since I would have to make special arrangements to stay in Oregon.
141. not sure what resources would be available, or if I could spend time away from my family
142. I don't know very much about it/I've never been there - not sure what it has to offer.
143. I am interested if it is not too costly and applicable to my studies.
144. Sounds like a wonderful way to take yourself out of your normal environment and become immersed in something beautiful.
145. I am interested in field-based academic experiences typically, but I still don't know what The Shire is.
146. I'd need to learn more about it.
147. There are a lot of questions involved with studying there. It's very remote there, but not remote enough to feel like wilderness. Would students be stuck there? What kind of services/facilities will be available? How long would people be there for at one time?
148. I think that it could be a very valuable experience for a wide variety of students. Landscape arch, Architecture, and Art students alike. I am a freshman, but in a couple of years I would be very interested in something like this.
149. it would depend on the types of classes offered, extra costs, and if the classes would help go to credits that we need for graduation. I would also only be interested if there were a variety of classes, which included interior architecture type classes
150. It depends on the length of the field-based experience. I think it would benefit students with day or weekend trips. I myself am not interested in spending a full term at the shire.
151. Same as question 3; I would potentially be interested, but it would depend on the time commitment & whether or not I would be gaining something that I couldn't get at the University itself. Also the feasibility of a living situation would be important. I wouldn't want to "camp out" for multiple weeks at a time...
152. I'm touch oriented...I would like to work on projects in full scale, with actual materials instead of modeling materials.
153. I need more detailed information (for example what classes). I also would like to know what our impact would be on the environment and the wildlife.
154. I am graduating this Spring.
155. It sounds like it may be more Architecturally focused. I am not sure how it would benefit digital artists.
156. it would depend on the variety and length of programs offered.

157. Would like to know more about the programs that would be offered.
158. The Gorge is a beautiful destination, art related field study would be interesting and beneficial.
159. I will be graduated but this is a good idea.
160. I don't know enough about what is meant by "field-based academic experience."
161. the site sounds interesting and it would be fun to get away to do a study and actually visit a site, "hands-on" experience is always valuable
162. what is the possible nature of the field base program? More information is needed. Would this be useful and interesting to ALL majors within AAA? It seems to be only for architecture majors.
163. I have visited The Shire once and found it very enjoyable. I think it would be a wonderful place to be able to have a design class. I would be interested in it in a way that I would be free from all other distractions of normal studio life, I would be enjoying fresh air and could find inspiration from the landscapes for a project of my own. I do however tend to think the place would be best suited for those interested in landscape architecture, while I am more interested in architecture
164. If I knew what it was, I'd be interested. I have a feeling this thing only has to do with architecture so I don't know why I am even being solicited to partake in the survey. I am in sculpture (grad).
165. what when where why how
166. The Shire sounds like a wonderful place that could be useful as inspiration for art.
167. The Shire interests me as a place to visit and learn what has been done there, but I think it is the field study and restoration that would interest me more. Simply being able to work, hands-on, on something would be great experience.
168. I find the project and place very interesting, but have a very busy schedule and long excursions do not often fit in nicely without causing significant conflicts.
169. I am an interior arch grad student. I am very interested in this site and in John Yeon's goals for it, but wonder what types of studies would be available that would apply to my program. If no interior arch classes were available at the site, I may still be interested if I could fit it into my curriculum requirements somehow. However, if it could also pertain to interior arch somehow, that would be ideal.
170. I would be very interested if the facility offeres programs that are reflect my studies.
171. I don't know much about it besides what I have heard in emails and briefe descriptions. I would like to learn more.
172. I think it would be a very interesting experience.
173. Greater learning happens when you go "out in the field" instead of creating from the classroom.
174. It always seems like a good oppportunity to be able to visit and study somewhere that you have never been. I am sure that I would learn a lot.
175. My interest depends on the goals at the Shire
176. I am graduating in June and so won't particpate in anything unless it happens very soon! When I took some architecture classes in Portland one summer I contacted the Yeon GTF and organized a trip out to the amazing landscape in the height of summer. So, in a practical sense, I'm not interested at this time in my academic career, but I've already sought out an experience there.
177. it's kind of far away but the chance to be in nature for school would be worth it
178. The landscape is beautiful at the Gorge, and I would be interested in seeing what the shire is...it makes me think of lord of the rings, and the shire from lord of the rings was amazing. the use of natural materials, incoporated into the landscape seems quite elegant and very interesting to me
179. It depends what sort of opportunities or classes would be offered there, who would be teaching it, how long it would last, and how much it costs.

180. I do not know anything about the shire but i am interested in learning about it. From there, I can decide better if I am very interested or not interested at all in studyint the Shire.
181. It sounds interesting, but I don't know what the program involves or how it fits into my academic requirements.
182. As a second-year graduate student, the timing would have to be perfect
183. Sounds wonderful. I could envision a week long watercolor workshop or ecological design charette or...
184. It is so important to have hands on experience in building if you want to be good at and understand design. The UO currently does not have that, and it would be a huge benefit to the students
185. I have visited the Columbia River Gorge on many occasions and I believe it to be one of the most magnificent landscapes Oregon has to offer (along with many others). Though I am graduating this year, I think it would be great for students in the future to have a facility like this.
186. The opportunity to study surrounded by such a masterful landscape design would further the connection between architecture and landscape. If the curriculum included landscape students as well, or if the classes were some type of hybrid approach, we as young designers could make huge leaps in understanding the links between the conventionally seperated inside and outside realms. As well, the focus on evermore-important sustainability could be heightened by such a hands-on approach.
187. It would depend on how much it costs.
188. I think that it would be a very unique experience. However, I would have to wait till my upper years, so I can get more of my gen ed finished. I think day programs would be better.
189. I'm not sure if I would want to do an entire term there, but a week-long or month-long summer class would be excellent.
190. Not sure if it would be a good fit for my academic program (i.e. would it count towards my graduation?)
191. I've never been to the Gorge and I really want to go, and it'd be great to study architecture there, but I'm afraid of falling behind in other classes for gen ed or my minor.
192. i think it is a great idea to have field studies away from the uo campus. i am graduating this year, but i think if i was a freshman, i would be interested in something shorter, such as a weeklong program.
193. John Yeon was an amazing and influential architect. All students within AAA could benefit from an immersive experience at the Shire that couldn't be replicated by a two or three hour visit. I could see it as a great place to study the landscape, architecture, and unique sense of place that the Shire and columbia gorge has to offer.
194. somewhat intrigued by the possibilities, but not super excited. it probably has more to do with my person interests (more urban directed) than the shire itself.
195. I don't know much of "The Shire" at all. I saw one posting or email in a previous term about it. I know it is outside of the city, but that is all.
196. I've seen the Shire and think it would be an interesting site and topic for further study. My dilemma is simply one of time... fitting the other areas of interest into the time I have left in the program.
197. i feel like landscape is a weakness in my design skill set, and it could be very interesting if done right.
198. I'm not quite sure how effective the experience I would get at the Shire would reflect my studio output. I don't know that much about what is done there as well so I can't make an accurate assumption as to what I would be doing and how it would apply to my studio projects.
199. It sounds like a great experience to do things artisitcally in something other than the university environment.

