

A.0 HISTORY OF THE DEPARTMENT.

A.1 FOUNDING OF THE SCHOOL.

“The University of Oregon architecture school, founded in 1914, was the first school to adopt completely two basic elements of the ‘modern’ movement in architecture education. These are affiliated with all the allied arts (painting, crafts, sculpture, etc.), rather than with engineering, and a non-competitive individual approach to learning.”¹

“In 1914, Prince Lucien Campbell, then President of the University, directed Ellis F. Lawrence, a prominent Portland architect, to organize a school of architecture and fine arts. The school was formed and Lawrence was appointed Dean. It was called the School of Architecture and Allied Arts and it reflected the ideals of both personal interest in all the arts and was convinced that architecture, the crafts and fine arts should be integrated into one school.”²

The school, as founded by Ellis Lawrence, adopted many tenets of the ‘Beaux Arts System.’ But, structural alliance with the arts and Lawrence’s personal involvement in the arts and crafts movement, set the stage for a more complete break with this hierarchically structured, competitive and conservative system. The final break was initiated when W. R. B. Willcox became the architecture curriculum head in 1922.

A.2 W. R. B. WILLCOX.

“W. R. B. Willcox had three great interests: architecture, economics and education. His architecture was sound. His ideas about economics were radical. His philosophy of education was both sound and radical. Although his architectural output was prodigious - nearly 400 buildings in 30 years of practice - and his papers and books on economics were published widely - the most significant achievement of Willcox, was the transformation of architectural education that he brought to the University of Oregon while Head of the Department of Architecture from 1922 to 1947. The program that he developed became a prototype and eventually led a reformation in American architectural training.”³

“There are two premises, or understandings, that underlie Willcox’s theory of education. The first was his concept of human nature. He believed that each person was a unique individual, that within that individual there exists an inherent urge to create and latent powers of expression. These energies simply needed to be nurtured and given refinement by acquiring a sense of ‘style.’ The second underlying premise

¹ ACSA & Peterson’s Guides, 1982, ARCHITECTURE SCHOOLS OF NORTH AMERICA, p. vii, “History,”

² W.R.B. Willcox (1867-1947): HIS ARCHITECTURAL AND EDUCATIONAL THEORY, monograph – A&AA – By David Shelman, P. 19, “Freedom and Responsibility.”

³ Ibid., Shelman, P. 19.

was his conception of the role of architecture in society. He believed, as Sullivan did, that architecture is, along with other arts, an expression of the values, aspirations and character of the society that produces it. Therefore it is incumbent upon the architect that s/he have a broad understanding of the culture and times in which s/he works, and, beyond this, to be an influence in forging those values, aspirations and character.

The educational objectives follow logically from these premises...the focus of [his] approach was on the problem and the problem-solving rather than on the solution. It is this orientation that sets it in sharp contrast to the Beaux Arts System."⁴

Oregon's long tradition of non-competitive, individualized education places great emphasis on student self-direction and motivation. Willcox stated these goals in writing an article for the AIA Journal in 1923: "In education, the aim, it would seem, should be the development of one's own endowments, and not to surpass another, merely, who strives for the same goal. What higher motive than the first can there be, and why should a lower one be accepted as a necessary stimulus? With such an aim, the goal is open to all at the same time; it is not an arbitrary fixed standard of excellence, but a relative one. Its attainment can be measured only with respect to growth, not with respect to another's attainments."

A.3 THE EARLY YEARS.

The school was relatively small and very intimate until after the Second World War. All students, whether architecture or fine arts, participated in a lower division curriculum centered about basic design and drawing. In the second year, the environmental design majors took a term each of architectural, interior, and landscape design, and did not declare a 'concentration' until their upper division coursework was underway. Initially, students in architecture had two tracks - the five year "design option" or, the four year "structural option."

Studios were arranged by year level and studio grading was differentiated as Passing or Non Passing. Variable credit was used, however, as a way of rewarding exemplary ¹work and, likewise, awarding lesser credit to lesser work and growth. Students initiated 'terminal projects' (theses) in the fifth year. The 'terminal project' requirements included a written and graphic document that was completed prior to one's clearance for graduation. The thesis requirement for the five-year BARCH degree was altered in the 1970's to meet goals of the new curriculum. Thesis documents are still used as resources by later generations of students and represent a sizable collection within the A&AA Library.

Interior architecture coursework had been offered since 1921; and, in 1926, a separate program option was created in which "Interior design is considered in its essential relations with the point of view of architecture". Two years later a Bachelor of Architecture in Interior Design degree was first offered. In 1931, Brownell Frazier was appointed as the first instructor in the interior design. A skilled, principled and demanding instructor, Ms. Frazier became synonymous with the program in the following decades. She became the interior architecture program director and 'chaired' the program until her retirement in 1966.

Oregon's educational philosophy was similar to that of the Bauhaus in Germany but was unique in America; the Beaux Arts continued to dominate architectural

⁴ Ibid., Shelman, P. 24.

education in the rest of North America. By the time Gropius left Germany in 1936 to start the Harvard Graduate School of Design, Oregon's program was already 22 years old. This date and circumstance is cited by most historians as the end of Beaux Arts dominance and the beginning of the modern movement's broad acceptance in architectural education. Most aspects of modern architectural education were already in place at Oregon.

The 'maverick' intellectual image of the School was enhanced by Willcox's many articles on architectural education. Kindred spirits were attracted to Eugene. Bernard Maybeck was a frequent visitor. Frank Lloyd Wright came to spar with Willcox. Eric Mendelsohn taught successive summer studios, presenting studio lectures illustrated with flowing charcoal sketches.

Mendelsohn's sketches were preserved and, along with the pastel studies of the San Francisco Palace of Fine Arts that Maybeck presented to Willcox, became the nucleus of the A&AA Library's Special Collections. Other UO alumni, friends and faculty from the Lawrence/Willcox era made subsequent gifts of personal archival materials to the UO. Louis Rosenberg's personal proofs and copies of his renderings, etchings and books are part of the architectural archives. Rosenberg, one of the first junior faculty members hired by Lawrence, became one of America's best known architectural illustrators. He died, in Portland, in 1983 at the age of 93 and, through his estate, bequeathed the Louis Rosenberg Traveling Fellowship. The first award was made in 1985.

Willcox and Lawrence both died in 1947. Lawrence's substantial practice was influential throughout the Northwest. As campus architect, his legacy includes the campus' mall organization and more than ten buildings. The three buildings which formed the 'women's quad' (Gerlinger, Hendricks and Susan Campbell Halls) are much admired, and represent the only area where Lawrence's larger vision of a Georgian campus was realized.

Willcox's principal legacy was his spirit of innovation and educational principles. (His Westgate Building, which was central to the lives of several generations of students as the home of the College Side Inn, was demolished in 1961 despite prolonged student and community protest and negotiation.) Wallace Hayden was chosen to carry on the tradition as the new architecture Curriculum Coordinator.

With a reputation for producing 'creative' designers, the program maintained its momentum through the fifties. The Lawrence/Willcox tradition with its modernist vision rooted in the Arts and Crafts Movement was often at odds with the mainstream modernists and their technological mandate.

The postwar University was bursting at the seams. 'Temporary' buildings from Vanport - Kaiser's instant city on the Columbia which housed the workers who built Liberty ships - were moved to campus to help house the World War II vets and their families.

During the 1960's the school's population became too unwieldy for effective central administration by the Dean's office. Consequently, each curricular area of the school became a department. In 1964, the Department of Architecture, with programs in Architecture and Interior Architecture, was created. Donlyn Lyndon, one of the principals in the firm of Moore Lyndon Turnbull Whitaker at the height of its collective influence, was named the first Head of the Department of Architecture. A new age had begun.

A.4 NEW INFLUENCES: THE SIXTIES AND SEVENTIES.

Donlyn Lyndon came to Oregon, much like Willcox had forty years before - a successful practitioner whose principled philosophy was at odds with architectural education at the time. Also, like Willcox, he shook things up. Lyndon, and his immediate successors, Robert Harris and Wilmot Gilland, were part of a somewhat self-directed educational experience at Princeton in the late fifties. The group included Harris, Gilland, Charles Moore, Bill Turnbull, Bill Kleinsasser, Richard Peters, Del Highlands and others since who have made significant contributions to the contemporary direction of architectural education. Their greatest influences were from Jean Labatut at Princeton and the group's Tuesday evening meetings with Louis Kahn in his Philadelphia office. That influence is discussed in a series of interviews published in AVENU, Vol.11, No. 7. Principally, they rejected the rational/reductionism of the 'modern movement' with its abstracted form vocabulary - seeking a more 'humanistic' model.

Lyndon, in his relatively short tenure, brought many visitors, colloquia and new faculty. He destabilized the comfortable rhythm of habit, bringing a new focus on the traditional values of the department.

Lyndon and Kleinsasser were responsible for attracting the first of the faculty to have received their professional training in Kahn's office - faculty who have since played a major role in shaping the department.

Lyman Johnson succeeded Brownell Frazier as Director of the Interior Architecture program in 1966, and was immediately able to expand the furniture design offerings with the creation of the furniture workshop presided over by Ernst Muenster, a master furniture builder.

Harris and Gilland helped to develop a curriculum that would adapt to the pressures of a large enrollment, to shift from an open to a selective admissions system, and to deal with limited budgets while maintaining the principles of non-competitive studio education and individual initiative and responsibility. A staffing policy that required faculty to be capable designers and specialists led to a greatly expanded curriculum without sacrificing Oregon's traditional focus. The graduate options for the first professional degree were also introduced during this period. The changed curriculum preserved the Willcox spirit with virtually free choice of support coursework and vertically structured studios after the introductory term. Under S.Y. Tang, Structural Planning and other management courses were introduced. With the involvement of Bob Harris, Jerry Finrow and numerous graduate students, user-based design methodologies were investigated and implemented. Their groundwork made it possible for the university to hire Christopher Alexander as its master planner, resulting in THE OREGON EXPERIMENT - the published master planning strategy based on 'pattern language' principles.

With Bob Harris becoming Dean of the School of Architecture and Allied Arts in 1971, and Bill Gilland became Head, the school and department were in states of transition. As each completed his tenure, gains had been made on every front. Under Harris, the School of Architecture and Allied Arts grew in stature as each of the environmental design areas attained top national ranking, and the programs in Art History and Art Education were similarly lauded. Under Gilland, the department faced a mushrooming student body. The programs' reputations and the wave of Vietnam veterans entering the school required a strategy for limiting enrollment to a level consistent with resources and excellence. To implement the new selective admissions procedure and deal with the enlarged administrative requirements of a comprehensive curriculum, the faculty created the position of

Assistant Department Head. Michael Shellenbarger, who also ran 'the office', Oregon's Community Design Center, became the first Assistant Head in 1973. During this period, John Reynolds' research established solar energy as an architectural focus. This has led to enormously successful state of the art research, dozens of publications and international recognition. In 1977, G.Z. Brown joined Reynolds and the UO's Solar Energy Research Center, broadening the energy focus. The Solar Energy Research Center was created by the Departments of Architecture and Physics to aid in and conduct basic research in the field of solar energy. Christopher Flavin, in *WORLDWATCH 40 - ENERGY AND ARCHITECTURE: THE SOLAR AND CONSERVATION POTENTIAL*, referred to the University of Oregon as one of three "leading schools in teaching energy-conscious architecture in the U.S."

In the early seventies, Oregon faculty was instrumental in the creation of the Foundation for Interior Design Education Research (FIDER). FIDER is now the recognized accrediting body in interior design/architecture. In 1976, Oregon's Interior Architecture program was the first West Coast program to be accredited.

A.5 THE EIGHTIES AND NINETIES.

The eighties brought curricular shifts that greatly expanded the curriculum of the seventies into sync with the faculty's collective, pluralistic, viewpoint. Under Jerry Finrow's headship and the leadership of Bill Kleinsasser on the Curriculum Committee, the curriculum developed a more balanced structure. A strong foundation program was conceived and executed, creating for students a structure in which to grow and experiment - and to demonstrate capability and integrative skill.

New programs were created and others were expanded. The off-campus practicum became a regular option in architecture and interior architecture. The architecture faculty were also instrumental in creating the school's newest graduate program, Historic Preservation, originally chaired by Philip Dole, Professor of Architecture, then by the late Michael Shellenbarger who helped expand its technical offering, and now by Donald Peting. In 1983, the Summer Architecture Academy, an intensive six-week "career discovery" program, was founded by Michael Utsey. The Academy allows students from high school juniors to mid-career professionals contemplating a second career to experience design studio and support coursework.

The Center for Housing Innovation was established in 1988 to address substantive research issues in the field of housing. The Energy Efficient Industrialized Housing Research Program, under the direction of G.Z. Brown and co-sponsored by the Florida Solar Energy Center was established as the result of a major grant from the DOE. This program is a combined effort of the U.S. Department of Energy, the two state governments, and the residential construction and building products industries.

In 1986, the School of Architecture & Allied Arts received a one million dollar endowment to establish the Frederick Charles Baker Chair in Lighting and Architectural Design. The special focus of the chair is the phenomena of light and lighting in architecture. The holder of the Baker Chair and members of the Oregon faculty offer studies in the related fields of energy-conscious design, day lighting, electric light, color and color theory.

In 1993, the Belluschi family established an endowment for the Pietro Belluschi Chair in architectural design to provide regular opportunities for distinguished practitioners to teach studio at Oregon.

In the area of computer applications, Chuck Rusch, and Kevin Matthews were instrumental in making computer literacy available to every student in the department. The Architecture and Landscape Architecture Departments, in collaboration with the visual design faculty of the Fine and Applied Arts Department, have instituted a wide range of advanced offerings in computer graphics and analytical procedures such as energy modeling. These efforts are centered in the school's computer graphics laboratories.

In Fall, 1993, the department faculty voted that all professional degree students entering the programs in Fall 1994 and thereafter would be required to have the appropriate computing capability in their principal workspace for use in departmental coursework. The department also required that each student demonstrate computer literacy: the knowledge of computer drafting, 3-d modeling and image processing. Nancy Cheng was hired in 1996, bringing to the department a cross-platform expertise, having worked extensively with architecture in both Macintosh and DOS-based formats. The department, under the guidance of Professor Cheng, begins offering courses in AutoCAD for the WinTel platform, Fall, 1997, to help students acquire needed exposure to the systems used widely in the profession.

A major concern in the 1990's has been how to continue to provide quality education in the face of diminishing public support. The state legislature, with impetus from a series of populist tax-cutting ballot measures, has reduced spending for education at all levels, especially for higher education. Even now as the state economy experiences unprecedented growth, sentiment to further constrict spending for higher education continues. The challenge of hiring strong new faculty, while being able to offer fewer financial rewards, and of attracting quality students, even as tuition and associated costs have skyrocketed, is of continuing importance to the department in this era of dwindling financial resources available to public education.

In 1994, the department of architecture modified its curriculum. The curriculum of the 1950's and 1960's had been a rigid sequence of required courses with almost no room for elective credit. In the 1970's, the department had rebelled against this rigidity, creating a curriculum that was essentially entirely elective in terms of non-design subject courses. This totally open curriculum, like its predecessor, had demonstrated weaknesses. Where the first was too rigid, the next was not balanced enough. In response to the open curriculum of the 1970's, the department adopted a curriculum in 1982, which sought to balance required courses and elective credits. Students were required to complete fundamental and breadth courses from all areas of the curriculum. A student could choose from a series of courses considered "breadth-satisfying".

The curriculum adopted in 1994 tightened the requirements even more, increasing the number of required technology courses and requiring specific courses in the theory of design arts, media and professional context. The magnification of required courses reduced the elective credits available to the program. Electives were further crimped in the mid-1990's when, in a university-wide restructuring, many 3-credit courses were converted to 4-credit courses--with total program credit requirements remained unchanged. In some ways the curriculum appeared to be completing a full turn of the spiral.

The interior architecture curriculum also was modified in 1994; but this curriculum has experienced less volatility in structure throughout the last several decades. Under the deft guidance of Professor Gunilla Finrow, Director from 1988 to 1995, the Interior Architecture Program attracted outstanding students and junior faculty. The program continues to have a national reputation that places it among the top interior architecture programs.

One of the high points of the mid- and late-1990's was the establishment of an accredited Portland-based M.Arch. Option II program in urban architecture. During the 1970's and 80's the department had offered urban-intensive studio experiences in Portland and other West Coast cities as the "Urban Spring/Urban Summer" program. In the late eighties, this program became a regular full-year offering in Portland. A "joint" program in cooperation with Portland State University was instituted in the mid-1990's.

As the result of a successful national search, Gerry Gast was appointed the first director of the Urban Architecture Program. The first M Arch class began the Portland program in the Fall of 1994. This two-year Option II program leading to an M Arch degree was intended to make it possible for University of Oregon students to be in residence in Portland for most or the entirety of their professional program.

In the spring of 1996, the chancellor directed the UO Department of Architecture to develop a Portland program independent of PSU. A year later, in the spring 1997, the UO purchased an historic building in downtown Portland (The Willamette Block Building, at 722 SW 2nd Avenue) to house UO urban programs, the same building that housed the first UO Law program in Portland. The Portland Urban Architecture Program moved into its new home Fall Term 1997 and received its NAAB accredited the same year.

The Portland program, an extension of the Eugene programs, is open to all Eugene-based students who wish to broaden the context of their studies. This urban program has opened many possibilities for collaboration between the Eugene- and Portland-based students and faculty. This allows the department to engage Portland as a "laboratory" for the study of urban architecture and enables valuable interaction between the academic and professional communities.

In another important development further connecting programs in Eugene and Portland, the AAA School in 1995 received a \$4.5 million gift donated jointly by the John Yeon Trust and Richard Louis Brown of Portland. Yeon was a Portland architect, landscape architect and pioneer in environmental conservation. The gift included the Watzek House in Portland, a 1936 architectural gem that was featured in the New York Museum of Modern Art, The Shire, a 75-acre waterfront property on the north side of the Columbia River Gorge, and an endowment. With UO matching funds, the endowment has a total value of approximately \$9.5 million. The Watzek House will become the John Yeon Center for Architectural Studies and The Shire will become the John Yeon Preserve for Landscape Studies. The endowment will be used to provide perpetual preservation of both properties and to support instructional and research activities envisioned at the John Yeon Center and at The Shire.

