

1. Program Description

a. Program title, level, and delivery sites.

Masters of Science Program in Historic Preservation, Eugene, Oregon (PLEASE NOTE—this is for a move of the graduate component in its entirety from the Eugene campus to the University of Oregon Portland (effective Fall 2016); the undergraduate minor will continue to be offered in Eugene.)

b. Department and school/college that would offer the program. Include the name of the institution program coordinator.

School of Architecture & Allied Arts, Dr. Kingston Wm. Heath, Professor and Director, Graduate Program in Historic Preservation.

c. Briefly describe the academic program. List all course titles, including number of credits.

In summary, the number of credits for required classes, electives, internship, and research are:

Core courses:	17
Architectural History Courses (three course minimum)	12
Focal Area Courses (five course minimum)	18
Individualized study:	
Practicum/Internship	5
Independent Research	2
Thesis or Terminal Project	12
Electives	7
TOTAL CREDITS REQUIRED	73

CORE COURSES

The understanding of preservation theory and practice provides a solid foundation for historic preservation professionals. The following courses are designed to provide that basis.

- AAAP 508 Preservation Field School (2 credits, *Sardell*)
- AAAP 511 Introduction to Historic Preservation (3 credits, *Sardell*)
- AAAP 551 Historic Survey and Inventory Methods (3 credits, *Sardell*)
- AAAP 531 National Register Nomination (3 credits, *Carter*)
- AAAP 541 Legal Issues in Preservation (3 credits, *Eisemann*) **or**
- AAAP 510 Preservation Economics (3 credits, *Engeman*) **or**
- AAAP 515 Transportation and Preservation (3 credits, *Bell*)
- AAAP 610 Thesis Proposal (3 credits, *Ranzetta*)

ARCHITECTURAL HISTORY COURSES

The field of historic preservation requires a solid foundation in the historical development of cultural resources. The following courses contribute to the basic understanding of historical and cultural processes and technological innovations that shape our built environment. **At least two of these courses must be taken from the AAAP 521-523 Interpreting American Architecture from a Preservation Perspective series. All three courses taken to fulfill the required 12 credits in Architectural History must be taken for a traditional letter grade.**

- AAAP 521 American Architecture from a Preservation Perspective I (4 credits, *Heath*)
- AAAP 522 American Architecture from a Preservation Perspective II (4 credits, *Heath*)
- AAAP 523 American Architecture from a Preservation Perspective III (4 credits, *Heath*)
- AAAP 510 America's Common Houses (4 credits, *Hubka*)*
- AAAP 510 American Building Construction History (4 credits, *Heath*)*
- AAAP 510 Interpreting Vernacular Settings (4 credits, *Heath*)*
- ARH 510 Modern Architecture (4 credits, *Narath*)*
- ARH 563 Native American Architecture (4 credits, *Roth*)
- ARH 567 Chicago Architecture (4 credits, *Roth*)
- ARH 568 Oregon Architecture (4 credits, *Roth*)
- ARH 578 History of Landscape Architecture II (4 credits, *TBA*)*
- IARC 574 History of Interior Architecture I (3 credits, *Cunningham*)
- IARC 575 History of Interior Architecture II (3 credits, *Cunningham*)
- IARC 576 History of Interior Architecture III (3 credits, *Cunningham*)

Note: Courses marked with an * are occasional course offerings, and do not have a set year and term scheduled.

FOCAL AREA COURSES

For advising purposes, three focal areas have been developed. In order to focus their studies, students will select courses from one of the three areas. Those who want to pursue a broader range of interests may select courses from more than one of the focal areas and develop an approved alternative focal area. **Note:** it is the student's responsibility to construct such an alternative focal area and present it to the program director for approval no later than the second quarter of the first year of study.

Focal Area I: Sustainable Preservation Theory, Design, and Technology

Focusing on the practice of preservation, emphasis is on the skills needed to research, plan, and direct the restoration and adaptive reuse of buildings, places, and landscapes as well as to determine the appropriate levels of treatment. The following courses are intended to support the student's chosen focal area by addressing technical issues, economic drivers, architectural theory, preservation policy, and the design process.

- AAAP 510 Adaptive Use Studio/Seminar (4/2 credits, *Miller Dowell*)*
- AAAP 510 American Building Construction History (4 credits, *Heath*)*
- AAAP 510 Building Pathology: Masonry (4 credits, *Allsopp*)
- AAAP 510 Building Pathology: Wood (4 credits, *Radivojevic*)
- AAAP 510 Building Recordation (HABS/HAER) (4 credits, *Allsopp*)
- AAAP 510 Graphic Communication of Ideas (3 credits, *Hubka*)*
- AAAP 510 Historic Structures Report (4 credits, *Allsopp*)*
- AAAP 510 Interpreting Vernacular Settings (4 credits, *Heath*)*
- AAAP 510 Preservation Economics (3 credits, *Engeman***)
- AAAP 510 Principles of Adaptive Reuse (3 credits, *Kunowski*)
- AAAP 510 Sense of Place: Oregon (3 credits, *Bell*)*

AAAP 510 Sustainable Preservation (4 credits, *Allsopp*)
 AAAP 515 Transportation and Preservation (3 credits, *Bell*)**
 AAAP 541 Legal Issues in Preservation (3 credits, *Eisemann*)**
 AAAP 688 Field Recording Methods & Site Documentation: Croatia (3 credits, *Thallon*)
 AAAP 688 Preservation Field Practicum: Croatia (3 credits, *Thallon*)
 ARCH 540 Human Context of Design (4 credits, *Young & Gillem*)
 ARCH 570 Building Construction (4 credits, *Thallon & Moore*)
 ARCH 633 History of Sustainable Design (4 credits, *Muller*)
 LA 580 Landscape Preservation (4 credits, *TBA*)*
 PPPM 532 Urban Revitalization (4 credits, *Sandoval*)
 PPPM 552 Public Participation in Diverse Communities (4 credits, *Sandoval*)*
 OLIS 620 Urban Ecological Design (4 credits, *TBA*)

Note: Courses marked with an * are occasional course offerings, and do not have a set year and term scheduled. Courses marked with an ** may not be used in the focal area if they are being used as a core course. Unmarked courses are offered every year or every other year. Additional courses may be offered that satisfy focal areas.

Focal Area II: Management of Cultural Resources

Embodied in historic preservation is the management of cultural resources. This focal area provides the legal, planning, and management skills needed for individuals to work within organizations that support efforts to manage cultural resources in both the public and the private sectors. The following courses are intended to support the student's chosen focal area by addressing broader issues in cultural management, policy, and planning as well as the skills often required in supporting these activities.