200. I like the idea of working in a building that is actually designed with the principles that we learn about in our program.
201. It would be a beautiful place to experience on a longer stay. Great from landscape architecture
202. Such a beautiful, inspiring place! Perfect for small retreats and study
203. I've been there once, my interest level depends on what about the shire we will be studying. if its just to go and see it. I've already done it.
204. I grew up living in the columbia river gorge, I think it is a beautiful area and any time spent learning there would probably be beneficial.
205. I do not know what The Shire is but I am in love with the Columbia River Gorge so I would be interested in studying there.
206. It seems that if it was an extended period of time, we would not be able to take other credits beyond AAA classes. Also for people graduating within the next year or so, with terminals, it seems like it would not fit well with that schedual.
207. I am primarily interested in architecture, but I cannot afford to travel normally. it depends on how much it would cost.
208. I would be interested, but am unsure if the university would be able to create a program or study opportunity before I graduate.
209. Hands on experiences and opportunities to physically visualize and use the processes we learn about in classes is the best way to solidify those ideas in memory, therefore, any opportunity to travel to a new destination is a welcome part of the educational process. It is important, however, that the class instruction at the Shire be in line with the long term curriculum of the architecture/interiors program (or AAA as a whole), so that choosing to participate does not derail or slow the pace of students' education.
210. It would be a great hands on and in depth experience to be able to be in a place where you are designing or building or doing some other project
211. It sounds like a great opportunity to be immeresed in studies at a beautiful location.
212. I am an architecture major but have a great interest in landscape architecture. I am interested in the Shire in the hopes it would create more interdisiplinary discussion and understanding. I would love for more design studios to be mixed between interior architecture, architecture, and landscape architecture.
213. this is too vegue. i don't know what you're asking.
214. Like, question three, it would be interesting depending on the specific study. The gorge is a beautiful location and in itself merits exposure to students. I could see the shire being useful for day trips as well as design-build experimental grounds.
215. It could be interesting, but not very useful to either my major (interior architecture) or my minor (hist. pres.)
216. It would depend on the focus of the course, the cost, and the time of year it were offered.
217. My specific area of interest is not in landscape architecture, but I think there are many facets of design that could be learned from an extended stay at The Shire.
218. Fun and isolation from distractions
219. as said before, there are a lot of details I don't understand about the proposition. The idea of hands on method of working is very interesting (and could be built into the arch. program easily with studio requirements, perhaps the practical application section of structures, and perhaps media?) but it is too vague at this point to say how appealing the program is.
220. It sounds like a very nice change of pace from University based study. An AAA study retreat would be the perfect forum for many things from watercolor courses to design charettes and sustainable design studios.

221. The Shire sounds like an interesting opportunity to study landscape at a large scale in real time.
222. A field-based academic experience that's not thousands of dollars extra and an ocean away would be great.
223. It just sounds like a great opportunity to enjoy a great landscape and environment, different than that we face every day in our studios, for inspiration and to help us grow as designers.
224. It would be good to get out of the urban setting to study architecture in nature.
225. I'm an interior student and I'm not overly familiar with The Shire and how it would integrate with the interior curriculum but I am intrigued by the idea of some type of curriculum that integrates landscape with architecture with interior in a more natural landscape.
226. I am more interested in the urban issues surrounding architecture and I understand that it is much easier to translate urban design skills into the pastoral environment.
227. It sounds like a wonderful and educational opportunity.
228. It seems like an amazing place, I have been to the gorge three times in the 7 months I've lived in Oregon.
229. It would be interesting to use the Shire for short term excursions but personally I'm not sure I would be interested in long term study there.
230. I would just want to analyze what had been done at the Shire, how it responded to its surroundings and how the experiment might be replicated elsewhere.
231. An inspiring environment to learn, what's not to love?
232. Like I said before it sounds like all you would hear about is how this guy saved a bunch of plants (I'm deliberately being more cynical than I really feel) I'd like to hear what else this program/option might have to offer.
233. Field trips and outside studies are always a great experience. Limited application to Digital Arts, however.
234. While the Shire appears to be an interesting location, as evidenced in lecture, it currently lies mostly in the realm of landscaping, so a greater emphasis on architecture would have to be included.
235. Depends on the program
236. Do not know the details about it yet but couple days of retreat/educational purpose sounds appealing to me
237. Depending on the program offered to architecture students such as a design build.
238. Two things are crucial for it to appeal to me, An interesting course selection relevant to my field (architecture) and financially feasible.
239. I'm graduating next term so I wouldn't have a chance to participate in any program there. If I weren't graduating, my level of interest would be higher.
240. My main concern with studying at the Shire is transportation. As many students do not own cars and there is no public transportation that goes out there. Which means there are added costs. I think the Shire is a very beautiful place and sticking a dorm on it cause many to cringe. I find it hard to believe that the university will put up the amount of money to do it right from a sustainability standpoint and well from a design standpoint.
241. I think it is always a great opportunity to leave the studio and work out in the field. I love being in nature and think an opportunity like this can offer a unique educational experience
242. It is a beautiful place, however as an architecture student, I do not find direct application. I would prefer to see it preserved not built up.
243. A course/workshop at the Shire could unite the disciplines of landscape architecture, architecture, planning, and the arts through the context of the site, which is ultimately what unites these disciplines in the non-academic world. The rich context of the Shire offers learning experiences that all the disciplines can appreciate, and an in depth experience away from our divided worlds could facilitate this interdisciplinary learning.

244. depends on when it would be
245. The idea sounds interesting, and it could provide some good experience - but if i were to be studying outside of eugene for a term, i would be more inclined to go farther away.
246. It sounds interesting, but I don't know much about it.
247. The unique opportunity to study in the Columbia River Gorge, would be pretty hard to pass up.
248. Could be a very unique opportunity
249. It depends on the time of year and how long I would be there. I would be interested in studying there for a shorter amount of time (2-3 weeks), but not in just a one day session or a full term. It also depends on what I would be doing. For instance, I would LOVE to study (and especially build, hands-on) sustainable, low impact housing like straw bale or sandbag construction.
250. I love the idea of immersion style studies but the strain on family life is a big hurdle for me.
251. I think the opportunity to have an arts retreat in a rural setting for graduate level and BFA arts students would benefit the school greatly. It could duplicate some of the systems of working at rural arts residencies around the country like the Skowhegan school of Painting and Sculpture in Maine or the Chataqua School of Art.
252. I don't fully know what it is yet so I can't tell you how interested I am yet
253. Would like more information first
254. a landscape architect's personal retreat center? sounds interesting. plus it could also provide plenty of room for students to create and test their own projects, maybe
255. I visited the Shire briefly during a field trip during my first summer here. It requires more time than an hour to experience that place and a retreat would be a great opportunity.
256. Since I have never been to The Shire and I don't fully understand the nature of possible programs there and I don't know if I would be interested in spending a full term there. If a week long retreat/design charrette were held there to study relationships to landscape and other issues that can't be explored in a more urban setting, I would be interested in attending.
257. I love the area, and solitude. It would offer students the ability to get out of Eugene, and take an academic retreat.
258. Logistical/family responsibilities keep me in Eugene.
259. We need more hands on field work in the program.
260. I would love hand-on experience in research and development of new ideas.
261. i would need to know more about what would be involved in the "field-based academic experience" to decide how interested i am. there seems to be a lot of potential for a successful program.
262. see comment on question 3
263. It depends on the classes offered and the mode of transportation.
264. Landscape architecture and general architecture are not my focus.
265. I only have a year left, so i might not fit in my schedule, but it sounds great.
266. Not going to be here anymore, but ideally if I were I would be interested
267. The setting sounds perfect for creative reflection/"production." I'm always wishing for a place like this - a way to get away from the routine and still be serious about my art - especially in a more natural setting.
268. depending on how fitting the study is for it being held in a camp environment..
269. I think that it would probably be very intresting, but I have several medical issues which make traveling difficult (a variety of motion sicknesses, chronic migraines, and insomnia, a combination which discourages travel and less-than-comfortable lodgings).
270. Again, probably not an opportunity while I am a student.

