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INTRODUCTION TO THE PROGRAM

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INTRODUCTION TO THE PROGRAM

In January 2001, the Ohio Board of Regents approved a University of Cincinnati (UC) proposal for a new professional graduate degree in architecture, effective June 2001. The National Architectural Accrediting Board accredited the Master of Architecture (M. Arch.) degree and the first class of M. Arch students graduated in June of 2003. The last Bachelor of Architecture (B. Arch.) degree was conferred in 2006, and the M. Arch. is now the only professional architecture degree program at the School of Architecture and Interior Design. The change to graduate level education for the first professional degree acknowledges a national trend, and further recognizes the expanding complexities of contemporary practice.

The core mission of the architecture program remains the same: UC aims to prepare students for critical engagement with practice. Building on more than 85 years of cooperative (co-op) education experience, our Master's degree program allows students to arrange coursework around specific career objectives beyond basic design education. The program promotes leadership, collaboration, intellectual depth, flexibility, and teamwork. It strengthens connections between design innovation and the administrative and managerial dimensions of practice, which increasingly influence the business of architecture.

The foundations of architecture education at UC remain:

- » Liberal arts education provides a broad basis for understanding the role of architecture and locating the profession in a cultural and historical context
- » The School presents core, professional knowledge and develops design ability through a prescribed curriculum
- » The professional curriculum is enriched with professional options, delivered through elective seminars, lectures and design studios, as well as opportunities to engage in travel-study programs; experimental projects; and collaborative, interdisciplinary projects for communities, organizations, and for-profit entities
- » Unique among schools of architecture and interior design, SAID students alternate these more traditional academic experiences with periods of professional experience, through our landmark cooperative education program.

Students complete the accredited architecture degree via three curricular paths:

- » M. Arch. 4+2 UC B.S. Arch. plus 5 quarters of academic instruction; 4 quarters of co-op.
- » M. Arch. 2 Other B.S. Arch. plus 7 quarters of academic instruction; 4 quarters of co-op
- » M. Arch. 1 Liberal Arts undergraduate degree plus 11 quarters of academic instruction; 4 quarters of co-op

The Master's program intensifies professional education in two important ways—through classroom instruction and professional experience. Students can organize coursework that supports their own academic interest, culminating in a year-long research and design project, the thesis. Cooperative education enriches graduate academic experience and students can similarly secure placement with firms that match their professional and/or research interests.

The classroom, the design studio, and the professional office are complementary modes of instruction for the M. Arch. program. UC's co-op education model is that of a binary curriculum alternating between academic instruction and professional office experience. During these alternating quarters, co-op employers ask our students to synthesize and translate fundamental architectural knowledge. This exchange resonates in the academic curriculum. In so far as returning students put newly acquired professional knowledge into play in the classroom, the co-op experience infuses academic life. Increased intellectual exchange between the studio and the office communicates disciplinary trends and practices.

The cooperative education system is complex in operation but has a simple premise—that the best architectural education embodies both theory and practice. Academic study links with practice to extend the student's laboratory for learning beyond the limits of the University and to initiate a lifelong habit of the pursuit of learning. UC's professional master's degree in architecture provides students better preparation for an increasingly competitive, specialized market. It aims to elevate professional esteem and multiply career opportunities for students who enjoy a reputation as the nation's most practice-ready graduates.

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HISTORY & DESCRIPTION OF THE INSTITUTION

The first incarnation of the University of Cincinnati was called Cincinnati College, founded along with the Medical College of Ohio by Dr. Daniel Drake in 1819, the same year that the city of Cincinnati received its municipal charter. Serving an urban population of 9,000 citizens, Cincinnati College occupied a building on the corner of Fourth and Walnut Streets. Its inaugural faculty included a president, three professors, and a tutor.

Economic downturn forced the closing of the College in 1825, but Dr. Drake revived it ten years later. Its new president, the Reverend William Holmes McGuffey, appointed the first professor of music and oversaw Professor Ormsby Mitchell's construction of the country's first professional astronomical observatory. During this period, Cincinnati's pioneer law school published the Western Law Journal and legal textbooks. McGuffey's Eclectic Readers became standard textbooks in elementary schools across the United States. Cincinnati College closed again in 1845, although the law school continued to offer instruction.

Cincinnati's city council appointed a board of directors for the University of Cincinnati in 1870, making it the first municipal university in the country. Originally located in the Woodward High School building downtown, the new university moved to the homestead site of Charles McMicken in 1875. The new site was close to the Clifton Incline Plane, one of seven inclines that surmounted the steep hillsides surrounding the downtown basin. McMicken's gift of land stipulated the creation of an institution of liberal instruction "in all the higher branches of knowledge except denominational theology." The university moved to McMicken Hall on its permanent site in Burnet Woods in 1895.

Between 1900 and 1910, the University established an engineering college, a teacher's college, a graduate school, and the College of Medicine, which incorporated the original Ohio Medical College. The College of Medicine soon affiliated with the country's first teaching hospital, Cincinnati Hospital, later renamed Cincinnati General, then University Hospital. Programs in pharmacy and nursing strengthened the medical curriculum.

Between 1912 and 1918, the University added three other professional colleges: Commerce, Home Economics, and Law. In 1946, the School of Applied Arts separated from the College of Engineering to become a college of its own. The College-Conservatory of Music, an amalgam of two colleges founded in 1867 and 1878, joined the university in 1962. The Ohio College of Applied Science, founded as the Ohio Mechanic's Institute in 1828, followed suit in 1969.

By 1977, having outgrown the economic resources of the city, the University of Cincinnati became Ohio's twelfth and second-largest state university. By the mid-1990s, the university served more than 35,000 students in 17 colleges and divisions on 5 campuses, offering 240 undergraduate programs, master's degrees in 144 disciplines, and doctorates in 87 disciplines.

In 1985, the University embarked upon an ambitious building program that would transform the Uptown campus and its identity as an institution of choice for thousands of students, faculty and staff. The Campus Master Plan, by George Hargreaves and Associates, was initiated in 1988 and by 2006, the core elements had all been implemented, featuring innovatively landscaped open spaces and over a dozen buildings designed by world-renown architects, in what is now referred to as a "signature architecture program." The College of DAAP, the College of Engineering, and the College Conservatory of Music (CCM) are among the most acclaimed in the University, and all three now include facilities constructed within the last 15 years as part of the Campus Master Plan and signature architecture programs.

Today, the University of Cincinnati is classified as a Research I University (Very High Research Activity) by the Carnegie Commission (of just two in Ohio), and is ranked as one of America's top public research universities by the National Science Foundation, offering over 400 degree programs. Professional colleges on the UC campus include DAAP, Medicine, Law, Engineering, Music, Pharmacy, Nursing and Health, and Business Administration; several of these colleges enjoy national recognition as premier schools in their disciplines.

The freshman class entering UC in fall 2008 will be among the largest at over 3900, and best qualified, in the institution's history, bringing total enrollment to a record level of over 37,000.

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INSTITUTIONAL MISSION

UNIVERSITY MISSION STATEMENT

The University of Cincinnati is a public comprehensive system of learning and research. The excellent faculty have distinguished themselves world wide for their creative pedagogy and research especially in problem solving and the application of their discoveries.

The University system is designed to serve a diverse student body with a broad range of interests and goals. It is a place of opportunity.

In support of this mission, the University of Cincinnati strives to provide the highest quality learning environment, world-renowned scholarship, innovation and community service, and to serve as a place where freedom of intellectual interchange flourishes.

Approved 26 March 1996 by the Board of Trustees
College Mission Statement

The College of Design, Architecture, Art, and Planning at the University of Cincinnati has as its primary mission the creation of a better visual and designed environment. Through excellence in educational programs, research, and creative works and service to the community, the faculty, the students, and administrative officers are dedicated to achieve this mission.

We place high value on commitment to: personal and professional integrity, an environment that cultivates enthusiasm for learning and creativity, an appreciation for both common and diverse interests, an affirmation of the principles and practice of equal rights, and benefits of interdisciplinary interaction. We express these values through high standards for teaching and learning; excellence in creative works, research, and scholarship; and professional and community service. These collective values will be persistently articulated and vigorously implemented.

We share the universal concerns of higher education: discovering, preserving, and disseminating knowledge; educating people in search of a rich and meaningful existence; exploring and integrating technology; creating, studying, and interpreting the quality of the world in which we live.

We achieve our mission through works and studies that are academically rigorous, technically sound, socially responsible, and aesthetically superior. We are committed to educating future leaders in their respective fields, enhancing an understanding of the arts, contributing to cultural understanding in a global society, and effectively utilizing technology in academic and professional endeavors.

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PROGRAM HISTORY

In 1869, the McMicken School of Design offered classes in several downtown buildings. Although the school was eventually absorbed by the Cincinnati Art Academy in 1884, it was the forebearer of the College of DAAP. The McMicken School was dedicated to the application of drawing and design to the industrial arts, reflecting the interests of Charles McMicken, who intended the University of Cincinnati to “fit students for the active duties of life.” By 1875, the school was one of eleven college-level institutions in the country offering coursework in architecture. The program dissolved when the McMicken School moved to the Art Academy; forty years passed before Cincinnati again offered formal studies in architecture.

In 1906, Dean Herman Schneider overcame the objections of many conservative faculty in the College of Engineering and instituted his unique plan for cooperative education. Cincinnati’s rapidly growing industrial base provided an excellent setting for Schneider’s experiment. Students were to connect the lessons of one week’s classroom instruction with workplace realities the following week. Building on the success of this venture, Schneider implemented his longstanding idea of a co-op program in architecture in 1922. Three years later the Department of Architecture became the nucleus of a School of Applied Arts in the College of Engineering. Courses of instruction were also offered in landscape architecture and interior decoration. Co-op students in the school alternated their work-study terms every four weeks.

The School accumulated several more design programs over the next two decades, and was elevated to a College of Applied Arts in 1946. Dean Ernest Pickering, who had been a faculty member in Architecture since 1925, headed the College for seventeen years. Within three years the College included programs in architecture, landscape architecture, advertising design, ceramic design, costume design, industrial design, interior design, applied art, and art teaching. The architecture program adopted a six-year academic/co-op structure to meet the requirements of its first national accreditation review in 1946–47.

The college was renamed the College of Design, Architecture, and Art in 1961. With the University’s adoption of an academic quarter format in 1964, co-op programs were at last on the same calendar schedule as the rest of the University. Since that time, students have alternated three-month school and work experiences. Following a short-lived divisional structure that coupled Architecture with Community Planning, the nine departments of DAA were grouped into five schools in 1979, then into four schools in 1984. Subsequently, the University renamed the

College yet again: DAAP now includes the Schools of Design, Architecture and Interior Design, Art, and Planning.

During the six-year transition to the current architecture curriculum (2001–07), the School of Architecture and Interior Design has offered five degrees: the pre-professional B.S. Arch., the professional B. Arch., and the professional M. Arch., together serving approximately 470 students; the B.S.I.D., serving approximately 200 students; and post-professional M.S. Arch., serving approximately 15 students. Shortly after launching the new 4+2 M. Arch. program, an enrollment growth initiative sought to increase the Master’s population by over 50 percent, with this growth derived from external populations.

In the course of just a few years, the M. Arch. curricular structure has evolved to serve this broader constituency of incoming students, while specifically targeting the learning styles and needs of graduate students. This change in the M.Arch. population, with larger numbers from other undergraduate architecture program that create a diverse design culture, as well as students with non-design baccalaureate degrees that bring different learning cultures, has been the catalyst for phase II of the M. Arch. program development. The result is a diverse and dynamic School culture that has positively challenged both faculty and administration to new horizons for education at SAID.

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PROGRAM MISSION STATEMENT

Architecture is the culturally responsible design and production of buildings that are useful, durable, meaningful, inspiring, and responsive to their physical and social contexts. Architecture is a useful art, a technical craft, and an ethical practice.

The Master of Architecture at Cincinnati, a professional, co-op, design-centered program, prepares graduates for licensing and a critical engagement with the realm of practice. This critical spirit looks beyond presumptions and practices to examine their provenance and consequences with a wary eye and an open mind. The Master of Architecture program seeks to promote leadership, collaboration, intellectual depth, flexibility, and teamwork. It aims to elevate professional esteem and multiply career opportunities for graduates.