AAAP 510 Historical Archaeology and Preservation (3 credits, *Minor*)
 AAAP 510 Preservation Economics (3 credits, *Engeman*)**
 AAAP 510 Sense of Place: Oregon (3 credits, *Bell*)*
 AAAP 510 Sustainable Preservation (4 credits, *Allsopp*)
 AAAP 515 Transportation and Preservation (3 credits, *Bell*)**
 AAAP 541 Legal Issues in Preservation (3 credits, *Eisemann*)**
 AAD 510 Cultural Museums (3 credits, *Livingstone*)*
 AAD 529 Museum Education (4 credits, *Livingstone*)
 AAD 612 Cultural Administration (4 credits, *Livingstone*)
 ANTH 549 Cultural Resource Management (4 credits, *Moss*)
 LA 510 National Parks (4 credits, *Melnick*)*
 LA 580 Landscape Preservation (4 credits, *TBA*)*
 PPPM 522 Grant Proposal Writing (1 credit, *Choquette*)
 PPPM 532 Urban Revitalization (4 credits, *Sandoval*)
 PPPM 540 Land Use and Growth Management (4 credits, *Yang*)
 PPPM 542 Sustainable Urban Development (4 credits, *Wei*)
 PPPM 548 Collaborative Planning and Management (4 credits, *Margerum*)*
 PPPM 552 Public Participation in Diverse Communities (4 credits, *Sandoval*)*
 PPPM 581 Resource Development for Nonprofit Organizations (4 credits, *Irvin*)
 PPPM 626 Community Planning Workshop (5 credits, *Parker*)
 PPPM 680 Managing Nonprofit Organizations (4 credits, *TBA*)
 GEOG 544 Cultural Geography (4 credits, *TBA*)
 GEOG 581 GIScience I (4 credits, *Lobben*)

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Focal Area III: Resource Identification and Evaluation

This focal area reveals the insights and investigative tools for archival and cultural resource research to establish the history and context of those buildings, interior spaces, and landscapes that determined settlement, organization, and a sense of place. The following courses are intended to support the student's chosen focal area by addressing historical trends, practical skills, and issues relevant to the policies and practice of historic preservation.

- AAAP 510 American Building Construction History (4 credits, *Heath*)*
- AAAP 510 Building Recordation (HABS/HAER) (4 credits, *Allsopp*)
- AAAP 510 Graphic Communication of Ideas (3 credits, *Hubka*)*
- AAAP 510 Historical Archaeology and Preservation (3 credits, *Minor*)
- AAAP 510 International Approaches to Historic Preservation Theory (3 credits, *Carter*)*
- AAAP 510 Interpreting Vernacular Settings (4 credits, *Heath*)*
- AAAP 510 Preservation Economics (3 credits, *Engeman*)**
- AAAP 510 Sense of Place: Oregon (3 credits, *Bell*)*
- AAAP 510 Sustainable Preservation (4 credits, *Allsopp*)
- AAAP 515 Transportation and Preservation (3 credits, *Bell*)**
- AAAP 521 American Architecture from a Preservation Perspective I (4 credits, *Heath*)**
- AAAP 522 American Architecture from a Preservation Perspective II (4 credits, *Heath*)**
- AAAP 523 American Architecture from a Preservation Perspective III (4 credits, *Heath*)**
- AAAP 541 Legal Issues in Preservation (3 credits, *Eisemann*)**
- AAAP 688 Field Recording Methods & Site Documentation: Croatia (3 credits, *Thallon*)
- ANTH 549 Cultural Resource Management (4 credits, *Moss*)
- ARH 568 Oregon Architecture (4 credits, *Roth*)**
- GEOG 571 North American Historical Landscapes (4 credits, *Holtgrieve*)
- IARC 574 History of Interior Architecture I (3 credits, *Cunningham*)**
- IARC 575 History of Interior Architecture II (3 credits, *Cunningham*)**
- IARC 576 History of Interior Architecture III (3 credits, *Cunningham*)**
- LA 510 National Parks (4 credits, *Melnick*)*
- LA 580 Landscape Preservation (4 credits, *TBA*)*

Note: Courses marked with an * are occasional course offerings, and do not have a set year and term scheduled. Courses marked with a ** may not be used in the focal area if they are being used as a core course or as an architectural history course. Unmarked courses are offered every year or every other year. Additional courses may be offered that satisfy focal areas.

INDIVIDUALIZED STUDY

The requirements for research and a thesis or terminal project provide the student with an opportunity for an independent and original investigation that will make a contribution to the current body of knowledge in the field. It also allows the student to investigate his or her individual area of interest. The internship/practicum selection should be appropriate to the particular educational goals of the student and demonstrate the opportunity of gaining experience in the historic preservation field.

- AAAP 601 Research (2 credits)
- AAAP 609 Internship/Practicum Seminar I (2 credits, *Grieger*)
- AAAP 607 Internship/Practicum Seminar II (3 credits, *Grieger*)
- AAAP 503 Thesis, or
- AAAP 611 Terminal Project (12 credits)

ELECTIVES

Students are required to take seven credits of elective courses that support their focal area and interests. Electives not listed within a focal area require the program director's approval.

d. Indicate in what ways the proposed program at the new location will differ from the on campus program.

The Historic Preservation graduate program will continue to balance hands-on and professionally oriented activities within the conceptual framework relevant to emerging preservation issues at the regional, national, and international levels. However, Historic Preservation's core curriculum will be reshaped to focus on sustainable urbanism and transportation, adaptive reuse, land use ethics, community development, and preservation economics, all reinforced by a solid grounding in preservation theory.

These curricular shifts will be accomplished initially with adjunct and affiliated faculty, most of whom already teach in the program but now drive from Portland to Eugene to teach their classes (viz. eight of the thirteen adjuncts). A key motivation is to strengthen relations with current programs in Portland. For instance, students are attracted to the Architecture Department's Portland program because of the richness that the urban context provides, the focus of the architecture program in urban design, and the expertise of Portland-based architecture faculty in this area. These architecture students express increasing interest in adaptive reuse of existing buildings given imperatives of sustainability and emerging professional opportunities in this area. The presence of the Historic Preservation program and the incorporation of a preservation component in design studios will be attractive to prospective architecture students planning to study in Portland. Portland-based students in UO's Product Design Program will also benefit from the move, given growing markets for new products and related services associated with the adaptive reuse of existing buildings and infrastructure.

With the program's inherent emphasis on interdisciplinary collaboration in mind, graduate students in the program will continue to have access to courses in other A&AA units. Master's candidates in these associated programs will, in turn, have continued access to historic preservation courses. Means for ensuring and strengthening access to courses and areas of academic interest include:

- Continued offering of select historic preservation courses (those most in demand by non-Historic Preservation majors) in Eugene as part of the undergraduate minor, and the proposed Sustainable Preservation Graduate Specialization.
- Establishment of clear curricular pathways that enable students to dedicate a portion of their master's study in Eugene and a portion of their master's study in Portland (for example pathways for students pursuing concurrent Master of Science in Historic Preservation/Master of City and Regional Planning and Master of Science in Historic Preservation /Master of Landscape Architecture degrees)
- Offering courses through distance learning and other innovative delivery methods, where Portland students can take Eugene-based courses and Eugene students can take Portland-based courses. To start, we plan to make at least two of our focal area courses web based or hybrid delivery to reach our students at both campuses.
- During the first two years of transition, van travel between the two campuses for the students may be sponsored by the program so that Eugene based students can avail themselves to certain course offerings at the Portland campus. We have used this method before with good success—satisfied students and robust enrollment.
- A proposed Specialization in Sustainable Preservation with 16 credits required (taken from three different focal areas) as an A&AA partnership between the Historic Preservation program and two or more A&AA departments.