271. The Shire, like NY's Central Park, presents a paradox. For many, both sites are believed to be the remnants of the natural environments. What should be preserved in created environments.
272. I think it would be a good opportunity to have.
273. I believe it is a great asset to be living in a state like Oregon that provides geographic environments like The Shire to observe and to study (as natural landscape)
274. It's difficult to imagine being on the Shire property for an extended stay
275. Potential of habitat restoration
276. I would be interested if the programs do not become too architecture-centric and if the cost does not become too prohibitive.
277. I have degrees in geology which required extensive time in the field without which classroom theory meant nothing. Field studies in Landscape Architecture should also be an essential part of the curriculum in order to get an empirical feel for the land. Spending days in the field rather than a couple of hours provides much deeper insight into the opportunities and constraints of a site.
278. It would be exciting to get out of the classroom, and visit a more tangible environment.
279. The Shire is a unique landscape since it has been preserved in the midst of a very dynamic environment. It would be a very interesting and exciting place to study.
280. It's new, it's unfamiliar. Why not?
281. Although I would not be interested in a 10-week academic experience at the Shire, I think it would be great for AAD and AAA conferences and student group retreats.
282. It would be nice to visit the area, but I'm an art history major, so the relevance of the studies to my major is very small
283. depends on what the focus would be
284. If the program offered tied in with my course of study.
285. look at question 3
286. I would love to study at The Shire. Hopefully the proposed program could accommodate students outside of the architecture program (ie. Art History dept.)
287. I think that it would be an amazing opportunity, especially because I am not from the area.
288. I would be interested if it were related to the fine arts department.
289. I'm not a landscape architecture person, and I can't think of any course that would tempt me to travel to the Shire again, but "not interested at all" sounds too harsh. The Shire is an interesting place, I've had a tour of it, and it really isn't pertinent to my field of study... but 'never say never.'
290. I love the area around there, it's one of my favorite places, and I'm sure that the place would be an excellent place to study landscape, especially if it was created for peace and solitude. My only reservation would be living away from loved ones for 10 weeks. Though not inconceivable it would definitely be a negative.
291. Am interested, but have other responsibilities here in Eugene. could only do a short-term field session (2 days - 1 week).
292. cost and timing, ie opportunity cost for experience vs staying put
293. The amount of care and preservation of the site makes it a place unlike any other. The limited access makes it feel even more special to visit. How could one not be excited?
294. The Gorge is a beautiful area, so I would love to work there, but right now it's hard to envision what I could do there that would relate to my major. I would just need more specifics.
295. I love the outdoors and I think this would be a really beautiful and popular setting for students studying architecture, art, and art history.
296. see above

297. It depends how exactly the programs would work and how accessible they would be
298. The chance to study the Shire is very appealing. I think to really understand the place would take a lot of time, on site and investigating how it is set up.
299. I have never been to the area. I would be willing to spend a day or so there but not much longer.
300. Again, I would need more information about the site. I've only heard a little bit about the area and not in an academic setting.
301. I'm always interested in alternatives to traditional classroom education, especially in an immersion situation.
302. Studying the Shire as a cultural landscape would enrich my educational experience.
303. Very interested, if a collaborative approach and real design projects can be pursued.
304. I will be graduating this year, and would be interested if it were offered as a continuing education course, or if I were not graduating.
305. There is a lot to offer there, and it would make a great location for more interdisciplinary collaboration. Many of us are pigeon holed into coursework that is discipline specific. The Shire offers a field site to mix us all up a little more - a more likely reality in our professional lives.
306. It would depend on what is being taught there. Most of my interests are in urban renewal and transportation planning. If weekend classes in these areas were to be taught at the Shire I would be interested. (Or during the work week, if I could justify going there with my boss.)
307. The field is almost always the best classroom. Why not use this asset to the school for a real hands-on ecological design studio.
308. would want to make sure that the studies at The Shire were of high quality and direct relevance to my degree.
309. Depending on what type of academic experiences are available, I might attend. Also, if transportation is provided.
310. It's hard to be very interested about something that is unknown at this point-- what types of field courses applicable to planning could you teach there?
311. I like field-based experiences but am not sure if this would relate to my program.
312. any course dealing with geography
313. It depends on whether or not the facility offers programs related to my field (MPA)
314. too nice of a place to ruin with building
315. Depends on what curriculum/courses/projects are offered at The Shire.
316. learning from place has always been the most rewarding experience in my academic career, despite this - a welcomed retreat from Lawrence Hall to a natural setting would do wonders for many students' sanity
317. A beautiful and historical setting that would be a pleasure to study.
318. I am interested in habitats and environment. But I am not sure what the study would involve?
319. The destination sounds interesting but it is truly dependent on the curriculum applied at the destination
320. it rocks out there, how much greater would it be if you could stay and learn.
321. I believe that the Columbia Gorge is a fantastic example of an area that is vitally dependent on good planning. In the tradition of John Yeon, planning will be pivotal to the success of the region. I would love to learn more about and actually experience this kind of planning.
322. I think it would be great
323. It is not a top priority and I am just mildly interested. If it fit into my schedule, I would consider a one to two-day thing.

- 324. Never have been to the Shire, interested in multi-disciplinary retreats and activities
- 325. The Shire is a fantastic place to visit and highly educational, but I don't know about spending a long time there.
- 326. It seems like it would be a aesthetically pleasing place to study.
- 327. As I stated in question 3, I would only be interested in studying at the Shire if there is some element of community or regional planning or public policy involved in preserving or creating the shire. For example, if the shire is a good example of how a community can preserve open space or agriculture, then this would appeal to me as a planning student. However, I would not be interested in studying the landscape architecture of the area because it is not really relevant to my field of study.
- 328. I'm definitely interested in field-based classes, but would be concerned about scheduling, transportation, and cost.
- 329. I am graduating this year, so I wouldn't be able to. But, if I was going to be around longer, it would be interesting to study it to learn about historic preservation and architecture.

Q6: Would you be interested in a field-based study program offered through the School of Architecture and Allied Arts?

- 1. If digital arts is offered
- 2. I'll be graduating too soon, and might not be considered relevant as a MFA in painting.
- 3. I would be if programs were offered there for fine arts majors. The gorge is a beautiful setting, the space there is inspiring. I feel it would make an excellent place to study for plain air painting, drawing, sculpture, as well as design and architecture.
- 4. Why isn't the money going into making the existing program stronger?
- 5. sounds interesting
- 6. Students should be exposed to the various AAA disciplines AND not only use the Gorge as a laboratory, but move geographically beyond the Columbia River, and into communities well south of the Columbia.
- 7. Does the program apply to me? Is it going to fit with my major or will it not really work out to provide with me with anything I'm interested in?
- 8. see previous answer
- 9. This sounds like a better fit for landscape artists and/or architecture students. What would be the application for arts admin students?
- 10. on the focus or topic
- 11. again, it depends on what the program has to offer.
- 12. My professional goals center on social policy issues, so I'm not sure how using the gorge as a laboratory would enhance my education. Again, if an appropriate opportunity was presented, I would definitely consider it.
- 13. If the study program seemed applicable to advancing my graduate-level architecture degree, I would consider the program. If interaction with the other disciplines was integrated into the architectural experience at The Shire, I would consider a program like that as well.
- 14. what is being studied?
- 15. I might be, but.... Why not a field-based study program in Eugene? Why remove student resources from the school's heart? What challenges are offered in the Gorge that are not to be found in our community here? Why not focus on shoring up program integration/interaction with our home community here when that might open up so many more opportunities?
- 16. it depends on what I all already said earlier that it depends upon
- 17. Your description of the "field-based study program" is too vague.