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PROGRAM SELF-ASSESSMENT

The Architecture program at UC is over eighty-five years old. Its founding principles continue to serve as its strength: the productive relationship between academic studies and co-operative education employment. The extended period of co-op offered in the Master's program with its potential to link to a student's thesis research agenda is a unique curricular opportunity and program strength. Challenges facing the program relate to its curricular evolution: establishing graduate culture in an undergraduate institution and meeting the expectations of the high performing, advanced-level graduate students that the program attracts.

Previously this section of the Architecture Program Report (APR) was titled "Strategic Planning." It is important to reflect upon the SAID and DAAP Strategic Plans that were set for the period spanning 2000–2005, and to acknowledge the change of leadership that occurred at School, College, and University levels at mid-point in the life of the Strategic Plan.

Nancy Zimpher became the new President of the University of Cincinnati in 2003 and led development of the UC|21 Strategic Plan for the Decade Ahead 2006–2016. The UC|21 plan focuses on defining the role of "the new urban research university." Its five strategic goals align with those previously developed in the School and the College, and can be applied productively to the accredited program in the School of Architecture and Interior Design: Place Students at the Center, Grow our Research Excellence, Achieve Academic Excellence, Establish a Sense of Place, and Create Opportunity.

DAAP STRATEGIC PLAN 2000–2004

The College's Strategic Plan developed prior to the UC|21 plan, had identified four broad themes for the future: globalization; graduate education; new media; and research and creative work. Many of these efforts continue today under the auspices of the UC|21 Plan.

SAID STRATEGIC PLAN 2000–2005

To complement the DAAP Plan, the SAID Strategic Plan took the format of: 5 x 5: Five projects in Five Years. Simply stated the five projects are, 1) implementing the new curriculum; 2) exploring new programs; 3) developing external funding; 4) improving the work-life quality; 5) developing mechanisms for promotion and public relations. Most of this work remains the focus of efforts at SAID and progress in these areas is further elaborated below.

- » 1. Implement, evaluate, and refine new and modified curricula, including the professional M. Arch., the pre-professional B.S. Arch., the post-professional M.S. Arch., and the B.S.I.D.

The accredited program also promotes and benefits from overlapping and cross-listed courses that connect the M. Arch. program to the post-professional M.S. Arch. degree, and the professional B.S. degree in interior design (B.S.I.D.). The impact on these interrelated aspects of SAID are more fully understood and felt in 2008. The development, orchestration, and refinement of these four discrete but intertwined curricular strands constitute the core goal of the School's continuing efforts.

With national trends to Master's study in architecture, UC's effort to initiate the M. Arch. degree was an important and successful step, and included the development of a four-year B.S. Arch. degree. Evolving the character of the B.S. Arch. program to become a high-quality pre-professional program, one that assumes a longer trajectory to the professional degree and a complementary Master's study, is now a requisite and essential goal.

The current 4 + 2 track to the M. Arch., which relies on the UC B.S. Arch. program, does not currently meet NAAB's requirement for General Studies. A plan to meet this requirement, and otherwise strengthen the undergraduate program, is outlined in Section 3.12 Professional Degrees and Curriculum.

The level of student service has changed dramatically with the influx of diverse populations, and with service to serve students unfamiliar with SAID and UC, and service to students with graduate-level expectations. This continues to challenge both faculty and staff.

- » 2. Explore the feasibility of new graduate, professional, and post-professional degree programs for existing and related disciplines.

Given the unique resources of our college and university, the national reputation of our existing undergraduate programs, and the singular advantages and accrued wisdom of co-operative education—SAID and DAAP are well positioned to offer unique programs of study for graduates and undergraduates in several areas of design and to respond to increasingly diverse and hybridized professional practices. Incoming students perceive this as a strength of the college context. Over the past few years we have seen a growing demand for joint degree programs between the M. Arch., with urban planning, business and the theory-based M.S.

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Arch. degree. Curriculum changes in the B.S. Arch. pre-professional program will foster broader liberal arts study. This will provide the opportunity for minors and certificate programs that will enrich our undergraduates as they prepare for Master's level study and to assume leadership roles in the profession. Most recently, the SAID faculty voted to explore a 4+2 model for the Interior design program with the Master of Interior Design serving as the professional degree. This parallel degree structure responds to and builds upon viable disciplinary connections. Continued efforts to establish sustainable design initiatives will likely renew interest and the prospect of degree or certificate programs in this discipline.

- » 3. Develop a program of external fundraising to support new graduate assistantships and curricular enrichment, such as lectures, guest critics, and exhibitions.

Working in close cooperation with the college development officer and the dean, SAID has begun efforts to develop targeted funding, including firm-sponsored graduate assistantships tied to professional specializations; increased alumni endowments that will support curricular enrichment such as lectures, exhibitions, and publications; and corporate sponsorship for specific curricular areas with the professional program, such as sustainable design and community outreach. These efforts are ongoing and essential to the school in the recent climate of university-wide budget cuts. With access to an expanding co-op firm network of more than 600 professional offices, SAID is well poised to benefit from its relationships to school alumni and professionals.

- » 4. Explore and improve ways to improve and elevate work-life quality, especially ways to promote more productive faculty and student interaction outside the formal classroom. Develop new traditional teaching and learning environments, strengthen connectivity, and optimize digital communication.

Efforts to enhance the intellectual life of the School are made by faculty, students, staff, and professionals. Lecture series have varied in content and number through the years, but have offered a great range of topics and stimulated discussion and experimentation among members of the DAAP community. The nascent Master Critic program (see sections 2 and 3.7) brings fresh voices into graduate studios. In 2006, we piloted a career fair, SAIDworks, which is now held twice a year in collaboration with AIA Cincinnati. Funded by the AIA Practice Academy Grant, the JumpStart program introduces new graduate students to the architecture profession through workshops led by local practitioners and held in their offices. Field trips, site visits and tours expose students to the rich architectural heritage of Cincinnati, the Midwest, and beyond. These offerings are somewhat irregular, howev-

er; we could do better by institutionalizing options that are largely the result of faculty and/or student initiative.

- » 5. Develop and implement a program of public relations and promotion to extend and disseminate the work of faculty and students to the larger national community—through newsletters, lecture series, and the publication of student and faculty work.

SAID lacks a coherent program of promotion and publicity. This component of the strategic plan calls for the design and development of an effective public relations campaign in cooperation with the college office. In March 2002, the dean hired a new public relations officer to coordinate college and school promotional activity and media relations. Unfortunately, this position was terminated in 2005 and there are currently no plans to renew this role in DAAP. Efforts initiated in 2006 resulted in a new web site that serves as a portal to the DAAP community and conveys the interdisciplinary culture of the College at the same time as it directs visitors to different specific programs.

In addition, this project will explore ways to annually produce and disseminate exemplary work by students and faculty. Notwithstanding a long list of distinguished visiting lecturers, the School will explore new ways to maximize the public relations dividends associated with lecture series and exhibitions through improved graphics and promotion.

One promising vehicle for improved promotion and publicity is/was *Practices*, the occasional magazine of the Center for the Study of Practice; the most recent issue, *Practice 7/8*, was published in 2006. Continued growth and development, however, presupposed administrative support and, more significantly, an effective mechanism for distribution beyond the means of either CSP, the School, or the College. With a loss of leadership and other distractions, the publication and the CSP both lay dormant since 2006.

Additional observations, as gathered through faculty and student discussions, follow:

STRENGTHS AND ACCOMPLISHMENTS

Image: the program is historically highly-ranked in Design Intelligence's annual survey. The M. Arch. program ranks #2 among graduate architecture programs in the 2009 survey.

Professional: there is a strong local community of professionals in Cincinnati, providing access and opportunity for students.

Curriculum: established a Foundation Design sequence that is exclusive to M. Arch. 1 students (those without prior background in architecture). Established graduate seminars and discussion sections for core professional/technical courses taught in large lecture-format.

Faculty: accomplished and dedicated faculty with diverse backgrounds and creative/scholarly/research expertise; 25 percent hold PhD degrees.

Administration: dedicated and capable staff with full time commitment to meeting program needs and student service. Full time M. Arch. Program Director provides program leadership in recruitment, retention, and curriculum development.

Unique cooperative education program includes a 6-month-long graduate co-op period prior to the Thesis Year. Students have privileged entrée to professional culture and access to professional experts.

Institutional: as a Carnegie Research 1 institution, UC offers access to a broad spectrum of intellectual resources. Furthermore, the program is co-located in the comprehensive creative College of Design, Architecture, Art, and Planning, which offers contact with related disciplines and access to excellent support facilities, e.g., the Computer Graphic Center and Rapid Prototyping Center.

CHALLENGES

Graduate culture: we struggle to meet the expectations of high-performing graduate students for a strong graduate culture, including graduate assistantships, research opportunities, interdisciplinary collaboration and extra-disciplinary options. With a long history of undergraduate education, some faculty find it difficult to make this cultural shift.

Administration: administration and management of the M. Arch. program requires substantial time and talent for recruiting, retention, and curriculum development. More faculty must be recruited to this effort, adding to current staff, to provide adequate professional and academic advising to students. Further, administrative structure within the School has not been as effective as needed to meet the increasing demands of complex and growing programs.

Preparation: the “new” curriculum may have tried to do too much in an accelerated 4+2 path to the M. Arch. We find that B.S. Arch. program students aren’t as prepared for the demands and competition in M. Arch. program as we’d hoped.

Academic options: as the program(s) grow and mature, students come from a wide range of backgrounds and are interested in more options for their professional education, including dual majors, certificates, disciplinary electives, and research opportunities.

Thesis: the M. Arch. program relies on faculty support and rigorous student research to contribute to individually-tailored Thesis Project, which is required to complete the accredited degree. Both expectations and outcomes have been mixed, and discussion continues around questions of the value and nature of the graduate thesis.

Student financial aid: institutional resources to support scholarships and assistantships is crucial, but unstable. We find we fail to matriculate many highly-qualified applicants

due to our inability to compete with other highly-ranked schools in financial aid offers.

Budget: program enhancements and growth in the M. Arch. program—including graduate student stipends, Master Critics, new faculty, and new courses—have been funded through incremental increases in the SAID General Budget. Institutional emergencies led to a 15 percent cut for FY 2009 and the current global economic crisis will lead to an additional 15 percent cut in FY 2010, essentially erasing all gains of the last eight years. Furthermore, the University will switch to a performance-based budget model in FY 2010, which will offer the College more control over budget, but will require new strategies.

OPPORTUNITIES

Increasing quantity and quality of applicants to the M. Arch. is steadily improving and population has stabilized. This helps raise standards and expectations for all, including faculty and undergraduates, as well as attract funding for sponsored research and creative projects.

Our new Dean has articulated an emphasis on graduate education as a primary goal and vision for the College. We look forward to expanding disciplinary and interdisciplinary options and support for students (and research) at the graduate level.

Alumni and employers demonstrate support for the accredited program, helping us recruit graduate students, employ co-op students, and sponsoring enrichment programs such as lectures and workshops.

The University kicked-off a Capital Campaign in autumn 2008, with a goal to raise \$1 billion. With support from development programs at the University and College levels, we hope to raise \$5 million to support financial aid and new academic initiatives in SAID. An endowed chair in Sustainable Design (the Carl Monzel Professorship) was initiated in 2007 and is 60 percent funded at this time.

A new Gemini Chair in Signage and Environmental Planning was established with a \$2 million gift, targeting the School of Planning. SAID students will benefit from the opportunities this interdisciplinary initiative presents for the College.

Minors and Certificates: the College of DAAP collaborates with the College of Arts and Sciences to deliver a Certificate in Historic Preservation. Building on this model, discussions are currently underway to develop interdisciplinary minors and/or certificate programs within DAAP and beyond, in topics such as Architectural Engineering, International Practice, Sustainable Design, and Urban Design. These options will help structure interdisciplinary opportunities for students and faculty; as many currently craft through entrepreneurial means.