Along with maintaining and building curricular links internally, there will be a strong effort in the intervening period to develop cooperative regional agreements with Portland area universities and colleges (i.e., initially Portland State, later Reed College, and Lewis & Clark College) so that the option of a Historic Preservation Certificate can be made available to selected programs at those institutions. These combined Eugene and Portland certificate programs would offer the opportunity for advanced standing admission into the Historic Preservation graduate program for those students who take select historic preservation courses at U of O for graduate credit and have earned a B or better. It is hoped that a consortium program with Portland State University and U of O might be developed. The Program Director has started the preliminary, fact-finding stage of this process and is in contact with Dr. B.D. Wortham-Galvin of Portland State University to explore these partnership possibilities. Courses in Urban Planning at Portland State University would enrich our program (we have traditionally relied on course content in A&AA's Planning, Public Policy, & Management department), and Historic Preservation's *Transportation & Preservation* and *Preservation Policy* courses would enrich Portland State University's curriculum (we are one of only three Historic Preservation Masters programs on the West Coast).

The thesis will remain as an option, but it is expected that the majority of students will undertake terminal projects under the direction of adjunct and affiliated faculty. The program is also considering capstone projects for the students.

Because of the interdisciplinary nature of the undergraduate minor in Historic Preservation, we will continue to offer it to undergraduate students in Eugene. Our minor draws largely on courses offered by other affiliated A&AA departments in addition to the required historic preservation courses, which we will continue to make available to our Eugene students. The program plans to monitor the undergraduate minor by maintaining adjunct faculty in Eugene who will teach core historic preservation courses along with providing advising to our minors. During the transition years the Program Director intends to travel to Eugene to attend A&AA meetings and be available for programmatic and curricular questions that may arise with our Eugene-based adjunct faculty. By keeping the Program Director's office in Lawrence Hall, we will have a space for our Eugene faculty to prepare their courses and for advising appointments.

e. List any special requirements or prerequisites for admission to the program at the new location.

There will not be any special requirements or prerequisites for admissions added if the program is approved to move to the UO Portland campus.

f. Is there an accrediting agency or professional society that has established standards for this program? If so, is the program currently accredited? If accredited, what steps would be needed to accredit the program at the proposed new location?

The Historic Preservation Graduate Program is in its thirty-third year, and is among only 32 Master degree granting historic preservation programs nationally. The program is a member of the National Council on Preservation Education (NCPE). We are in good standing and are among the top four historic preservation programs nationally. Currently, there is no accrediting agency. We had a successful External Review in 2010-2011.

2. Demand

a. List any similar programs offered at the proposed or nearby location.

There are no other historic preservation programs in Oregon. The closest regional programs are certificate-only programs at the University of Washington, the University of Utah, and the University of New Mexico. The closest master's programs in the field of Historic Preservation are the recently established Master of Science in Historic Preservation program at the University of Colorado-Denver and the Master of Heritage Conservation program at the University of Southern California.

b. Provide evidence of need for the program at the new location.

The depth and variety of historic resources in the Portland metropolitan area, the recordation and preservation opportunities of historic rural landscapes, such as those related to the timber and fishing industries west of Portland, and the potential for active involvement with the many Settlement-Era resources of the region, such as Clackamas County's Philip Foster Farm (1847, Eagle Creek) and Francis Ematinger House (1845, Oregon City) create a vital opportunity for preservation advocacy.

By being in the center of the Old Town Portland Historic District, the program's students and faculty can be actively connected with the work of the city, the public agencies (Portland Design Commission, Portland Metro, Oregon Department of Transportation, etc.), and with non-profit groups such as Restore Oregon (formerly the Historic Preservation League of Oregon) and the Bosco-Milligan Foundation.

The professional architectural community in the Portland metropolitan area has demonstrated a commitment to sustainable urbanism. They have garnered national attention for award-winning LEED (Leadership in Energy and Environmental Design) Certified rehabilitation projects that maintain the historic integrity of National Register listed properties (i.e. the Gerding Theater/Old Portland Armory is the nation's first Platinum LEED certified project – the greenest building rating achievable - and is also a National Register listed property). The new focus of the Historic Preservation program in Sustainable Preservation allows for a dynamic merger of a nationally prominent professional preservation program with a renowned, green-oriented professional design community. Along with building upon the strong heritage development achievements in the City, there is need to work collaboratively to maximize the State's critical role in smart growth, and cultural, economic, and environmental sustainability. The Historic Preservation program will act as a major contributor in aligning these agendas.

Further, there is considerable national data indicating the need for students to be trained in adaptive use and preservation. A November 2012 article in *AIArchitect* further supports the need for preservation education in stand-alone Historic Preservation Master's programs and as a component to traditional Architecture programs. The article stated that the down economy, ironically, has been a boon to preservation. "When the economy is not doing very well, people have a tendency to go back and work on their existing buildings," adds Bruce D. Jeed, FAIA, principal of the Bruce Judd Consulting Group in Seaside, FL, and an adjunct assistant professor in the Goucher College's Master of Arts in Historic Preservation Program. Trudi Sandmeier, Director of USC's graduate program in Historic Conservation stated "...95 percent of graduates will be working on projects that have to do with existing structures, with context in an urban environment, or in a historic landscape."

In addition, a recent article in *Future Anterior* stated that by 2020 80% of construction in New York City will be on *existing* buildings. Another example of the necessity of adaptive use comes from a reputable historical architect from Chicago, Gunny Harboe. Mr. Harboe advised that of the 500 building permits issued in Chicago last year, only 50 were for new construction.

Accordingly, the program recently offered three courses at UO Portland on Adaptive Reuse (Studio, Fall '12), Mid-Rise Sustainable Housing (Studio, Winter '13), and Preservation Economics (Winter '13) to address these trends, and plan to offer these courses again in the 2014-15 academic year. As an indication of existing need in this regard, students in the Portland Urban Design Program showed an overwhelming interest in taking our winter Mid-Rise Sustainable Housing Studio for ARCH studio credit. Nancy Cheng, the Portland Program Director and Associate Professor for the Department of Architecture, and Dr. Heath worked out a method by which this took place and architecture and historic preservation students were able to work alongside each other in a studio environment. Additionally, permission to enroll in this series of courses on adaptive reuse was granted to an Architecture Ph.D. student.

By placing our program in Portland, we would be nicely situated amongst numerous professionals in the fields of preservation, architecture, and planning. In this strategic location we could create a cohesive environment of shared learning, which the AIArchitect article (cited above) indicates as a need in preservation education.

Finally, in the recent, 2011 External Review of the Historic Preservation Graduate Program, the program received high marks for excellence in faculty and curriculum; the noted deficit was in facilities. As the program anticipates moving into “prideful spaces” in the Skidmore block, it will be in a building that represents the preservation principles of heritage development, sustainable design, and adaptive use. The building, therefore, will serve as a promotional setting for the program’s expanded curriculum related to its urban locale. The battery of courses (including the proposed Portland Urban Field School) is expected to have wide appeal, and place the program at the cutting edge of the field.

c. Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will those to be enrolled be selected?