18. completely depends on what you are proposing here. "field-based study program" is a bit broad. and more than anything, i would WAY rather see an outlay of money for improving on studio spaces in the art department instead of some new project that isn't even on campus.....the more I think about this whole thing, that is what I think. Use the money you propose to do this project with to improve our cramped, outdated in some instances, overcrowded art studio space in millrace. thanks...
19. it depends on what else is happening that term
20. I can't handle architects who have no basis in reality
21. Not interested in 10 week time period there. Maybe a week or two. 10 weeks seems like a lot.
22. On the length and the classes offered at the shire. preference is to one day seminar.
23. I'm curious what the Architecture school would need with the Gorge & whether or not that would be the best place to develop a satellite study center. On the other hand, I fully support the continual development of programs & opportunities for architecture students.
24. See my answer to #4
25. I wouldn't go for a day event because it's a 4-hour plus drive unless it fit with some other reason to be up there. A full term means not being able to go to work. So, I'd probably be more int'd in weekends
26. i graduate this year
27. on how loosely the programs are designed. I would want the freedom to explore the landscape my self.
28. Again a full term might be to long. And I could not make the decision without knowing what the field studies involve.
29. Yes, but it depends on tuition, and what term it's offered/ if it fits into my schedule.
30. please see previous explanations.
31. Location and accessibility. Is it a place we would live, or commute to? Either way, it seems it would encompass our entire class load, which could easily put us behind our graduation date.
32. see previous
33. it depends on what the benefit to architecture would be. see it as being valuable to landscape, arts but not sure even the region can offer too much for arch. i dont want to see the shire ruined.
34. Once again: It depends on the time of year and how long I would be there. I would be interested in studying there for a shorter amount of time (2-3 weeks), but not in just a one day session or a full term. It also depends on what I would be doing. For instance, I would LOVE to study (and especially build, hands-on) sustainable, low impact housing like straw bale or sandbag construction. Especially if the housing would actually be used for student dorms.
35. Not sure what Field Based means
36. See 5.
37. Is it related to visual arts?
38. ...on the transportation situation, the accomodations, the time/duration of the program, and the topic of study (same answer as q.4, actually)
39. Again, won't be a student for too much longer...
40. landscape
41. I am not sure how the shire would serve as a laboratory because the whole point of it is to stay constant and never changing.
42. look at question 3
43. If it were related to art, I would consider taking the course.

44. See previous answers -- it would depend on the topic of the course. If related to historic preservation and history of the Gorge's built environment, then perhaps yes. I'm not a landscape person and am not very enthused about the travel time involved to get up there.
45. see above
46. again - would depend on subject, time and length, also price.
47. Additionally, HANDS-ON projects that combine technical as well as theoretical emphasis must be a part of the curriculum (wood, metals, painting, sculpture, landscape formation, etc.)
48. Again, if it were offered as a continuing education course in addition to a regular academic credit course.
49. I don't know what types of arts administration programs would be beneficial there.
50. How many times do I have to answer this question?
51. Depends on how much it relates to my program.
52. What the length of the study would be. I would be more inclined to participate in a shour study.
53. I would be interested if the program was in the PPPM discipline.
54. I would hate to see a large building located on the Shire.
55. Only if it is relevant to planning or public policy.

Q8: If a desired class were only offered at The Shire, would you be more willing to attend?

1. transportaion is a concern
2. You shouldn't coax people into coming to this place, you should let them want to come.
3. it's far from eugene, might be more feasable for portland architecture students
4. If it was a 10 week class, it would conflict with other classes.
5. I'd just have to see.. schedule, money, work, etc would be considerations...
6. How long, I have a job in town.
7. It would have to be more than one class but a term of classes I would think.
8. It would depend on travel arrangements, schedule conflicts (personal and academic), and the desirability of the course.
9. It depends on the length of the class; I, personally, would probably not be interested in a full academic term course at The Shire, given the necessity of taking other classes in Eugene.
10. It would have to have a flexible schedule which coincided with mine. I have a family so weekend classes would be preferred.
11. If it was only one course I was interested in that was offered only at The Shire, then I would have to say I would not want to travel there more than twice a week. If it is going to be taking up more than two days out of the week, then I might as well be looking for a second or third course to make it more worthwhile. During the summertime, I would definitely be interested in attending The Shire, even for one particular course.
12. Hopefully, extensive funding can be sought from a variety of sources - - The Shire should have available courses to AAA students free of charge.
13. I would want to go regardless if it was offered in at UO or not.
14. That would depend upon what else I had going on at the time, as it may not be convenient to go to The Shire.
15. I don't think that a class should be restricted to a certain location.

16. on the relevancy of being there
17. Depends on how badly I want to take it.
18. number of credits, what requirements it would cover, cost, and duration.
19. if it didn't conflict with other classes
20. How would we get to the shire? Would transportation and/or transportation costs be handled by the university? I would not want to drive my own vehicle to class each time.
21. If the natural beauty of the sight is altered only as needed
22. on timing, costs, etc.
23. It depends on the schedule. I have to GTF and work.
24. if i were interested in a class that was only there, i would consider, maybe only in the summer though
25. it would depend on if there are other classes I would want to take that are in Eugene or not.
26. It would depend on how I could balance my other responsibilities (ie, family) with a class at the shire
27. It depends how it would fit into my schedule.
28. If living at The Shire was required to attend the class, I would have to look very closely at how desired the class was to me, considering that I am not intending to live away from Eugene.
29. how does housing work if it's for more than a day and less than a term? financial aid doesn't even cover one housing situation much less two.
30. Yes, but I would want to know there was a good reason that it was offered at the Shire.... How would the class schedule work?
31. Just how desired the class was and other classes that I would have
32. If other courses required during the same term were also available there, I would be interested. I would not be interested in commuting to and from there and Eugene.
33. same issues as before...
34. It depends on if you would be offering the class at the Shire to draw me there, or if the class actually needed to be located at the shire. This is mainly based on the fact that I hold two jobs outside of school to attend the university.
35. I could not stay there for extended amounts of time, I have a household to run.
36. Depends on course conflicts
37. As stated before, this question is too vague. I would have to know what the class is before committing to anything.
38. Cost, length of class, etc
39. See previous comment about time...
40. It would depend on what other courses I had to take, as well as the financial assistance available for temporary relocation.
41. If it were to conflict with courses i would take in eugene I might opt to stay here.
42. depends on the class....
43. If it wasn't going to cost a significant amount more to take it at The Shire.
44. I'd probably just be really mad.
45. On whether it is convenient with the schedule of classes at UofO campus.
46. I would have to weigh all factors--like time availability for example.
47. If there were transportation.

48. it would depend on the length of the class. if it was a whole term then the commute for the rest of the classes it would take to complete a full load would be hellacious. however, if it was just a short term, or weekend class, then it would be a much more attractive prospect.
49. depending on time and money commitment
50. This is a vague question as well. More than anything I bet people would go if it didn't cost them any more than they were already paying to attend the UofO. Also, if it was self directed enough to be of interest to any ones research projects.
51. when
52. scheduling and cost
53. It would be aggravating if you had to relocate just to take one class.
54. On what the class was and the length of the class. I would be willing to attend if it was only at the Shire, but for a short duration. I do not have the ability to attend for a full 10-week course due to childcare obligations.
55. It would depend on the living availability because I would not want to drive up there all the time, but if you were able to stay there yes. I think it is a great way to immerse your self in a project, and step away from the college environment
56. depends on the ability to secure housing
57. I could imagine scheduling difficulties during the term. Summer classes would be very attractive.
58. Not if I would have to forgo other important classes to be at the Shire
59. If the class was better at the site, I would be more willing to attend.
60. same as before
61. as long as it does not conflict with other department required courses, or prohibit my graduating on time.
62. it depends on if i was staying at the shire, i can't imagine having the rest of my classes on campus and commuting
63. Im not really sure what the question is trying to get at. If I could make it the Shire given my other classes, I would love to take a class at the Shire.
64. There are obviously potential scheduling conflict inherent in an off site class. Perhaps integration with the portland program would be more appropriate for classes in the AAA.
65. Once again, cost and timing would determine this. If it conflicted with required Eugene-based courses, I would not be likely to take courses there.
66. I work so scheduling might be difficult.
67. i need to finish in 3 years, if i wasnt able to i wouldnt go
68. managing field study with course loads required by accredited programs must be careful to not conflict.
69. yes if it only take 2-3 days
70. on what other opportunities it limits.
71. If it was a class that involved field work of course. If it was simply a lecture class then no.
72. Depends on the rest of my schedule
73. I'm not sure what this question is asking. It depends on the class. I would feel annoyed if a class I wanted/had to take was ONLY being offered at the Shire without other options.
74. Depends on what the class was.
75. If I wasn't getting behind in other coursework. If it was a summer studio or weekend workshop
76. I have to learn more about the Shire.
77. poop.