The composition of the student body has also changed over the years. Prior to 1973, open admissions created a situation in which the department's liberal curriculum was stretched to its limits; the numbers swelled to almost a thousand. Today, the department selects students who have creative, academic and life skills indicating a high probability of success in the program and the profession. The department's admissions procedures are as thorough and studied as any university in the nation. The population is also down to a manageable target of 500 architecture and 85 interior architecture majors, with 150 of these at the Master's level. Regional, national and international groups are represented.

The “Option I” post-professional Masters program has become a more research focused degree. Option I students generally come to work with particular faculty or one of the department’s recognized support groups:

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| Design Process and Theory | Computer-Aided Design |
| Housing Design | Environment and Behavior |
| Vernacular Design | Interior Components and Furniture |
| Structures and Construction | Light and Lighting Design |
| Energy-Conscious Design | Proximate Design and Ergonomics |
| Urban Design (Portland or Eugene) | |

The department still sees its educational mission as rooted in Willcox’s visionary realm of ‘freedom and responsibility.’ The curriculum is design-centered. Comprehensiveness is available through introductory coursework in the subject areas and substantial breadth and depth in the advanced courses. The integration of subjects is aided by the design process skills’ courses and practiced in studio. The faculty has substantial freedom with respect to curricular innovation and research. Faculty is expected to maintain their area of expertise and share in the collective responsibility toward maintaining an integrative and comprehensive design program. This duality, perhaps only a contemporary version of the Willcox legacy, is often cited as the department’s greatest strength and key to excellence.

A.6 THE NEW CENTURY.

During the waning years of the 20th Century many of the department’s senior faculty reached retirement age. New faculty is being hired to continue the tradition of excellence while bringing new strengths and expertise to the department. New members of the faculty have joined the department in structures, theory, design skills and computing, and ECS. Each continues Oregon’s tradition of teaching in their area of specialty and in the design studio.

During the late 1990’s the department implemented a summer start for the Option III Graduate students in Interior Architecture and Architecture. The change has brought many benefits including an opportunity for a highly focused and intense experience. The summer start has enabled these students to make a smooth transition into the department.

Fall 2000 marked the start of a new Certificate Program, Teaching Technical Subjects in Architecture. Distinguished Belluschi fellow, Professor Ed Allen, was instrumental in its conception and development. Faculty teaching in the Certificate Program include: Ed Allen, G.Z. Brown, Virginia Cartwright, Nancy Cheng, Donald Corner, Stephen Duff, Peter Keyes, Alison Kwok, Donald Peting, John Reynolds, John Rowell, Robert Thallon and Certificate Program Director Elect, Christine Theodoropoulos.

Professor Christine Theodoropoulos undertakes the editorship of the “*Connector: A Forum for Teachers of Technology in Schools of Architecture*”. The *Connector* is published by the University of Oregon and with the generous help of Professor Edward Allen. The Portland Urban Architecture Program has attracted outstanding Option II students and continues to attract advanced students from the Eugene campus to study urban architecture. Program Director (1999–2001), Gerry Gast, organized outstanding spring symposia The 2000 Spring Symposium theme was “Constructed Places” and included lectures by architects Herman Hertzberger, Amsterdam; Francine Houben, Delft; and Fumihiko Maki, Tokyo, and an exhibit of work from Mecanoo Architects, Delft. Spring, 2001, Symposium’s theme was “Space Exploration” with speakers Zvi Hecker, Architect, Berlin and Tel Aviv; and Enrique Norton, Principal TEN Arquitos, Mexico City. Hajo Neis worked jointly with

Technical University of Dresden and the University of Oregon to present an International Symposium on "Form Language" in Dresden, Germany, Summer, 2001.

Prior to leaving on a year's sabbatical, Professor Gast put the finishing touches on the proposal for an intern program. The Portland Urban Intern Program is created for students to work alongside City of Portland Planning Officials and for the City to gain valuable research and urban design assistance. Under the guidance of the Portland Development Commission, two urban projects were undertaken. Students James Ponto, Brian Bennett, and Seth Moran worked on a new mixed-use urban center on the MAX light rail line; and the extension of the retail core along the Park Blocks in downtown Portland was investigated by students Brad Hakala, Jean von Barga, and Robert LeMoine.

Summer 2001, Jim Pettinari takes over as director of the Portland Program. The program's physical space is improved, including enlargement of the library, faculty offices, and multi-purpose room. A model shop, studio space and computer lab are added. The improvements have enabled the population to grow from 50 to 75 students.

Adjunct Professor John Cava continues to direct the Portland Practicum and Summer Programs. Adjunct Professor Bill Tripp took charge of the 2002 Summer Program, an intense six-week course of architectural study that is visited each week by a guest critic. Past critics include: Will Bruder, Phoenix; James Cutler, Bainbridge Island; Julie Eizenberg, Eric Moss and Mark Mack, Los Angeles; Thom Mayne and Michael Rotundi, Santa Monica; Kenneth Frampton, New York; Carlos Jimenez, Houston; Patricia Patkau, Vancouver, B.C.; Stanley Saitowitz, San Francisco; and Brigitte Shim, Toronto.

Faculty has provided innovative ways for students to travel and study. Professors Jenny Young and Donald Corner offered a design studio and subject area coursework on Martha's Vineyard, Spring 2000, and intend to repeat the program again in the near future. Professor Stephen Duff has offered a number of design-build studios at locations in Oregon and Canada. Adjunct Professor Michael Cockram has led groups of historic preservation and architecture students to Oira, Italy, where they are documenting a group of nine hundred year-old stone buildings, being given demonstrations by Italian stone masons, and working on a historic structure with local craftsmen. Christine Theodoropoulos directed a summer fieldwork program in Portland that documented 11 bridges crossing the Willamette River. It is part of a larger Historic American Record Project to document historically significant engineering, industrial and maritime works in the United States. Professor Don Peting continues to offer field schools at sites in Oregon and Washington through the Historic Preservation Program which students in Interior Architecture and Architecture attend each summer. Even though he retired Spring 2002 he will continue his teaching as an emeritus member of the faculty.

The Stuttgart Exchange remains popular with students, as does our summer Program in Rome, and the opportunities for study at the Danish International Studies Program in Copenhagen. Over the past few years both graduate and undergraduate students have demonstrated a greater interest in continuing their study of foreign languages.

Two major student organizations HOPES (Holistic Options for Planet Earth Sustainability) and the Solar Information Center merged in 2001, into the Ecological Design Center (EDC). The EDC will continue sponsorship of the Solar Incidents Newsletter and the HOPES Conference, an international conference that invites and is attended by students and professionals from all over the world. The new

organization will remain an multidisciplinary student group representing the School of Architecture and Allied Arts, and committed to expanding the role of design professions in the realization of positive and sustainable solutions to environmental issues.

A.6.a. SUMMARY OF ACTIVITIES FOR 2002 – 2003.

Faculty and student activities and honors over the past year.

Professor Michael Fifield has stepped down as department head and is on sabbatical leave during 2003-2004. He has a full schedule planned for the year including research activities and travel (we will give the full report upon his return).

Associate Professor Christine Theodoropoulos has been awarded indefinite tenure. Upon her return from teaching the UO Summer Program in Rome, she is taking over as department head.

Alison Snyder and **John Rowell** have been promoted to the rank of Associate Professor with indefinite tenure. Both are on sabbatical during 2003 – 2004.

Alison Kwok has been granted promotion to Associate Professor with indefinite tenure. **Associate Professor Alison Kwok** has been awarded a \$485,301 grant by the US Dept of Education Fund for Improvement of Post-Secondary Education (FIPSE). The intent of the grant is to transform learning by engaging students in hands-on exercises, training teaching assistant-faculty teams, and integrating issues of environmental technology and design into curricula. Kwok is the principal investigator of the project, entitled "Agents of Change: Building the Case." During the three-year project, about 180 teaching assistants and faculty members will be trained, and more than 2,400 students at almost a third of the nation's accredited architecture programs and will conduct more than 600 case studies. Kwok has been chosen as a principal author of **MECHANICAL AND ELECTRICAL EQUIPMENT FOR BUILDINGS**, published by Wiley and Sons.

Assistant Professor Mary Anne Beecher has received one of the three 2003 A&AA Faculty Yeon Program Grants awarded. She is using it for the research project entitled: "The Material Culture of Domestic Storage (1850-1950): A Virtual Exhibition."

Associate Professor Nancy Cheng has been elected Vice-Chair of the AIA Technology in Architectural Practice PIA Advisory Group for 2003, becoming Chair in 2004. The group has organized a conference: Connecting the Dots: Understanding the Emerging Digital Building, with Jill Rothenberg, CTO of Add Inc. Architects. The focus is on digital information flow throughout phases of building planning, design, construction and management. It is taking place Oct. 16-18, 2003 in San Francisco. For the 2003 AIA National Convention in San Diego, she presented a pre-conference workshop on digital design tools with Jill Rothenberg, CTO of Add Inc. Architects. Prof. Cheng's paper abstract, "Tools for Recording Places" was accepted to Computer Aided Architectural Design Research in Asia (CAADRIA03), held in Thailand.

Nancy Cheng has been elected to the Editorial Board of the International Journal of Architectural Computing and will work with Ellen Yi-Luen Do of Univ. of Washington to edit issue no. 2. The journal is a collaboration between European (ECAADE), Asian (CAADRIA), Latin American (SIGRADI) and North American (ACADIA) computer-aided architectural design associations, with each group taking charge of one issue each year.

Professor Emeritus Guntis Plesums' drawing of a Kyoto area "minka" was published in a Vitra Design Museum catalogue, "Living in Motion: design and architecture for flexible dwelling." The catalogue accompanies an exhibition at the museum in Weilam Rhein, Germany, and subsequently travel to London, Lisbon, Barcelona and other cities.

Assistant Professor Brian Davis served as Director of the Summer Architecture Academy. The Academy celebrated its twentieth year.

Ronald Kellett has been promoted to full professor.

Professors Howard Davis and **Ron Kellett** visited the University of Cape Town, South Africa, at the invitation of Jo Noero, Director of UCT's School of Architecture, Planning and Geomatics. The purpose of the visit was to investigate possible collaborative opportunities for research and teaching between that school and the School of Architecture and Allied Arts. This effort, to be further developed over the next several months, will involve faculty and students from several departments of AAA. The faculty of the two schools shares many interests and values, and Cape Town has striking similarities and differences with cities of the Pacific Northwest.

Associate Professor Virginia Cartwright received one of the 2003 A&AA Dean's Awards for her project: "Themes of Light: Aalto's Libraries from Viipuri to Mt Angel." The other award went to **Professor Howard Davis** for his project: "Living Over the Store in Bangkok and Amsterdam." Professor Davis is presently serving as Acting Director of Historic Preservation Program.

Associate Professors Rob Thallon and **Stan Jones** (Landscape Architecture) have co-authored a book on site planning principles, GRAPHIC GUIDE TO SITE CONSTRUCTION: OVER 325 DETAILS FOR BUILDERS AND DESIGNERS, Taunton Press, 2003.

Associate Professor Kevin Nute's book, PLACE, TIME AND BEING IN JAPANESE ARCHITECTURE, Routledge Press, is slated for publication in 2003.

The BetterBricks Daylighting Lab has opened at the UO Portland Center. The BetterBricks Daylighting Labs are located Eugene and Portland and managed by the University of Oregon with oversight by **Professor G.Z. Brown**. The Northwest Energy Efficiency Alliance, a non-profit group donated \$200,000 to help fund the Portland and Eugene labs. Professor Brown was quoted extensively in a June 17, 2003, New York Times article, *Beyond the Bulbs: In Praise of Natural Light*.

Students **Cynthia Quade** (M.I.Arch). '04) and **Sarah Burke** (M.I.Arch). '04), from **Assistant Professor Ihab Elzeyadi's** Advanced Electric Lighting Class, Fall 2002, won the "runners-up" first place in the Luraline Luminaire Student Competition 2002. One of the class's projects was to design a luminaire and submit it as an entry for the competition. Their entry is posted on the Luraline Web site <www.luraline.com>

The Department of Architecture has begun a student exchange program with the **University of Hong Kong** (HKU). In January 2003, **Lucas Jacobson**, M.Arch.'04, joined their unique international program that includes students from over 12 selected schools in Europe, North America and Asia. Two students from Hong Kong joined the University of Oregon spring term. UO Architecture alumni **David P.Y. Lung** ('78) was elected Head of the Department of Architecture at HKU in 2002.

Graduate student Amber Zabel has been awarded a 2003 Dean's Graduate Fellowship in recognition of her scholarly activity. She is using the award to complete her project: "Educational Environments for Children with Autism."

Gary Wong (B.Arch.'03) is a semifinalist for the 2002 Far Eastern International Digital Architectural Design Award. He is one of only 4 undergraduates who placed in the top 40 in a field of 107 submissions that included professional designers and architects. Each year's projects are featured in a hardcover book series called Defining Digital Architecture. In 2002, Wong was part of a five member UO student team that included Josh Ashcroft, Andika Murandi, Kimi Voshi and Adrian So, that won an Honorable Mention 4th Prize in the Association for Computer Aided Design in Architecture (ACADIA) International Design Competition. The competition is unusual because each entrant participated as a juror, with the winners determined through online discussion and voting. Gary's dynamic web page highlights his competition scheme, coursework and travel experiences with beautiful interactive graphics. <http://gladstone.uoregon.edu/~gwong/>

Padru Kang (B. Arch. '02) has won an award of Distinction for Architectural Design in the FormZ Joint Study competition, Fall 2002 (for the terminal design project, "New York/Urban Form", taught by **Professor Howard Davis**). The award was presented at the (ACADIA) conference held at California State Polytechnic University, Pomona. The jury included Denise Scott Brown, Marcus Novak and Jerry Laiserin. Padru's award includes 10 free seats for the UO to use at next year's conference. Padru's work is on the FormZ Web Page. http://www.formz.com/web_site_2000/content_pages/Joint_Study/JS2002/awards20012002.html

A.7 ADMINISTRATIVE OFFICERS, SCHOOL OF ARCHITECTURE & ALLIED ARTS and the DEPARTMENT OF ARCHITECTURE.

DEANS, School of Architecture and Allied Arts

| | |
|-------------|-------------------|
| 1914 – 1947 | Ellis F. Lawrence |
| 1947 – 1959 | Sidney W. Little |
| 1959 – 1962 | Walter Gordon |
| 1962 – 1963 | Marion D. Ross |
| 1963 – 1968 | Walter Crease |
| 1968 – 1971 | Fred A. Cuthbert |
| 1971 – 1981 | Robert S. Harris |
| 1981 – 1991 | Wilmot G. Gilland |
| 1991 – 1995 | Jerry V. Finrow |
| 1995 - | Robert Melnick |

CURRICULUM HEADS, Architecture Program

| | |
|-------------|---------------------|
| 1922 – 1947 | Walter R.B. Willcox |
| 1947 – 1964 | Wallace S. Hayden |

DEPARTMENT HEADS, Department of Architecture

| | |
|-------------|--------------------------|
| 1964 – 1967 | Donlyn Lyndon |
| 1967 – 1971 | Robert S. Harris |
| 1971 – 1977 | Wilmot G. Gilland |
| 1977 – 1978 | Jerry V. Finrow |
| 1978 – 1980 | Charles W. Rusch |
| 1980 – 1985 | Jerry V. Finrow |
| 1985 – 1991 | Donald B. Corner |
| 1991 – 1996 | Michael Utsey |
| 1996 – 1997 | G.Z. Brown |
| 1997 – 1997 | Michael Utsey |
| 1998 - 2003 | Michael Fifield |
| 2003 - | Christine Theodoropoulos |

ASSISTANT DEPARTMENT HEADS, Department of Architecture

| | |
|-------------|-----------------------|
| 1973 – 1975 | Michael Shellenbarger |
| 1975 – 1977 | Donald Peting |
| 1977 – 1978 | Richard Garfield |
| 1978 – 1979 | Michael Pease |
| 1980 – 1985 | Michael Utsey |
| 1985 – 1987 | Arthur Hawn |
| 1991 – 1994 | Virginia Cartwright |

ASSOCIATE DEPARTMENT HEADS FOR STUDENT AFFAIRS, Department of Architecture

| | |
|-------------|---------------------|
| 1997 – 1998 | Linda Zimmer |
| 1998 - | Glenda Fravel Utsey |

PROGRAM DIRECTORS: Interior Architecture Program, Department of Architecture

| | |
|-------------|------------------|
| 1933 – 1966 | Brownell Frazier |
| 1966 – 1988 | Lyman Johnson |
| 1988 – 1995 | Gunilla Finrow |
| 1995 – 1997 | Lyman Johnson |
| 1998 - | Linda Zimmer |

PROGRAM DIRECTORS: Portland Urban Architecture Program, Department of Architecture

| | |
|--------------|-----------------|
| 1994 – 1998 | Gerry Gast |
| 1998 – 1999 | Peter Keyes |
| 1999 -- 2001 | Gerry Gast |
| 2001 -- | James Pettinari |

B.0 THE FACULTY.

B.1 INTRODUCTION.

The Department of Architecture faculty embodies the pluralistic intent of the School's founders. No one background or philosophy predominates. Faculty is encouraged to maintain a professional practice and/or make regular scholarly or research contributions to knowledge in the field. Of the regular faculty members, most architecture faculty members are registered architects or engineers; many are NCARB certified. The interior architecture faculty is, likewise, members of ASID, IIDA and/or IDEC.

The faculty is active in many areas of research and its application and practice. These include the following areas of focus:

Technology: low-cost, energy-efficient housing, solar energy utilization and research, resource efficient design (sustainability), design with microclimates, passive cooling, seismic design principles, materials and construction, and structural planning and construction management;

Human Context: user-based design procedures, theoretical principles and their application in assessing, evaluating and designing accessible and habitable places.

Interior Architecture: history and theory of interior design, behavioral factors, furniture design and ergonomics, day lighting, light and color theory and applications, construction, systems, materials and applications, ancient and modern sacred space, vernacular and contemporary structures;

Architectural Contexts: history and theory of the built environment, urban architecture and theory, small towns and intentional communities, theory of cultural and built processes, Oregon and traditional Japanese settlement patterns, historic use and conservation of materials, and historic preservation;

Media: visualizing context in design, specific application of the study drawing, and application of digital media and the design process.