In the fall of 2011 and 2012 the program enjoyed its largest incoming graduate enrollments (15 students in each class) and is looking forward to welcoming 14 incoming graduate students in fall 2013. There are 38 graduate students in the two-year program, and 23 undergraduate minors. A conservative estimate is that the program will graduate 12 students a year for the next five years producing 60 graduates. The Historic Preservation Committee comprised of senior members of our full-time affiliated faculty, selects students with high academic standing across the U.S. and abroad.

The Ecological Design Certificate and proposed Specialization in Sustainable Preservation should also ensure a strong enrollment in addition to the proposed summer Urban Field School in Portland designed to meet AIA, ASLA, APA continuing education requirements; the field school will be open to practicing architects, planners, and rising 2nd year Historic Preservation students from the UO’s program and other relevant programs nationwide. This robust enrollment, offered through Academic Extension, will fund additional adjunct faculty in such areas as Building Pathology (for the technical analysis of urban resources), Global Information Systems (GIS), and Portland Architecture. We expect this move to increase our enrollment rather than limit enrollment.

3. Personnel

a. List the names and qualifications of faculty (regular and adjunct) who will be involved in delivering the program to the proposed location. Will new faculty be needed?

KINGSTON WM. HEATH: Professor and Director. B.A. in English from Lake Forest College, an M.A. in Art History from the University of Chicago; and an M.A. and Ph.D. in American Studies from Brown University. Previous work experience includes State Architectural Historian for the Montana State Historic Preservation Office, Supervisor of Historical Interpretation at Mystic Seaport, and Professor of Architectural History and Historic Preservation at Montana State University and the University of North Carolina in Charlotte. Past 3-term member of the Board of Directors of the Vernacular Architecture Forum (VAF). Areas of specialization include vernacular architecture of the American West, New England workers' housing, American building construction history, and vernacular architecture theory.

In addition to several articles and book chapters, Dr. Heath is the author of *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape*, winner of 2002 Abbott Lowell Cummings Prize by the VAF “in recognition of the outstanding work in North American vernacular studies”, and *Vernacular Architecture and Regional Design* (2009). As founder of the Croatia Field School, an interdisciplinary program that focuses on the traditional stone building culture of Croatia's Central Dalmatian Coast, he has served for several years as director and continues to foster its growth. Teaches *American Architecture from a Preservation Perspective I, II, & III*; *Building Construction History*; and *Identifying and Interpreting Vernacular Settings*.

LAUREN ALLSOPP: Adjunct Instructor. B.A. in History from the University of Michigan, M.S. in Historic Preservation from Columbia University, and a Ph.D. in Architecture from the University of Edinburgh. Areas of interest include conservation and historic preservation advocacy for revitalizing neighborhoods. Previous work experience includes Conservator at the R.M.S. Titanic and the Henry Ford Museum, and academic positions at the Frank Lloyd Wright Foundation and Eastern Michigan University; currently works as Principal of Anthemion International. Author of *The Lost Art of Tabby: Preserving Oglethorpe's Architectural Legacy* (1991). Teaches *Building Pathology: Masonry, HABS/HAER Documentation*, and *Sustainable Preservation*.

CHRIS BELL: Adjunct Instructor. B.A. in Architectural Studies from Williams College and an M.S. in Historic Preservation from the University of Oregon. Areas of interest include understanding and documenting the cultural markers of early immigrant communities in Oregon. Previous work experience as a preservation consultant and cultural resource specialist; currently works as a Cultural Resource Program Coordinator for Oregon Department of Transportation. Teaches *Sense of Place: Oregon*, and *Transportation and Preservation*.

LIZ CARTER: Adjunct Instructor. B.A. in Romance Languages and an M.S. in Historic Preservation from the University of Oregon. Areas of interest include vernacular buildings and landscapes, early Oregon sites, historical archeology, and women's contributions to architecture. Previous work experience includes positions in the Oregon State Historic Preservation Office and on the Eugene Historic Review Board; currently works as a preservation consultant. Teaches *National Register Nomination*.

ERIC EISEMANN: Adjunct Instructor. B.A. in Anthropology and Religion from Knox College, M.A. in Folk Studies and Historic Preservation Planning from Western Kentucky University, and a J.D. in Environmental Law from Lewis and Clark College. Areas of interest include land use law and preservation advocacy. Previous work experience includes positions with the Historic Preservation League of Oregon and the Oregon Preservation Resource Center; currently works as a land use planner and consultant. Teaches *Legal Issues in Preservation*.

JESSICA ENGEMAN: Adjunct Instructor. B.A. in Art History, M.S. in Historic Preservation, and a Master of Community & Regional Planning from the University of Oregon. Areas of interest include historic commercial rehabilitations involving historic tax credits and project management for historic redevelopment projects. Currently works as a Historic Preservation Specialist in real estate development in the Portland area. Teaches *Preservation Economics*.

KRISTIN GRIEGER: Adjunct Instructor and and Advisor for the A&AA Office of Professional Outreach & Development for Students (PODS). M.S. in Counseling from the University of Oregon and a B.A. in Psychology from the University of California San Diego. Areas of interest include career development and assessment, as well as internship and job search preparation and implementation. Teaches *Internship/Practicum Seminar I and II*.

THOMAS HUBKA: Adjunct Instructor. B.Arch from Carnegie - Mellon University and an M.Arch from the University of Oregon. Areas of interest include common and vernacular housing, and historical housing studies. Previous work experience includes academic teaching positions in Oregon, Wisconsin, Canada, and Poland; currently a Professor Emeritus in Architecture at the University of Wisconsin-Milwaukee. Author of the *Resplendent Synagogue: Architecture and Worship in an Eighteenth-century Polish Community* (2003) and *Big House, Little House, Back House, Barn: The Connected Farm Buildings of New England* (1984). Teaches *American Common Houses*, and *Graphic Communication of Ideas*.

HENRY C. KUNOWSKI: Adjunct Instructor. B.Arch from the University of Oregon. Areas of interest include adaptive reuse, cultural resource management, strategic planning, and technical documentation. Previous work experience includes positions with the Oregon Parks and Recreation Department, and work in both the public and private sectors as a cultural resource manager; currently works as a preservation consultant. Teaches *Principles of Adaptive Reuse*.

AMY MILLER DOWELL: Adjunct Instructor. B.A. in Environmental Design in Architecture from the University of California, Berkeley, M.Arch and an M.S. in Historic Preservation from Columbia University. Areas of interest include community revitalization, preservation, urban design, housing, and redevelopment. Previous work experience includes various leadership roles with the Portland Development Commission, and architecture design positions with firms in Oregon and California; currently works as an architect and serves on the Center for Architecture's Board of Directors. Teaches *Adaptive Use Studio/Seminar*.