78. ...on the transportation situation, the accommodations, and what other classes I needed to attend at UO campus
79. On timing and school schedule
80. It depends on class content and scheduling
81. distance!
82. given the type of class
83. I think you get the idea of my ambivalence by now.
84. on cost and timing
85. of course it would depend on schedule conflicts
86. That's a long way to travel for a desired class, for many students. I would be willing to travel, but financial assistance must be made available. This should not be an expensive venture. Students should be allowed to take Shire courses free of charge, so emphasis must be made on sponsorship in both private and public ventures.
87. It depends on the logistics and timing of the course and if the course would conflict with other courses.
88. It depends on the specific focus of the class and the competing coursework offered.
89. It would depend on the class. But yes, living at the Gorge for a term is much more attractive than being in Eugene.
90. Would depend on feasibility because of other life commitments and the expected quality of the course.
91. other classes on campus that I need to take
92. The value of the class to me personally and the costs of moving study to the Gorge.
93. with the portland school now being built it could work well.
94. time.

Q17: Are there other amenities that would make the facility more attractive to you? Please list below.

1. kitchen
2. food
3. lodging
4. live music
5. n/a
6. A bar
7. to/from campus shire ferry with regular departure time/day
8. food
9. provided transportation
10. a club that includes discussions about new architectural object
11. skylights =)
12. Shop Space
13. Dormitory Housing
14. delicious food
15. kitchenette

16. A piano/pianos, and conceivably music practice rooms for students who play an instrument and would like to continue practicing during their stay (important mostly for longer programs)
17. Place to live close by.
18. Staffed on weekends
19. Access to busline/Max
20. Ability to cook for oneself (open kitchen)
21. A kitchen that the students could use
22. housing
23. sleeping room
24. On site living/staying
25. I question the value of a built environment and these questions seem to presume a built environment -- yes studio space would be nice but if we're better off not building on the land, then studio
26. Living quarters with showers
27. Good heater/Wood burning stove
28. atmosphere
29. Places to do your own cooking, or dining facility that was allergy conscious
30. outside studio
31. A separate "quiet" communal study space with a great view
32. Shared transportation to local amenities (portland, etc.)
33. Bathroom that offer some level of privacy for bathing, changing
34. dorms
35. sleeping accommodations or nearby that is affordable/free
36. swimmin' hole
37. Restrooms
38. Computer Lab
39. food
40. Summer term
41. drawing/painting supplies
42. emphasis on green design
43. sleeping spaces
44. emergency health care
45. place to stay/live/sleep?
46. Food!
47. Personal space / Privacy
48. Spacious dorm rooms
49. interesting professors
50. The facilities meet Universal Design criteria
51. Food venue
52. computer lab
53. hot tubs

54. Probably food of some sort.
55. restaraunt
56. single bedroom - not sharing
57. Kitchen
58. transportation
59. cell phone reception
60. garden for students to particpate in its design
61. Comunity cooking/eating area
62. Cable TV is an unnecessary amenity.
63. kitchen
64. good bread
65. kitchen
66. Small Recreation
67. indoor plumbing and showers!
68. outdoor activities
69. laundry facilities
70. If a year-long stay, there needs to be decent residency
71. phone service
72. Housing
73. kitchen
74. design build opportunities
75. personal space
76. kitchen/cooking space
77. Research garden
78. shuttle to and from PDX campus/ Eugene campus
79. Acces to nearby town/city in terms of transit
80. Places to sleep
81. tranportation opportunities
82. hot tub?
83. outdoor community space (outdoor fireplace)
84. equipment to build and shape space
85. student-built sustainable housing
86. Food?
87. outdoor seating
88. studio space
89. heating
90. outdoor activities-windsurfing
91. bikes
92. health spa
93. single rooms as per medical reccomendation

94. Recreation areas (basketball court, volleyball, etc.)
95. transportation to Portland
96. toilets (of course)
97. A kitchen for personal cooking
98. Fireplace
99. nice rooms
100. Hiking
101. can't think of any
102. Great Bathrooms
103. kitchen
104. It should integrate indoor/outdoor rooms
105. food
106. kitchen (for own use)
107. Access to design professionals in the community
108. Kitchen
109. the less the better
110. Individual rooms
111. Lots of windows
112. study or quiet space
113. sauna
114. Flushing toilets
115. Gym/Workout Equipment
116. fireplace or pit
117. full kitchen
118. community kitchen
119. public transportation
120. beer/wine
121. n/a
122. a hot tub
123. woodshop
124. model making studio
125. A Garden
126. Great student to teacher ratio
127. your own room
128. food access
129. meal making amenities
130. space could come in the form of a car or tent or staying somewhere else.
131. outdoor space
132. private bathrooms
133. An espresso cafe :)

134. room and board (perhaps this is obvious?)
135. kitchen
136. school-run buses or vans that are relatively regular.
137. outdoor community space
138. Sleeping quarters
139. Work Stations
140. pedagogical gardens
141. kitchen
142. basic general/convenient store
143. place to find groceries
144. interdisciplinary programs
145. projector
146. cooking facilities
147. bar
148. vegan/veggie meals
149. cafe/food source
150. study space
151. sauna
152. offer more classes
153. Access to local culture (ie town adjacencies)
154. food
155. central fire
156. enjoyable outdoor space
157. Community transportation
158. Places to shower
159. major requirements
160. sports field
161. outdoor community space (campfire?)
162. a place to sleep
163. hot tub
164. studio space
165. hiking
166. exercise center
167. transportation to Portland Buses
168. printers
169. fireplace
170. Have an atrium-like living room as a social space
171. Ample opportunity for self-study outdoors, regardless of the weather (within reason)
172. Bathrooms
173. Kitchen(ettes) available to students

174. Community kitchen
175. kitchen
176. Nice bedrooms
177. small garden
178. public bath
179. suana or hot tub
180. non-cellular housing
181. n/a
182. small rock climbing area
183. darkroom
184. exhibitions
185. A place to cook
186. Little workout area on-site
187. if built is chosen, then yes, studio space and parking and community space are very important.
188. equipment rental
189. running/biking trails
190. Weekend shopping, etc. field trips into Hood River and/or Portland for those of us without cars
191. veg. garden
192. playing field
193. Kitchen area
194. Performance/Presentation Hall
195. cooperative housing/dining
196. showers/bathrooms
197. cell phone reception
198. field-trips
199. theatre
200. camping options
201. sports
202. music
203. screening or app process to enter
204. private/retreat spaces
205. Places to cook food
206. shared kitchen
207. student kitchen
208. showers
209. living room with a view outside
210. studio space
211. craft-lab
212. transportation to Portland MAX
213. cutting boards, project prep tools etc.

214. Be above and beyond LEED certified
215. Laundry
216. Porches with seating
217. Discotech
218. garden
219. animals
220. n/a
221. painting studio
222. A decent bathroom
223. Laundromat nearby
224. Otherwise, it must be answered in context of may/maybe not built environment
225. shop(wood/metal)?
226. Digital Cameras (Still & Video)
227. movement rooms
228. music room
229. not expensive
230. Connections to local outdoor activities
231. community food garden
232. hot tub
233. Have a professional auditorium
234. Rideshare/community van.
235. beer garden
236. water interaction
237. n/a
238. drawing studio
239. I talked to Bob Parker about this once already
240. jam shack
241. Lounge
242. musical instruments
243. community art project
244. Outings to Portland, Gifford Pinchot, Mt. Hood, Desert East
245. laundry
246. good lighting, skylights etc.
247. In cost issues, choose small and well-thought out over big and standard

Q18: A majority of the proposed programs at The Shire will require room and board for extended periods depending on the program length. The proposed facility at The Shire will provide student housing with dorm-style or bunk rooms and an on-site kitchen staff to prepare meals. If you have any comments on this proposed configuration, including housing and meal options, please write in the space provided.