The common teaching load for faculty members is five courses a year. Faculty members are integrative designers with one or more areas of teaching specialization. Some faculty members maintain a professional practice or intensive research roles by occasional leaves of absence from teaching. The positions created by these absences are generally filled with visiting faculty from other institutions. In addition to their teaching, professional and/or scholarly contributions and community service, the faculty shares a responsibility to the general advising of students. They are expected to post two open office hours per week, during academic terms, for drop-in advising. The department's receptionist keeps a listing of current faculty schedules which students may consult. Adjunct faculty members are established architects and designers from the local or regional pool.

B.2 DEPARTMENT OF ARCHITECTURE FACULTY.

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Mary Anne Beecher, assistant professor (design, history and theory of interior architecture). B.A., 1986, Interior Design; M.A., 1988, Interior Design, Iowa State Univ.; M.A., 1998, American Studies, Univ. of Iowa. (1999)

G. Z. Brown, professor (design, environmental control systems, effect of energy and material conservation on architectural form). B.A., 1964, M.A., 1966, Michigan State; M.B.A., 1971, Akron; M.Arch., 1974, Yale; reg. architect, Oregon; member, AIA. (1977)

Lars Uwe Bleher, assistant professor (design, digital media). M.Arch. 1994, Oregon; Dipl.-Ing. 1995, Stuttgart. (2002)

Virginia Cartwright, associate professor (design, environmental control systems, architectural day lighting). A.B., 1975, California, Berkeley; M.Arch., 1981, Oregon. (1986)

Nancy Yen-wen Cheng, associate professor (design, digital media). B.A., 1983, Yale; M.Arch., 1990, Harvard. reg. Architect, Massachusetts: NCARB certificate; member AIA. (1996)

Donald B. Corner, professor (design, construction systems, housing production). Director, Center for Housing Innovation. B.A., 1970, Dartmouth; M.Arch., 1974, California, Berkeley; reg. architect, Massachusetts. (1979)

Brian Davies, assistant professor (design, media, materials and construction, lighting); B.S., 1991, Interior Design, Cornell Univ.; M.A. 1999, Interior Design, Cornell Univ. (1999)

Howard Davis, professor (design, architecture and culture, vernacular architecture and urban districts). B.S., 1968, Cooper Union; M.S., 1970, Northwestern; M.Arch., 1974, California, Berkeley. (1986)

Stephen F. Duff, associate professor (design judgment, structures and construction, design-build apprenticeship). B.A., 1985, Washington (Seattle); M.Arch., 1988, M.S., 1993, California, Berkeley. (1994)

Ihab Elzeyadi, assistant professor (design, environmental control systems), B. Arch., 1988, Ain Shams University-Cairo, GD in Arch. Engineering, 1990, Ain Shams University-Cairo, Prof. Cert. in Project Facility Managmt., American Univ., Cairo, M.S. Arch, 1996, Pennsylvania State Univ., PhD., 2001, Arch., Univ of Wisconsin-Milwaukee; reg. architect and engineer, Egypt since 1988. (2001)

Michael E. Fifield, professor (design, housing, urban design). B.A., 1973, UC Berkeley; M.Arch, 1980, UCLA; reg. architect, Oregon, Arizona, Idaho; NCARB certificate; member, American Institute of Architects; member, American Institute of Certified Planners. (1998)

W. Gerald Gast, associate professor (urban and architectural design, urban studies); coordinator, Portland programs. B.Arch., 1967, M.Arch., 1969, Illinois; reg. architect, California; member, American Institute of Architects. (1994)

Donald Genasci, professor (history and theory, architecture urban design). B.Arch., 1963, Oregon; Dipl. in Urban Design, 1965, Architecture Association; M.A., 1974, Essex Univ.; reg. architect, Oregon; NCARB and England (ARCUK). (1977)

Wayne J. Jewett, senior instructor (furniture design and construction, sculpture). B.S., 1970, M.F.A., 1972, Wisconsin, Madison. (1974)

Ronald W. Kellett, professor (design, neighborhood planning, design process). B.E.S., 1975, Manitoba; M.Arch., 1979, Oregon; reg. architect, British Columbia. (1985)

Peter A. Keyes, associate professor (design, housing research and building technology, community design). A.B., 1978, Harvard; M.Arch., 1983, Columbia; reg. architect, New York. (1990)

Alison Kwok, associate professor (design, environmental control systems), B.A., 1977, Knox; M.Ed., 1980, Hawaii; Ph.D., 1998, UC Berkeley; M.Arch., 1990, Ph.D., 1997, UC Berkeley; reg. architect, California. (1998)

Gary W. Moyer, associate professor (design, theory, historical analysis). B.Arch., 1967, Oregon; M.Arch., 1968, Pennsylvania; reg. architect, Pennsylvania, New York, Oregon. (1976)

Hans Joachim (Hajo) Neis, associate professor (design, urban and neighborhood design); Dipl.Ing., arch and urban design, Univ Darmstadt, 1976; M.Arch., 1979, M.C.P., 1980, Ph.D., Arch, 1989, California, Berkeley. Professional offices in Germany, Berkeley, Tokyo. reg. architect, Germany. (2000)

Kevin Nute, associate professor (design, history and theory), B.A. arch/env design, 1981; B.Arch., 1985, Nottingham Univ; Ph.D., architecture, 1993, Cambridge. Member, Japan Inst. of Architects; Royal Inst. of British Architects, Society of Arch History of Japan, Britain; ACSA. (2000)

James A. Pettinari, professor (design-graphic analysis, urban and community design, transit-related development). B.Arch., 1966, Minnesota; M.Arch., 1970, Pennsylvania; reg. architect, Minnesota; NCARB certificate. (1975)

John S. Rowell, associate professor (design, construction). B.S., 1984, British Columbia; M.Arch., 1990, Oregon; reg. architect Washington, Oregon: NCARB certificate; member American Institute of Architects. (1991)

Alison B. Snyder, associate professor (design, ancient and modern sacred spaces, vernacular structures). B.A., 1982, Washington University (St. Louis); M.Arch., 1987, Columbia; reg. architect, New York, Pennsylvania, New Jersey. (1997)

Robert L. Thallon, associate professor (design, media, construction). B.A., 1966, California, Berkeley; M.Arch., 1973, Oregon; reg. architect, Oregon, California. (1979)

Christine Theodoropoulos, associate professor (design, structure). B.S.C.S., 1979, Princeton; M.Arch., 1985, Yale; reg. civil engineer, California; reg. architect, California; member AIA. (1997)

James T. Tice, associate professor (design, theory). B.Arch., 1968, Cornell; M.Arch., 1970, Cornell; reg. architect, California. (1990)

Glenda Fravel Utsey, associate professor (design, site-specific process and skill development, settlement patterns); Associate Department Head for Student Affairs. B.Arch., 1971, Oregon; M.L.A., 1977, Oregon. (1981)

Glenn Wilcox, assistant professor (design, digital media). B.A., 1992, Temple, M.Arch., 1998, Cornell. (2001)

Jenny Young, associate professor (design, programming, health-care facilities). B.A., 1970, Vassar; M.Arch., 1974, California, Berkeley; reg. architect, Oregon. (1982)

Linda K. Zimmer, associate professor (design, media, behavioral factors). B.I.Arch., 1982, Kansas State; M.I.Arch., 1985, Oregon; NCIDQ certification; member, IIDA, IBD, IDEC. (1990)

B.3 ADJUNCT AND VISITING FACULTY.

Gregory Acker, adjunct assistant professor (environmental design, integration of building systems and environmental resources) B.Arch. 1968, Miami University (Ohio), reg. architect Oregon (1975) and California (1978). (1998)

Karalie Adams, adjunct assistant professor (design, context of dwelling) B.Arch. 1978, M.A. 1986 Oregon. (2002)

Edward Allen, FAIA, Distinguished Visiting Professor of Architecture and recipient of the Belluschi Chair (Design, teaching technology).

Yumiko Aoki, adjunct assistant professor, 2002 Faculty Fellowship in Architectural Design (design, structures). B.S., 1996, University of Tsukuba, Japan; M.Arch., 2001, M.S. 2002, Michigan. (2002)

Kelcey Beardsley, adjunct assistant professor. (design, media, context of the profession). B.A Michigan, 1969, M.Arch., Oregon, 1979. reg. architect, Oregon. (1985)

Matthew Brehm, adjunct assistant professor (design), B.Arch., 1989, Notre Dame; M.Arch., 1998, Oregon. (1998)

John Cava, adjunct associate professor (design, history, theory). B.Arch., 1979, Oregon; M.Arch., 1987, Columbia; reg. architect, Oregon; member, American Institute of Architects. (1988)

Michael Cockram, adjunct assistant professor (design, process media). B.A., 1982, Arkansas; M.Arch., 1989, Oregon. (1993)

Christie Coffin, visiting Associate professor (human context) B.A.Radcliffe/Harvard 1965; M.Arch., California, Berkeley, 1969; Registered Architect California, Oregon. NCARB Certificate. (2003)

Amy Donohue, adjunct assistant professor (design, design theory), B.Des., 1994, Florida; M.Arch., 2001, Princeton. (2001)

Paul Edlund, adjunct assistant professor (construction communications). B.Arch, 1956, Oregon; reg. Architect, Oregon; member CSI, AIA. (1966).

Susan Emmons, adjunct assistant professor (context of the profession), B.A., 1976, Vermont; M.Arch., 1984, Harvard; reg. architect, Oregon, Illinois, California, NCARB certificate. (2002)

James W. Givens, adjunct associate professor (design, design theory and process). B.Arch., 1985, Oregon; M.Arch., 1989, Oregon. (1986)

Chuck Gordon, adjunct assistant professor (construction). M.Arch./Urban Design, 1961, Illinois; B.Arch., 1957, Illinois; reg. architect, Oregon, 1970; NCARB certificate. (1996)

Megan Haight, adjunct assistant professor (design, materials of interior design). M.Arch., 1979, Yale; reg. architect. (1995)

Suenn Ho, adjunct assistant professor (urban patterns, spatial ordering, design media). B.A., 1985, Williams; M.Arch., Columbia, 1988. (1993)

Joanne Hogarth, adjunct assistant professor (design, design process media). B.A., 1986, British Columbia; M.Arch, 1991, Oregon. (1997)

Arthur W. Johnson, adjunct assistant professor; BSCE, 1964; MSSE, 1965, UC Berkeley; registered structural engineer in 27 states; Vice President and Principal-in-Charge, Portland Office, KPFF Consulting Engineers; CECO (President 1999-2000), ASCE, CASE (Chairman 1996-1997). (1995).

Amy Miller Dowell, adjunct assistant professor (design).A.B., Environmental Design, University of California, Berkeley; M.Arch, MS, Historic Preservation, 1986, Columbia; reg. architect, California and Oregon; member, AIA. (1994)

Jay Mills, adjunct assistant professor, (design) B.A.Arch. New Mexico, B.Arch., 1999, Oregon. (2000)

Patricia Parola, adjunct assistant professor (architectural programming). B.S., Arch., 1986, Univ. of Texas,Arlington; M.A. 1995, Virginia Poly. Inst. and State Univ. (1999)

Michelle Pellittier, adjunct assistant professor, (design, interior architectural practice), B.Arch., 1990, Oregon.

Otto P. Poticha, adjunct associate professor (design, architectural practice, community involvement in physical change). B.S.Arch., 1958, Cincinnati; reg. architect, California, Colorado, Illinois, Indiana, Oregon, Virginia, Washington, Washington, D.C.; NCARB certificate; member, American Institute of Architects. (1962)

Ryan E. Smith, visiting Assistant professor, 2003 faculty Fellowship in architectural design and Structures; B.Arch., 2002, Arizona, M.Arch, California, Berkeley, 2003. (2003)

Edward Starkie, adjunct assistant professor (financial modeling). BLA, 1984, Oregon; M.S.Arch, 1991, MIT; reg. landscape architect, California; member and panelist, Urban Land Institute. (1995)

Randall Teal, adjunct assistant professor (design), B.S., 1994, M.I.Arc., 2000, Oregon.

Anca Trandafirescu, adjunct assistant professor (design) B.Arch., 1993, Temple; M.Arch., the Bartlett School of Architecture, University College of London, 2002, AIA, reg. architect. (2002)

William Tripp, adjunct assistant professor, (design), B.Arch. 1978, Oregon; reg. architect, Oregon, and 1980-82, Princeton, member American Institute of Architects.

Jerome Unterreiner, Jr., adjunct assistant professor (design media); B.A.Arch. 1985, Kansas State, M.Arch., 1992, Oregon. (2001)

B.4 EMERITI.

John L. Briscoe, professor emeritus (design, structures) B.Arch., Eng., 1950, Oklahoma State; reg. architect, Oregon; NCARB certificate; member, American Institute of Architects. (1953)

Stanley W. Bryan, professor emeritus (design, construction) B.Arch., 1947, Washington (Seattle); M.Arch., 1948, Massachusetts Institute of Technology; reg. architect, Oregon, Washington, California; member, Construction Specifications Institute. (1955)

Philip H. Dole, professor emeritus (design, vernacular architecture and settlement patterns) B.Arch., 1949, Harvard; M.S., 1954, Columbia; reg. Architect, New York. (1956)

Wilmot G. Gilland, professor emeritus (design procedure, creative process, form-context systems). A.B., 1955, M.F.A., 1960, Princeton; reg. architect, California, Oregon; fellow, American Institute of Architects. (1969)

Arthur W. Hawn, professor emeritus (design, preservation, history of furniture). B.A., 1961, Washington State; M.A., 1964, Washington State; Fellow, FIDEC. (1967)

Daniel M. Herbert, adjunct associate professor retired (graphic thinking, study drawings). B.F.A., 1951, Colorado; B.S., 1954, Arch. Eng., Illinois; reg. architect, Oregon; member emeritus, American Institute of Architects. (1981)

Rosaria Flores Hodgdon, associate professor emerita (design, theory, urban theory) Arch. Dipl., 1946, University of Naples; reg. architect, Massachusetts. (1972)

George M. Hodge Jr., professor emeritus (structures) B.S., 1949, M.S., 1950, Arch. Eng., Illinois; reg. structural engineer, Texas. (1964)

Lyman T. Johnson, professor emeritus (design, behavioral, technological influences in the proximate environment). B.A., 1957, M.A., 1959, California, Los Angeles; Fellow, FIDEC. (1966)

William Kleinsasser, professor emeritus (design, theory and design synthesis). A.B., 1951, M.F.A., 1956, Princeton; reg. architect, Pennsylvania, New York, Oregon. (1965)

Donald H. Lutes, adjunct associate professor retired (design, architectural practice, urban design). B.Arch., 1950, Oregon; reg. architect; Fellow, AIA. (1989)

Earl E. Moursund, professor emeritus (design, theory) B.S., 1949, Texas; M.Arch., 1951, Cranbrook Academy of Art; reg. architect, Texas. (1955)

Donald L. Peting, associate professor emeritus (design, structures, historic preservation and technology); associate dean, architecture and allied arts. B.Arch., 1962, Illinois; M.Arch., 1963, California, Berkeley; reg. architect, Oregon, Washington. (1963)

Pasquale M. Piccioni, associate professor emeritus (design, theory) B.Arch., 1960, Pennsylvania; reg. architect, Pennsylvania. (1968)

Guntis Plesums, professor emeritus (design, structures, Japanese architecture and settlement patterns). B.Arch., 1961, Minnesota; M.Arch., 1964, Massachusetts Institute of Technology; reg. architect, Oregon, New York. (1969)

John S. Reynolds, professor emeritus (design, relating architecture, energy consumption). B.Arch., 1962, Illinois; M.Arch., 1967, Massachusetts Institute of Technology; reg. architect, Oregon, Massachusetts. (1967)

Charles W. Rusch, professor emeritus (digital media, sustainability / environmental issues). A.B., 1956, Harvard; B.Arch., M.Arch., 1966, California, Berkeley. (1978)

Michael D. Utsey, associate professor emeritus (design, visual language, graphic projection, light and color theory). B.Arch., 1967, Univ. of Texas, Austin; M.E.D., 1971, Yale; reg. architect, Oregon; member American Institute of Architects. (1967)

B.5 CURRENT AREAS OF FACULTY RESEARCH / CONCENTRATIONS

The following descriptions are of current research interests of the Architecture Faculty and the courses offered for students interested a concentrating their study or conducting research. All department of architecture faculty listed below teach in both the design studio and subject area courses.

B.5.a. COMPUTER-AIDED DESIGN.

Faculty: Lars Bleher, G.Z. Brown, N. Cheng, S. Duff, G. Wilcox

Research interests in the use of computers among department faculty members include:

- Structural modeling and analysis
- Energy modeling and analysis
- Modeling of form and space.
- Relation of computers to visual thought processes in design.
- Design of interfaces supporting sketching with computers.
- Group work processes and coordination of digital design teams.
- Integration of three-dimensional design modeling with analytical applications.
- Design collaboration using computer networks.

B.5.b. DESIGN PROCESS AND THEORY.

Faculty: H. Davis, P. Dole (emeritus), S. Duff, D. Genasci, R. Kellett, P. Keyes, G. Moye, K. Nute, J. Rowell, A. Snyder, C. Theodoropoulos, J. Tice, G. Utsey, M. Utsey (emeritus), J. Young

The Architecture Department offers a unique opportunity for the advanced study of architectural theory: how various tools are used to aid design thinking, the processes employed to make decisions, and how to critically evaluate design constraints and completed designs:

- Historical and theoretical studies of the role of design media in the design process.
- Work associated with
- Studies of cognition, including imagery, visual thinking, spatial ability, and study drawing.
- Studies of building typology, architectural precedents, and use of analogy and metaphor in design.
- Development of a structure of considerations and principles for design (a comprehensive theory base).
- Application of research in the design process, the pattern language approach.
- The practice of design development and the role of architectural composition and aesthetic and judgment in design development.

B.5.c. ENERGY-CONSCIOUS DESIGN.

Faculty: G.Z. Brown, V. Cartwright, I. Elzeyadi, A.Kwok, J. Reynolds (emeritus)

Faculty members have written extensively on the subject and are leaders in such groups as the American Solar Energy Society and the Society of Building Science Educators. The Energy Studies in Building Laboratory includes a growing collection of computers and climate simulation equipment such as a large-scale boundary layer wind tunnel. Graduates frequently go on to teach in this area at other universities.

Faculty research includes:

- Passive solar heating in buildings, effects of energy consumption and thermal qualities of spaces on building design.
- The analysis of microclimates and their effects on buildings and surrounding outdoor spaces.
- Design tools and educational microcomputer software development.
- Passive cooling applications in the Pacific Northwest
- The integration of daylight, passive solar heating, and passive cooling design strategies.