RICK MINOR: Adjunct Instructor. B.A. in Anthropology from California State University Fullerton and an M.A. and Ph.D. in Anthropology from the University of Oregon. Areas of interest include historic archaeology and collaborative interdisciplinary research with historic preservation and geology. Previous work experience includes positions as a research associate and contract archeologist with the Oregon State Museum of Anthropology; currently works as a Senior Archeologist and Vice President of Heritage Research Associates, a consulting firm specializing in archaeological and historical research in the Pacific Northwest. Teaches *Historical Archaeology and Preservation*.

SUZANA RADIVOJEVIC: Adjunct Instructor. B.Sc.F.E. in Wood Processing from the University of Belgrade, Serbia and a Ph.D. in Wood Science from the University of Toronto. Areas of interest include preservation of historic wood, non-destructive testing and characterization, and dendrochronological dating. Previous work experience includes teaching research positions in Serbia, Canada, New York, and Oregon. Teaches *Buildings Pathology: Wood*.

KIRK RANZETTA: Adjunct Instructor. B.A. in Historic Preservation from the University of Mary Washington and an M.A. and Ph.D. in Urban Affairs and Public Policy from the University of Delaware. Research interests include tobacco culture in St. Mary's County, Maryland. Work experience includes Review and Compliance Specialist and Survey and Registration Coordinator for the Oregon State Historic Preservation Office; currently works as Senior Architectural Historian for URS, a consulting firm in Portland. Author of *I'm Goin' Down Country: An Architectural Journey Through St. Mary's County, Crownsville, MD* (2010). Teaches *Thesis Proposal*.

SHANNON SARDELL: Director of the Pacific Northwest Field School (PNWFS) and Adjunct Instructor. B.Arch. and an M.S. in Historic Preservation from the University of Oregon. Director of the PNWFS since 2009. Areas of interest include barns, vernacular architecture, building technology, building trades education, condition assessment, and other architectonic approaches to design and historic preservation. Previous work experience includes historic architecture positions with the National Park Service and Oregon State Parks, as well as a private architecture and consulting practice. Teaches: *Introduction to Historic Preservation, Historic Survey and Inventory, and coursework related to the PNWFS*.

The program anticipates hiring a new tenure track faculty member, based in Portland, with funds from an irrevocable will left to the program by the late Art DeMuro.

The following contributing faculty members teach courses in their own disciplines that historic preservation program students often enroll in as part of their focal area:

Department of Architecture

ERIN CUNNINGHAM, Ph.D.—Assistant Professor

HOWARD DAVIS—Professor

MARK GILLEM, Ph.D.—Assistant Professor

BROOK MULLER—Associate Professor and Associate Dean for Academic Affairs in A&AA.

DONALD PETING—Associate Professor Emeritus, former Historic Preservation Program Director, former Pacific Northwest Preservation Field School Director, and former Associate Dean in A&AA.

ROB THALLON—Associate Professor, former Croatia Summer Conservation Field School Director, and Associate Dean for Administration in A&AA.

JENNY YOUNG—Professor

Department of the History of Art & Architecture

ALBERT NARATH, Ph.D.—Assistant Professor

LELAND ROTH, Ph.D.—Marion Dean Ross Professor of Architectural History, Emeritus

Department of Landscape Architecture

KENNETH HELPHAND—Knight Professor of Landscape Architecture, Emeritus

ROBET MELNICK—Professor and former Dean of A&AA.

Department of Planning, Public Policy, & Management

RENEE IRVIN, Ph.D.—Associate Professor, Director of the Master of Nonprofit Program, and Director of the Master of Public Administration Program.

GERARDO SANDOVAL, Ph.D.—Assistant Professor

b. Estimate the number and type of support staff needed to provide the program at the new location.

It is anticipated that the same support staff in the program now (Office Specialist 2, 1.0) will continue to manage the office operations.

4. Other Resources

a. Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location.

Approximately 1,310 square feet of office space in the Skidmore Building will be made available for use by the program by A&AA. It will include space for an office coordinator, the program director, one adjunct faculty office, one graduate teaching fellow office, one large classroom and/or studio space, and a small materials storage area. Large and medium size lecture and studio spaces will be available for our use in the White Stag Building.

b. Indicate how library needs will be met.

Most pertinent parts of the collections will be moved to the Portland facility; these will be determined in coordination with the appropriate librarians. The library in the Portland White Stag location will be able to absorb the new collections and provide for the needs of the Historic Preservation students. Additional needs will be met as those of other on-site programs are met, using existing procedures and delivery methods (i.e., electronic and in-house reserves, interlibrary loan, online databases, etc.). The relocation will also provide both students and faculty-enhanced access to the Oregon Historical Society's Davies Family Research Library located in Portland, Oregon. Please see ADDENDUM D for a letter of support from the Head of the A&AA Library, Professor Edward Teague.

c. Indicate how students at the new location will receive student services (e.g., academic advising, financial aid assistance, course registration, access to book/text purchases).

Advising is the Program Director's responsibility. The Historic Preservation Office Coordinator assists in course registration. The financial aid, textbook assistance, and health care services are channeled through the A&AA Program Assistant for the Portland academic units.

5. Alternative Delivery Methods/Formats

a. Are alternative delivery methods being used (e.g., distance learning or technology enhanced)? Please Describe.

Options for simulcast will be pursued where classes will have significant benefit for other A&AA programs in Eugene (e.g., The American Architecture sequence and Preservation Economics).

b. Will this program be delivered in an alternative format (e.g., weekend, evening, on-site)? Please describe.

Some classes are already offered on weekends, evenings, and on-site either in part or their entirety. Others are taught and will continue to be taught during daytime hours; however, efforts will be made to schedule these classes to make them as accessible as possible to working professionals.

6. Budgetary Impact

a. Indicate the estimated cost of the program for the first four years of its operation. (Use the *Budget Outline form*, accessible from the Provosts' Council website.)

See attached **Budget Outline**, ADDENDUM A.

b. If grant funds are required to launch the program, what does the institution propose to do with the program upon termination of the grant?

Grant funding will not be used to launch the program.

c. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional program, including the on-campus program? If so, in what ways?

The move of the graduate component of the Historic Preservation Program to Portland will in no way affect the funding of other institutional programs.

d. If the program will be financed from existing resources, specifically state:

i. What the budgetary unit will be doing as a result of the new program that is not now done, in terms of additional activities.

Establishing a self-supporting Summer Urban Field School in Portland to address real projects with established area firms.

Developing an integrated course curriculum that addresses the various aspects of sustainable urbanism (economic, cultural, and environmental) that takes students from the theoretical to the applied.

ii. What these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the

institution. State which resources will be moved and how this will affect those programs losing resources.

Existing resources, curriculum re-design, shifting course assignments, and self-supporting programs will be utilized.

The current economic support from the AAA Dean's office will be maintained (see ADDENDUM A), and will be augmented by additional annual donor support (See the attached **Statement of Donor Support**, ADDENDUM B). No other programs will lose economic support by our move.