1. Excellent idea
2. a must have
3. again non-cellular housing, it may be cheaper but it also is uninspirational. Creative thinkers will be LIVING here.
4. n/a

5. As well as an on-site kitchen staff a student kitchen would be great. Personal Bathrooms are always a major plus for peoples comfort level to be higher, or atleast four rooms share one bathroom.
6. just make sure people with food restrictions/food allergies will have options...
7. in terms of meal options i think a student accessble kitchen could provide for a sense of community. the kitchen could act as a relaxed common space, condusive to further conversationa nd sharing of ideas and thoughts. I feel like a cafeteria would be a waste of space and man power. Giving the students the option to buy and cook their own food creates a more responsible atmosphere
8. I need a room for only one person and kitchen my own food.
9. vegetarian meal options, dorms with space to work if necessary.
10. I think there should be an option to cook your own food.
11. A collection of housing types would be best... single family style to dorm style, for the various durations and types of students attending the program, as well as non students in the non academic times. Why couldn't this be a destination architecture learning site?
12. single rooms
13. good food....
14. community meals sometimes prepared as a group (perhaps 2 meals during a week of instruction) would give a sense of cooperation if it were logistically possible
15. multiple person vs single person rooms- some of both might be good
16. Being able to prepare food, and personal kitchen use.
17. A forum style bonfire pit would be a fantastic place for people to hang out.
18. I think it's very important to have some rooms available for just one person and the rest for two-four people. The price of the rooms would depend on the number of people per square footage (for example - 1:150, 2:325, 4:700) and that base price would be by the night, discounts on the weekstays/monthstays/for the entire term. As for food, I believe that it should be similar to the VISA Buxx or Campus Cash card where the students can just load up a card with money for the length of the program. I personally did not like the "point" system while I was living in the dorms on campus. It helped me a lot more to actually see the price since I am using money rather than "points."
19. Any new construction should be be designed by the students in AAA's Architecture and Landscape Architecture programs (perhaps a design competition?), WITH input from Historic Preservation students, Art and Art History students, and any other AAA programs that wish to have their students involved.
20. Ability to cook for oneself (open kitchen) would be nice.
21. I think that while a staff to prepare food is nice it would also be nice if the kitchen were available for the students to use as well.
22. make it affordabile
23. would it cost more than to stay in eugene?
24. Theft has been a rampant problem at certain facilities, unfortunately. Be sure to have some sort of lockers or something. Cafeteria style is nice, like at McKenzie River, great for social, etc. A deck with outdoor furniture, chairs and/or benches would be nice. Lookouts. Quiet spots. Window seats. Screened windows. What is the bug / insect situation like? Flying creatures and floor creatures should both be considered. At Crater Lake we have to use towels to block huge ants/beetles -- especially if one wants to sleep on the floor! Sun covering (shaded sitting areas) if outside instruction takes place onsite. A variety of healthy foods - a selection with alternatives for dietary restrictions / allergies.
25. Sounds good...heat in the winter would be nice!
26. i m assuming its mainly a question of cost but would having small cabins that housed 6-10 students be possible. there could be a design competition or it could be a large design build

project and try use as much free labor as possible

27. I would rather not do dorm living now that I'm a grad student with a place in Eugene. Maybe for a day or weekend, but not much longer than that!
28. For the next question: I would be willing to pay the current dorm rate only if the housing is private or at most double rooms; I would expect to pay less if the only options are dorm-style of bunk rooms.
29. Offer vegetarian options
30. Please do not make the dorms too modern or ornate as it will be in the country. Also, don't make them too tiny and unlivable for art students who needs lots of supplies.
31. organic food and dietary options
32. Like I mentioned above, it would be nice to provide a space for people to prepare their own meals, or run a kitchen that was sensitive to food allergies/ alternative eating habits. Gluten-free and vegan options would be necessary for me to eat at the dining hall.
33. Transportation to and from grocery would be important for long term housing. Interview students and try to determine compatibility before placing them together.
34. It would be important for me to be able to live alone -- I find roommate situations too distracting. I would be willing to have a smaller living space to make that possible, and a quad situation (separate bedrooms and bathrooms but shared communal space) would be fine. I would have to have a full menu of vegetarian options at every meal, optimally with two choices of main dish. Definitely separate undergraduate and graduate housing, if you have both kinds of programs simultaneously, but allow undergrads to choose graduate housing if they wish.
35. This sounds great! Not quite like dorms, more like camp. What fun!
36. vegetarian meal options, kitchen open to students when not being used by kitchen staff, refrigerator and food storage space for students (perhaps in the dorm)
37. I feel that this is a good idea and it is great that there will be these amenities provided for the students because that can make or break a program
38. Student should be able to choose their roommates
39. A community kitchen without meal staff would be helpful. Dorms are fine if there are plenty of studios. Mini-fridges in the dorm rooms or studios? How about Yurts? How about camp sites? It'd be great if alternatives available to make the residencies as affordable as possible to the broadest range of potential visitors.
40. A multiple week program in the summer would be ideal
41. Perhaps single-occupant rooms should be offered. My guess is that most students will be working on individual creative projects for the duration of the program, and privacy is very important for creativity. As for meals, this being the West coast, vegetarian options are a must. Tea would be appreciated, and I think oatmeal is a nice, cheap alternative to sugar cereal.
42. Schumacher College in the UK may be a good model for this. NOW I see what the Cabin Project was leading up to.
43. Outdoor lab style. It is a program we did in 5th or 6th grade where we go for a week and do outdoor related activities and survival skills.
44. Vegetarian food options, outdoor eating area, environmentally sensitive waste management.
45. Larger, more storage than the current UO dorms. Healthy variety of food and options for people to cook for themselves. Enough parking without fear of being ticketed/towed!
46. I think that it would be nice to offer a variety of housing options. Bunk rooms or dorm style, as well as boarding for single and family would be more welcoming and attractive for a multitude of students. Also, for someone that needs personal space, the single option would be good for long term.
47. This is a good idea. Like our visit to the Timberline Lodge.
48. Option to sleep in a tent nearby at reduced cost? Could facilities be set up so a student could have husband/wife/partner/ or child stay or visit the residence area?