B.5.d. ENVIRONMENT AND BEHAVIOR.

Faculty: M.A. Beecher, B. Davies, J. Young, L. Zimmer

The designed environment influences and is influenced by human activity patterns and behavior. The human and social context of design includes architectural programming for particular building types and functions, user group studies, spatial use studies, design review, post-occupancy evaluations of the built environment, studies of environmental meaning, and environmental management studies. Faculty research interests include:

- Health facilities programming.
- Relationship between social activities and spatial structures in small towns
- Accommodation of diverse users through inclusive design strategies
- Post-occupancy evaluation of institutional and public buildings and multifamily housing
- Flexibility and user control in office environments.
- User participation techniques

B.5.e. HOUSING DESIGN.

Faculty: D. Corner, H. Davis, M. Fifield, R. Kellett, P. Keyes, H.J. Neis, R. Thallon

The faculty interests focus on planning, design, production and evaluation of housing. Current projects are local, regional, national and international in scope. Faculty design and research includes:

- Energy efficient industrialized housing prototypes for the next century (federally funded).
- Computer-based design tools for housing and neighborhood scale planning.
- Energy efficient housing demonstration projects (state and federal funds).
- The history of housing, including vernacular housing.
- Housing design process, standards and regulatory practices.
- Social and psychological needs of residents
- Community-based housing development strategies, particularly affordability.
- User participation in design and construction processes.
- Rural housing design and production techniques - U.S. and India.

B.5.f. URBAN ARCHITECTURE AND DESIGN.

Faculty: H. Davis, G. Gast, D. Genasci, P. Keyes, H.J. Neis, M. Fifield, J. Pettinari, A. Snyder, C. Theodoropoulos, J. Tice

Urban design gives the city its form. It is concerned with the qualitative, social and technological improvement of the city, bringing together perspectives including city planning, transportation, urban sociology, urban geography, and architecture. Urban design at the University of Oregon has two tracks. The first, offered in Portland, is a combination of studio-based design projects, courses, and individual research examining both the practical and theoretical basis for urban design. The second option is individual research in either Eugene or Portland. Currently, faculty members are involved in research in the following areas:

- Historic studies of traditional urban form in both western and non-western cultures.
- Research into alternatives to zoning in medium-density residential districts.
- Research into patterns of settlement of villages and towns in Oregon and "vernacular" situations.
- Projects involving the revitalization of economically distressed towns in Oregon
- The study of process and values in creating and sustaining urban excellence.
- Seismic hazard assessment and mitigation for urban districts

B.5.g. VERNACULAR ARCHITECTURE AND SMALL TOWN DESIGN.

Faculty: H. Davis, P. Dole, D. Peting (emeritus), J. Pettinari, G. Plesums (emeritus), A. Snyder, G. Utsey, J. Young

A number of faculty members have research interests in the areas of vernacular architecture and small town design. Special strength is to be found in the regional architecture of the U.S. Pacific Northwest, Southwest, and New England as well as in India and China. Vernacular housing of the nineteenth and twentieth centuries in America is another emphasis that has offered varied opportunities for research.

- Studies of the history of building production process
- Asian settlements
- Immigrant settlement in the United States
- Settlement patterns and the design of small rural towns
- Middle Eastern settlement traditions
- Studies of historic and contemporary intentional and utopian communities

B.5.h. STRUCTURES AND CONSTRUCTION.

Faculty: D. Corner, S. Duff, D. Peting (emeritus), J. Rowell, R. Thallon, C. Theodoropoulos

Investigations into how the use of materials and structures inform basic design strategies. Faculty members teaching in this area are primarily interested in timber and masonry structures. Specific areas of research include:

- Heavy timber construction
- Northwest vernacular wood detailing
- Building enclosure systems
- Innovative use of current wood technology
- Innovative use of masonry technology
- Structure and construction of historical structures
- Energy-dissipating timber-connectors for seismic applications
- Building Configuration: architectural issues in seismic design

B.5.i. INTERIOR COMPONENTS AND FURNITURE.

Faculty: M.A. Beecher, B. Davies, W. Jewett, L. Zimmer

Attitudes toward comfort and resulting influence on the development of interior components and furniture are of special interest. As is the changing requirements of accommodating contemporary activities and their role in the design of buildings and interior spaces. The design, testing and evaluation of furniture and interior components are investigated through the use of full-scale mock-ups and prototypes in a well-equipped wood and metal shop. Faculty interests include:

- Development and history of office systems
- Design of prototypical office systems
- The incorporation of non-traditional materials into the design of furniture
- The history of furniture and finishes
- Societal influences affecting the design of interior components and furniture

B.5.j. LIGHT AND LIGHTING DESIGN.

Faculty: G.Z. Brown, V. Cartwright, B. Davies, A. Kwok, A. Snyder, M. Utsey (emeritus)

The faculty has a variety of interests centered about the areas of daylighting, light, and color applications in design. The common thread is an understanding how the light and color qualities of spaces can influence design. Faculty research interests include:

- The design of apertures and atria.
- Electric lighting design and techniques for modeling the quality of lighting
- The effects of skylight and electric light on the perception of color in the environment.
- The relationship between lighting and other energy systems within buildings.
- The lighting of sacred spaces

B.5.k. PROXEMIC DESIGN AND ERGONOMICS.

Faculty: M.A. Beecher, B. Davies, A. Hawn (emeritus), W. Jewett, A. Snyder, L. Zimmer

The proximate elements of the built environment that are in direct contact with people and are shaped by, or directly influenced by their physical and social interaction. Ergonomics is the study of the influence that the dimensions and movements of the human body have on the built environment. Faculty research interests include:

- Physical interfaces at the micro scale
- Informed design that accommodates group activities

B.6 PUBLICATIONS BY DEPARTMENT OF ARCHITECTURE FACULTY.

Ed Allen and **Rob Thallon**, **FUNDAMENTALS OF RESIDENTIAL CONSTRUCTION**, John Wiley and Sons, NY, 2002.

Howard Davis, **THE CULTURE OF BUILDING**. Oxford Univ. Press, London, 2000.

Ron Kasprisin and **James Pettinari**. **VISUAL THINKING FOR ARCHITECTS AND DESIGNERS: VISUALIZING CONTEXT IN DESIGN**. John Wiley and Sons, NY, 1995.

Kevin Nute. FRANK LLOYD WRIGHT AND JAPAN: THE ROLE OF TRADITIONAL JAPANESE ART AND ARCHITECTURE IN THE WORK OF FRANK LLOYD WRIGHT. Chapman and Hall, London, 1993; and PLACE, TIME AND BEING IN JAPANESE ARCHITECTURE, Routledge, NY and London, is slated for publication in 2003.

John Reynolds, COURTYARDS: AESTHETIC, SOCIAL, AND THERMAL DELIGHT, John Wiley and Sons, NY, 2002.

John Reynolds and Benjamin Stein, MECHANICAL AND ELECTRICAL EQUIPMENT FOR BUILDING, 9th Edition, John Wiley and Sons, NY, 2000.

Christine Theodoropoulos, editor, "CONNECTOR A Forum for Teachers of Technology in Schools of Architecture" published by the Department of Architecture, University of Oregon.

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Jim Tice, S. Polyzoides and R. Sherwood, COURTYARD HOUSING IN LOS ANGELES, Princeton Architectural Press, NY, 1992.

C.0 THE STUDENTS.

C.1 SELECTION GOAL.

Students are selected for their academic capability, creative spirit and desire to study issues related to the built environment. The department looks for students whose contributions and presence will contribute a rich, diverse and supportive context for the study of architectural issues at all scales.

As part of Oregon's principal university dedicated to the liberal arts and professional education, the department has a special obligation to make the best possible architectural education available to residents of the state and region. We strive to attract a varied student body - one that reflects the diversity of contexts in which architects and interior architects design. Peer-based learning is a valuable complement to the formal instruction and is enhanced by a heterogeneous student body.

C.2 UNDERGRADUATE ADMISSIONS REVIEW PROCESS.

The following is a summary of the Department of Architecture Admissions Committee's review process of undergraduate applicants to the Architecture and Interior Architecture Programs. The committee's recommendations are based on Academic and Creative Potential and Potential Program Contribution. The Admissions Committee is comprised of Department of Architecture faculty. The

department had 307 architecture and 44 interior architecture applicants for Fall 2003. The percentage of admits was 44% for architecture and 48% for interior architecture.

Criteria: Academic Potential

Recommendation for admission is based on the applicant's academic strength as evidenced in quality of courses taken in high school, any subsequent coursework taken at a community college or university, coupled with the applicant's GPA and SAT scores and faculty recommendations. If the applicant does not meet three of the four numerical indices (3.25 high school GPA, SAT Verbal 550, Math 550 and/or SAT total score of 1100) their file is moved into the "academically marginal group" for review of their portfolio and essay. If the submitted portfolio is not sufficiently strong to balance the student's academic record, they are denied without further review. Students whose native language is not English must meet the TOEFL minimum score (233 computer-based or 575 paper-based test).

Criteria: Creative potential

The essay and portfolio must provide evidence of design potential. The portfolio's over-all organization and adherence to the prescribed specifications are important criteria considered by reviewers. The reviewers are looking for evidence of creative problem solving skills and the applicant's ability to realize ideas. In addition to an informative and well-written essay and the assigned exercise, the reviewers are looking for a range of examples (i.e. the fine arts such as painting, sculpture, photography, digital art, and/or crafts, such as building, sewing, theatrical design, etc.). The most successful portfolios are well-organized presentations with (edited) examples of creative work accompanied by short explanations.

Criteria: Program Contribution

Reviewers are looking for applicants who will make a difference. Specifically, the committee wants a rich representation of students who are active members of their communities and who evidence maturity through their academic and social contributions. The committee attempts to glean these characteristics by reviewing the recommendations and essay and the completeness and over-all quality of the applicant's submission.

C.3 SCHOLASTIC PROFILE - FIRST YEAR AND TRANSFER STUDENTS.

First-year and transfer students accepted to the Architecture Department for Fall of 2003 had the following Scholastic Aptitude Test Scores and High School GPA's:

AVERAGE SCORES:

| | GPA | SAT Verbal | SAT Math | SAT Total |
|----------------------|------|---------------|-------------|--------------|
| Undergraduate Pool | 3.52 | 565 | 596 | 1144 |
| Undergraduate Admits | 3.68 | 609 | 623 | 1239 |

C.4 SCHOLASTIC PROFILE - GRADUATE STUDENTS.

Graduates students applying for the Fall of 2003 had the following mean scores on the Graduate Record Exam:

AVERAGE SCORES:

| | GRE Verbal | GRE Quantitative | GRE Analytical |
|-----------------|---------------|---------------------|-------------------|
| Graduate Pool | 546 | 659 | 618 |
| Graduate Admits | 552 | 674 | 641 |

C.5 GEOGRAPHIC DISTRIBUTION.

About 55% per cent of our students are, officially, residents of Oregon although, by point of origin, the figure is closer to 34%. The various regions of the state are represented in roughly the same proportions as their populations. The U. S. areas represented, in descending order from more than fifty students to as few as ten, include: Oregon, California, Washington, Alaska, Colorado, New York, Hawaii, and Illinois.

About 11% of our students are not from the U. S. The 'Pacific Rim' countries, including (western) Canada, Japan, and Taiwan have the largest representations, followed by Europe and Southeast Asia. Generally each of the world's regions is represented.

C.6 GENDER.

The number of women in architecture has steadily increased in the Department over the last fifteen years and the student body is currently 43% female. The figures vary by program. In the Fall of 2002, the percentages of women were:

| | |
|-----------|-----|
| B. IARC . | 93% |
| B. ARCH. | 36% |
| M.I.ARCH. | 80% |
| M. ARCH. | 34% |

Over the last ten years, the department has admitted an average of 51% of male applicants, an average of 59% female applicants and an average of 56% of minority applicants.

C.7 MINORITIES.

Minority groups within the department are similar to their proportional representation within the state's population. The most recent study revealed the following percentages (excluding foreign students):

| | |
|-----|-------------------------------|
| 78% | White, non-Hispanic |
| 7% | Asian/Pacific Islander |
| 1% | Black |
| 5% | Hispanic |
| 1% | American Indian/Alaska Native |
| 5% | Declined to supply |
| 3% | Other |

C.8 SIZE OF THE DEPARTMENT.

The department has a 'steady state' population goal of approximately 610 students. The numbers break down in the following ways: 360 (B.Arch.), 60 (B.I.Arch.) majors, and 165 (M.Arch.) and 25 (M.I.Arch.) majors.

C.8.a. PROGRAM TOTALS OF ENTERING STUDENTS FOR 2003. (approx.)

Architecture 161 Interior Architecture 22

C.8.b. 2003 ENTERING STUDENTS BY DEGREE PROGRAMS. (approx.)

PROFESSIONAL DEGREES BACHELORS:

| | Total |
|-----------------------|--------------|
| Architecture | 76 |
| Interior Architecture | 13 |

MASTERS:

| | Option II | Option III | Total |
|-----------------------|------------------|-------------------|--------------|
| Architecture | 37 | 47 | 84 |
| Interior Architecture | 3 | 7 | 9 |

POST-PROFESSIONAL DEGREES MASTERS:

| | Option I |
|-----------------------|-----------------|
| Architecture | 1 |
| Interior Architecture | 0 |

C.9 DEPARTMENT OF ARCHITECTURE PROGRAMS AND DEGREES.

Eugene

1206 University of Oregon
Eugene, Oregon 97403-1206
(541) 346-3656, Web site: <http://architecture.uoregon.edu>

Portland

University of Oregon Center
722 SW Second Avenue
Portland, OR 97204
{503} 725-3682, Email: pdxarch@oregon.uoregon.edu
Web site: <http://architecture.uoregon.edu>

Degree: Bachelor of Architecture (B. Arch.)

Degree: Bachelor of Interior Architecture (B. I. Arch.)

Description: This undergraduate programs are five-year professional degree programs leading to a bachelor of architecture (B. Arch.) degree or bachelor of interior architecture (B. I. Arch.) degree. Advanced study opportunities available at the Portland Urban Architecture program.

Degree: Master of Architecture (M. Arch.)

Degree: Master of Architecture (M. I. Arch.)

Description: The Option III programs are a three and one-third-year first-professional degree program in architecture or interior architecture leading to a master of architecture (M.Arch.) degree or master of interior architecture (M.I.Arch.) degree. Persons with an undergraduate degree not related to architecture may apply to this program. Students begin this program in the summer. Advanced study opportunities available at the Portland Urban Architecture program.

Description: The Option II programs are two-year first-professional degree programs in architecture leading to a master of architecture (M.Arch.) or in interior architecture leading to a master of interior architecture (M.I.Arch.). Persons with a four-year pre-professional degree in architecture or interior architecture may apply to the respective programs. Architecture degree candidates may complete their entire two years of study in Portland or Eugene or combine study at both sites. Option II students are admitted with advanced standing but must fulfill the professional curriculum requirements of the Option III program.

Description: The Option I program leads to master of architecture (M.Arch.) or master of interior architecture as a post-professional degree. Students with a prior professional NAAB accredited architecture degree or FIDER accredited interior architecture degree (or the foreign equivalents) are eligible to apply to the Option I program. The Option I program requires a minimum of four academic quarters of study and a comprehensive design or research project. All students in this post-professional degree program engage in self-directed research in an area of individual interest.

Program: Certificate in Technical Teaching in Architecture

Description: Open to graduate students in the post-professional (Option I) and first-professional (Option II and III) master of architecture programs.

Certificate: A minimum of 24 credits is required. Twelve of the 24 credits may be used to fulfill master of Architecture requirements. Two years in residence is typical.

D.0 ACCREDITATION AND LICENSURE

D.1 ACCREDITATION: ARCHITECTURE PROGRAM.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes two types of degrees; the Bachelor of Architecture (B.Arch.) and the Master of Architecture (M. Arch.).

A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards. Master's degree programs may consist of pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

At the University of Oregon, the professional degree programs in Architecture (B. Arch. and M. Arch., Option II and Option III) are fully accredited (six-year terms) by the National Architectural Accrediting Board (NAAB).

D.2 LICENSURE: ARCHITECTURE.

In the United States, the title "architect" is legally restricted to individuals licensed by each state. Individual state governments use guidelines established by the national Council of Architectural Registration Boards (NCARB) to license architects. NCARB guidelines for license examination eligibility and the NCARB examination are used uniformly by most states. Before taking the examination, an applicant must have three years of professional experience with a registered architect. In some states, including Oregon, registration with the Intern Development Program is required while preparing for licensure.

Architecture students and graduates of the architecture program who are not yet licensed are prohibited from using the title "architect".

D.3 ACCREDITATION: INTERIOR ARCHITECTURE PROGRAM.

Interior Design degree programs are accredited by The Foundation for Interior Design Education and Research (FIDER). FIDER recognizes two degrees: Bachelor of Interior Architecture (B.I.Arch.) and the Master of Interior Architecture (M.I.Arch.). Oregon's interior architecture undergraduate program was the first FIDER accredited professional program on the West Coast (in 1976). The undergraduate professional program has been continuously granted re-accreditation since that time. The graduate program (Option II and Option III) was first accredited in 1991.

At the University of Oregon, the professional degree programs in Interior Architecture (B.I.Arch. and M.I.Arch., Option II and Option III) are fully accredited by The Foundation for Interior Design Education and Research (FIDER).

D.4 LICENSURE: INTERIOR DESIGN.

State laws vary widely in regard to interior design registration and/or licensure. In those states that have adopted legislation, a professional degree from a FIDER accredited program is the preferred prerequisite. Interior architecture students and graduates of the program must pass an examination established by National Council of Interior Design Qualification, (NCIDQ) in order to become licensed as interior designers in those states with licensing or certification. Rules vary from state to state but generally two years of professional experience are required prior to taking the exam.

E.0 THE PROFESSIONAL CURRICULA

E.1 PROFESSIONAL DEGREES.

The professional degrees in architecture and interior architecture at the University of Oregon are the B.Arch. and B.I.Arch. (five years: first year or undergraduate transfer entry), the M.Arch. and M.I.Arch. Option III (three years and one term minimum: prior non-architecture degree), and the M.Arch. and M.I.Arch. Option II (two years minimum: B.A. or B.S. in architecture from a program with an accredited M.Arch. degree). Each degree has similar professional curriculum requirements. Graduate students must, however, fulfill the Graduate School's requirements for the Masters degree as well as the additional departmental requirements.