ADDENDUM A. Budget Outline

Budget Outline Form: Addendum A
 Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: University of Oregon

Indicate the year: X First Second
 Third Fourth

Program: Master of Science in Historic Preservation

Academic Year: 2014-15 *pending availability of donor funds

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants/Donations	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty, tenure track & adjunct, 2.0 FTE	143,900	0	0	36,000	24,000	\$203,900
Graduate Assistants, 9 @0.2 FTE	9,864	0	0	0	4,932	\$14,796
Support Staff 1.0 FTE total	16,654	0	0	21,654	0	\$38,308
Fellowships/Scholarships 9 remissions	58,014	0	0	0	0	\$58,014
OPE	76,451	0	0	19,058	24,017	\$119,526
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	\$304,883	0	0	\$76,712	\$52,949	\$434,544
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies & Services including moving	\$6,300	0	0	15,000	0	21,300
Equipment including furnishings	0	0	0	10,000	0	10,000
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	\$6,300	0	0	\$25,000	0	\$31,300
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation – buildout expenses	0	0	0	105,000	0	70,000
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	\$70,000
GRAND TOTAL	\$311,183	0	0	\$181,712	\$52,949	\$535,844

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: University of Oregon
 Program: Master of Science in Historic Preservation
 Academic Year: 2015-16

Indicate the year: First X Second
 Third Fourth

Prepare one page each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants/Donations	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty, tenure & adjunct, 2.0 FTE	149,656	0	0	37,040	24,960	211,656
Graduate Assistants 9@ 0.2 FTE	10,259	0	0	0	5,129	15,388
Support Staff 1.0 FTE Total	17,320	0	0	22,320	0	39,640
Fellowships/Scholarships 9 remissions	60,335	0	0	0	0	60,335
OPE	79,509	0	0	19,820	24,978	124,307
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	\$317,079	0	0	79,180	55,067	\$451,326
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	6,300	0	0	0	0	6,300
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	6,300	0	0	0	0	6,300
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	\$323,379	0	0	\$79,180	\$55,067	\$457,626

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: University of Oregon
 Program: Master of Science in Historic Preservation
 Academic Year: 2016-17

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants/Donations	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty, tenure & adjunct, 2.0 FTE Total	155,642	0	0	38,122	25,958	219,722
Graduate Assistants, 9 @ 0.2 FTE	10,669	0	0	0	5,334	16,003
Support Staff 1.0 FTE Total	18,013	0	0	23,013	0	41,026
Fellowships/Scholarships 9 remissions	62,748	0	0	0	0	62,748
OPE	82,689	0	0	20,613	25,977	129,279
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	\$329,761	0	0	81,748	57,269	\$468,778
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	6,300	0	0	0	0	6,300
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	\$6,300	0	0	0	0	\$6,300
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	\$336,061	0	0	\$81,748	\$57,269	\$475,078

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: University of Oregon
 Program: Master of Science in Historic Preservation
 Academic Year: 2017-18

Indicate the year: _____ First _____ Second
 _____ Third X Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants/Donations	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty, tenure & adjunct, 2.0 FTE Total	161,868	0	0	39,247	26,996	228,111
Graduate Assistants, 9 @ 0.2 FTE	11,096	0	0	0	5,547	16,643
Support Staff, 1.0 FTE Total	18,733	0	0	23,733	0	42,467
Fellowships/Scholarships 9 remissions	65,258	0	0	0	0	65,258
OPE	85,997	0	0	21,438	27,016	134,450
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	\$342,952	0	0	84,418	59,559	\$486,929
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	6,300	0	0	0	0	6,300
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	\$6,300	0	0	0	0	\$6,300
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	\$349,252	0	0	\$84,418	\$59,559	\$493,229

ADDENDUM B. Statement of Donor Support



August 5, 2013

Barbara Altmann, PhD
Vice Provost for Academic Affairs

Ken Doxsee, PhD
Associate Vice Provost for Academic Affairs

Ruth Keele
Assistant Vice Provost for Academic Affairs

Dear Vice Provosts,

I am writing concerning an Oregon University System proposal regarding a move of the core of the Historic Preservation Program from the University of Oregon Eugene campus to the Portland campus. It is my understanding that this committee has asked for clarification on the status of the gift.

As of June 30, 2013 the University of Oregon has officially received documentation of a \$5.3 million gift from the Estate of Art DeMuro. This gift includes a named chair, a named professorship and funding for scholarships. Once realized, this gift will provide a transformational infusion of funding that will ensure a robust academic program for many years to come.

As is often the case with estate gifts, especially those that result in early or untimely deaths, much of the estate is illiquid at this point. The A&AA Development Office is working in conjunction with the University of Oregon Foundation to resolve these issues and work towards a solution that is acceptable and advantageous to both the University of Oregon and the Estate of Art DeMuro. I have been working closely with Art DeMuro's former business partner and estate representative to maintain close and positive relationships throughout this process.

OFFICE OF DEVELOPMENT

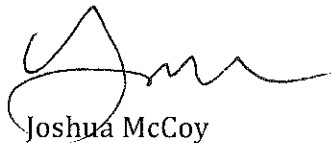
5235 University of Oregon, Eugene OR 97403-5235 T 541-346-3697 F 541-346-3626 aaa.uoregon.edu

Vice Provosts
August 5, 2013
Page 2

The UO Foundation has taken out a ten-year bond on the estate in the hopes of creating a cash flow to begin building the endowment. This will provide funding for the endowment, but will not free up any operational funding for quite some time. The A&AA Development Office is also working with the UO Foundation to see if it is possible to extract a portion of the bond proceeds to be used for current use. A liquidity event could potentially pay off the estate commitments ahead of schedule. That being said, full availability of the funds is contingent on the settling of the estate.

Please feel free to contact me directly with any additional questions or concerns at 541.359.8829 or jmmcoy@uoregon.edu.

Sincerely,



Joshua McCoy
Senior Director of Development

ADDENDUM C. Letters of support from involved units in A&AA



November 7, 2012

Senior Vice Provost, Doug Blandy
Academic Affairs
206 Johnson Hall
1258 University of Oregon
Eugene, OR 97403-1258

Re: Letter of Support: UO Historic Preservation

Dear Vice Provost Blandy,

I'm pleased to have this opportunity to write in support of the UO Historic Preservation program's proposal to open their program at our White Stag facility, submitted by the UO School of Architecture and Allied Arts. As Director of A&AA in Portland and acting Vice Provost for UO in Portland, I am very aware of the currency and impact this program will have in a local urban community that places high value on preservation, sustainability, and re-purposing of its historic architectural legacy. Over the last several years I have received many requests from the community for the advice and participation of HP faculty and students on numerous projects.

The UO Historic Preservation program has already established a solid reputation for its work throughout the state and internationally, and development of the Portland program is a logical next step to ensure an ongoing investment of new knowledge, innovative practitioners, and practical solutions aimed at sustaining this legacy for future generations of Oregonians.