49. Rooms should come equipped with a mini refrigerator, stove-top range, a sink, counter space, and ample storage. This would allow students flexibility of dining hours and would reduce the work-load of on-site kitchen staff.
50. Graduate students will not be happy with dorm-style rooms or bunk beds. 30 year-olds need their space. We are also capable of cooking our own meals.
51. options for vegetarians and people who eat healthy food!
52. Sounds good
53. Make the food good and almost anyone would consider attending. As long as there is good supporting community space, the rooms don't have to be perfect.
54. Offer camping and cooking to reduce costs
55. If possible, it'd be nice to give people the option of cooking their own meals, or making it more like a hostel than the dorms where everything is done for you.
56. I like the cafeteria style meal options - where there are several choices each day, including some daily specials.
57. I would rather have a private room.
58. If programs are long term I would rather stay in an apartment style housing rather than dorm.
59. Not sure how to comment. Those accommodations sound less than desirable and make me want to have a shortened program or not do it at all. After all, it isn't like the Shire is Oira. Is there a surrounding city in which people could live in apartments and have access to regular everyday places?
60. Depending upon the length of the program, it might be nice to provide accomodations for guests.
61. I would like the kitchen to be available for my own personal use as well. A small personal space for computer/personal things absolutely necessary.
62. Be sure to included adiquet desk space. More the better. Also it is nice to have a variety of study spaces.
63. The opportunity to live at the Shire as if it were a summer camp would be amazing.
64. Private bathrooms and showers, but not necessarily one for every room.
65. sounds great
66. sounds fun
67. keep it reasonably priced. this should be an opportunity available to everyone, not just those who have money.
68. sustainable buildings with as much passive systems as possible!!!
69. As long as they are cheap options. It is necessary, of course, but we are already paying way too much to go to school in the first place, and paying much extra would deter me from extended involvement. For a full-term or 3 week class, something akin to dorms w/ one or two beds for a small room would be good, with more personal space. For shorter classes, 4 bunks to a room would be fine. For the kitchen staff... It's Oregon, they better be prepared to cater to various needs (vegetarian, vegan, etc.).
70. the bunks are definately a deterrent for the older (grad.) students that might consider going there for a lengthier time. weekend/one night would be fine for this set up.
71. I would prefer to cook myself, but am wonder if an adequate market is near enough. Bunk rooms are very hard to get a good night sleep in. This arrangement is adequate only for a few days, after which it would be necessary to get a good night sleep somewhere else. Very small rooms would be preferred, even 8' by 8' with a twin (or even single) bed. This could be lofted, but is not necessary. Smaller rooms would encourage more interaction amongst the students while also providing some necessary alone time.
72. Opportunity for family/couple housing would be helpful and i think if there was a kitchen a lot of people might be Okay with and probably prefer cooking their own meals.

73. Community dorms are fine because there's plenty of space to be alone out in the Shire.
74. If the programs are longer than a week, my preference would be for dorm-style rooms as apposed to bunks. Otherwise, either is fine.
75. If you have specific allergies or diet, it might be nice to be able to have some capacity to cook on your own, or at times other than meal times. especially if you have an architecture studio, where students are up late, they may be hungry.
76. good
77. I find the arrangement of quads or double rooms to be better suited to long term arrangements. The potential for privacy and individual bonds are very important to the overall enjoyment of such an extended stay. For a 10 week stay, having all the spaces be public spaces seems kind of like a disaster.
78. I really enjoy cooking my own meals and think this should at least be an option. It would be nice to have levels of privacy offered in sleeping arrangements as well.
79. A variety of mixed housing would be the most attractive. Some older students may wish to have a bit more privacy.
80. I think it is an excelent idea.
81. Students could have the option to cook their own food too. There should also be housing options for families.(more seperate facilities) There could also be some spa facilities! Swimming in the Columbia River. Onsite UO vans for student outings.
82. I think a combination of dorm and bunk rooms would be best. For long term residence the dorm would be essential. While for short term guests only bunk rooms would be necissary but they would need to be segregated by sex.
83. is a staffed kitchen necessary? what about an open, hostel-like kitchen where students can prepare simple foods. or what about a catering, take-out only when necessary?
84. Leniency in meal plans (larger and smaller, for instance) in order to allow independent preparation would be preferred.
85. It would be nice to have private bedrooms but shared facilities (bathrooms, etc). I would also like to have a shared kitchen where the students are responsible for preparing their meals as a group - not a hired kitchen staff.
86. especially for shorter(weekend)and smaller (<15 people) programs students and professors could organized food preparation.
87. Seeing as how we're Art, Architecture, Interior Arch, etc. students, I think it would be a fantastic venture to have a design/build studio devoted to building low impact, sustainable housing for long-term students to live in (much like Taliesin). Straw bale, sandbag, etc. housing would be perfect and last a long time if build right...not to mention that they can be built fairly quickly with few people and a low cost.
88. Make sure that the food is good quality- fresh, organic, etc. and that the housing would not be poor quality with little attention paid to the living space.
89. I would prefer dorm style rooms with no more than three people. It would be interesting for meal options to primarily include NW cousine and perhaps food that is produced in the columbia river watershed.
90. We don't really need kitchen staff. Make these places apartments and cut your (and our) costs.
91. More privacy for grad students
92. none that i can think of
93. Accomodations for families with children if program were longer than a day.
94. Vegetarian/Vegan options Hi protein options private rooms
95. This configuration would work for me as long as there was also space to be by myself at times.
96. I would be more attracted to a facility which provided single rooms as per medical reccommendation and which provided good, healthy food

97. The above sound good!
98. I worry that the cost will be prohibitive. It would be more attractive to have the option to shop and cook for myself. It is difficult with special dietary needs to be on a meal plan. The food is never good.
99. Provide an opportunity for participants to prepare their own light meals, snacks, and, importantly, coffee. In addition to housing, provide small private retreats and laundry facilities.
100. healthy meals, coffee
101. Privacy is important.
102. a small, half kitchen for a quick breakfast or what not would be appreciated. it'd be hard to give up complete control of one's eating habits. also, roommate preferences would have to be considered, random assignments might not be so hot.
103. Privacy is vital to encourage people to stay overnight or longer. I would suggest no more than 2-3 people in one room. A great option is to have rustic cabins set apart into the woods as their own "camp." Bathrooms and showers could still be in main building. Tumbleweed Tiny House company is one example of what the cabins could be like. The facility could have a handful of these and a few dorm-rooms as well for those who don't want to walk far to the bathrooms. Make it fun, intimate and like the tranquil character of the place as it exists.
104. It would be nice to have the option to cook your own meals.
105. Access to a microwave and refrigerator gives students a lot of freedom and the ability to stick with their current diets.
106. I would be most interested in home cooked organic meals... not institutional meals
107. The accomodations (if they need to be constructed) need to be simple, but not too utilitarian. They should have ample natural light and ventilation, and both interior/exterior should be in character with the overall premises, yet display an individual character that maintains character with the overall region -(Pacific Northwest). Kitchen staff should accomodate all tastes, and perhaps should utilize local foodstuffs (minimizing transport costs) wherever possible.
108. My only concern is how the construction of a new structure would integrate with the cultural landscape of the Shire and John Yeon's design intentions.
109. Possibility to cook
110. There should be a range of opportunities for visiting professionals, possibly working with area hotels. Bunk beds become increasingly problematic with age. The Shire needs to appeal to more than just fulltime students.
111. Their could be apartment style options and options for families. The problem with so many of these special off campus programs is that they don't accommodate faculty and non-traditional students who may have spouses or children.
112. Vegetarian and vegan options are important
113. give some sort of privacy
114. make some kitchen space available for students to prep meals
115. Regional healthy organic food options. Whenever I attend programs/field study/etc, the food is generally bad. Provide good food and a secure place to sleep and it will increase visitor positive experiences.
116. Dorm style rooms would provide options for retreats, conferences and program participants. I am President of the Residence Hall Association and generally, students enjoy rooms with lots of natural light and closet space. As for meals, even the most finicky eaters seem to be pleased with wholesome, fresh food. I would encourage the dining area be designed in a way that eating meals becomes a communal experience that provides time for discussion, reflection and pleasure.
117. Include healthy vegan/vegetarian options.
118. Students need space to prepare their own meals, but still having the option of being served is probably important for other students. rooms should house at least 2 students, and should encourage community interaction as much as possible.

- 119. vegan meal options would be necessary for me
- 120. Offer camping as an option to reduce room costs and a community kitchen to decrease food costs and as a way to have good group bonding

Q23: If a desired class was only being offered at The Shire during a specific term, would you be willing to pay a higher fee to attend during that term?