The professional curriculum has two major categories:

The **Design Studio** - where the integrative and comprehensive design of places is practiced; and the **Subject Areas** - where the focus is on the development of skills and content.

E.2 GENERAL REQUIREMENTS.

The professional degree requirements include a full range of design studios from the introductory level to a two-term advanced studio that is considered the professional degree thesis.

The introductory studio is where a comprehensive and integrative nature of the design discipline is established. The intermediate studio explores more detailed content integration in conjunction with the fundamental courses. The advanced architectural design and interior design studios are topical, one term studios, and focus on single projects. At this point, students have completed all their fundamental course requirements across the curricular areas and are taking advanced courses. The terminal studio is a two-term studio and has as its focus a complex program and medium or large scale building project.

The architecture and interior architecture subjects include coursework from introductory to advanced (elective) levels. Professional degree students are required to take the introductory courses, followed by required core courses in the design arts and in design technology, as well as approved courses in media, professional context and art/architectural history and a selection of advanced coursework (architecture/interior architecture electives). Consult the current architecture and Interior Architecture curriculum worksheets for a list of required courses.

Classification as an advanced transfer, means that all architectural credits must be from an NAAB or FIDER accredited program for consideration. Advanced transfers

will have their previous credits evaluated with respect to the Oregon program during New Student Advising.

Successful Option II candidates who have not graduated with a pre-professional degree in Architecture from a NAAB accredited program may have curriculum deficiencies that require coursework in addition to the 81 credit hours required to complete the Option II Master of Architecture professional degree program.

The general professional curriculum requirements for architecture and interior architecture programs are on the following pages. Undergraduates in architecture must satisfy the general elective requirement of 43 credits with 18 of the 43 in upper division non-performance coursework outside the School of Architecture and Allied Arts.

Undergraduates in interior architecture must satisfy the general elective requirement of 25 credits with 12 credits in upper division coursework outside the School of Architecture and Allied Arts.

Architecture and Interior Architecture students must take two approved courses in two of the three areas American Cultures (AC), Identity, Pluralism and Tolerance (IP), International Cultures (IC). These courses can either be taken as part of the University Group Requirements, or as upper-division non-AAA electives. See Appendixes 1a and 1b and UO Catalog for more information on the B.Arch. and B.I.Arch. Programs.

E.3 GENERAL COMPUTER REQUIREMENTS.

All architecture and interior architecture students are required to have computing capability at their studio desk. The completion of various assignments from across the curriculum draws upon this capability. In order to meet this requirement, each student is expected to have a high-speed personal computer and a specified complement of software. The minimum performance standard is established annually by the department.

F.0 UNDERGRADUATE REQUIREMENTS.

NOTE: It is the student's responsibility to carefully review their Program Degree Check for accuracy. It is each student's responsibility to stay current as to their progress in meeting their degree requirements. See the University Catalog for the year in which you first matriculated for a complete description of the exact requirements you must satisfy. The curriculum charts in this handbook (Appendix 1a and 1b) should help you understand the general education, group and professional course requirements. The general group requirements are monitored by the registrar's office, and each student can access a progress report over the DUCK WEB. Every fall the department updates each student's Program Degree Check and is available to each major on line at the Departmental Web Site under "Advising".

F.1 UNIVERSITY GROUP REQUIREMENTS FOR PROFESSIONAL SCHOOL MAJORS.

See the University of Oregon catalog for a listing of all requirements. Only the most pertinent are listed here. The University Requirements, or general requirements, are intended to ensure each student receives an education rich the 'liberal arts' tradition. Undergraduate students are required to complete most of the General and Group

requirements prior to their entry into the advance ARCH /IARC 484 studio sequence (see: H.2.d.1, ARCH 4/584 PREREQUISITES).

GROUP REQUIREMENT: Professional school majors must complete a minimum of 12 credits in each of the three groups Sciences (symbols SC and >3), Social Sciences (symbols SSC and >2), and Arts and Letters (symbols A&L and >1)) for a total of 36 credits.

Rule A. Two groups must include at least two courses in one subject

Rule B. Each group must include courses in at least two subjects

Rule C. No more than 3 courses with the same subject code may be used to fulfill the total 36-credit requirement.

MULTICULTURAL REQUIREMENT: The multicultural requirement is intended to broaden your understanding of social issues. Of the three categories: American Cultures (AC), Identity, Pluralism, and Tolerance (IP), and International Cultures (IC)); two courses, for a minimum of 3 credits per course, are required to satisfy the Multicultural Requirement. NOTE: All 'approved' group-satisfying and multicultural-satisfying courses are listed in the University Catalog and in the Time Schedule of Classes.

ENGLISH COMPOSITION: The general requirements also include two courses in English composition (most students take WR 121 and WR 122); you may also take a waiver exam or 'challenge' these courses. Some of you will have AP (Advanced Placement) exam credits for English and other group-satisfying courses. AP credits are generally listed on the admission statement if you took the exams prior to the processing of your application.

F.2 GRADED HOUR REQUIREMENTS.

TOTAL GRADED CREDITS: The University of Oregon requires that all undergraduate students must complete a minimum of 45 credits taken for a letter-grade.

The University of Oregon requires that all undergraduate students complete a minimum of 168 credits taken with a letter-grade option or as P* (P* = courses offered only Pass/No Pass). NOTE: Graduate students in the department are encouraged to take all courses using the 'P' option.

F.3 MATH REQUIREMENT FOR ARCHITECTURE MAJORS.

Trigonometry is the math discipline that is essential, and is used in virtually all mathematical modeling in architectural technology coursework. Trigonometry (MTH 112, Elementary Functions) is a prerequisite for General Physics and General Physics is the prerequisite for Structural Behavior (ARCH 461). Ultimately the burden is on each student to fulfill the math requirement prior to registering for General Physics (PHYS 201). If there is any question about the adequacy of past experience or your placement, determined by the SAT Math score you should check with the math department. The Math Department offers exams regularly for math placement. You may take the exam more than once.

Many high school students will have already had trigonometry and calculus. If you are interested in taking advanced architectural technology courses, such as indeterminate structures, a year of calculus is necessary preparation (MTH 211, 212, 213). Calculus also aids in understanding less complex structural issues.

F.4 PHYSICS REQUIREMENT.

General Physics, PHYS 201 and 202, are required and enforced prerequisites for ARCH 461, Structural Behavior. Architecture majors must have a working knowledge of general physics and computational models for mechanics, thermodynamics, sound and light. Instruction in structures requires math through trigonometry. Majors in the Interior Architecture program who plan to take coursework in structures must also fulfill the physics requirement. PHYS 203 is not required.

F.5 UPPER DIVISION GENERAL ELECTIVES.

B.Arch. Majors: Must complete 18 credits of non-AAA Upper Division level courses (numbered 300 and above) in residence. Service and performance courses and weekend seminars are excluded. As one fulfills the university general requirements, keep in mind this upper-division general elective requirement, as most upper division courses have prerequisites.

B.I.Arch. Majors: Must complete 12 credits of non-AAA Upper Division electives in residence. Service courses, performance courses and weekend seminars are excluded.

F.6 SURVEY OF ARCHITECTURAL HISTORY.

B.Arch. and M.Arch. Majors: All professional degree students in architecture must take architectural history courses covering defined time-periods. B.Arch. students must complete a minimum of four courses, which must include either ArH 314 or 315, Survey of Western Architecture B.Arch, majors are advised to take ArH 314 and/or 315 within the first two years of the program. M.Arch. majors must complete a minimum of three courses, one in each of the defined time-periods. See Appendix 4 for the course grouping. Architectural history courses not offered regularly (and not on the list) can be petitioned to satisfy above requirements.

B.I.Arch. and M.I.Arch. Majors: All professional degree students in interior architecture must take three required courses in the History of Interior Architecture:

ArH 4/574, History of Interior Architecture I
ArH 4/575, History of Interior Architecture II
ArH 4/576, History of Interior Architecture III

B.I.Arch. majors are required to take nine additional credits of art history. They generally take ArH 314 or 315, or ArH 204, 205 and 206.

G.0 GRADUATE REQUIREMENTS

NOTE: It is the responsibility of each student to carefully review their Program Degree Check for accuracy and to stay current as to their progress in meeting their degree requirements. (See: Appendix 2a & 2b and UO Catalog)

G.1 GENERAL GRADUATE SCHOOL REQUIREMENTS FOR THE MASTER'S DEGREE.

See the Graduate School section of the UO Catalog for a listing of all requirements. Only the most pertinent are listed here.

MINIMUM CREDITS: 45 graduate-level credits.

MAXIMUM CREDITS PER TERM. 16 credits without additional fees; and up to 18 credits with additional fees assessed for each credit beyond 16.

REGISTRATION MINIMUM PER TERM. 3 credits at graduate level.

CONTINUOUS ENROLLMENT. Students enrolled in a graduate program must attend the university continuously (except for summers) until all program requirements have been completed, unless on-leave status has been approved. (This is a Graduate School requirement and independent of the department's leave policy - see Section H.7: LEAVE OF ABSENCE RULE.)

GRADED CREDITS. There is no graded hour requirement for graduate students in the M.Arch. or M.I.Arch. Programs. If graded hours are taken, however, an average GPA of 3.0 must be maintained.

Minimum Total Graduate Level Credits (500-699). 45 credit hours.

Minimum 600 Level Credits In Residence. 9 credit hours.

Minimum Credit Hours Taken In Major. 30 credit hours.

Minimum Credit Hours Taken In Residence. 30 credit hours

(superseded by departmental requirements for Options II & III).

G.2 GRADUATE POST-PROFESSIONAL DEGREE - OPTION I (M.Arch. & M.I.Arch.).

Option I students have a mandatory thesis and must complete 9 credit hours of Thesis, ARCH 503. In addition to the 9 credits of Thesis, Option I students must also complete a minimum of 36 graduate level credits in non-thesis coursework, of which a minimum of 30 credits must be in major coursework (ARCH or IARC). A minimum of 45 graduate level credits must be completed in residence. Minimum Residence: four terms.

THESIS. An approved thesis topic resulting in a thesis document which meets the Graduate School's regulations for theses, and which must be accepted by the candidate's thesis committee before the candidate may be certified for graduation. The thesis topic and composition of the committee must have approval from the department's Graduate Studies Committee. The student should have an approved thesis topic by the end of the third term of residence.

AREAS OF STUDY. Option I students are accepted for study in areas in which there is existing faculty expertise and interest, and two faculty members are available to act as the candidate's major advisors. The Option I student is expected to complete the research assistantship requirement with a major advisor when possible.

SPONSORED RESEARCH. Option I students are required to complete sponsored research during the first year. A minimum of 6 credits of Research 601.

GRADUATE TEACHING FELLOWSHIP. Option I students are generally offered a GTF appointment for a minimum of one course, usually during the second year.

G.3 PROFESSIONAL DEGREE PROGRAMS (OPTIONS II & III).

The professional curriculum for graduate professional degree students is the same as for undergraduates, except for those listed by program, below.

G.3.a. OPTION II (M.Arch. & M.I.Arch.).

RESIDENCE REQUIREMENTS.(See Section H. POLICY & PROCEDURES) for general professional degree requirements. Option II students must complete 81 credit hours and a minimum of six terms in residence.

In addition to the General Graduate School requirements as listed in the UO Catalog, OPTION II students must meet the following requirements:

Minimum Credits Seminar 507/607: 9 credits.

Minimum Credits Research 601: 6 credits.

In October 1999, the Department of Architecture passed new curricular legislation affecting the advanced study requirements in the M.Arch. Option II degree program. Beginning with students matriculating in Fall 2000, advanced study requirements will be changed to allow greater flexibility and choice. M.Arch. Option II students already in the program may choose to meet the current requirement (9 credits of seminar, 6 credits of independent study and a written terminal project) OR the new requirement described below.

Under the new requirement, students may choose one of two advanced study options: one based in **coursework** and one based in **research**. In either option, 12 credits of advanced study beyond the Option II Seminar (which all students take in their first term) are required.

In order to pursue these options, however, students must submit a written proposal to the Graduate Studies Committee no later than the beginning of the Fall term of their second year in the program.

THE TWO STUDY PATHWAYS IN THE OPTION II PROGRAM

- Coursework option: In this case, students take 9 credits of advanced* courses which are proposed by the student as a coherent cluster and approved** by the Graduate Studies Committee. In some cases, these courses may be in the same subject area; in others they may cross subject areas but represent a logical grouping based on development of a particular study interest or focus.

*Advanced courses are those in which the enrollment is small (± 20), there is a critical thinking perspective, there is significant opportunity for discussion and exchange, there is a substantially-defined synthesis paper or project which requires independent research.

**Approval would be gained with a brief written submission to the Graduate Studies Committee.

- Research option: In this option, students are required to complete at least 6 credits in research (which may include visual inquiry) and writing, and, for students without demonstrated research experience, 3 credits in the research preparation course. They may take another advanced elective where this course contributes to their research/terminal project or paper. : (This is similar to our present research/terminal project requirement.)

G.3.b OPTION III (M.Arch. & M.I.Arch.).

In addition to the General Graduate School requirements Option III students must meet the following requirements:

SEMINAR COURSEWORK: ARCH 507/607. 6 credits (minimum)

RESIDENCE REQUIREMENTS. Option III students generally are in residence a minimum of ten terms. Occasionally an Option III student enters the program with "transfer" credits from another accredited masters degree program. These Option III "transfer" students must complete the minimum residence requirements.

(See Section H. POLICY & PROCEDURES and Appendix 2a and 2b for M.Arch. and M.I.Arch. professional degree requirements.)

H.0 POLICY & PROCEDURE

H.1 ADVISING.

H.1.a. GENERAL ADVISING.

Prior a student's initial enrollment in the Department of Architecture they must attend a departmental advising session. Upon enrollment a permanent faculty advisor is assigned to each student. Students are then responsible for seeking out advice from their advisor. Prior to fall term registration (mid-May), students will meet with an advisor to plan a schedule of courses for the academic year.

During the term and at the term-end interviews, students should consider their studio instructor as an informal advisor.

FREQUENTLY ASKED ADVISING QUESTIONS

QUESTION: Where can I go for academic advising?

ANSWER: Start with your assigned faculty advisor (faculty office hours are available on-line and at the front desk). If you don't know who your assigned advisor is, it is posted on your Degree Check and at the Department Office.

If, after meeting with your assigned advisor, all the questions are not answered, email or make an appointment with the Associate Head for Student Affairs in the Department of Architecture Office. Office hours are posted and signup times are available at the front desk (541-346-3656).

For general university advising questions that are still not answered you may need to request an appointment with a counselor at the Office of Academic Advising and Student Services and at 164 Oregon Hall (541-346-3211).

QUESTION: What is a Degree Check and where do I find it and where do I find my University of Oregon Transcript for review?

ANSWER: Your Degree Check is accessed through the department's web site and is found under 'Advising'. The Degree Check is a checklist of the courses completed toward your major. It is updated every fall. You find your UO Transcript through DuckWeb and it is updated at the time the Registrar receives applicable information.

QUESTION: What if I have a question regarding undergraduate general education transfer credits?

ANSWER: Make an appointment with a Student Records Specialist in the Office of the Registrar, Oregon Hall, 541-346-2935.

QUESTION: Who do I see if I have questions regarding my Degree Check?

ANSWER: Make an appointment with Mike Clark in the Department Office (541-346-1434) <mclark@aaa.uoregon.edu>.

REQUIREMENTS

QUESTION: How can I request an exception to graduation requirements?

ANSWER: There are a couple of routes depending on if it is a (1) Major Requirement or a (2) General Undergraduate Education Requirement.

(1) MAJOR REQUIREMENTS (Undergraduate Graduate and Graduate Students): Pick up a petition from the Departmental Office (Mike Clark, x6-1434, mclark@aaa). Provide supporting information and an explanation why you think an exception should be made.

Petitions are generally denied unless transferable courses are overlooked. Make sure that the Department and University receive ALL transcripts for courses taken at other schools (prior to and while you are matriculating at the UO). Each student is responsible for meeting all requirements. It is suggested you seek advising at least once a year.

(2) UNIVERSITY REQUIREMENTS (Undergraduates): The Academic Requirements Committee (Karen Duncan, 541-346-2940, kduncan@oregon) handles all requests for exceptions to university graduation requirements. Students pick up and file petitions at the Registrar's Office (second floor Oregon Hall).

The committee hears and acts on petitions biweekly during the regular quarter. Examples of the requests include: reduction of: group requirements, B.S. or B.A. requirements, residence credits, university graded credits, upper-division credits; and retroactive change in grading option when needed for graduation.

If there is a question about courses outside of the students major (transfer evaluations, repeated courses, or regressions resulting in loss of credit, he/she should seek advice from a Student Records Specialist in the Office of the Registrar, 541-346-2935.

QUESTION: How can I request an exception to registration requirements?

ANSWER: A Student Records Specialist in the Office of the Registrar, 541-346-2935, can advise students with registration deadline issues.

The ARC (Academic Requirements Committee) also reviews requests for exceptions to registration: late registration, adding or withdrawing from courses after the prescribed deadline, deletion of courses, exceeding the 24-credit load limit.

CONTESTING A GRADE

QUESTION: What is the procedure for contesting a grade?

ANSWER: There are three levels of appeal should a student wish to challenge a grade in the Department of Architecture: (1) Department of Architecture (Informal and Procedures); (2) the AAA School (optional); and (3) the University of Oregon.

INFORMAL INQUIRY REGARDING A COURSE GRADE

(A) Be familiar with the grading policy and have questions ready for the instructor. Carefully review the class syllabus for information related to the grading policy.

(B) Set up a meeting with the instructor. Bring the class work to the meeting and review the marks and check for any errors or omissions.

(C) If not satisfied with the out come of the meeting with the instructor, put together a written explanation and set up an advising appointment with the Associate Head for Student Affairs or proceed directly to Step One of the Formal Process.

THE PROCESS FOR A FORMAL GRADE CHALLENGE

STEP ONE: Submit a written explanation for the grade challenge to the Department Head. When the student has submitted a written grade challenge to the Head of the Department, then he/she should contact the Department Office to set up a meeting with the Department Head. The student should give the Department Head at least a week to read the written statement and to investigate the matter.