Semesters: the University will switch to a State-mandated semester-based academic calendar in 2012. While this change presents a challenge in the transition, it also offers us an op-

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portunity to rethink our programs in substantial and positive ways. Students and employers will both benefit from longer academic and co-op terms. Students will have more options for travel and exchange programs as our calendars better align with those of other institutions. There is also the hope/promise that student cohorts will not have to be split for co-op quarters (as they are now), removing the need to duplicate course offerings and providing more coherence and consistency for student organizations. The longer academic term (15 weeks vs. current 10 weeks) also invites and better accommodates enrichment activities such as travel and workshops.



2

PROGRESS SINCE THE PREVIOUS SITE VISIT

SUMMARY OF RESPONSES TO THE TEAM FINDINGS **2.01**

SUMMARY OF RESPONSES TO CHANGES IN THE NAAB CONDITIONS **2.02**

PROGRESS SINCE THE PREVIOUS SITE VISIT

Team Comments, *from the 2002 Visiting Team Report* (shown in italics throughout):

...In addition to the examination of the quality of the work the NAAB team identified two major overarching concerns regarding the transitional status of the architectural program...leadership and curriculum transitions.

The issue of transition of leadership is critical, as the Director of the program has accepted a new position at another institution. The faculty has clearly worked hard to develop and implement a unique a model of shared and distributed leadership which is and should continue to serve the program well into the future.

The issue of curriculum transition from the Bachelor Architecture to the Master of Architecture in the progress and both programs are currently offered. It is clear from the academic planning and performance material presented that the faculty have thoughtfully developed the new curriculum and the transition process. The new Master of Architecture program offers a clear distinction between undergraduate and graduate education and contains unique research/professional opportunities for students and faculty while enriching the experience through the utilization of advanced information technology with the new eCoop program.

Transition and change mark the experience of the architecture program, the School, and the University in the last ten years. Longstanding arrangements have yielded to new leadership, new programs, and a campus transformed by architectural/design energy. Almost nothing is as it was in 2002.

LEADERSHIP AND ADMINISTRATIVE TRANSITIONS

- » New School Director, Michael Pride. (September 2003) focuses on external affairs, diversity issues and fund raising, with a 50 percent teaching load
- » New Assistant Director Academic coordinating students affairs and advising, Ellen Guerrettaz, (September 2004) is an entirely new position to support student needs. Registered architect and Full time staff.
- » New Records Manager, Kim Lawson, (April 2005), is a new appointment that increases school staff by 100 percent. Full time staff.
- » New fulltime Graduate Program Director, Patricia Kucker (September 2005) replaces part-time faculty administrator to develop recruiting efforts and enrollment growth; 33 percent teaching load

- » New President of UC: Nancy Zimpher, (October 2003) with UC|21 Academic Plan, initiated by Zimpher, projects goals and objectives to 2012.
- » New Dean of DAAP: Robert Probst (Interim in August 2007; appointed Dean 2008)

ADMINISTRATIVE STRUCTURE

The Administrative structure for the School governance, established in 2001, is divided into two primary areas of activity—administrative and curricular. While the basic tenants of this structure—shared governance and administrative responsibility—are well founded in the culture of the School, details of implementation (outlined in the SAID Bylaws) proved unsustainable. The main challenges to the operation are:

A reliance on elected faculty to serve in rotating administrative roles (two-year appointments) that intend to complement the School Director 's five-year appointment, and collectively act to support the administrative needs of the School's programs. These faculty administrator roles were tightly defined and have not matched operations.

The nature of graduate program administration at UC, which places a majority of the administrative responsibility within academic units and, therefore, demands unique expertise and focused attention, and time. This need is compounded by the dynamic development and growth of the program itself.

During 2007-08, the School Director organized an Administrative Structure Task Force to study the issues and develop recommendations, which were presented in spring 2008. The recommendations have yet to be adopted by the faculty, but the School Director and administrative team have started implementing its central principles.

CURRICULAR TRANSITIONS

At the last accreditation, the new M. Arch. program did not yet have a graduating class. Over the last six years, many aspects of the new 2-year graduate curriculum have developed successfully, and others have changed or disappeared. As a 4+2 model, new curricular initiatives were also launched in the B. S. Arch. program (formerly a B. Arch. program) and some of those initiatives continue to develop, while others have come under close scrutiny.

The M. Arch. 4+2 model targeted UC students as a primary program population, and also assumed that profession-

al education was met in the B. S. Arch. program, though this was not the case in B.S. Arch. programs across the country. A decision for enrollment growth (2004), and the subsequent identification of fundamental needs for students that are external to UC's B.S. Arch. program, caused the 4+2 model to evolve and change significantly.

To meet the needs of external populations, M. Arch 1 and M. Arch 2 curricular programs have developed to serve incoming students from non-design backgrounds as well as those students that come from B.S. Arch schools across the nation and from international locales. The new M. Arch program (2006) offers a full course of professional education at the graduate level and the opportunity for individualized research in the last two years of the program. A typological 3-year graduate model of professional education is now in place. Although some courses include both graduate and undergraduate students, there is now a distinct graduate design sequence that begins in the foundation and the majority of coursework bears graduate course numbering. This new M. Arch. model is able to receive students at multiple entry points along a curricular path that is "graduate" in its identity.

FACULTY TRANSITIONS

In the short period of six years, close to 25 percent of the School of Architecture and Interior Design faculty, many who have had long careers in the School, will retire. In addition, there have been a few unexpected faculty departures. These changes outweigh new faculty hires during the same period, and there are six open positions in 2008-09. Budget cuts have unfortunately hampered ability to fill these positions, and positions vacated by full professor retirements are now funded at much lower entry levels.

- » Faculty retirements, 2004-09: Laubenthal, Burnham, Simmons, Preiser, Mann and Chatterjee
- » New Faculty Appointments: Wallick, Williamson, Zaretsky, Davies (all tenure track), plus Eckler, Hedgecock, Sandlin, Sansalone (visiting)
- » Faculty come and gone (hired and later resigned): Brown, Hedgecock (V), Ilgin, Kootin-Sanwu (V), Swackhamer (2 female, 2 international, 2 black)

BUDGET

Experience in the first three years led to substantial revision of the M. Arch. Revenue Model in 2004-05, including a revised enrollment plan. The 2004 Enrollment study led to a new growth strategy in the M. Arch., with higher population targets overall—more students coming from other undergraduate programs and fewer coming from the UC B.S. Arch. program. Currently the M. Arch. population is more diverse in (almost) every way—ethnicity, state residency, and academic background (UG majors and institutions). Gender balance is consistent with B.S. Arch., at about 40 percent women.

The revenue budget plan formalized M. Arch. program scholarships after meeting a prescribed enrollment target. Efforts to attract and retain quality students while also pursuing enrollment growth simultaneously strained scholarship support, the schools's operating budget and enrollment targets. Attempts to stabilize student financial support in 2007 lead to a new commitment from the Graduate School for dedicated University Graduate Scholarship funding to the program, that is in addition to revenue generated stipends.

Substantial budget stress in the last few years, as enormous deficit and debt were uncovered by the new President, resulted in unprecedented budget cuts in all sectors and academic units, including a permanent 14 percent budget cut to DAAP (and also to SAID) in 2007-08, in addition to "one time" budget cuts.

2.01

SUMMARY OF RESPONSES TO THE TEAM FINDINGS

Team Comments, from the 2002 Visiting Team Report:

CONDITIONS NOT MET

All of the conditions and perspectives of the C&P have clearly been met, however, there are areas of continued and potential improvement that will require dedication to their full transitional implementation and that will require focus and dedication for their full realization.

CAUSES OF CONCERN

All of the causes of concern listed below are actually and emphatically identified by the team as excellent opportunities for the continued development of the programs of the SAID. The School has demonstrated its commitment to their achievement.

1. *Space is adequate but needs examination for maximum use*

The space issue in fact was exacerbated since the last visit, as a result of the Dean's negotiations with Central Administration to minimize budget cuts. Enrollment in the College of DAAP increased to 30 percent over the design load for our facilities. Enrollment in SAID programs increased by 16 percent during that same period, raising the student population from 610 in 2003 to 710 in 2007. Space was as tight as ever, and several strategies were employed to address our needs, including reconfiguration of space within DAAP, acquisition of additional space on campus, and using rental space off-campus.

By 2006, the activities of the College extended beyond the walls of DAAP to other locations both on and off campus, in order to accommodate student, curricular, and research needs, including Zimmer Hall, the newly acquired and renovated Turner Center (off campus), and portions of Scioto Residence Hall (for School of Art graduate studios). A custom furniture program was short-lived, but did result in purchase of 250 new, compact studio desks in SAID. These desks helped maximize use of limited space and engaged students in considering further design innovation. Classroom spaces within DAAP were converted to design studios, sending lecture and seminar classes to other buildings on campus. The worst outcome of this expansion for SAID was when 60 architecture students—both graduate and undergraduate—were squeezed into 2300 SF of converted studio space in Zimmer Hall.

Ultimately, fiscal support for this growth was withdrawn, and the new interim dean (installed in 2007) was able to negotiate reduced enrollment along with the severe budget cuts the College was forced to take. As a result, the SAID freshman class for autumn 2008 was shrunk to just 80 students, in both undergraduate programs. This compares to previous annual intake of 160 students and higher, including Pre-Architecture and Pre-Interior Design programs, which have been at least temporarily suspended. All SAID studios are located within the DAAP building this year, though the Niehoff Urban Studio is located off-campus by design.

The Niehoff Urban Studio moved from Over-the-Rhine to rented space in Corryville early in 2007. The building renovations were designed by SAID alumnus Mike Schuster and his firm MSA Architects and include a wonderfully day lit studio space, smart classrooms, and a full complement of technology resources.

See Section 3.9 for further information.

2. *Shop, research facilities/support will need expansion*

While studio and classroom space have been squeezed in the past 4-6 years, support spaces and equipment have been continually upgraded and expanded. Computer labs and shops, perhaps the most essential support spaces for design programs, have seen the greatest improvement. Due in part to our close relationships with the Apple Computer Company and domestic carmakers, the Computer Graphics Center (CGC) and Rapid Prototyping Center (RPC or "Rapid Lab") are arguably among the best-equipped facilities found among design schools in North America.

The wood/manual shop offers expert supervision and safety training, support staff, extended hours during peak production times, and extensive tools for student use. CAD/CAM facilities have expanded greatly, becoming the DAAP Rapid Prototyping Center we see today, with state-of-the-art equipment for digital fabrication.

The DAAP CGC has expanded to include a centralized full-service lab, five computer-equipped classrooms, a video conference room, and four 'smart' lecture rooms. All are served by an extensive (and exclusive) staff; the facilities and staff are administratively independent from the University's information technology division, to better serve our Apple-based and highly demanding programs.

A mandatory laptop program was initiated in 2001, and is fully implemented today; all DAAP freshmen acquire their own laptops as specified by the faculty and staff. SAID programs mandate Macintosh platform computers, though

graduate students are granted flexibility relative to both manufacturer and operating system.

See section 3.8 and 3.9 for further information.

3. *Basic equipment and studio desks need refurbishing*

We initiated a desk replacement program in 2005 that was stalled due to excessive cost and lack of support from Central Administration. At the same time, however, we continue to monitor the condition of older desks and replace the wood tops as necessary.

4. *Faculty technology support requires constant upgrades*

Since the last visit, a three-year rotation and replacement program and annual software upgrade policy was implemented; a central keyserver provides expanded software access for faculty. The CGC provides better support for troubleshooting and software upgrades, and a laptop loan program for faculty travel supports research and conferences. These and other improvements in information technology for the College benefit faculty and students alike.

5. *Add to student advising and career development... "students identified the lack of a formal academic advising system as an area for possible improvement."*

- » Assistant Director Academic for student advising (hired in 2004)
- » Records Management Officer/Admin Secretary (hired in 2005; expanding to include routine UG advising in 2008-09)
- » Associate Director for Graduate Programs and GPD for the M. Arch. (hired in 2005)
- » Program Coordinators for each program (beginning 2006)

Increased coordination with and support from the College student affairs staff, including designated advisor to handle special cases, to help students with transfer opportunities and academic concerns.

See Section 3.6 for further details.

6. *Refine coop pattern to permit student organization engagement... "there is also an absence of consistent formal roles in the committees and groups that make up the college's governance and decision-making structure."*

For the most part, student organizations have addressed the continuity issue by electing parallel leadership teams, so there is a full roster each quarter. Cell phones, the internet and related technologies further aid communication and team building across months and miles. Conversion to semesters (scheduled for 2012) will likely eliminate class splits.