Portland based, UO curricular and research leadership in the field could ultimately serve to coalesce historic initiatives throughout the country, and provide a vision for vibrant intersections of past and future locally and globally. This graduate program attracts top graduate students from around the world, interested in understanding and advocacy for sophisticated approaches to preserving the many historic sites still existing in the city and state. We will bring in top students who through their

ACADEMIC AFFAIRS / ADMINISTRATION

70 NW Couch Street, Portland OR 97209-4038 T 503-412-3699 F 503-412-3695 pdx.uoregon.edu

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

educational experiences will go on to assume leadership roles in the field. Through their actions Portland can provide a model for other cities to do the same.

I'm delighted to provide support for this initiative. Our excellent facilities, staff and technology can provide logistical and physical support for the program at the White Stag Block. We will continue to work with faculty and students as the program develops. Please let me know if there are any questions I might answer.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kate Wagle', written over the printed name.

Kate Wagle

Acting Vice Provost for Portland Programs
Professor of Art

CC: Ken Doxee and Ruth Keele



Date: Nov. 12, 2012

To: Doug Blandy, Vice Provost, Office of Academic Affairs

From: Nancy Cheng, Portland Program Director, Dept. of Architecture

Re: Proposal for Delivery of an Existing Program to a New Location

The Architecture Department's Portland Program was established to connect our students to a metropolitan community full of innovative and generous professionals. The program serves graduate students and final year B.Arch students who are interested in how buildings work within cities, or Urban Architecture.

Our program would benefit tremendously from the adjacent presence of the Masters of Science in Historic Preservation program. We share an interest in the sustainable re-use of existing buildings and an appreciation for historically significant buildings. As a result, several Portland-based adjunct instructors teach for both our programs, including thought leaders such as Henry Kunowski, Amy Miller-Dowell and Paul Falsetto. Five of Architecture's tenure-related faculty (Cunningham, Davis, Gillem, Peting and Thallon) contribute to the HP curriculum and three other contributing faculty hold Architecture degrees.

Historic Preservation's could greatly increase the breadth of our course offerings. Their multi-faceted faculty and students bring a rich diversity of backgrounds and viewpoints that complement the visual and spatial orientation of architectural designers. They can help expose our students to the legal, economic, cultural aspects of buildings, as well as the larger transportation and social networks that knit communities together. Kingston's Heath has been building momentum for an interdisciplinary Green Preservation concentration that strongly fits our department that has been nationally recognized for its Sustainable Design teaching.

The additional HP classes are particularly important for our satellite program that is like an intimate village. In creating a rich curriculum for a program that has had a maximum of 108 students, we find there is a delicate balance between having enough and too many classes. Adding full-time students in Historic Preservation could help us have fuller classes and reach the 150 students that our department believes would be a good minimum for both a diverse curriculum and efficient class sizes. Our faculty's research and teaching would benefit from having a larger community of scholars and teaching professionals with related interests.

To summarize, the Department of Architecture could benefit from the teaching collaborations, student audience and scholarly expertise that the Historic Preservation program would bring. So we fully support moving the Master's of Historic Preservation program to Portland.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Nancy Yen-wen Cheng". The signature is fluid and cursive, written in a professional style.

Nancy Yen-wen Cheng, B.A. Yale, M.Arch. Harvard
Portland Program Director and Associate Professor
Department of Architecture, University of Oregon
nywc@uoregon.edu, 503-412-3718 office, 541-556-4590 mobile

cc: Ken Doxee, Associate Vice Provost, Office of Academic Affairs
cc: Ruth Keele, Assistant Vice Provost, Office of Academic Affairs



November 5, 2012

To: Doug Blandy, Vice Provost, Office of Academic Affairs

From: Rich Margerum, Head, Department of Planning, Public Policy and Management

Re: Masters of Science in Historic Preservation

CC: Ken Doxee, Associate Vice Provost, Office of Academic Affairs
Ruth Keele, Assistant Vice Provost, Office of Academic Affairs

I am writing on behalf of the Department of Planning, Public Policy and Management to support the proposal by the Historic Preservation Program to deliver its MS in Historic Preservation in Portland. This move will offer new opportunities for the program to attract more students and provide training to professionals in the Portland region. We typically have one student each year who pursues a concurrent degree with Historic Preservation (HP) and Community and Regional Planning (CRP). This loss of enrollment will likely be offset by the continued interest in Eugene-based programs and the likely overall enrollment increase in the HP program.

Although the Portland location will make it harder for HP students to complete concurrent degrees with the CRP Program, this is still an option for students willing to commute for classes or locate in Eugene for the first year of their CRP program. Portland-based students also have the opportunity to take classes in the planning program at Portland State University and could pursue a concurrent degree across the universities. Students in Eugene will still have option of pursuing concurrent degree options that focus on green preservation and planning, and interest in this program will likely remain strong.

If you have questions, please feel free to contact me.

October 22, 2012

Dr. Doug Blandy, Vice Provost
Office of Academic Affairs
University of Oregon
Eugene, Oregon 97403

RE: Proposal for Delivery of an Existing Program to a New Location

Dear Doug,

I am writing in support of the Master of Science degree in Historic Preservation Program moving from the Eugene campus to the UO campus in Portland. Kingston Heath and I have discussed the implications of the move and I believe this is in the best interests of Historic Preservation. In addition, it should provide additional opportunities for architecture students in Portland by offering additional electives that they can take.

The move to Portland seems like a natural fit given the lack of many historic buildings in Eugene. For our Eugene students who have previously taken HP courses, it is my understanding that some of those courses will still be offered in Eugene.

I look forward to HP being a vital partner in all of our programs in Portland and this proposal will help in insure that.

Sincerely,



Michael Fifield, FAIA, AICP
Professor and Interim Head

Cc: Ken Doxee, Associate Vice Provost, Office of Academic Affairs
Ruth Keele, Assistant Vice Provost, Office of Academic Affairs

MEMO

6 November 2012

TO: Doug Blandy, Vice Provost, Office of Academic Affairs

CC: Ken Doxsee, Associate Vice Provost, Office of Academic Affairs

CC: Ruth Keele, Assistant Vice Provost, Office of Academic Affairs

RE: Proposal for Delivery of an Existing Program to a New Location

FR: Charles Lachman, Head, History of Art & Architecture 

In principle, the Department of the History of Art and Architecture does not object to the Masters of Science in Historic Preservation program relocating to Portland. Overall, relatively few of our students take the courses offered by the program, and thus the curricular impact for us would be negligible. In terms of the HP curriculum, several faculty in our department have voiced concerns about how students based in Portland will have sufficient access to historical courses offered by us, and several strategies (such as bringing students by van to Eugene, broadcasting courses from here to there) have been proposed to address this issue.

ADDENDUM D. Letter of support from the Head of A&AA Libraries



UNIVERSITY OF OREGON

Architecture & Allied Arts Library
1299 University of Oregon
Eugene, OR 97403-1299
October 26, 2012

Doug Blandy
Senior Vice Provost for Academic Affairs
206 Johnson Hall
1258 University Of Oregon
Eugene, OR 97403-1258

Dear Doug:

This letter addresses library and information services support for the proposed Portland location of the Masters of Science in Historic Preservation program. If the Historic Preservation Program were to move to Portland, it would be supported there be information services and resources quite sufficient to support research and instructional needs. Program constituents would have access to the University of Oregon's fine library in that city, to substantial archival and library collections in the Portland area, and to electronic resources available to UO researchers regardless of location.