In this letter the student should state his/her intention to challenge the grade, with reasons stated clearly and in detail as to why the grade change should be considered. Grades are rarely changed. If a student feels he or she has been treated unfairly then that student must document clearly evidence of this unfair treatment. A disagreement with the judgement of a faculty member does not constitute grounds for consideration of a change of grade.

STEP TWO: (Optional) If the student feels unsatisfied with the results of this first step of the formal grade challenge, then the student may next appeal to the Dean of the School of Architecture and Allied Arts or he/she may decide to proceed to Step Three.

STEP THREE: If the student feels unsatisfied with his/her discussions, the student would then contact the Office of Academic Advising and Student Services (364 Oregon Hall, 541-346-3211) where a counselor will provide assistance in completing a petition for review by the Scholastic Review Committee. This committee meets as needed, but at least bimonthly. Again, disagreement with a faculty member's judgement does not constitute grounds for an appeal of a grade. Unfair treatment by a faculty member must be proven as grounds for consideration of a grade change.

STUDENT RESOURCES

QUESTION: Whom do I contact if I have special needs related to learning, mobility, or other accessibility needs?

ANSWER: Office of Academic Advising and Student Services, Counselor Molly Sirois, 164 Oregon Hall, 541-346-1073.

STUDENT LIFE

Office of Student Life
541-346-3216
164 Oregon Hall
Laura Blake Jones, Director

HEALTH SERVICES

Student Health Center
541-346-4441
13th Ave at Agate Street

Crisis Center (open 24 hours a day & weekends during the academic year)
541-346-4488
Weston H Morrill, Director
Second Floor, University Health and Counseling Bldg.
1590 East 13th Avenue

ACADEMIC SUPPORT SERVICES

Office of Academic Advising and Student Services
541-346-3211
164 Oregon Hall

Student Support Services (Academic Learning Services)
Provides tutoring and learning skills assistance
541-346-3232
68 Prince Lucien Campbell Hall

Counseling and Testing Service
Math and language placement testing are offered. As well as other testing services.
541-346-3230
Weston H Morrill, Director
Second Floor, University Health and Counseling Bldg.
1590 East 13th Avenue

Career Center
220 Hendricks Hall
<http://uocareer.uoregon.edu/>

H.1.c. SPECIAL ADVISING MEETING (SAM).

The purpose of the SAM is to provide advising for students who are perceived as having difficulty in the design program. The first priority of the meeting is to identify ways in which the student can improve studio work. The atmosphere is meant to be positive and supportive of student improvement. The SAM is not a jury nor does it arbitrate studio grades.

The SAM procedure is initiated by the studio instructor (or, in some cases, the student) who identifies a deficiency in student performance, preparation, commitment, or attitude. SAM's are generally held during finals week, but may occur at an earlier point in the term. The SAM meetings are facilitated by a member of the Advising and Records Committee and include the student, the studio critic and a third faculty member to assist in the discussion. Another student may be invited to attend by the student whose work is being reviewed. In addition to helping organize the SAM with the Administrative Assistant, the student must complete a STUDENT RESPONSE FORM.

A SAM is mandatory for a student who earns a 'non-passing' mark in design (N, I, Y, W). The student is not eligible for another design studio until the SAM has been held. A second non-passing mark in design studio results in automatic disqualification from the design program (see DISQUALIFICATION FROM DESIGN STUDIO POLICY- H.2.f.1). [04/76]

H.1.d. INTRA-DEPARTMENTAL CHANGE OF MAJOR.

Undergraduate majors in good-standing (2.50 minimum GPA), in the programs of Architecture or Interior Architecture who wish to change majors within the department must complete ARCH 181, 182, and one design studio in their original major. Students must consult with the Associate Department Head in Architecture (architecture majors) or the Director of Interior Architecture (interior architecture majors) before filing a change of major form.

Graduate majors in the programs of Architecture or Interior Architecture wishing to change majors within the department must formally apply through the regular annual admissions process. Admission to the new major is not guaranteed.

H.2 DESIGN POLICIES.

H.2.a. DESIGN STUDIO ELIGIBILITY.

Design studios are open to majors only. Undergraduate B.Arch. and B.I.Arch. majors, and B.L.Arch. majors who start the program as first year students, take ARCH 181 and 182, Introductory Architectural Design, as their first studios. Option III students (M.Arch. and M.I.Arch.) take ARCH 680, 681, 682 Graduate Introductory Architectural Design, as their first studios. M.Arch. and M.I.Arch. Option II students take ARCH 683, Graduate Architectural Design Studio, as their first studio.

Students may substitute one upper division/graduate studio from one of the other environmental design disciplines (Architecture, Interior Architecture or Landscape Architecture) for one required studio at the 4/584 level.

H.2.b. DESIGN STUDIO EVALUATIONS.

All design studios in the department are graded on a Pass/No Pass basis only, in keeping with the long-standing curricular traditions of the school.

The designation of "marginal" may be added to the passing grade in the Introductory Studios (ARCH 181 and 182, ARCH 281 and 282, ARCH 680, 681, and 682). "Marginal" performance at this level implies that the student has worked diligently to meet the minimum requirements of the course; yet there remains a significant question as to the student's aptitude for design and the appropriateness of the major as a career direction. Work which falls below minimum standards is graded as "no pass" not marginal.

The designation of "marginal" may be added to the passing grade in the Intermediate Studios (ARCH AND IARC 4/584, IARC 4/586, IARC 4/587). At this level the "marginal" designation refers to the student's rate of progress toward the level of competency required to enter the terminal studio sequence. The level of achievement in an individual studio may be regarded as passing while overall progress is considered "marginal."

H.2.c. DESIGN STUDIO PROGRESS.

Studio performance evaluated as passing (not "marginal" or otherwise less than fully satisfactory) allows the student to automatically proceed to the next studio for which prerequisites have been met. Entrance into ARCH 4/584 from ARCH 282 or ARCH 682 is not automatic. If the student's performance in ARCH 182, 281, 282, 681, 682 or 683 is evaluated as "marginal," or awarded any "other than passing" mark, and the student's progress must be reviewed in an ARCH 4/584 ENTRANCE EVALUATION (see H.2.c.3 below). See additional policies related to the progress of transfer students through the design sequence (H.2.e).

H.2.c.1. MARGINAL STUDIO PERFORMANCE REQUIRES A 4/584 ENTRANCE EVALUATION (GATE).

Only those students identified by their design instructors as making less than satisfactory progress will be evaluated. The 4/584 Entrance Evaluation (GATE) is required if: (1) The student receives any grade other than "pass" in any term of design or; (2) The student's design progress is evaluated as "marginal" in terms of preparation for ARCH 4/584 on the instructor's written evaluation, even though the grade "pass" is awarded. Students required to participate in the 4/584 Entrance Evaluation are not eligible to enter ARCH 4/584 before the evaluation has been completed and continuation is recommended. The 4/584 Entrance Evaluation takes place at the end of ARCH 282.

H.2.c.2. THE 4/584 ENTRANCE EVALUATION.

The evaluation panel is composed of the student's ARCH 181 and 182, ARCH 281 and 282 instructors (ARCH 680, 681, 682 or 683 for a graduate student) and a member of the department's Design Committee. The student posts all previous work for the review. After discussion, the faculty present will decide whether the student shall be admitted to ARCH 4/584. The criteria for evaluating satisfactory performance are developed by faculty teaching in the introductory and intermediate architectural design studios and, in general, stress comprehensive and integrative accomplishment and understanding of the design issues explored by the studios, accompanied by adequate media capabilities. The Design Committee advises the

faculty and reviews criteria.

H.2.c.3. THE 4/585 ENTRANCE EVALUATION.

The 4/585 Entrance Evaluation is required if: 1, the student receives any grade other than "pass" in any term of upper division design (4/584); or, 2, the student's design progress is evaluated as marginal in terms of preparation for ARCH 4/585 and even though the grade of "pass" is awarded. Students required to participate in this entrance evaluation are not eligible to enter ARCH 4/585 until the evaluation has been completed and continuation is recommended. The process of evaluation is parallel to that for ARCH 4/584 entrance as described above.

H.2.c.4. APPEAL OF THE 4/584 ENTRANCE EVALUATION DECISION.

An appeal will be granted if the Department Head determines that the evaluation panel's decision was potentially unjust or prejudiced. The Design Committee will conduct the appeal review.

H.2.c.5. DOCUMENTATION OF STUDENT WORK.

Students are responsible for maintaining a complete record of studio projects. This record must be available at any time for evaluation procedures.

H.2.d. UPPER DIVISION ARCHITECTURAL DESIGN PRE-REQUISITES.

H.2.d.1. ARCH. 4/584 PREREQUISITES.

As circumstances and access to coursework vary substantially among the three professional degree programs, the prerequisites vary and require at least satisfactory performance in the following:

| | <u>B ARCH</u> | <u>M ARCH III</u> | <u>M ARCH II</u> |
|----|--|---|------------------|
| 1. | ARCH 181,182,281,282 | ARCH 680,681,682 | ARCH 683 |
| 2. | ARCH 470,201,202 | ARCH 570,611,612 | ARCH 607 |
| 3. | ARH 314 or 315 (or another upper-division History of Arch course). | ARH (At least one upper-division History of Arch course). | |
| 4. | 24 completed credits, minimum, from University Group Requirements. | | |
| 2. | WR 121 and 122 English Composition | | [03/85] |

H.2.d.2. TERMINAL STUDIO PREREQUISITES (B.ARCH & M.ARCH).

To be eligible for enrollment in terminal studio (ARCH 4/585), all professional degree students must satisfactorily complete the following:

1. All required ARCH 4/584 studios: (one IARC 4/584 or LARCH 3/4/589 may substitute for one ARCH).
2. All required subject courses except ARCH 4/517, Context of the Profession and one architecture history course.

Students having one ARCH 4/584 remaining are eligible to preference for an ARCH 4/585 Winter-Spring studio sequence; but placement is provisional until all required 4/584 studios and subject courses are completed. Preferring for Terminal Studios occurs each year in May for the terminal studio sequences in the following year, Fall-Winter and Winter-Spring. [09/86]

H.2.d.3. NOTE REGARDING RULES.

There is one basic requirement from which all of these rules are derived: students in the design program must demonstrate to the satisfaction of the faculty that they are adequately prepared for the level of design in which they are engaged. The course requirements outlined above have been formulated to assist students in that preparation. It is not enough simply to fulfill the requirements; rather it is necessary to have command of the subject matter covered in the coursework.

H.2.e. TRANSFER OF PROFESSIONAL PROGRAM CREDITS.

H.2.e.1. FROM NON-ACCREDITED PROGRAMS.

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

Subject Course Credit:

Upon submission of transcripts, bulletin descriptions and syllabi for the coursework being considered for transfer, the designated transfer advisor(s) shall review the coursework for approval as comparable to UO required professional courses. All coursework to be considered for transfer equivalence must be accepted as transferable by the University of Oregon. Credit from feeder schools to NAAB-accredited schools may be accepted.

H.2.e.2. FROM NAAB-ACCREDITED PROGRAMS:

Design Studio Credit:

1. Undergraduates with no previous architectural or interior design studios will be required to complete the full design studio sequence at the University of Oregon regardless of other transfer credit.
2. Transfer students with one or two previous terms of architectural design from NAAB-accredited programs will normally begin the studio sequence at the introductory level (ARCH 181). The transferred credits may then be used to accelerate progress through the remaining introductory and intermediate studios with the approval of the faculty. Transfer credit may not be applied to the ARCH 484/584 studio requirements.
3. Transfer students with three or four previous terms of interior or architectural design will normally begin the studio sequence at the intermediate level (ARCH 281) and proceed to an appropriate next level (ARCH 282 or ARCH 484/584) with the approval of the faculty. While transfer credit may only be applied to lower division studios (180's and 280's) students may petition to have outstanding lower division design work completed at the University of Oregon accepted for 484/584 credit if the lower division studio requirements have been otherwise satisfied.
4. Transfer students with five or more terms of architectural design must receive the approval of the faculty for entrance directly into ARCH 484/584 with such approval to be based on a review of the previous work. A minimum of two ARCH 484/584 studios must be completed prior to enrollment in ARCH 485/585 even though the total accumulated studios (including transferred studios) exceed degree requirements.

Subject Course Credit:

Upon submission of transcripts, bulletin descriptions and syllabi for the coursework being considered for transfer, the designated transfer advisor(s) shall review the coursework for approval as comparable to UO required professional courses. All coursework to be considered for transfer equivalence must be accepted as transferable by the University of Oregon.[02/87]

H.2.f. STUDIO DISQUALIFICATION

H.2.f.1. DISQUALIFICATION FROM DESIGN STUDIO POLICY.

A student who withdraws with a "W" and/or earns a non-passing mark (N, I, Y) in two (2) design studio courses will be disqualified. Disqualification shall mean that the student is prohibited from taking additional design courses offered by the department. A "W" in design may not place a student in jeopardy of disqualification if the withdrawal is necessitated by a medical or personal emergency, as verified by the Design Committee.

A student who has been disqualified may petition for reinstatement after one year (see REINSTATEMENT POLICY- H.2.f.2). [01/82]

H.2.f.2. REINSTATEMENT POLICY.

A student who has been disqualified from design may apply for reinstatement after one year, supplying evidence of experience during the 'year away' that would better prepare the student to profit from additional design coursework. After three years, the student forfeits major status and must apply for re-admission to the program. Petitions for reinstatement must be made to the department's Design Committee. [01/82]

H.2.g. INCOMPLETES IN DESIGN.

No student will be permitted to enroll in a subsequent design studio after receiving an incomplete until such time as the work is complete and the grade change has been officially entered on the student's permanent record by the Registrar's Office with the following exception: If the work is not successfully completed and a passing grade assigned within the agreed upon time period for removal of the incomplete, a special advising meeting (SAM) is required before the student is permitted to continue. If the "I" is not removed, it is counted as a non-passing mark and may cause the student to be disqualified from design (see DISQUALIFICATION POLICY). A student must not be in the position of completing the requirements for two studios simultaneously. [06/78; 06/84]

H.3 SATISFACTORY PROGRESS.

Satisfactory progress towards a degree in architecture or interior architecture is indicated by being in "good standing", as described by the University's Academic Standing Policy. Undergraduates should refer to the UO Catalog for a more complete description.

H.4 ACADEMIC DISHONESTY.

It is each student's responsibility to be aware of and adhere to the Student Conduct Code and copyright regulations. The University's policy on academic dishonesty is described in the Student Conduct Code at the back of the University's Schedule of Classes and in the General Catalog. For information on copyright law refer to the

University of Oregon Transfer Institute web page. Please be aware that the consequences of unethical behavior are potentially very severe. A successful future in academia and the profession depends on adherence to these codes and regulations.

H.5 SPECIAL STUDIES COURSEWORK (INDEPENDENT STUDY) -- LIMIT OF 9 CREDITS FOR OPEN-ENDED COURSEWORK.

Special studies coursework may be engaged on the basis of an agreement (contract) between the student and the faculty sponsor. Special studies courses are those courses having ARCH or IARC prefixes and the following numbers: 4/601 RESEARCH; 4/605, READING; 4/606 SPECIAL PROBLEMS. Up to nine (9) credits in special studies/ open-ended Coursework may be used to satisfy subject area requirements.

NOTE: Credit for working as a Teaching Assistant in a course (ARCH 409, Practical University Teaching, ARCH 480/580, Supervised Design Teaching, ARCH 602, Supervised College Teaching, etc.) is also included in the 9 credit open-ended coursework limit.

The Special Studies Form must be used when formalizing the agreement between student and faculty sponsor. It is available in the department office, 210 Lawrence Hall. Special Studies Courses:

- Type A - if the course is for 3 or fewer credits, the agreement needs only the approval of the faulty sponsor.
- Type B - if the course is for 4 or more credits, the proposed agreement must be pass through the curriculum petition process for approval at least two weeks prior to registration. [12/80]

H.6 RESIDENCE REQUIREMENTS.

All students in a professional degree program – B.Arch. and B.I.Arch.; M.Arch. Option II and M.I.Arch. Option II; and M.Arch. Option III and M.I.Arch. Option III - must complete the following major course credits in residence, that is, at the University of Oregon (Eugene and Portland):

- A minimum of four design studios in the major including the terminal two-term studio, ARCH 4/585, 4/586 or IARC 4/588, 4/589;
- Architecture majors must take a minimum of 30 credits in the major subject area in residence, and Interior Architecture majors must complete a minimum of 33 subject credits in residence.
- B.Arch. majors must complete eighteen (18) credits of upper-division general elective credits in residence. These credits must be in academic coursework outside the School of Architecture and Allied Arts and may not include service, performance courses or weekend seminars.
- B.I.Arch. majors must complete twelve (12) credits of upper-division general elective credits in residence (see B.Arch., above).
- Option III students (M.Arch. and M.I.Arch.), without architectural design transfer credits, are required to complete a minimum of ten terms in residence.
- Option II students (M.Arch. and M.I.Arch.) are required to complete a minimum of six terms and 81 major credits in residence.
- Option I students (M.Arch. and M.I.Arch.) are required to complete a minimum of four terms and 45 credits in residence.

H.7 LEAVE OF ABSENCE RULE.

Both undergraduate and graduate students may interrupt their courses of study for various reasons. In order for the department to plan for maximum use of resources and to avoid the stress of over-enrollment, students must notify the department of any leave of absence or postponement of studio enrollment and the expected date of return. A departmental *Leave of Absence Form* is available in the department office. Undergraduate students may renew their leave of absence status, accumulating up to a total of two years leave.

Graduate students are bound by the Graduate School's 'Continuous Enrollment' policy, which requires that students be enrolled each term until they complete their degree unless on an approved "leave of absence". The Graduate School limits this leave of absence to one full academic year. Graduate students should consult the GRADUATE BULLETIN for more information on this policy. Graduate students who do take a leave of absence must file forms with both the department and with the Graduate School.

Undergraduate students who wish to take a leave of absence must file a form with the department and submit a re-enrollment form with the required fee to the UO Office of Admissions at least 30 days before returning to the University.

Students who fail to comply with the Leave of Absence Agreement, those who exceed the leave of absence limit or those who fail to notify the department of a leave of absence will have their major status revoked. Should such students wish to apply for re-admission to the department, they will, upon admission, be subject to the degree program requirements of the catalog current at the time of re-admission.