7. *Expand gifts/endowment development opportunities*

- » New endowment accounts include: Carl Monzel Professorship, dedicated to sustainable design appointments and initiatives
- » New gifts: Al Neyer, Inc., dedicated to supporting minority students; Lenora Levy, for Interior Design students; American Structurepoint, for M. Arch. students

However, several other gift and endowment accounts were reduced to help address budget cuts in FY 2008.

See Section 3.10 for further information.

8. *Expand faculty support for research and graduate assistants*

The initial M. Arch. revenue model included provision (and funding to) support six graduate assistantships, each including full tuition scholarship, stipend, and a role in teaching freshman and sophomore drawing and technical courses. The program of graduate stipends and graduates assistants that serve in research and teaching support, has been modified and expanded to now support over 60 graduate students. The program currently provides graduate assistants for all tenure track faculty, as well as other faculty research. While the program has expanded, it has also retained a small core of highly competitive awards that includes a 50 percent tuition scholarship and teaching stipend.

See Sections 3.7 and 3.10 for further information.

9. *Add staff and technical support for the School*

- » Office support staff was doubled (to two) with reactivation of a Records Management Officer position in 2005
- » Student Affairs responsibility was changed from a faculty administrator to a professional staff role in 2004, with appointment of the Assistant Academic Director

- » An Executive Secretary was hired in October 2008 to support the School Director (begins as temporary appointment, and to replace the Administrative Secretary out on medical leave since October 2007)

See Section 3.6 for further information.

10. *Continue present focus on diversity issues in all areas*

- » Summer CAMP program initiated in 2006—an exposure program targeting ethnic minority students in the 8th and 9th grades
- » Revised undergraduate admissions process, with a single application deadline in November, to better capture qualified minority applicants and otherwise craft a freshman class that is diverse on a number of measures. Prior process was blind and advantaged those with insider knowledge, as admissions offers were made on a rolling basis (“first come, first served”).
- » Expansion of the M. Arch. program to include more students from other undergraduate programs and majors allows us to recruit more diverse candidates, including international students and domestic ethnic minorities. The University's Yates Fellowship program is a competitive program to assist minority graduate students, with a full tuition and stipend support (the program requires a match from the School after the first year). We've been successful in securing two of these fellowships each year since 2006; the cost to the School precludes additional awards through this program.
- » The Directory of African-American Architects expanded as an online resource and is now a premier resource for schools, practitioners, media and researchers across the country. Professor Dennis Mann and former UC professor Bradford Grant received the AIA award for Collaborative Achievement in 2007 in recognition of their contributions to the Institutes diversity initiative.
- » Launch of student organization DAAP Students of Culture in 2007 provides peer support and leadership to discuss, articulate, and address issues of particular concern for underrepresented students. With School support, members participated in the annual NOMA Conference in 2007, Structures for Inclusion and FuturePresent conferences at Harvard in 2008. DAAP SOC became an official University student organization in 2008, providing access to additional support and funding for organization activities, including lectures and conference travel.

See Section 3.4 for further information.

11. *Continue to refine the excellent curriculum opportunities*

The eCoop program was conceived along with the M. Arch. program and promised to cultivate a significant database of research on architecture practice, using the case-study method. The initiative stalled in implementation for two important reasons, 1) concern among firms about revealing proprietary information, and 2) concern about student readiness for a comprehensive, research based thesis project, which led us to, at least temporarily, focus these courses on thesis proposal development. Research options for the six-month co-op include opportunity to investigate thesis topics and precedents more closely, though a case study option remains. With adjustments elsewhere in the curriculum, including the Thesis itself, we hope that eCoop can return to its original concept. The AIA's Case Study program may also help practitioners appreciate the value of the research potential with students, and become more comfortable with the process.

The Immersion Studio experiment continues to hold promise as a coordinated, interdisciplinary curriculum experience for sophomores in both architecture and interior design. It continues to evolve and is currently under examination and revision.

A new, exclusive Foundation Design sequence for M. Arch. 1 students implemented in 2006 promises to help cultivate a uniquely graduate experience and introduce these students to the discipline of architecture and design process in a way that is commensurate with their academic experience.

JumpStart is one of three programs selected and funded by AIA Practice Academy grants in 2005. The JumpStart program consists of practitioner-led workshops that expose new graduate students to the roles and conventions of architecture practice, such as marketing, construction observation, and construction cost control.

The Master Critic Program injects intellectual energy and variety to the M. Arch. program, by bringing short-term guest critics to teach Research Year elective studios. The Master Critic need not relocate to Cincinnati; the program offers support for travel in addition to a substantial honorarium. Recent visitors include Ply Architecture (Michigan), Aaron Betsky (Cincinnati), and Jack Travis, FAIA (New York). While currently funded from the School's General Operating Budget, this program shows potential for attracting support from sources external to UC.

SEC Tech, a 2-course seminar sequence, was developed in 2007-08 as a companion to the SEC Studio sequence. In a collaborative team-teaching format, the course emphasizes research methods of precedent study and analysis to understand and develop integrated building systems of Structure, Environment, and Construction (SEC).

See Section 3.12 for further information.

12. *Continue focus on administrative continuity, faculty engagement and established collective responsibility*

See Sections 3.7 and 3.11 for further information.

13. *Architecture Education and Registration: "There was, however, a student expressed desire to better understand the overall goals and procedures of the IDP structure."*

The School and M. Arch. students are now better connected to IDP; Alex Christoforidis is IDP coordinator for the School, as a natural extension of his role as co-op advisor for M. Arch. students. Professor Christoforidis coordinates an annual presentation on IDP and registration given to each co-op cohort by Amy Kobe, Director of the Ohio State Board of Architectural Examiners. The vast majority of M. Arch. students are registered with IDP prior to graduation; the Ohio State Board reimburses the registration fee.

See Section 1.3 for further information.

2.02

SUMMARY OF RESPONSES TO CHANGES IN THE NAAB CONDITIONS

There has been a significant change in the format of the conditions and procedures beginning with the 2004 Conditions and the 2005 Procedures. They are now two documents, meant to be used together by the programs, but separate so that future changes happen by a clear and regular process.

CHANGES TO THE CONDITIONS:

1. Programs are asked to use the Table of Contents in the Conditions as the outline format for writing their Architecture Program Reports (APRs)—see Table of Contents.
2. What was formerly called a “strategic plan” is now referred to as “self-assessment document”—so noted in Section 1.5.
3. The section on Program Self-Assessment has been rewritten to emphasize the necessity for each program to write a description of its self-assessment process—see Section 3.2.
4. The Student Performance Criteria are presented as part of the 2004 Conditions. Evidence is required that faculty and students have been informed of how to access them on the NAAB Web site—see Section 3.3.
5. Studio Culture. Programs are required to have a written policy on studio culture and include it in their APR—SAID Community Culture statements discussed in Sections 3.5 and presented in Section 4.2.
6. The requirement for a minimum number of volumes in the library is once again 5,000 but the titles may bear whatever call numbers best support the program’s unique needs—see Section 3.9.
7. The home institution for the program must be accredited by one of the regional accrediting agencies (they are listed in the Conditions) rather than a “recognized” accrediting agency. *The University of Cincinnati is accredited by the North Central Association of Colleges and Schools (NCACS), as noted in Section 3.1.1.*

The section on Professional Degrees and Curriculum has been completely rewritten. There are minimum credit requirements for each of the three degree titles accredited by the NAAB: Bachelor of Architecture, Master of Architecture, and Doctor of Architecture. Schools have until 1 January 2015 to conform to the new minimum credit requirements. Also, the requirement that course distribution be 60 percent professional studies and 40 percent general studies has been replaced with a requirement that each degree must include a minimum of 45 credits of coursework with no architectural content. *The accredited program for students in the*

School’s 4+2 program meets the minimum credit hour requirement, but has not yet met the new requirement for non-architecture courses. Our plan to meet the requirement, starting with the B.S. Arch. Class of 2012, is discussed in the Section 3.12.

The Student Performance Criteria have been reorganized and rewritten so that there are now 34 rather than 37. One of the levels of achievement, “awareness,” has been abandoned so that all criteria must be met at the level of either “understanding” or “ability.” Many of the criteria have been reworded to eliminate redundancy, to strengthen intentions, and to clarify meanings. There are two new criteria—Sustainable Design and Client Role in Architecture—and several have had significant additions of content.

- » The Client Role criteria is addressed, albeit provisionally, in the Professional Practice course, the eCoop Ethics course, and elective courses like the Niehoff Studio. We expect to develop this content in the Programming course, in part. SAID students also typically encounter the client’s role during one or more terms of required co-op employment.
- » The Sustainable Design criteria is met in the undergraduate studio Arch 301, the graduate studios Arch 501 and Arch 503, the Environmental Technology sequence (especially ET 2), and the new SEC Tech courses (Arch 667 & 668). A recent faculty hire, Michael Zaretsky, and senior faculty members Virginia Russell and Robert Burnham have been working with us to more fully integrate environmental issues—and implications—throughout the architecture curriculum.
- » The phrase “appropriate application and performance” has been added to four criteria and “trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others” has been added to Professional Practice. We do not fully address these issues in professional practice courses, but plan to rectify this in the comprehensive curriculum study and revision that was initiated in 2007 and continues through 2009.
- » “Issues of growth, development, and aesthetics in their communities” has been added to the Leadership criteria and is addressed in the eCoop Ethics course.
- » The content of some of the technical criteria that were eliminated has been added to criteria that were retained. This is accommodated in the Curriculum Matrix in Section 3.13

3

THE THIRTEEN CONDITIONS OF ACCREDITATION

PROGRAM RESPONSE TO THE NAAB PERSPECTIVES

ARCHITECTURAL EDUCATION AND THE ACADEMIC CONTEXT 3.01.1

ARCHITECTURAL EDUCATION AND THE STUDENTS 3.01.2

ARCHITECTURAL EDUCATION AND REGISTRATION 3.01.3

ARCHITECTURAL EDUCATION AND THE PROFESSION 3.01.4

ARCHITECTURAL EDUCATION AND SOCIETY 3.01.5

PROGRAM SELF-ASSESSMENT PROCEDURES 3.02

PUBLIC INFORMATION 3.03

SOCIAL EQUITY 3.04

STUDIO CULTURE 3.05

HUMAN RESOURCES 3.06

HUMAN RESOURCE DEVELOPMENT 3.07

PHYSICAL RESOURCES 3.08

INFORMATION RESOURCES 3.09

FINANCIAL RESOURCES 3.10

ADMINISTRATIVE STRUCTURE 3.11

PROFESSIONAL DEGREES AND CURRICULUM 3.12

STUDENT PERFORMANCE CRITERIA 3.13

3.01.1

ARCHITECTURAL EDUCATION AND THE ACADEMIC CONTEXT

INSTITUTIONAL CONTEXT

The University of Cincinnati is one of two Carnegie research-one institutions in Ohio and the site of over 400 degree programs. Professional colleges on the UC campus include DAAP, Medicine, Law, Engineering, Music, Pharmacy, Nursing and Health, and Business Administration; several of these colleges enjoy national recognition as premier schools in their disciplines.

The North Central Association of Colleges and Schools (NCACS) accredit the University of Cincinnati. We are in the midst of a two-year process to gain accreditation by the Higher Learning Commission (HLC) of NCACS. In addition, programs in the College of DAAP are accredited by the American Institute of Certified Planners/Association of Collegiate Schools of Planning, Council for Interior Design Accreditation (CIDA), and National Association of Schools of Art and Design (NASAD).

The School of Architecture and Interior Design pursues its academic mission within a rich and vibrant interdisciplinary setting, which it shares with faculty and students from the Schools of Art, Design, and Planning. The comprehensive College of Design, Architecture, Art, and Planning (DAAP) is one of 16 colleges that comprise the University of Cincinnati, including the Graduate School, the Colleges of Medicine (east campus) and Law, and two satellite campuses.

ACADEMIC AND PROFESSIONAL STANDARDS FOR FACULTY AND STUDENTS

The University of Cincinnati sets high standards for scholarship and productivity for faculty and students alike. Standards for student admission to the University have been steadily rising in recent years, according to an academic plan adopted in 2004. Faculty are expected to hold at least a master's degree or equivalent experience upon initial appointment. Subsequent reappointments, promotions and tenure are dependent upon continued and increased levels of scholarly productivity (see appendix for DAAP and SAID RPT procedures and criteria).