The UO Libraries has had an on-site operation in Portland since about 1995 when the Portland Architecture Library was established to support the School of Architecture and Allied Arts graduate program in architecture. That presence was substantially enhanced in 2008 with the opening of the Portland Library and Learning Commons (PLLC), which was created to serve UO's expanded offerings in Portland in the renovated buildings known as the White Stag Block. Since that time, the PLLC has continued to strengthen its collections, information technology capabilities, and staffing. It is part of a network of closely allied libraries and archives in the Portland metropolitan area accustomed to partnerships and collaboration.

While PLLC's in-house collection of about 12,000 volumes is not large, that library is complemented by the holdings of several university and college libraries in Portland, including the library of Portland State University. Of special note is the library of the Oregon Historical Society, whose collections of architectural archives and photographs are unmatched in the state. Preservation researchers also make heavy use of Multnomah County Library resources as well as the extensive documentation available from the City of Portland and other municipal agencies. The Historic Preservation League of Oregon, headquartered in the White Stag Block, and the Architectural Heritage Center, are examples of two organizations in Portland with small libraries, but substantial staff expertise to help researchers.

Historic preservation research has substantially benefitted from the digitization efforts of the past decade. The Historic Oregon Newspapers, a grant-funded endeavor created by the UO Libraries, provides access to approximately 50 newspapers published in Oregon with coverage from the 1850s to the 1920s. The Oregon Historic Sites Database, created by the

MAIN LIBRARY

Knight Library
(541) 346-3056
F (541) 346-3485

BRANCH LIBRARIES

Architecture and
Allied Arts Library,
Lawrence Hall
(541) 346-3637
F (541) 346-2205

John E. Jaqua Law Library,
Knight Law Center
(541) 346-3088
F (541) 346-1669

Mathematics Library,
Fenton Hall
F (541) 346-3023

Science Library,
Onyx Bridge
(541) 346-3075
F (541) 346-3012

Loyd and Dorothy
Rippey Library,
Oregon Institute of
Marine Biology,
Charleston
(541) 888-2581
F (541) 888-3250

Architecture Library,
Portland
(503) 725-8742
F (503) 725-8406

UNIVERSITY OF OREGON LIBRARIES

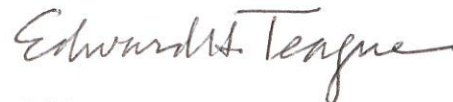
1299 University of Oregon, Eugene OR 97403-1299 libweb.uoregon.edu

Oregon State Historic Preservation Office (SHPO), provides access to over 58,000 records on historic sites. Of those, 30,000 have additional scanned records, such as National Register nominations, which are rich in historical narratives, bibliographies, and images. Building Oregon: Architecture of Oregon & the Pacific Northwest, another resource created by library staff, provides over 20,000 images provided by SHPO, as well as the photographs of Marion Dean Ross and other historians. Access to maps is enhanced by the library's subscription to the Digital Sanborn Collection of historic maps for the states of Oregon, California, and Washington. Periodical subscriptions in electronic format include the works of the Association for Preservation Technology, the National Trust for Historic Preservation, and the Society of Architectural Historians. A cursory look at recent historic preservation terminal projects shows the overwhelming use of online resources as sources of information in such diverse topics as green preservation, prune driers as a building type, and approaches to house moving in Oregon.

An obvious concern is whether ample space exists in Portland for library materials added to support the Historic Preservation program. UO's Portland library could accommodate current acquisitions, but retrospective transfers of library material from Eugene could be problematic. However, given the amount of resources online or in the Portland metropolitan area, and efficient means of accessing materials from other libraries through interlibrary lending, such transfers may be unnecessary. The interdisciplinary nature of historic preservation research could make difficult the identification of materials to move, other than core titles specifically used by this discipline as evidenced in theses and projects.

For further information about library support for the Historic Preservation Program, consult the library statement submitted for the 2011 program review.

Sincerely,



Ed Teague
Head, Architecture & Allied Arts Library

ADDENDUM E. Comments and Questions raised by the Graduate Council, the Graduate School, and Undergraduate Studies.

- **Comments by the Graduate Council & Graduate School:**

- *There are non-tenure track faculty (NTTF) in Portland and tenure track faculty (TTF) in Eugene. What method is there to ensure that NTTF are not exploited?*

There are no tenure track faculty (HP) in Eugene other than the department head. Further, it is the intent of the Venerable Properties endowment to create a named professorship when the resources are made available. Hence, we are making every effort within our means to develop tenure track faculty, while maintaining a quality adjunct pool.

- *Given that the new Collective Bargaining Agreement may impact NTTF utilization, the Grad Council reiterates its belief that excessive reliance on NTTFs, even excellent ones, may undermine the sustainability of this otherwise excellent program.*

See above

- *The Graduate Council encourages approval of additional TTF for the program.*

We agree. That is our 1st priority upon receiving the endowment gift.

- *The Graduate Council encourages implementation of a five-year review.*

We would be receptive to a five-year review once our program is fully installed at the Portland campus.

- **Sandra Morgen, Vice Provost for Graduate Studies and Associate Dean, strongly recommended that the relatively large number of 510 courses be regularized.**

We have been actively addressing the issue this year. Four of our courses have been approved for permanent course numbers by the UOCC, and will take affect fall 2013. Two more courses have been approved at the AAA level and will be heard by the UOCC in fall term 2013. The remaining courses still qualify for experimental listings, such as Building Pathology: Wood and Building Pathology: Masonry that have only been offered once at this point.

- **Undergraduate Studies suggested that it would be appropriate to spell out how the minor program in Eugene will be sustained (or not).**

It is our intent to continue to offer courses for our undergraduate minors in Eugene; how this will be achieved is still under discussion. We estimate it will be a combination of holding courses in Eugene that will be taught by Eugene-based adjuncts, such as Liz Carter and Shannon (Bell) Sardell; these two instructors presently teach the core courses that are necessary for minors to complete their requirements. Other courses will be taught through telecommunication networks, or by providing van service either to or from Eugene.

**PROPOSAL FOR DELIVERY OF AN EXISTING PROGRAM TO A NEW LOCATION
HISTORIC PRESERVATION – A&AA**

ADDENDUM F. Revised personnel

The following contributing faculty members teach courses in their own disciplines that historic preservation program students often enroll in as part of their focal area:

Department of Architecture

ERIN CUNNINGHAM, Ph.D.—Assistant Professor

HOWARD DAVIS—Professor

MARK GILLEM, Ph.D.—Associate Professor

BROOK MULLER—Associate Professor and Acting Dean of A&AA.

DONALD PETING—Associate Professor Emeritus, former Historic Preservation Program Director, former Pacific Northwest Preservation Field School Director, and former Associate Dean in A&AA.

ROB THALLON—Associate Professor, former Croatia Summer Conservation Field School Director, and Associate Dean for Administration in A&AA.

JENNY YOUNG—Professor

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