H.8 CURRICULUM PETITIONS TO THE DEPARTMENT.

When a student believes there is reason to waive a requirement, substitute coursework, have the credit requirement reduced, or otherwise depart from the published program curriculum and requirements under which the student entered the program, the student may petition those said requirements. The department will supply the necessary form and apprise the student of the historical success of like petitions.

To initiate a petition the student must thoroughly understand and concisely state **what** action is being petitioned (e.g., waiving a requirement, substituting coursework, transferring credit, etc.); **why** the petition is justified (e.g., similar previous coursework or experience); and provide relevant **supporting documentation** for the petition (transcripts, course syllabi, letters from instructors, portfolio documentation of work, etc.). There must be a substantive reason for departing from the standard curriculum and requirements. The desire simply to expedite one's progress or to avoid difficult classes is not sufficient justification for a petition. Students should consider their petitions within the overall context of their careers in the department, and not count upon petitions to meet requirements the term before intended graduation. Students are responsible for making the case for their petition, and should consult their faculty advisor before submitting a petition. The petition, when submitted, is reviewed by the Curriculum Committee; the final arbitration of the petition is made by this committee. Petitions can take as many as six weeks for review.

H.9 RETENTION OF STUDENT WORK.

The department maintains an archive of student work, the Van Evera Bailey Student Archive. The department reserves the right to retain student work from architecture design studio coursework and from subject area coursework. Students should consider it an honor to have their work selected for inclusion in the student archives. Student work is needed for display during regular departmental accreditation visits.

H.10 DEAN'S LIST CRITERIA.

The following criteria are used to determine which students in the School of Architecture and Allied Arts qualify for the **Dean's List**. A student must:

- successfully complete a minimum of 15 credits during the term,
- enroll for a minimum of 12 graded credits (for students enrolled in design studio, 6 graded credits).

I.0 SPECIAL PROGRAMS

I.1 PORTLAND URBAN ARCHITECTURE PROGRAM.

The department maintains an NAAB accredited Urban Architecture Program in Portland where architecture and interior architecture students may study in Oregon's only urban laboratory.

Portland is in the rare position of having steadily and significantly enhanced its livability and public life during the seventies and eighties, and continues to build infrastructure and civic accommodations while expanding its commercial and residential precincts. This produces many opportunities for studios to focus on real problems in urban design/architecture with developers, planners and members of the professional and lay communities. Students may take advantage of the fact that Portland is a major center for architectural and interior design services by seeking practicum experience and part-time employment in local firms. The department supports placement of majors in the Portland Urban Intern Program. Student Interns can earn a stipend and academic credit.

The UO Architecture Program in Portland is housed in the Willamette Block Building at 722 SW 2nd Avenue. Facilities include studio spaces, classrooms, faculty offices, a review room and a library. Course offerings include a series of studios and a range of subject courses each term. Students needing to satisfy general university requirements may also take courses at Portland State University which is part of the Oregon State System of Higher Education. Students who do not exceed full-time credit limits do not pay extra tuition while taking courses at PSU. For a more complete description (See: Appendix 3).

I.2 INTERIOR ARCHITECTURE PROGRAM.

The department maintains a FIDER-accredited program in interior architecture allowing for an interdisciplinary context for study. Coursework is shared between architecture and interior architecture, particularly the first two years in the undergraduate programs and first year in the graduate programs. The interior architecture program includes coursework in history, theory, interior construction, materials, systems, and it provides opportunities for furniture design and construction in a woodshop.

I.3 CERTIFICATE IN TECHNICAL TEACHING IN ARCHITECTURE

Open to graduate students in the post-professional (Option I) and first professional (Option II and III) master of architecture programs. Certificate: A minimum of 24 credits is required. Twelve of the 24 credits may be used to fulfill master of Architecture requirements. Two years in residence is typical. The certificate program is designed for those students interested in the integration of technical building and engineering information with the design education process for teaching positions in schools of architecture. Students who pursue this certificate typically focus their research on curriculum, tools, and strategies for teaching and concentrate on improving their comprehensive knowledge of the technical subjects. Technical subjects include structural design, construction materials and processes, and environmental control systems

I.4 EXCHANGE PROGRAMS.

I.4.a. UNIVERSITY OF STUTTGART (Stuttgart, Germany).

The department maintains an exchange relationship with the University of Stuttgart in Germany. Eligible students are undergraduate majors in their fourth year and professional degree students who will have a full year of study remaining after the exchange year. Selections are made each winter term for the following academic year.

Stuttgart is one of the largest fruit- and wine-producing centers in Germany. The city itself is a large, modern industrial hub, rebuilt almost entirely after World War II. The arts flourish in Stuttgart, with excellent opera, symphonies, theater, ballet and galleries. The University of Stuttgart is essentially a technical institute with strong offerings in science, engineering, business and architecture. They also offer limited courses in the liberal arts. Stuttgart applicants must have at least conversational facility with German. The academic program includes a four-week orientation in Tübingen, an entrance exam in German language proficiency and two semesters of architectural study.

Applications are available at the department office during January. The Office of International Education and Exchange in Oregon Hall provides orientation, access to visa and travel information, and support services for students in the exchange program. Financial aid funds may be applied toward the exchange program. See www.uni-stuttgart.de

I.4.b. DANISH INTERNATIONAL STUDIES PROGRAM (DIS), Copenhagen, Denmark.

The Royal Danish Institute's (DIS) Program, Copenhagen, offers programs in Architecture and Urban Design during the summer, fall and spring semesters or for a full academic year. Instruction is in English. Students may live in dorms or with a Danish family. Detailed information about the courses and costs are available in the department office and the Office of International Education and Exchange in Oregon Hall. Credits are automatically transferred to the University of Oregon and financial aid funds may be applied toward the exchange program. See www.disp.dk

I.4.c. HONG KONG EXCHANGE: STUDY OF URBAN ARCHITECTURE AND URBAN DESIGN IN HONG KONG.

The University of Oregon and Hong Kong University exchange two students each year. The architecture program at Hong Kong University has a reputation as being one of the strongest in Asia. At Hong Kong University, Oregon students concentrate on design with an option to take courses in management, technology or history/theory. For design studio students generally have a choice between a competition project and a thesis project. Detailed information about eligibility requirements, curriculum and costs are available in the department office and the Office of International Education and Exchange in Oregon Hall. For information about Hong Kong University's Architecture Program see: <http://arch.hku.hk/>

I.5 SUMMER STUDY PROGRAMS.

The Office of International Education and Exchange helps coordinate travel and orientation, while the courses are offered through the Continuation Center. Students apply during winter term for this summer program. The advising board outside the department office should be consulted for information about the Rome program. Organizational meetings typically begin in January.

Rome:

University of Oregon architecture faculty members have led a summer term program in Rome for more than ten years. The program includes 12 credits--a studio, a media course and a seminar. Rome is the laboratory for each of these courses. In addition to these classes, the Rome program also offers a number of field trips with opportunities to explore other cities in Italy. This program is available to interior architecture and architecture students who have successfully completed at least four design studios.

Japan:

Professor Ron Lovinger, Landscape Architecture, leads environmental design students (Architecture, Interior Architecture, Landscape Architecture) to Kyoto, Japan, to study Japanese architecture and garden design. The program is an 8-week course with credits in design studio (LARC), media, and research.

Historic Preservation Field Schools:

Previous Field School Sites in Oregon include: Peter French Round Barn Harney County; Cape Blanco Lighthouse and the Hughes House; Port Orford, WPA Log Cabins Silver Falls State Park; Guard and Officers Quarters, Fort Stevens State Park; and the Rothschild House, Fort Worden State Park in Washington.

Architecture Summer Academy:

In 1983, the department founded the Summer Architecture Academy. This Eugene-based program is an intensive six-week "career discovery" program for students ranging from high school juniors and mid-career professionals considering a change of career. Summer Academy students complete a design studio, a media course, and attend workshops in environmental design topics: architectural technology, place response, spatial ordering, landscape architecture, interior architecture and the professional context.

Eugene:

The department offers advanced design studios (ARCH 4/584 and IARC 4/584) for students in both graduate and undergraduate programs. Usually one or two

seminars and a media course are also offered to summer students. Incoming Option III graduate students in both architecture and interior architecture begin their studies in the summer, enrolling in a design studio course, and introductory courses in design process/media and architectural technology.

Portland:

In 1994, the department, under the directorship of John Cava, initiated a Portland Urban Architecture Program. The six-week course includes the study of design, history and theory, and architectural practice. Each week visiting critics from around the country provide design criticism and lead a seminar or a workshop. Past critics and lectures have included:

Will Bruder, Phoenix
Peter Cardew, Vancouver, Canada
Annie Chu, Los Angeles
Brad Cloepfil, Portland
James Cutler, Bainbridge Island,
Washington
Julie Eizenberg, Los Angeles
Kenneth Frampton, New York
Rick Gooding, Los Angeles
Thom Hacker, Portland

Tom Hanrahan, New York
Carlos Jiminez, Houston
Hank Kroning, Santa Monica
Thom Mayne, Santa Monica
Eric Moss, Los Angeles
Patricia Patkau, Vancouver, Canada
Dagmar Richter, Los Angeles
Charles Rose (New York)
Michael Rotundi, Santa Monica
Stanley Saitowitz, San Francisco.

Portland Architect Bill Tripp directed the 2002 Summer Portland Urban Architecture Program.

I.6 OFF CAMPUS PRACTICUM.

The off-campus practicum is available to students after the third year (or six design studios). The student receives credit for ARCH 409/509 Practicum or IARC 409/509 Practicum for completing 160 hours of experience in a professional office. The office agrees to provide a range of experiences for the student. 160 hours is approximately equal to three months of half-time employment. All students are encouraged to have a professional office experience prior to taking their terminal studios (ARCH 485/585, 486/586, IARC 488/588, 489/589).

The architecture practicum coordinator is Otto Poticha, AIA, Adjunct Associate Professor of Architecture and NCARB certified.

The interior architecture practicum coordinator is Linda Zimmer, IIDA, IBD, IDEC, Associate Professor and program director for Interior Architecture, and NCIDQ certified.

Practicum coursework is also available in Portland, during the regular school session and summer session. John Cava, AIA, Adjunct Assistant Professor, is the director of the Portland Practicum Program.

I.7 PORTLAND URBAN ARCHITECTURE INTERNSHIPS.

The department supports placement of majors in the Portland Urban Intern Program. Students in this program receive a stipend for their work on teams focused on urban design projects for agencies and non-profit organizations in the Portland area. A faculty member heads these teams with a local member of the profession acting as a consultant.

I.8 DESIGN BUILD.

Each year, a design/build project is engaged from the programming phase to completed construction by groups of environmental design students. The project is chosen from a list of possible projects submitted by public and non-profit agencies. A spring term seminar completes the pre-design, programming, schematic design and permit documents phase of the work, meeting with the client and consultants to determine and refine the nature of the project. This seminar completes all but the detailed design development and final construction details. A summer studio takes over where the seminar leaves off (seminar members also participate in the studio), completing the planning for the project and its final execution. These students put in 6-8 hour days during the summer term completing the construction and site work, always managing to complete the project just hours before the celebratory picnic and review (usually sponsored by the client).

Past projects by architecture students have included:

- a 'pattern language' bus shelter at the corner of 13th and Kincaid (now the site of the Childs Center);
- a bay addition to 266 Lawrence (now the Willcox Hearth);
- and the north site foundry (a brick vaulted structure used by sculpture graduate students for metal casting).

Recent projects have included:

- the millrace pavilion (architecture dept., 1991);
- a bandstand for the city square in Coburg (architecture dept., 1992);
- site development for the Urban Garden (landscape architecture dept., 1992);
- an information Kiosk and entry gates for the Dorris Ranch Park (architecture and landscape architecture depts., 1993);
- site development, a pergola and an information kiosk for Millrace Park in Springfield (architecture and landscape architecture depts., 1994).
- a bridge, stream bank stabilization and landscaping for the Millrace crossing between Lawrence Hall and the North Site, 1995.
- picnic shelter, Alton Baker Park, Eugene, (architecture dept., 1996)
- Pioneer Pacific Camp Tent Platforms, British Columbia, Canada, (architecture dept., 1996)
- Registration Building, Silver Falls State Park, Oregon (architecture dept., 1997-99)

I.9 RURAL AND SMALL TOWN STUDIES.

Martha's Vineyard, MA

Christmas Valley, Corvallis, Talent, and Coburg, OR

A number of studios have had projects concerning rural health clinics, city halls, libraries and mixed-use development located in small towns in Oregon.

I.10 ARCH & I.ARC MINORS.

The Department of Architecture offers Minor concentrations in interior architectural and architectural studies. Interested students should contact the admissions advisor in the department office for information and an application. Undergraduates at the University of Oregon are allowed to declare a minor course of study. Our students often chose minors (and sometimes a double major) out side the School of Architecture and Allied Arts. The most popular are: Business, East Asian Studies, Latin American Studies, International Studies, Music, Italian, Spanish, Japanese, Chinese, German, French, Dance, Ethnic Studies, and Environmental Studies. Students often pick a minor offered within the School of Architecture and Allied Arts: Interior Architecture, Art History, Fine and Applied Arts, Historic

Preservation, Landscape Architecture, or Planning, Public Policy and Management. Graduate students often take, at the graduate level, a concentration of coursework in the School of Architecture and Allied Arts as well.

I.11 HONORS COLLEGE.

Undergraduates who qualify may take coursework through the Honors College. Classes are generally small and Honors College requirements substitute for General Group Requirements. Consult the UO General Bulletin for further information.

J.0 DISTINGUISHED PROFESSOR VISITING PROGRAMS.

J.1 PIETRO BELLUSCHI DISTINGUISHED VISITING PROFESSORSHIP.

Pietro Belluschi was one of the most respected architects to have lived and worked in Oregon. His influence was felt worldwide. He combined visionary technical thinking (his use of the aluminum curtain wall, and ventilation and lighting systems) with an appreciation of simplicity in composition and poetic expression to create memorable architecture. Some of his most noteworthy buildings include the Davies Symphony Hall and St. Mary's Cathedral, both in San Francisco, The Pan Am Building in New York, the Equitable Building in Portland, as well as many churches. The Pietro Belluschi Distinguished Visiting Professorship in Architectural Design was created in 1993 as a perpetual endowment fund to foster and promote education in architectural design. Pietro Belluschi died only months after announcing this endowment.

The following faculty members have taught in the department as Distinguished Belluschi Fellows:

| | |
|-----------------------------------|-------------|
| Colin Rowe | Spring 1995 |
| Tom Bosworth | Winter 1996 |
| Ed Allen | Winter 1997 |
| Laura Hartman | Winter 1998 |
| James Cutler | Spring 1999 |
| Carlos Jiminez | Spring 2000 |
| Annette LeCuyer & Brian Carter | Spring 2002 |

J.2 THE FREDERICK CHARLES BAKER CHAIR IN ARCHITECTURAL DESIGN.

Frederick Charles Baker resided in Portland, Oregon, where he spent most of 68 working years as a distinguished designer and manufacturer of lighting fixtures. Throughout the first three-quarters of this century, Mr. Baker worked closely with the leading architects of the Northwest including Herman Brookman, A.E. Doyle, Ellis Lawrence, and Pietro Belluschi.

In 1986, the School of Architecture & Allied Arts received a one million dollar endowment to establish the Frederick Charles Baker Chair in Lighting and Architectural Design. The special focus of the chair is the phenomena of light and lighting in architecture. The holder of the Baker Chair and members of the Oregon faculty offer studies in the related fields of energy-conscious design, day lighting,

electric light, color and color theory. The following faculty members have taught in the department under the Baker Chair Endowment:

| | | |
|-----------------|--------|------|
| Henry Plummer | Spring | 1992 |
| Marietta Millet | Spring | 1993 |
| Martin Schwartz | Spring | 1994 |
| Don Watson | Winter | 1995 |
| William Lam | Spring | 1997 |
| Joel Loveland | Spring | 1998 |
| Walter Grondzik | Winter | 2000 |
| James Carpenter | Winter | 2002 |

J.3 THE WILLARD K. MARTIN DISTINGUISHED VISITING CRITIC PROGRAM.

Willard K. Martin was one of Portland's most talented architects during the 1960's and 70's. He was educated in the UO program, graduating in 1957. In 1960 he worked with Wolff/Zimmer, which later became Zimmer-Gunsul-Frasca. In 1966 he opened his own firm, with David Soderstrom and John Matteson, which quickly developed a reputation for being one of Portland's leading small design firms. In 1984, Martin completed the design of the Pioneer Courthouse Square, a project that would win two national design awards, including a special recognition from Progressive Architecture. Martin was renown in the fine arts community for creating a series of watercolor botanical studies, seascapes and abstract cityscapes. In November 1986, Willard Martin was killed with his son, Erick, when the Piper J-3 Cub that Martin was flying went down in the Grand Canyon.

The Martin Family funded a Visiting Critic Program endowment that same year with the intent of bringing nationally and internationally prominent architects and architectural educators to teach and lecture at the UO program. Some of the Willard K. Martin Visiting Critics have been:

| | |
|--------------------------------|--------------------------------|
| Peter Calthorpe, San Francisco | Anne and Joern Nielsen, Sweden |
| Michael Pyatok, Oakland | Eric Pettersson, Denmark |
| Peter Clegg, England | Jan Westra, The Netherlands |
| Jerry Cahill, Ireland | Dale Mulfinger, Minneapolis |
| Harry Malgrave, Minneapolis | Linda Brock, Vancouver, Canada |

J.4 THE CLAIRE WATSON FORREST MEMORIAL LECTURES.

The architecture departments at the University of Oregon, the University of California at Berkeley, and the University of Southern California, established the lecture series to honor the memory of Claire Watson Forrest. Professor Watson Forrest, a British Architect, taught at each of these institutions in the 1970's and was tragically killed in a car accident in Edinburgh in 1977.