STANDARDS FOR FACULTY

UC fulltime faculty are members of a collective bargaining unit under the aegis of the American Association of University Professors (AAUP). Provisions of the UC/AAUP Contract (the contract), along with the School's Criteria for Reappointment Promotion and Tenure (RPT), establish

standards for faculty in the School, subject to periodic faculty review, and to the guidance and approval of the Dean and the Provost.

The current criteria (approved in 1995) authored by the faculty specify two levels of academic achievement: basic contributions in teaching and service expected of all members of the academic community; and specialized contributions in four areas of achievement—pedagogy, scholarship and research, creative/professional work, and service and administration. Individuals may elect either a very specific focus or a broader plan of work. Most faculty members integrate at least three of the four categories in the development of their university careers. The contract stipulates layered review for reappointment, promotion, and tenure. Accordingly, RPT dossiers pass through an elected School committee, the School Director, an elected College committee, the Dean, and the Provost.

The SAID faculty have approved two revisions of the RPT Criteria, in 2001 and 2007, but neither have passed review by the Dean and Provost. The latter edition, however, is very close to College approval at the time of this writing; it is possible that it will be approved by the Dean and the Provost by the time of the NAAB Visit in February.

All of the 27 full-time, tenure-related faculty members in the School hold advanced degrees. These degrees represent diverse but adjacent disciplines: architecture, architectural history and theory, civil engineering, landscape architecture, design administration, environmental psychology, and finance.

STANDARDS FOR STUDENTS

Over the past five years, minimum academic standards for freshman admission to the University have been steadily raised. The incoming freshman class for fall 2008 will have high school GPA ≥ 2.6 and minimum ACT scores of 22. The University allows for differential and selective admission standards, however, and the architecture program is among the most selective programs in the Ohio state college system.

Undergraduate students in DAAP and SAID are required to maintain at least a 2.0 GPA overall, and at least a 2.0 GPA during their senior year.

INTERACTION WITH OTHER PROGRAMS IN THE INSTITUTION

The undergraduate program in architecture shares curriculum, faculty and administration with the Interior Design program—these students share the first four academic quarters in their entirety. Later in the curriculum, they share core lecture courses, take elective studios (which have mixed populations) and thanks to recent initiatives and sponsorship, may also include students and faculty from other disciplines.

Research units—such as the Center for the Electronic Reconstruction of Historic and Archeological Sites (CERHAS), the Center for Design Research and Innovation (CDRI), and the Niehoff Urban Studio—provide venue and support for interdisciplinary activity within the College, which includes the disciplines of urban affairs, urban planning, graphic design, industrial design, fashion design, industrial design, fine arts, art history and art education. Faculty and students are also able to collaborate with other disciplines on sponsored projects, research and service.

Examples of interdisciplinary teaching and connections with other College and University programs include:

- » Historic Preservation Certificate program, which engages faculty members and students in architecture, interior design, anthropology, art history, planning, and applied science
- » 2007 Solar Decathlon Program, sponsored by the US Department of Energy, engaging students and faculty in architecture, interior design, industrial design, graphic design, digital design, engineering, business, and journalism
- » Aging Baby Boomers research, which included students and faculty in architecture, interior design, medicine, business and psychology.
- » JC Penney Research, investigating the role of branding in creating a retail image and experience and incorporating sustainable design

While the academic demands of the architecture program are substantial, students and faculty take advantage of the setting within a comprehensive creative college and a comprehensive research university.

Contribution of the students, faculty and administrators to the governance and the intellectual and social lives of the institution

The University of Cincinnati enjoys a long history of shared governance and SAID faculty regularly serve on committees in the School, College and University-wide. The Faculty Senate holds 10 senate meetings and 2 All-University meetings each year. The evolution of the decision-making processes and participants is detailed on the President's webpage: www.uc.edu/president/decisionmaking/default.html.

The School Director plays a significant role in College policy-making as a member of the Dean's Executive Committee. SAID faculty members regularly assume leadership roles in Academic Technology, Library, Exhibition, Curriculum and other College committees. Over the past six years, three SAID faculty members have served terms as Associate Dean of the College—Associate Professor Ann Marie Borys, who served between 2000 until 2004; Professor John Hancock, who served 2003-2007; and currently Associate Professor Anton Harfmann, whose appointment began in 2004. Within this same time period, Professor David Lee Smith has served on a number of important University committees, including the General Education Coordinating Committee. Professor Dennis Mann has twice been a member of the AAUP Bargaining Council for UC/AAUP contract negotiations. Associate professor Virginia Russell has recently served as an elected college representative to the University Faculty Senate.

Currently, Associate Professor Jeff Tilman serves as one of two DAAP faculty representatives on the Faculty Senate and serves as the senate's representative on a University Task Force to develop proposals for the University's transition to a semester calendar and structure. Associate Professor Jennie Russell serves on the University Grievance Committee; Associate Professor Liz Riorden serves on the University Research Committee; Associate Professor Nnamdi Elleh serves on the Yates Fellowship Committee. Professor David Smith serves on Ad Hoc Committees for University Restructuring and Changing Decision-Making & Communication. Professor Jay Chatterjee and Associate Professor Michael McInturf serve on the University's Design Review Board that advises the University Architect on campus building and landscape design proposals.

CONTRIBUTION OF THE INSTITUTION TO THE ACCREDITED DEGREE PROGRAM IN TERMS OF INTELLECTUAL RESOURCES AND PERSONNEL

- » The Professional Practice Division provides full complement of support for the cooperative education program.
- » Comprehensive library system that includes bound volumes, periodicals and other media in the central/main Langsam Library and several special collections, including the DAAP Library. OhioLink provides access to additional resources from around the state and ArtStor provides access to visual resources, particularly in the arts.
- » Undergraduate admissions are administered almost entirely in the University's Office of Admissions, though closely coordinated with the School

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Undergraduate students at the University of Cincinnati are required to complete a program of General Education, which takes students across campus to engage in the humanities and natural and physical sciences. In addition, both undergraduate and graduate students in architecture are required to take a minimum of 30 credit hours (UG) and 6-18 credit hours (Grad, depending on track) outside of SAID.

Many students exploit opportunities for second majors and certificate programs; by the end of their second year, 25 percent of our undergraduates have begun work toward a double major or dual degree. Academic and professional communities widely recognize the professional and social maturity engendered by University of Cincinnati's cooperative education program. Our graduate eCoop sequence has now begun to capitalize on a unique opportunity to enhance the intellectual benefits of the practice-education interaction through unique programs of field research.

3.01.2

ARCHITECTURAL EDUCATION AND THE STUDENTS

While recognizing the importance of fundamental professional knowledge, the Master's program endorses self-structured learning. A minimum of 24 credit hours of electives allows students to develop interests in particular areas such as sustainable building or architectural theory. Of these electives, a minimum of 6 credits must be outside of the School and students often seek allied disciplines. Electives provide an important basis for thesis research and currently there are several informally structured joint degree programs that have arisen from student interest and initiative, including Planning, Business, and the M. S. Arch. program.

A growing number of Master's students enroll in Independent Studies to work with faculty on academic projects not otherwise available in the curriculum. Central to the thesis work is the process of self-structured inquiry and learning. For their thesis studio project, all students select their own project, site, and thesis topic.

Several foreign and regional study programs, as well as international co-ops afford students the opportunity for student's to broaden their perspective on architectural production and practice, enjoy sustained encounters with the cultures and societies of other countries, and generally enrich their worldviews with travel and adventure. Since 2003, students have participated in several programs: DIS in Denmark; Southern Europe and Paris; the American Southwest. The program in Copenhagen operates out of DIS (Denmark International Study Program), which is a specialized institution of higher education affiliated with the University of Copenhagen and financially supported by the Danish government. The program in Southern Europe includes collaborations with the School of Planning in Sardinia, and a growing collaboration with l'Ecole Speciale d'Architecture in Paris. The program in the American Southwest, which emphasizes the design and culture of Native American settlements, operates out of various sites in New Mexico and Arizona. We also offer exchange programs with the l'Ecole Speciale d'Architecture as well as Center for Environmental Planning and Technology in Ahmedabad, India.

Student leadership roles are on the rise and SAID has several active student organizations that are listed below. The newest addition to this group is the SAID Students of Culture. The President is Matthew Piker, a Yates Scholarship Fellow.

AIAS:

The AIAS is an independent, 501c(3) non-profit and student-run organization that is more than just a club. This grassroots association is a cooperative between thousands of students (of all ages and academic degrees) committed to helping

each other. It provides a sense of community and a forum to share differing views. The AIAS is also a professional organization that is the official voice of architecture students. The mission of the AIAS is: to promote excellence in architecture education, training and practice; to foster an appreciation of architecture and related disciplines; to enrich communities in a spirit of collaboration; and to organize students and combine their efforts to advance the art and science of architecture.

ALPHA RHO CHI:

The objectives of Alpha Rho Chi Fraternity include: to organize and unite in fellowship for the education and professional development purposes the students of Architecture and the Allied Arts of this University in order that this Fraternity may promote the ethical, artistic, scientific, and practical proficiency of its membership and the profession. The membership is trans-gender interdisciplinary professional from primarily design fields at both undergraduate and graduate levels.

CALX:

CALX is a student journal open to all students but focusing especially on Architecture and learning processes of students in the College of Design, Architecture, Art, & Planning (DAAP). The magazine showcases student and faculty work that provokes questions, ideas, or dialogues about learning design, architecture, art, and planning. The membership is interdisciplinary from primarily design fields, university-wide for creative and performing arts, and both undergraduate and graduate levels.

DAAP UNION:

The purpose of DAAP Union is the creation of a nexus between the different majors of DAAP. It is an environment where commonalities between disciplines are identified and dealt with by a team of student leaders. The membership is interdisciplinary from primarily design fields, governing, and currently undergraduate level.

M. ARCH. GRADUATE STUDENT SOCIETY OF THE SCHOOL OF ARCHITECTURE & INTERIOR DESIGN:

The purpose of the Graduate Student Society of the School of Architecture & Interior Design organization is to facilitate and promote positive social interaction among the graduate

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students of the professional architecture degree program of SAID, and the positive socialization into the SAID student culture through the effective organization of social and academic events. The purpose is academic and the membership is from architecture at the professional graduate level.

M.S. ARCH. GRADUATE STUDENT ASSOCIATION:

The purpose of the M.S. Arch. Graduate Student Association is to promote social interaction among the M.S. Arch. students. Our major project of 2007 was transforming an empty room in Aronoff to a studio/work space. This space functions as a lounge where students can keep belongings, eat, and socialize. It is also a place to display student work and accomplishments. The major upcoming project for 2008 is to develop an alumni newsletter.

INTERNATIONAL INTERIOR DESIGN ASSOCIATION:

The IIDA Student Center creates an environment in which members can learn, network, and grow as designers and students. IIDA provides an atmosphere in which members can learn from each other's first hand knowledge and experience. Finally, IIDA provides a means for students to become more involved in events in their college by keeping them informed about University and local events. Events and initiatives include: Various workshops (portfolios, digital modeling software, Adobe software, and hand rendering) LEED panel, professor meet and greets, Neocon world trade fair in Chicago. In the near future IIDA will continue its collaboration with DAAP Union, workshops, "Run Like Hell 5k" for Cystic Fibrosis, Neocon 2009, and more. IIDA also maintains a Facebook group: "IIDA UC Student Chapter"

SAID BLAST:

The SAID Blast is an activity of enormous popularity within the school. Although the intent is fun and to 'blow off steam' together, the students have used this loosely held-together activity in order to do such things as raise money for tsunami victims. The membership is recreational interdisciplinary architecture and interior design and anyone from undergraduate, graduate, and faculty levels of legal drinking age is welcome.

SAID BOWLING:

SAID Bowling is a student-run weekly activity tremendously popular throughout the school. The purpose is recreational and interdisciplinary for the architecture and interior design communities of SAID at undergraduate, graduate, and faculty levels.

SAID STUDENTS OF CULTURE:

The membership is interdisciplinary from primarily design fields, is university-wide, and available to undergraduate and graduate level students.