- 1. financial aid matters
- 2. on how interested i was in the class
- 3. If it were a one day class I'd be willing to do that if transportation was provided. Otherwise it would be hard to manage having classes here and at the shire. I'd either have to go there for the term or for a day seminar.
- 4. on money situation, schedule, work etc
- 5. what the class is
- 6. It would depend on how badly I wanted or needed the class to graduate. Most likely no.
- 7. what the class was... why i needed or wanted it.
- 8. depends on logistics for personal finance, schedule conflicts, and how much I was interested in the course
- 9. what is the class? How important is it too me and my education?
- 10. It depends on how desired the class was and, again, its length.
- 11. As I previously stated, this program should be free to AAA students already enrolled in the program. Work on additional funding options to make this happen.
- 12. professional experience is very important and I would be willing to pay a little more if I was credited or certified through a program held at the shire.
- 13. I think the university should make an effort to keep tuition and board costs the same. If extra fees associated with the class need to be added, that would be fair.
- 14. the cost of living in the dorms is several hundred dollars more than i m paying right now so it s just hard to justify spending more money but if there was a class i really want to take i m sure i d be willing to pay
- 15. It depends on my financial state at the time.
- 16. Depends on the class that is being offered, how much I would have to pay and most importantly if it would count towards my major and not mess up my graduation plans.
- 17. honestly depends on how much more money. considering most people have to store their stuff some place, and possibly pay rent while living at the shire, it would be extremely expensive to live at the shire and an apartment.
- 18. create demand by having the lower price
- 19. Dependent on how much more money and how rare and important the class is. The class must be very interesting and hard to find anywhere else- only then would I be willing to pay more.
- 20. on the course content
- 21. On the rest of my schedule.
- 22. The only problem with attending class at The Shire for a term is the need to have a subletter or give up my current living situation. I would need to be able to plan ahead for that, so could not choose quickly to attend at The Shire a particular term just because I discovered that a class I would like to take happened to be offered only at The Shire.

23. Many people would likely continue to keep their Eugene housing, and so to pay as much or more would be very difficult for many students. I don't imagine that the students would choose to stay at the shire on weekends and days off, and so it would likely feel temporary. Therefore, some discounted rate would be necessary for enthusiastic enrollment.
24. in i needed the class to graduate that term then yes
25. It depends.
26. Only if the class was drawing/painting
27. what I'd be missing in eugene, how tuition would work, on the cost of transition to the Shire for an entire term...
28. If it was extremely desirable, yes. But do I think that would be fair or right, no. If the university was offering this as an option, there is no way that prices should be much higher than what is already being charged. And remember, we are humans, and \$250 is a lot of money for one week.
29. It would be hard unless it the administrators of degree programs helped plan it. It would be hard to take a single class there and the rest here.
30. How much more it would cost, and the length of the class
31. not much more to say except it depends!
32. If I knew it would directly impact my major and my work.
33. Tuition is ridiculously high as it is. Fund Education !!
34. It would depend on what else I was doing at the time and if I needed my money for other programs.
35. I would really want to take the class.
36. Depends on the cost to desirability ratio.
37. other factors would influence my decision
38. There are a number of variables. The course load of the term, the transportation, the quality of the class offered.
39. it would depend on my finances.
40. Your financial questions assume that students are living on campus. I live in an apartment which I am loath to give up for a term as I would have lots to store and then have to come back plus I work.
41. if it were a required class I would pay more if not, then it really depends on how much I wanted to take the class
42. my first thought is no, because of the added expense of transportation to the site or surrounding communities to get supplies, and/or of not being able to work during that term. I would say yes, if I was able to afford not to work for a term, because of the inspirational site it can be.
43. how the term would affect what is learned. obviously, in Oregon, the weather is a huge factor, but is there anything else?
44. it depends on the course and my personal interest in it, and also on my schedule that term
45. on my interest in the class and whether I would be taking more than one class and whether it fit in with my course studies.
46. how much it costs
47. If I could go, but I can't due to childcare obligations.
48. If the desired class were a "required" class I would be upset at paying an additional fee. However if it is an elective, a fee would be ok.
49. Just one class at the shire....what about your other classes - that is what i'm concerned about. Could you take a whole terms worth of class there?

50. On what other classes could be fulfilled that term as to not set me back with my academic schedule
51. Yes, if I felt that it would be a more valuable experience than if I had just taken the same course here on campus or up at LCC.
52. on how badly i want to take that class.
53. If a highly regarded visiting instructor or artist were teaching a course I would be willing to pay more. Also, if activities were included that added cost to the stay were included.
54. How other classes offered at the Shire add up to the ones I am required to take. If there aren't any other classes that I think are important or deserving of me moving somewhere else for a term then no, it would not be worth the costs of moving in and out of an apartment.
55. depends on how interesting the course is and how rare.
56. It would matter how much I wanted to take the course, how much more it would cost, and what i would be missing by not being at the UO campus that term.
57. unsure.
58. Depends on when and where future offerings would be held. Would rather not pay more (we already pay a huge amount!!)
59. Depends on the higher fee
60. Depends on cost of staying there in addition
61. If it's only one class, transportation between Eugene and the Shire is key. Coordinating the shire class with Eugene coursework would be tricky, so extra fees would hopefully be for transportation and/or lodging.
62. All on my financial situation, if i have the money, i would do it but that is a big if.
63. If it incorporates outside speakers/lecturers and other things that would not be available in Eugene then I would be willing to pay more.
64. If The Shire was approached as a mountain cabin experience with the bare necessities it should be significantly cheaper. If it has all of the amenities it should be a little more expensive because it is so much farther away.
65. On the class, and how much I want to take it or need it.
66. course offerings must offer something DIFFERENT that cannot occur in Eugene to warrant money, travel, and accommodation complications. a multi-disciplinary option is intriguing, because the AAA only embodies cross-profession pollination in theory, not in reality and offerings on the Eugene campus.
67. My answer is NO. I dont think you should be charging a higher fee for this program under any circumstances. You shouldn't use a class as a way of making us pay more.
68. depends on how critical to my education
69. it would have to be a very special studio to lure me up to the Shire away from my family. For example the instructor would have to be a visiting prof. with a VERY good reputation for TEACHING. And he/she would have to be only available the single term.
70. on the class. For a painting residency for 10 weeks, yes.
71. as long as it wan't too much higher, yes.
72. If my schedule allowed and if I couldn't get what the class offered in some other way.
73. ...on how necessary the class was to my grad requirements and on how much I wanted to take it (it would have to be VERY desirable to make me unpocket moer money than I am currently paying).
74. timing and schedule
75. Depends on course content, scheduling
76. subject of class

77. --
78. it depends on whether oregon scholarships apply and how far in advance the class is sceduled so i can try to tighten my belt and save for it.
79. I'm not sure I understand the question
80. On how relevant the course and how much the fees would run. Scholarship opportunities?
81. As I mentioned before, this program should be FREE to ALL eligible U of O students. Seek private and public sponsorship beforehand! This program should be the gem of AAA.
82. on the course content and if similar courses were offered in Eugene.
83. Since I am not enrolled as a student and would be interested primarily in weekend seminars or other shorter term education opportunities, I am not too concerned about what term classes would be offered. However, if a weekend class were offered in the summer I might be able to turn that into a vacation opportunity to visit other parts of the Gorge or Eastern WA/OR.
84. Am I going to get what I am paying for? Is the class going to be well organized and information rich?
85. How much more?
86. It depends on how much extra the fee is. And what classes I'd be missing on campus.
87. depends what my current housing situation was and whether or not I could sublet my place out in order to not being paying two housing fees for a term
88. The class would have to be very high quality and I would need to have a way to get out of paying both for housing in the residence halls and at The Shire.
89. if i had the money at the time

Q26: What is your academic program?

1. Digital Arts
2. Digital Arts
3. Art and Architecture, and by the way i am a super super senior
4. Art: Digital Art
5. digital arts
6. Architecture and Hist Pres minor
7. Multimedia Design
8. multimedia design
9. sculpture
10. Art and Architecture
11. Digital Arts
12. digital arts