The lectures are given annually by a woman on the topic of design. The lecturer travels to each of the participating schools, is a visiting critic in design studios, meets formally with students, and presents a major lecture. The lectureship has been held by:

| | |
|--------------------------------------|---------|
| Judith Edelman, Architect, New York | 1981-82 |
| Alison Smithson, Architect, London | 1982-83 |
| Sarah Harkness, Architect, Boston | 1983-84 |
| Elizabeth Ericson, Architect, Boston | 1984-85 |

| | |
|--|---------|
| Anne Vernez-Moudon, Architect, Seattle | 1986-87 |
| Clare Cooper-Marcus, Professor Landscape Architecture, UC Berkeley | 1987-88 |
| Mary McLeod, Architect, New York Assoc. Prof. Arch., Columbia Univ. | 1988-89 |
| Frances Halsband, Architect, New York Dean, School of Architecture, Pratt Inst. | 1992-93 |
| Laura Hartman, Architect, Berkeley Principal, Ferneau & Hartman, Architects | 1995-96 |

K.0 SCHOLARSHIPS AND AWARDS

K.1 UNIVERSITY SCHOLARSHIPS.

The University Scholarship application, and the faculty recommendation forms are available from the Office of Student Financial Aid, 260 Oregon Hall, University of Oregon, Eugene, Oregon 97403, (541) 346-3221. One application serves for all scholarships in this category. The Financial Aid Form may be obtained at most high school counseling offices and college financial aid offices.

PRESIDENTIAL SCHOLARSHIPS. High school seniors from Oregon who are at the top of their class scholastically (generally 3.75 GPA or above and 1100 plus SAT's) are eligible for Presidential Scholarships. Fifty \$2000 awards are made each year and they are renewable for four years. As students are nominated by their high schools, contact the high school counselor or principal.

K.2 ARCHITECTURE & ALLIED ARTS SCHOLARSHIP AND FUNDS.

ELLEN M. PENNELL SCHOLARSHIPS. This scholarship fund was established through the bequest of Ellen M. Pennell, a longtime member of the University of Oregon library staff. All majors in Architecture and Allied Arts are eligible to apply. Selection is based primarily on urgent financial need, but academic progress is also considered. Several awards are made each year. Applications are accepted fall term for winter term assistance and winter term for spring term aid. Information about application procedures and deadlines is posted in Lawrence Hall. The Architecture and Allied Arts Faculty/Student Scholarship Committee makes recommendations which must be approved by the A&AA Dean.

STUDENT TRAVEL FUND. The A&AA Student Advisory Committee and the Associate Dean administer the Student Travel Fund, which assists with the travel expenses related to research and/or conferences. Applications for travel funds are available in the A&AA Dean's Office. These funds are supported by a portion of the income from vending operations in the school and the Lawrence Hall coffee bar.

EMERGENCY LOAN FUNDS. The A&AA Dean's Office administers two separate loans funds to which majors in Architecture and Allied Arts may apply. These are short term, low interest loans not to exceed \$800. Information and applications are available in the A&AA Dean's Office, 105 Lawrence Hall.

K.3 DEPARTMENTAL SCHOLARSHIPS AND AWARDS.

Please note: Most of the departmental scholarships are reserved for returning majors in architecture and Interior Architecture. Deadlines are subject to change.

A newly admitted Architecture or Interior Architecture student may become eligible to apply for a departmental scholarship after he or she has enrolled and attended classes.

The need-based scholarships require a completed FAFSA (Free Application for Federal Student Aid) for the period of the award. The Graduate Teaching and Research Fellowships are administered by the Department Head, and appointments are made through consultation with the faculty.

Information and application forms are generally available from the department office, 210 Lawrence Hall. Department of Architecture Scholarship Committee administers the departmental scholarships.

K.3.a. TUITION SCHOLARSHIPS.

GEORGE AND GERALDINE D. ANDREWS SCHOLARSHIP. Established in 2000 by Geraldine (Gerrie) Andrews in recognition of her and her husband's lifelong commitment to the University of Oregon. George F. Andrews was a professor of architecture from 1948 until his retirement in 1980. Professor Andrews pursued his interest in building by documenting the ruins of Maya architecture with the assistance of his wife. Their outstanding scholarship on Mayan architecture and settlement patterns is recognized internationally. Awarded to incoming undergraduate or graduate students majoring in architecture or interior architecture who are citizens of the United States.

BOORA MINORITY STUDENT SCHOLARSHIP. This full tuition scholarship was awarded for the first time in the 1994-95 school year. The award is open to incoming minority high school students who have been admitted by the Department of Architecture as an incoming freshman. Applicants must demonstrate promise in architecture through letters of reference, transcripts, test scores and portfolio work. In addition to minority status, eligible students must also be citizens of the United States of America, have resided in Oregon for at least two years, and be eligible for financial aid. The student recipient is selected for a full tuition scholarship which is awarded every year through the completion of his or her five year undergraduate program assuming the student remains in good academic standing and continues to make progress toward completion of his/her degree.

BROWNELL FRAZIER INTERIOR ARCHITECTURE SCHOLARSHIP. This tuition scholarship was established in 1998, in memorial to Professor Brownell Dorris Frazier (1896-1967) through gifts from friends and former students.

DEAN'S ARCHITECTURE SCHOLARSHIP. This scholarship is for architecture or interior architecture majors in the last two years of their program who demonstrated potential in the field. The amount of the award is dependent upon account income.

The Scholarship and Awards Committee's recommendations are forwarded to the Dean for final selection.

DONNA V. SUNDBERG ARCHITECTURE SCHOLARSHIP. This scholarship is established to provide support for the advancement of women in the profession. It is open to women majoring in architecture or Interior Architecture.

G. STACEY BENNETT MEMORIAL SCHOLARSHIP FUND. This award is established in memory of distinguished architecture alumnus G. Stacey Bennett, UO class of 1947, to provide annual financial assistance to a first or second year, undergraduate architecture student. Selection will be based on serious financial need as jointly determined by the UO Office of Financial Aid and the UO Department of Architecture Scholarship and Awards Committee, and a recommendation by a former teacher, school counselor, or employer who can attest to the applicants future potential in the field.

LEE-BULLIS MEMORIAL AWARD. Jean F. and Phillip Lee, family, and friends have donated funds for this scholarship in memory of former architecture student John Lee. The award recognizes a third year architecture major (5-7 completed studios) who has high potential in the profession. Faculty members nominate candidates for the partial tuition award, the amount of which is dependent upon income from the trust.

LYLE P. BARTHOLOMEW SCHOLARSHIPS. This scholarship fund was provided through the will of Lyle P. Bartholomew, B Arch. '22. The award is for students in architecture and interior architecture. Eligibility requires the applicants to be a United States citizen and have financial need. Partial tuition awards are made each year with the number dependent upon income from the trust. Recommendations are forwarded to the Dean and the trustees of the fund.

MARY ALICE HUTCHINS, FCSI, FAIA, PORTLAND CHAPTER OF THE AIA SCHOLARSHIP. This scholarship is established for a woman degree candidate at the University of Oregon who has completed at least one full year of college in Architecture. Candidates must be preparing for a career in architecture or related field (as established by the officers of the Portland Chapter), and exhibit exceptional qualities of interest, excellence and potential in the study of architecture. Students must be nominated by a member of the AIA and supported by members of the faculty from the nominee's institution.

MARY ALICE HUTCHINS, FCSI, FAIA, PORTLAND CHAPTER OF THE CONSTRUCTION SPECIFICATIONS INSTITUTE SCHOLARSHIP. This scholarship is established for a woman degree candidate at the University of Oregon who has completed at least one full year of college in Architecture. Candidates must be preparing for a career in architecture or related field (as established by the officers of the Portland Chapter), and exhibit exceptional qualities of interest, excellence and potential in the construction field. Students must be nominated by a member of the CSI (Construction Specifications Institute) and supported by members of the faculty from the nominee's institution.

MICHAEL AND PENNY WILKES SCHOLARSHIP. This scholarship fund is established by Michael and Penny Wilkes and was awarded for the first time Spring, 2000. Michael Wilkes is a 1971 graduate of the B.Arch program. The award is meant to acknowledge outstanding performance in design. The recipient must be an undergraduate architectural student in their third or fourth year and who has demonstrated outstanding ability in the design studio.

K.3.b. TRAVELING SCHOLARSHIPS.

LEN CASANOVA STUDENT TRAVEL FUND. The award was established in 1999, by David G. Stringer '56 in honor of Len Casanova, Mr. Stringer's mentor, esteemed friend and former football coach. Awarded to students accepted in the Rome Studio Program. Students are asked to prepare a short essay describing why they wish to study in Rome and how participation in an international studio will benefit their studies and how the award will assist in their financial needs.

ION LEWIS TRAVELING SCHOLARSHIP. This scholarship was established through the will of Ion Lewis, a pioneer Portland architect. The candidate must be a resident of Oregon for at least one year, and have combined architectural education and office experience of at least six years. Selection is based on character, ability, professional promise, and a need to travel in pursuit of study. A managing committee comprised of members from the School of Architecture and Allied Arts and the Oregon Council of Architects of the American Institute of Architects selects the recipient.

LOUIS C. ROSENBERG TRAVELING SCHOLARSHIP. This scholarship was established through the will of Louis C. Rosenberg. Mr. Rosenberg was one of the earliest instructors in architecture at the University of Oregon. This award is made annually to an undergraduate in architecture or interior architecture who is a U. S. citizen and has completed a minimum of eight terms of design studio by June of the award year. Applicants must have one year remaining in the program after completion of the travel. The recipient must present a lecture or exhibition of his/her travel studies during the following year. A small portion of the award is withheld until all obligations are fulfilled.

RICHARD A. CAMPBELL TRAVELING SCHOLARSHIP. This award was established in 1992, by the family and friends of Richard A. Campbell, FAIA, a prominent Portland Architect and graduate of the University of Oregon. Campbell was a recipient of the Ion Lewis Traveling Fellowship in 1959. This award is made in the winter of even numbered years to an undergraduate student completing his/her degree in architecture within the academic year of the award. The Architecture Scholarship and Awards Committee screens the applicants and then forwards its recommendations to the Campbell Selection committee for final review. The recipient of this award must complete a reporting document of his/her travel and research within a year of the award. The amount of the award is \$5000.

WALTER G. BROWN, JR. STUDENT STUDY AND TRAVEL GRANT. The estate of Portland Architect, Walter G. Brown, Jr., B.Arch. 1948, established this grant in 2000 to enable a student of Architecture to enhance their education through the combination of study and travel outside of the United States. It is awarded to an advanced fourth- or fifth-year architecture student. The amount awarded is \$5000

K.3.c. NATIONAL AND OTHER SCHOLARSHIPS.

AMERICAN INSTITUTE OF ARCHITECTS NATIONAL SCHOLARSHIPS. Members of the American Institute of Architects provide the funds for this scholarship for architecture majors. Selection is based on potential in the profession and financial need. The number of applicants from each eligible school is limited. Applicants are screened by the Architecture Scholarship and Awards Committee. Selected applicants then compete with the national applications.

The National American Institute of Architects funds several awards including a minority freshman scholarship, a traveling grant and research grants.

CALLISON PARTNERSHIP SCHOLARSHIP FUND. This scholarship fund was established in 1993 to provide financial assistance to promising minority students who have demonstrated an intent to enter into and to continue a course of study leading to a Bachelor's or Master's degree in Architecture or Interior Design. To be eligible, candidates must be currently enrolled and in good standing as either a high school senior, community college student or an undergraduate attending a state college or university in the states of Washington, Oregon, Montana or Idaho. Students must be residents of Washington, Oregon, Montana or Idaho and citizens of the United States of America. Applications are evaluated by The Callison Partnership Scholarship Fund Committee based upon the following criteria: GPA & test scores, recommendations, work, educational or life experiences and an interview.

SENATOR MARK O. HATFIELD ARCHITECTURAL AWARD. This scholarship is sponsored by the Architectural Foundation of Oregon. Its purpose is to encourage and reward the architectural student to apply outstanding design skills together with a commitment to service in their community. Candidates must be a legal resident of the State of Oregon and a U.S. Citizen. Candidates must also be an undergraduate architectural student in an accredited architectural program in the United States with one year remaining in their professional program. The recipient shall have a demonstrated ability for quality architectural design, as well as a demonstrated commitment to community service.

NATIONAL ASSOCIATION OF WOMEN IN CONSTRUCTION. A scholarship program packet is sent to the department from the association once a year. Undergraduates or graduate students in a course of study leading to a degree in construction or related field may apply. The recipient must be an Oregon resident attending an Oregon school and submit an official transcript of grades, and optional letter of recommendation, and complete a written application.

SOCIETY FOR MARKETING PROFESSIONAL SERVICES SCHOLARSHIP. Established in 2000 by the Society for Marketing Professional Services (SMPS) to support students who are pursuing a career in marketing professional services or project management for architecture, engineering, or construction firms. Awarded on the basis of academic merit and demonstrated promise in the profession including marketing. Must be upper division undergraduate (third or fourth year) or graduate student majoring in architecture, interior architecture, or landscape architecture.

L.0 GRADUATE FELLOWSHIPS.

L.1 GRADUATE TEACHING FELLOWSHIP (GTF).

This is available to qualified students in accordance with departmental needs and resources. Generally, GTF appointments are available to Option I and II students who exhibit substantial capabilities in an area where assistance is required. Option III students may be considered for appropriate positions, after their first year in the program. All GTF appointments include a tuition waiver and a stipend. The stipend varies with the length of service; however the most common appointment results in a tuition waiver and a stipend of about \$1,000 per term of appointment.

The department currently offers Graduate Teaching Fellowships in regularly offered coursework, and in the following research areas: the Baker Light and Lighting; the

Center for Housing Innovation; and the Energy-Lab Research Fellowship.

THE LYMAN AND JUDY JOHNSON FELLOWSHIP. This fellowship provides support for upper-level interior architecture students who have an interest in teaching. Fellows work on special projects defined by the faculty to build teaching resources or enhance the curriculum..

PIETRO BELLUSCHI FELLOWSHIP. This tuition and stipend fellowship is awarded to a graduate student during the term that the Belluschi Distinguish Professorship is held. The student is responsible for helping the visitor with administrative needs.

L.2 GRADUATE RESEARCH FELLOWSHIP AWARDS.

FREDERICK CHARLES BAKER STUDENT SCHOLARSHIP FUND. First available in 1989, this fund was established as part of an endowment to provide support for qualified individuals who wish to pursue studies of light and lighting in the graduate and undergraduate programs of the Department of Architecture. These studies will be offered by the holder of the Baker Chair and members of the Oregon faculty recognized for their contributions in the related fields of energy conscious design, day lighting, electric light, color and color theory.

ENERGY STUDIES IN BUILDINGS LABORATORY. Graduate Research Fellowships for qualified individuals who wish to pursue research in energy issues and building.

CENTER FOR HOUSING INNOVATION. Internships aiding faculty on research and design projects focused on housing, neighborhood planning and development. Academic credit and a number of grant stipends are available to students who chose to participate in these programs.

RURAL AND SMALLTOWN DESIGN PROGRAM INTERNSHIPS. Internships aiding faculty on research and design projects focused on rural health care facilities and design aid for small towns. Academic credit and a number of grant stipends are available to students who chose to participate in these programs.

M.0 STUDENT ORGANIZATIONS

M.1 AMERICAN SOCIETY OF INTERIOR DESIGNERS - STUDENT CHAPTER (ASID).

The local student chapter of the American Society of Interior Designers (ASID) also participates in national programs of the organization. The ASID has an active program that includes sponsoring lectures, the annual Materials and Products Day and other events for the department and school. All students in the interior architecture program

are eligible for membership. The ASID has a message box in the Dean's office and a bulletin board in Lawrence Hall with information about meetings, programs and membership.

M.2 ASSOCIATED STUDENT CHAPTER - AMERICAN INSTITUTE OF ARCHITECTS (AIAS).

The local student chapter of the American Institute of Architects (AIAS) also participates in national programs of the organization. The AIAS has an active program in addition to sponsoring lectures and other events for the department and school. Membership includes national dues and the AIAS publication, CRIT. All students in the department are eligible for membership. AIAS has a message box in the Dean's Office in Lawrence Hall.

M.3 IES/NA STUDENT CHAPTER.

The Student Chapter of the Illumination Engineering Society of North America is comprised of students with a design and/or research interest in light and lighting. Activities include presentations by Baker scholars, presentations by lighting design professionals, a lighting-products fair, and field trips to lighting centers and installations.

M.4 AMERICAN SOCIETY OF HEATING, REFRIGERATION AND AIR-CONDITIONING ENGINEERS, Student Chapter (ASHRAE).

An organization of students interested in the systems and issues related to human comfort in buildings.

M.5 AVENU (STUDENT JOURNAL OF THE SCHOOL OF ARCHITECTURE & ALLIED ARTS).

The first publication of *AVENU* was in 1971 when it was founded by three architecture students. It is circulated free to all A&AA students. All students in the School of Architecture and Allied Arts are eligible for staff positions. *AVENU* reflects the interests of its staff, their skills and intentions while providing a forum for school and departmental issues and ideas.

M.6 MATERIALS RESOURCE CENTER.

Located in Room 475, Lawrence Hall, the MRC is a clearinghouse for information on materials and interior finishes, building materials and processes. The collection includes 'consumable' material samples for use in coursework, a library of technical data and manufacturers' catalogs; and the staff maintains a number of computer-based collections, including master specifications, manufacturers' CD-ROM based catalogs and templates, and AutoCAD extensions for estimating and take-offs'.

The MRC staff publishes the *REDI-Guide*, a guide to resource efficient materials and suppliers. The MRC is staffed by work-study students and volunteers representing the interior architecture and architecture programs.

M.7 STUDENT FORUM.

An organization of students, the Student Forum, provides a sounding board for the interests and concerns of all students in the department. It sponsors symposia and social events of specific interest to both professional and post-professional graduate students. The group's officers meet with program administrators periodically to

provide feedback and advise on grad policies. The group also organizes Grad Day each spring term to encourage newly admitted graduate applicants to visit the program and meet the faculty and students. New officers are elected each spring for the following year. Officers' names and email addresses are posted on the web and on the bulletin board outside of Room 206.

M.8 ENVIRONMENTAL DESIGN CENTER (EDC)

EDC is a multidisciplinary student group representing the School of Architecture and Allied Arts, who are committed to expanding the role of design professions in the realization of positive and sustainable solutions to environmental issues. A student-run clearinghouse and education center; pursues the advancement of solar and renewable energies and efficient resource use as viable paths to a sustainable future. The center houses a library and offers free lectures, workshops, exhibits, research projects, and a quarterly newsletter, *Solar Incidents*, to the campus and general public and organize the HOPES Conference (Holistic Options for Planet Earth Sustainability) in the spring through the dedication and hard work of students. This international conference invites and is attended by students and professionals from all over the world.