STUDENTS FOR ECOLOGICAL DESIGN:

SED's mission is to bring together and transmit knowledge between a collective group of people interested in the education, promotion, and implementation of environmentally focused design. Specific goals include: promoting sustainable and ecological design education, sponsoring student participation in workshops and conferences, and playing an active role in raising environmental design awareness in the community. Events and initiatives include: establishment and maintenance of DAAP's recycling program; providing funding for students to attend Arcosanti and other workshops/conferences; participation in a series of 'green' service projects including the 'Trees for Tomorrow' tree planting and 'Great American Cleanup'; attending guided tours of local green building projects; initiating ongoing knowledge-sharing series highlighting projects, portfolios, and professional experiences from DAAP students, faculty, and alumni. Further, SED will be partnering up with other student organizations throughout campus to fund keynote speaker(s) both within DAAP and University wide. SED will continue its collaboration with DAAP Union, Student Government's Sustainability Committee, as well as with PACES (President's Advisory Committee on Environment & Sustainability) to make a positive impact on UC's sustainability efforts. SED is currently in the process of establishing an on-campus Farmers' Market for the upcoming school year.

STUDENT SOCIETY OF THE SCHOOL OF ARCHITECTURE & INTERIOR DESIGN:

The purpose of the SSSAID is to facilitate and promote positive social interaction among students of SAID, and the positive socialization between all class levels into the student culture through the effective organization of social and academic events. The membership is interdisciplinary from primarily design fields, academically focused, and includes both undergraduate and graduate level students.

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ARCHITECTURAL EDUCATION AND REGISTRATION

Historical evidence shows that high percentages of Cincinnati graduates become registered architects and remain in the profession throughout their work life. Many of them have become very successful practitioners. This is not surprising, since one of the primary attractions of the program is the cooperative education element, and most students who come to Cincinnati have already decided they want to be practicing architects. Cooperative education experiences normally reinforce this interest and help students develop awareness of the responsibilities and requirements of the profession. The School Mission statement affirms that the program is dedicated to educating leaders in the field, and also to promoting our graduates' sense of responsibility to question the premises and practices of their chosen field.

Students at the University of Cincinnati receive credit toward the requirements of the Intern Development Program [IDP] while working as employees under the supervision of licensed architects in firms that participate in the co-op program. IDP is introduced to students in their first Professional Development class. For undergraduates this is during the sophomore year; for M.Arch.1 students this is during their second quarter of the program; for M. Arch 2 students this is during their first quarter of the program. Co-op advisors encourage the students to participate in IDP, and most students use the IDP as a guideline for choosing their co-op experiences and assessing their own professional development after a co-op quarter.

The SAID criteria for reappointment, promotion, and tenure—and no less its criteria for hiring—presuppose that professional registration is fundamental to effective architectural education, especially in a co-op program with strong commitments to professional practice. Licensed faculty members are the best models of this commitment. Licensed academics ensure the credibility of our program, strengthen its integrity, expand its audience, and create new opportunities for academic and professional growth. Fifteen full-time faculty members—approximately 50 percent—are registered architects; three faculty members in architecture who are not registered earned their professional degrees outside the United States, one in Germany, one in the UK, and one in India. One faculty is a licensed civil engineer, and one is a registered landscape architect and fellow of the ASLA.

At its most fundamental level, the curriculum focuses on the realms of knowledge and abilities needed to be a responsible architect and to grow and change with the profession. The educational program in architecture at Cincinnati is a careful balance of theoretical learning and practical knowledge, of professional and general education. The continuous alternation between classroom and office—the accumulation of between 2400 and 2800 hours of paid employment

directly integrated with educational experience—allows students to routinely explore the efficacy and relevance of abstract ideas against the material and economic requirements of practice.

COOPERATIVE EDUCATION

The co-op program is integral to the School of Architecture and Interior Design curricular experience and is designed to prepare students for a critical engagement in professional practice. The co-op program provides reflection on the nature of the profession and its modes of practice. The co-op experience supports the student's career development, through self-assessment, and evaluation by the supervisor at the professional setting, and by the faculty at the Division of Professional Practice. Preparation, reflection and evaluation define the foundation of the co-op program.

Students are required to complete a minimum of four quarters of cooperative education professional work assignments in order to receive co-op certification. The co-op program includes classroom instruction, practitioner led workshops, research, Intern Development Program mentoring, and individual student advising.

PREPARATION: CLASSROOM INSTRUCTION

Cooperative Education for M. Arch. Candidates

The course is intended to prepare students for their first co-op assignment in a way that exposes them to a current, thoughtful, critical, and forward looking view of the architectural profession. By attuning students to critical aspects of the profession, we believe that students can be more confident going into their co-op jobs, more intelligent about their role, and more capable of understanding the challenges of their organizations' leadership.

Students learn about the rich history of cooperative education, the "rules of engagement" of the program, the importance of identifying and pursuing a career direction, and receive advice from experienced co-op students and recent alumni. They edit their resumes and portfolios with more targeted instruction from professionals. As a result of student and faculty evaluation of the course, there has been more focus on architectural practice. Students learn about the many opportunities and career directions within the architecture profession, how to make the Intern Development Program (IDP) an enriching experience, and important aspects of architectural practice through class lectures, discussions, in-class exercises, and readings. Specifically, they learn about the organization of an architectural practice, the mar-

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keting function, the process of design, cost analysis, and the economics that affect decision-making.

Practitioner-led Workshops

Targeted for the M. Arch. 1 population, and students without prior work experience, the JumpStart workshop program has been sponsored by an AIA Practice Academy grant. The workshops serve to familiarize students with professional office settings by holding the workshops in the offices themselves.

The workshops have been offered during the first three quarters of the M. Arch. 1 program and are summarized below:

- » Tour of three architectural firms: Small, Medium + Large. Overview of each firm's organization, work process, client interaction, business practices, and sample projects.
- » The Marketing Function, An Overview of how architects present their work, and how potential co-op students present themselves in terms of resume, portfolio, interview, and etiquette.
- » The Small Project Process and Construction Documents. In this workshop, students gain a detailed account of a relatively small, high quality residential project. Everything from the first client contact, to the design process, to events which affected the course of the project, to the interaction with consultants, the development and completion of construction documents, the permit, bidding and construction process are thoroughly covered. The project described is within walking distance of local architect's office, so the entire class was able to tour the project's construction site. Students also met with the contractor who gave his perspective, and were able to compare construction documents with the construction site.
- » The Economic Forces Behind Design Decisions and the Decision to Build. As the title implies, the intention of this workshop is to expose students to many of the factors that motivate their clients to build. Basic precepts of the development process, the concept of pro-formats, and how they affect design decisions from an economic viewpoint, the execution of a project from the developer's viewpoint, and what its like for an architect working for a developer – directly or indirectly.
- » Roles and Responsibilities in Architectural Practice. The workshop includes an introductory session where various team members describe their roles within the firm, giving a chance for students to ask questions. Students meet the principal, the project manager, the project architect, the lead designer, the specifications writer, the marketing manager, and the architectural intern.
- » Building Codes and the Regulatory Process. The goal of this workshop is to introduce students to the extensive regulatory environment that involves building codes, zoning, and design guidelines which address and attempt to balance the public health, safety and welfare, with development pressures, economic forces, and aesthetic concerns.
- » The Large Project Process and International Practice. The largest area of growth within architectural practice is work overseas and collaborating with project teams that are often in two or more parts of the world. Future leaders of the profession will have to know the implications of working on international projects and the dynamics of working for international clients, and collaborating effectively with non-local contractors, consultants, and other architects.

REFLECTION: RESEARCH MODULE ASSIGNMENT DURING CO-OP AND POST CO-OP SEMINAR

During the co-op quarter, students are typically given a series of "learning module" assignments, which are done on-line. The modules teach students about various aspects of professional work while allowing them to learn from each other's experiences in a post co-op class session. As a result of student evaluations, this concept was recently redeveloped into a new series of two assignments. The first assignment is the same for all graduate architecture students on their first of two alternating co-ops. The second is taken from the IDP Emerging Professional's Companion (EPC), and assigned according to individual student interests.

Assignment

The purpose of the first assignment has been to make students aware of the factors that make architectural firms successful in achieving their goals in a way that allows the students an opportunity to engage their supervisors or firm leaders on a topic, which affects them on a daily basis.

In this assignment students read the most definitive source on the topic of architectural practice organization, an article by Professor David H. Maister of the Harvard Business School. It is a model for successful practice that applies to almost every architectural firm. The students are then asked to apply the model to the firm at which they are working, in order to identify the firm type on seven key aspects of practice.

The second assignment is intended to look more deeply into the student's own interests and to introduce them to the EPC series of readings and exercises. Students are therefore asked to choose one EPC exercise and complete it during the co-op quarter. That assignment is then reviewed and discussed during the student's post co-op appointment.

E-COOP SEMINAR

Before the final graduate co-op, offered prior to thesis, students take a course known as e-COOP seminar. The course builds on the student's platform of thesis research interests with the intention to make connections to the impending six-month co-op assignment.

A list of firms along with their areas of research and professional markets is available so that students can consider a match, as well as get a cross section of interests and directions in firms across the U.S. and abroad.

EVALUATION: INDIVIDUAL STUDENT CAREER-ORIENTED ADVISING

Individual advising is the best way to help each student maximize the benefit of Cooperative Education. Since graduate students are given more freedom to pursue their interests in the academic setting, the co-op faculty are able to advise students by helping them identify career goals, and to give them realistic advice on how they might pursue these goals through co-op, and complemented by research or academic coursework.

Students are required to meet with the co-op faculty to evaluate the co-op experience. The topics covered for all students are as follows:

- » A review of the student and employer evaluations from co-op
- » A review of their co-op assignment
- » Progress on their professional internship (IDP) and core competencies
- » Reassessment of career goals and related advice
- » Individual assignment for the second of four co-op quarters.

The employers evaluate the students on their skills and work habits, and assign a letter grade to their performance. They also list the students' strengths, areas of concern, and offer written advice. Both students and employers assess performance on the following nine categories on a scale from one to five -(best), and are asked for written comments:

- » Communication
- » Conceptual/Analytical Ability
- » Learning/Theory and Practice
- » Professional Qualities
- » Teamwork
- » Leadership
- » Technology
- » Work Culture
- » Organization/Planning

The collection of employer evaluations is a valuable record of the student's growth over several work assignments.

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ARCHITECTURAL EDUCATION AND THE PROFESSION

Cincinnati graduates are well prepared to enter practice and the world at large. In fact, they are already immersed in that world. The combination of a strong academic program and a total of at least one year of guided experience in practice provide students with a thorough knowledge of opportunities and responsibilities in careers in architecture and related fields. Introductory professional development courses, including the co-op course, as well as the recent AIA sponsored JumpStart program for M. Arch. 1 students, introduce students to career opportunities and planning for these opportunities. In addition, support and instruction in interviewing skills and portfolio preparation are offered as well as an introduction to the Intern Development program. Regular meetings with Professional Practice advisers are devoted to reviews of the prior work quarter, options for future co-op assignments, and general career advising.

Faculty members take seriously their responsibility to demonstrate the relationship of architecture with other areas of knowledge, and to encourage an ethic of responsible questioning. We acknowledge that the understanding students gain in university coursework is only the beginning of a lifetime of learning. With that in mind, our educational program emphasizes the learning of principles, whose relative stability helps make sense of a world in which practical and technical information is always changing.

One of the most significant advantages of the cooperative education program is that it fosters the development of self-reliance. In their time at UC, most students have three or four different work assignments in several parts of the country. They must secure the position, organize travel arrangements, rent a place to live, learn their way around a strange city, and accustom themselves to a new office. The maturity these experiences foster exceeds by far the disadvantages of our system of alternating school terms, such as discontinuity in student organizations.

There is an active Alpha Rho Chi chapter at UC, and in December of 2005, the UC chapter of AIAS hosted the annual Forum meeting with a topic that drew upon the social and racial strife in Cincinnati's recent past: "Building from Crisis," in an effort to draw out the activism of professionals and to understand the complex role of stakeholders in an urban environment.

As students progress through the curriculum, the research year and thesis year foster the emergence of the "critical practitioner." The upper level e-Coop Seminar considers the structure and workings of the professional world in a case study format that examines types of complex social, legal and ethical situations professionals encounter in their work experiences. Through the co-op program, these upper level Master's students will have between at least one year of co-op work experience and some students will bring additional non-coop professional work experience. This bank of "real-life" work experience can be shared and analyzed and provides a rich source for professional work situations that then become part of the class and the collective experience of the group.

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ARCHITECTURAL EDUCATION AND SOCIETY

SERVICE

Community connectedness and service are key values held by the University of Cincinnati in its role as a public urban research institution. This role is reinforced in the UC|21 Goal 4: Forge Key Relationships and Partnerships, to establish and nurture relationships and partnerships, with our colleagues within the university and with local and global communities. UC|21 underscores a true commitment to community engagement.

The University's Center for Community Engagement (CCE) has been expanding its role in informing students and faculty of opportunities for cultivating productive relationships between the institution and community partners. For example, each year, UC freshmen participating in the Honors program have the opportunity to enroll in a special section of Honors Freshman English that works on UC's annual Habitat for Humanity project in the two weeks prior to the start of fall classes. This work becomes the theme for the coursework during the quarter. The CCE also manages the Community Service requirement for the Cincinnati Scholarship program (in which most SAID students participate) and maintains an online database that helps connect students with service opportunities.

The Community Design Center organizes collaborative interdisciplinary community/university partnerships for the research and design of physical improvements that serve the University's urban area. The Community Design Center is a part of the College of Design, Architecture, Art, and Planning at the University of Cincinnati. The Center provides assistance to community groups, non-profit organizations, and City departments that are representing underserved areas and underfunded projects within the area. The Center is administered by a registered Architect with assistance from co-op students and graduate assistants from the disciplines of Architecture, Planning, Graphic Design, and Industrial Design. Faculty from these schools are involved as advisors and designers on individual projects.

CURRICULUM

Undergraduate students in SAID are introduced to social and cultural issues from Day One, through the curriculum and through their participation in Honors and/or Cincinnati Scholarship programs. The Arts and Society sequence seeks to introduce students to the role that the arts and design play within the larger society. The freshman design sequence uses culture as a vehicle for understanding design and as a focus of design exploration.

Graduate architecture students are challenged to address societal issues in required and elective studios and seminars. In particular, the Niehoff Urban Studio and Community Design Center offer venues for interdisciplinary applied research that engages stakeholders in investigating design and policy solutions to problems faced by communities in Cincinnati's urban core. The eCoop 2 course focuses on ethics in the profession, as exercised through the practice of architecture and the activities of architects and interns.

The Historic Preservation Certificate program often engages students in service learning, taking on real projects for local organizations that seek to restore or preserve historic places while accommodating contemporary needs and programs.

The Niehoff Urban Studio is a unique interdisciplinary initiative undertaken to address urban issues that challenge the quality of life in Cincinnati. The studio endeavors to engage the community in an urban problem solving effort. The studio is located in Over-The-Rhine and includes classroom, meeting, and exhibit areas. In 2002-04 almost 300 students in urban planning, architecture, design, and urban geography participated and more than 500 community stakeholders visited the studio to interact with students and attend public events and presentations.

Recent topics have included environments for aging baby boomers in Uptown; sustainable and affordable housing rehabilitation in Over-the-Rhine; cultural identity in Over-the-Rhine; housing development in Corryville; and urban design and development in Avondale. They also have opportunities to address these issues through volunteer projects sponsored by student organizations and/or faculty.

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PROGRAM SELF-ASSESSMENT PROCEDURES

Several assessment mechanisms were developed as part of the NAAB accreditation cycle of review. A student "dot survey" of the Student Performance Criteria was held in 2003 and a follow up survey was performed in the spring of 2008. Surveys were developed for alumni, faculty, co-op employers and selected local practitioners and the results were tabulated in spring 2008. The findings are below.

The Graduate School conducts annual exit surveys. The surveys, over the last four years illustrate low ratings for Graduate Aid, with the respondents split almost 50/50 between satisfied / very satisfied, or dissatisfied / very dissatisfied. This might reflect the large amount of (undergraduate) Cincinnati Scholarship funds that flowed with select UC undergraduates into the M. Arch. program, in contrast to those students that did not receive any scholarship aid in the graduate program. Incoming students are often courted with recruiting scholarships, yet the continuing student has historically received little aid. We realize that some of our competitor schools offer sizeable continuing scholarships at admission, where UC scholarships are annually awarded, with the largest scholarship offered at admission. This has changed somewhat, but previously, the scholarship at admission could be the student's only aid.

A dissatisfaction with Research Assistantships is conveyed with 34% dissatisfied or very dissatisfied, and this is much lower than the comparative graduate program groups within the College and the University. However, the responding group also records that only 4% answered that they worked as a research assistant, with 65% answering that they did not work in this capacity. The Research Assistant (RA)/Teaching Assistant (TA)/Graduate Assistant (GA) program is under review and will soon be revised.

The School does not currently perform exit interviews, but a plan is in place to begin exit Interviews for the M. Arch. thesis students beginning in 2009.

2008 STUDENT PERFORMANCE CRITERIA DOT SURVEY

During the winter and spring quarters of 2008 all undergraduate and graduate architecture students were given the opportunity to rate their perception of their architectural education at UC through the lens of the NAAB student performance criteria. One hundred and eighty-eight students participated in this assessment.

Students were organized by studio year so that the data could be evaluated distinctly. Students were presented with 15 votes and all 34 of the NAAB criteria and were asked to evaluate the 34 Student Performance Criteria within their curriculum and experience as; "Outstanding," "Strong," or "Weak." Each student could allocate 5 "outstanding" votes, 5 "strong" votes, and 5 "weak" votes.

After the data was tabulated, there was additional anecdotal discussion with a few thesis students to further illuminate the implications conveyed.

Response Rate

Year	Thesis	Research	MArch and 4 th	3rd	2nd	1st	Total
Respondents	53	56	22	13	21	23	188
Student Population On Campus during this quarter	80	80	35	30	30	68	316
Percentage of population available	66%	70%	63%	43%	70%	38%	59%

Note: in MArch 1, 4th year, and 3rd year only half the population was available due to the coop schedule.

Evaluation of Data

Table of criteria that received the most favorable responses.

The top eleven (1/3) criteria are listed with their responses tabulated by each year.

	Graduate									Undergraduate									
	Thesis			Research			MArch/4th			3 rd			2 nd			1 st			
Most favorable SPC	O	S	W	O	S	W	O	S	W	O	S	W	O	S	W	O	S	W	
7 Collaborative Skills	2	2	7	2	8	2	3	6		1	3	1	2	6	7	3	4	0	5
2 Critical Thinking Skills	6	9	1	13	1		2	5	4	2	3	4	1	5	1	1	4	3	3
11 Use of Precedents	9	5		10	5	1	6	2		6	7		3	2	7		8	9	4
31 Professional Development	15		1	12	3	1	3	1	2	1	7		2	2	4		6	2	
3 Graphics Skills	1	5	10	5	6	1	5		3	2	2	4	2	3	1	1	2	1	1
6 Fundamental Design Skills	1	6	2	3	6		5	2		9		1	2	5	6	2	8	2	2
28 Comprehensive Design	2	6	3		6	4	2	2		8	4		3	7	1	0	2	3	1
8 Western Traditions		9	1	7	1		5	5		6	2		1	5	8	2	5	7	
32 Leadership		2	3	3		2		4		2	2		5	4	1	2	7	8	1
15 Sustainable Design	3	1	1	2	1		0	3	1	2	2	5	9	1	3	1	6	8	4
18 Structural Systems	9	2	1	8	5			3		6	8		4	1	4	7			9

COMBINED BSArch + MArch populations

Most favorable SPC	O	S	W
7 Collaborative Skills	86	29	12
2 Critical Thinking Skills	81	37	10
11 Use of Precedents	71	35	5
31 Professional Development	69	14	6
3 Graphics Skills	57	54	32
6 Fundamental Design Skills	51	42	7
28 Comprehensive Design	51	31	8
8 Western Traditions	38	32	3
32 Leadership	37	16	22
15 Sustainable Design	27	48	23
18 Structural Systems	27	32	17

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Comments on Students Performance Criteria (SPC) identified

- Collaborative Skills** Collaborative skills received its highest ranking in the freshman undergraduate year. The four-quarter foundation studio sequence stresses group processes across groups ranging from 2 to 16 students. The positive rankings drop exponentially in subsequent years. Student focus groups in the thesis year (which include GAs teaching in the 1st year) indicate that the shift toward individual design is not compensated for by group analysis work. Furthermore, we perceive that the sense of competitiveness increases in the latter undergraduate years and this may make collaborative work undesirable. The thesis year stresses individual theses and this may account for the negative remarks in the research and thesis years.
- Critical Thinking Skills** Critical thinking initially follows the same pattern as "collaborative skills" with very high response in the first year due to the emphasis placed on this content in the first year. The decline in the next three years is offset by a substantial increase in this capacity during the research and thesis year. Student focus groups indicate that the emphasis in the first year is both overt and a new way of thinking.
- In the middle years, and with a focus on disciplinary content, the students sense a greater emphasis on "getting the right answer," partially due to the increased focused on technical content in these years, particularly in the third year.
- The rise in critical thinking during the Research Year is testament to the development of the Critical practitioner, and this might be most clearly modeled by the agenda's of the Research Year studios. In addition, students are formulating their thesis research and are engaged in critical thinking activities.
- During the 4th year and for the M. Arch. students during the spring quarter [when this assessment occurred] there is a greater emphasis on reflection and critical decision making with regard to design and technology.
- Use of Precedents** The use of precedents is an important element in the 2nd year undergraduate Immersion studio. Sophomores rated this criterion as the second most important element of their education (behind comprehensive design) and this telegraphs the lessons of the Immersion studio experience.
- The trend in later years shows that the students perceive a lessening of emphasis on precedents during the 3rd and 4th years, but a rise in the final two years. This may be due to the focus on technology where faculty tend to focus less on precedents. There is an increased emphasis on developing a student's perspective on disciplinary work and we find the role of precedents is significant in the 601/602 SEC and thesis studios.

Top Five Criteria By Year

Thesis Year	Research Year	Core Year four MArch / 4 th yr.	Core Year three	Core Year two	Foundation
Professional Development	Critical Thinking Skills	Use of Precedents	Professional Development	Comprehensive Design	Critical Thinking Skills
Use of Precedents	Professional Development	Western Traditions	Collaborative Skills	Use of Precedents	Collaborative Skills
Structural Systems	Research Skills	Environmental Systems	Fundamental Design Skills	Collaborative Skills	Leadership Skills
Ethics & Professional Judgment	Use of Precedents	Fundamental Design Skills	Comprehensive Design	Fundamental Design Skills	Graphics Skills
Critical Thinking Skills	Structural Systems	Formal Ordering Systems	Structural Systems	Graphics Skills	Speaking & Writing Skills

Comments

Generally the students' assessment of the curriculum matches the course offerings across the curriculum.

In particular, the rating in the first and second years carefully correlate with the goals of the faculty. This is also due to the students schedule during the first year, which often does not include any university courses.

Similarly, the student's selection of criteria in the research and thesis year [critical thinking skills and research skills] also reflects the course content offered and the nature of the thesis project.

During the winter and spring quarters, the Core Year three and Core Year four have a strong focus on technology and design, and as a result criteria associated with building technology is identified. The 302 studio emphasizes LEED ratings, for example and while this content is perceptible, it is unfortunate that site issues, along with Building systems integration are not identified in these upper-level core years. For B.S. Arch students, the Core Years also contain co-op experiences and numerous university courses.

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Bottom Five Criteria By Year

Thesis Year	Research Year	Core Year four MArch /4 th yr.	Core Year three	Core Year	Foundation
Construction Cost Control	Non-Western Traditions	Non-Western Traditions	Construction Cost Control	Non-Western Traditions	Research Skills
Non-Western Traditions	Construction Cost Control	Construction Cost Control	Technical Documentation	Construction Cost Control	Non-Western Traditions
Graphics Skills	Architect's Administrative Roles	Human Behavior	Sustainable Design	Legal Responsibilities	Human Behavior
Legal Responsibilities	Legal Responsibilities	Speaking and Writing Skills	Architect's Administrative Roles	Architectural Practice	Structural Systems
Environmental Systems	Ethics & Professional Judgment	Ethics & Professional Judgment	Research Skills	Architect's Administrative Roles	Life Safety

Comments

The criteria identified represent the students' sense that these topics are not well presented or reinforced in their current year and within the curriculum – most notably is the identification of Non-western Traditions.

It is troubling that students show a concern about their preparation for practice during their final years and when this content is explicitly offered in the thesis and research years. There are continuing reference to criteria such as Architectural Practice, Legal Responsibilities, Construction Cost Control and Architect's Administrative Roles. While it seems obvious that a student would register anxiety over this information prior to their initial co-op work experience [this occurs earlier in the curriculum], it appears that the advanced students feel that more direct, didactic instruction on these topics is needed. Note however, that Ethics and Professional Judgment also appear in the top five criteria in the Thesis year.

Sustainability is addressed across the curriculum, and with the LEED based studio offered in the core year three, it is disappointing to see Sustainable design identified in this listing of "weak" criteria.

The faculty is also aware of the fact that there is no required course work in representation skills or graphics, nor in digital modeling, after the second year, or after the second quarter in the M. Arch program. With an emphasis on critical thinking skills and research during the thesis year, many students struggle to develop creative design work that resonates with their text-based research.

Cross-correlation with curriculum matrix

The appearance of criteria in the negative column can be accounted for in three ways: 1) not being taught, 2) not being taught well enough, and 3) occurring later in the curriculum than students' expectation. Criteria that can be accounted for in the third case include such things as life safety, structural systems, and research skills.

These appear to the students as deficits in the early years. Some of these, such as structural systems make it to the top commendations in subsequent years.

Strengths: Ten Criteria with the highest ranking throughout the curriculum

Criteria	introduced in curriculum	stressed in curriculum	Correlation with student response	
Collaborative Skills	1st yr studio	1st & 2nd studio	Strong correlation, continues to be of value 3rd yr	3.01
Critical Thinking	1st yr studio	1st, 2nd, Thesis & all HTC	Strong correlation 1st, 2nd, research & thesis year	3.01.1
Use of Precedents	2nd year	Research Year	Strong correlation in 2nd year, slight increase research year	3.01.2
Graphics Skills	1st & 2nd year	1st & 2nd year	Strong correlation 1st, 2nd. Negative correlation research & thesis year	3.01.3
Fundamental Design Skills	1st yr year	Continuous	Strong correlation 1st, 3rd. Weak response in latter years	3.01.4
Comprehensive Design	2nd yr immersion	SEC/Core Year 4	Good correlation 2nd yr, not identified as weak or strong in Core Year 4.	3.01.5
Western Traditions	1st year HTC	Continuous HTC	Strong correlation 2nd year, consistent through research year	3.02
Leadership	5th year ethics	Not on matrix again	Students report biggest growth in 1st year.	3.03
Sustainable Design	1st & 2nd year	2nd and SEC/Core Year 4	Strong correlation 2nd year, weak correlation latter years	3.04
Structural Systems	2nd year	Structures 3 + 4 in SEC/Core Year 4	Strong correlation in 2nd year, not identified as weak or strong in Core Year 4.	3.05
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Comments

Of the criteria identified as outstanding and strong, most correlate well with the intentions in the curriculum. These topics are generally introduced early and are affirmed throughout the remaining program. Student assessment notes that the presence of these initially introduced criteria tend to drop off in the latter years of the curriculum. This may have to do with the increasing amount of disciplinary and technical content that occurs in the middle years.

Where discrepancies might exist, such as the presence of Comprehensive Design and Sustainable Design, the students report that the Core Year 4 and Core Year 3 are not effectively maximizing these expectations. Additionally, the Immersion studio [within the 2nd year] structures all content and course offerings through the studio design project. It is an unusual and memorable pedagogy, that is clearly "comprehensive" but this pedagogy is not repeated, and this alone may affect a student's expectation. The curricular focus for Comprehensive Design and Building Systems Integration [this criteria is not identified by students] is within a two-part, two-quarter studio and it's companion technology course.

During the assessment, the students had completed the first quarter, which is more analytical and less design oriented. We do not see this criteria cited in the latter years and this may be due to the increasing de-emphasis of building design projects in thesis.

Weaknesses: Ten Criteria that are rated lowest throughout the curriculum

Criteria	introduced in curriculum	stressed in curriculum	Correlation with student response
Non-Western Traditions	1st year, arts and society	Listed only in 1st year	Weakness is reported throughout the curriculum, research and thesis show pronounced insufficiency
Construction Cost Control			Not introduced.
Architect's Administrative Roles	Co-op education, JumpStart program for MArch 1	research or thesis year	Students perceive the architect's role through co-op; however instruction is not formalized until thesis year.
Human Behavior			Not introduced, not supplemented in design sequence
Legal Responsibilities		research or thesis	Ethical and legal issues appear in research and thesis years. Need felt most in third year and this might be related to LEED studio.
Research Skills	2nd year	All HTC/ecoop /and some studios	Generally assessments improve toward research year. Low scores in 1st two years account for most negatives and this might be due to the curricular focus of the first two years is primarily skills and design process with little emphasis on research. By curricular design, there are few university level courses in the first two years where research activities might also occur.
Architectural Practice	Co-op education, JumpStart program for MArch 1	Research year or thesis	Not formalized into instruction until thesis year.
Graphics Skills	1st year		Well-received in 1st year---the basis of most foundation projects. Response not strong in 2nd year and thesis. This might be due to the "comprehensive" content in the second year and its contrast to the first year experience.
Program Preparation	2nd yr, immersion	Research year	Moderately good correlation for introduction in 2nd year. Increased perception of weakness in thesis year when instruction is formalized into a course offering.
Speaking and Writing Skills	1st year & grad summer	Thesis	Strong positive correlation in 1st year, lacks continued efforts until thesis

Comments

Many of the criteria appear only once in our current SPC matrix.

Graphic skills is listed both as a strength (the early years) and a weakness. Its strength is felt in the 1st year and Grad summer studio. The negative responses in the thesis year might reflect the fact that there are few advanced graphic electives.

ALUMNI, CO-OP EMPLOYERS AND LOCAL PROFESSIONALS SURVEYS

With a newly accredited program, there is a modest body of alumni; this group began in 2003. Most M.Arch. alumni are also UC B.S.Arch undergraduates. All alumni were contacted through e-mail and all alumni contacts are current, however the response rate is about 40%. An overview of the Alumni survey is excerpted below.

Comments

Even more than in the rankings of the specific academic criteria, an overview of responses to this set of questions represent a B-/C+ grade by alumni of the larger picture in their graduate experience. On the positive side, averages for the past two graduating classes are equal to, and often higher than, overall norms. One can infer that this is an expressed optimism for, and experience with the recent changes to the graduate curriculum, following a noted low point in 2005.

At the same time, the low rankings by the 2007 alumni for "Participation in setting your own learning agenda," runs counter to efforts in assisting students in the self-directed development of the thesis work. One explanation might again reflect back to the 2005 year, when this student group was in the research year and beginning preparation for thesis, taking courses like Thesis Research Methods and others.

The low scores for interaction with other programs underscore a longstanding lack of attention by students and faculty to the potential educational riches in the College, especially. Some very recent steps in communicating with other graduate program directors about elective courses that are available in other disciplines is useful, but not reflected in this survey. Encouraging and supporting inquiries from non-degree students is also needed, and these are also on the rise. We are currently supporting a few students in dual joint degree programs and the hope is to develop and offer such degree options at admission or soon after.

The low rankings of the "Preparation for roles and responsibilities ..." question is troubling. We need to expend more effort in outlining and explaining the enormous changes in the world and the profession today. We should do this across our curriculum (and in directed liberal arts courses for our undergraduate students); in the M. Arch Ethics course along with co-op connections; in Programming, in Professional Practice; in thesis preparation and design. The Master's program does not regularly offer experiences of cultural exchange through travel and international projects, although international co-ops placement is available. Leveraging international relations, and particularly opportunities with international professionals is an important future consideration. Alumni may be also acknowledging that they have an awareness of various professional roles from their co-op experiences, but don't have adequate academic opportunities to account for its historical, theoretical, and ethical foundations.

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Alumni Survey Analysis

May 2008

How do you rate your UC Master of Architecture experience in the following areas?

(5 extremely well, 4, 3 moderately well, 2, 1 poorly, NA)

Criteria	Avg. all Responses (75)	2003 grads (18)	2004 grads (21)	2005 grads (10)	2006 grads (17)	2007 grads (9)
Intellectual & social life of the institution	3.71	4.00	3.90	3.40	3.89	3.67
Commitment to professional and public service	3.61	3.17	3.71	3.20	3.94	3.67
Participation in setting your own learning agendas	3.40	3.61	3.45	3.20	3.41	2.78
Understanding of architecture in mitigating social and environmental problems	3.40	2.94	3.38	2.80	3.82	3.67
Preparation for roles and responsibilities in the context of cultural diversity, changing client and regulation demands, global practice, and an expanding knowledge base	3.16	2.39	3.20	2.80	3.50	3.22
Interaction with other academic programs in DAAP and UC	2.20	1.83	2.05	2.00	2.41	2.00

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PUBLIC INFORMATION

Information about the accredited degree and the NAAB required language are posted on the SAID website: www.daap.uc.edu/said. See Appendix A for examples.

3.4

SOCIAL EQUITY

INSTITUTIONAL CONTEXT

The University of Cincinnati has sustained and developed a program for diversity over the past decade, including the Just Community initiative. The most recent outcome is the report of the President's UC|21 Diversity Task Force.

JUST COMMUNITY

Established in 1996, Just Community is a major initiative to create cohesiveness, appreciation for diversity and a sense of pride among students, faculty, and employees at the University of Cincinnati. Just Community can be described as an ideal, a philosophy, or a state of mind.

Diversity Task Force Report, dated March 15, 2007

The UC|21 Diversity Task Force formed five subcommittees to address the common themes that emerged from discussions: Institutional Structure and Framework; Community and Climate: At UC and Throughout Cincinnati; Student Recruitment and Retention; Faculty Recruitment and Retention; and Staff Recruitment and Retention. The executive summary lists the five initiatives and recommendations that evolved from these subcommittees. It identifies immediate steps that are needed to anchor diversity in our culture and listed a second tier of additional concepts that are recommended for longer-term consideration.

The task force proposed that these efforts be launched in the 2007-08 academic year. Recommendations include strategies—and resources—to recruit and retain diverse faculty, students and staff, especially African-Americans. Importantly, there are plans to establish a senior level Director of Diversity, for which an internal search was initiated in 2008. These initiatives, along with commitment to continue and/or expand existing programs like the Darwin T. Turner Scholar Program and Provost funds to support hiring African American faculty— will help SAID increase diversity.

CHANGES IN SAID SINCE 2002

- » 2003 New School Director hired—female, African American—along with two new junior faculty (one female from Turkey, one African male), though both have since left the University. 3.01
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- » 2004 BS Arch admissions process revised to increase opportunity for diverse student body. **3.04**
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- » 2004 New Associate Director (female). 3.08
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- » 2004 Three faculty received University Diversity awards, "Future of Learning: Addressing Issues of Diversity": Dennis Mann, David Saile, and Vincent Sansalone. 3.11
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- » 2005 Faculty search yields increased faculty diversity, including new Associate Director (female)
- » 2006 Three new SAID faculty, including one female & one African American
- » 2006 Summer CAMP (Cincinnati Architecture Mentoring Program) initiated, serving ethnically diverse middle school students
- » 2006 SAID Salary Compression Plan addresses salary inequity
- » 2006 College-wide RPT Procedural Guidelines adopted; new RPT Criteria developed for SAID (awaiting final approval)
- » 2007 DAAP Students of Culture organization emerges

EQUITY AND DIVERSITY IN FACULTY

SAID Faculty Composition, AY 2008

Ethnicity	Men	Women
African-American or Black	2	1
Asian or Pacific Islander	1	1
Hispanic or Latin American	0	0
Native American	0	0
White	21	5
Multiple Ethnicities or Other	0	0

While the faculty tends to be more diverse ethnically and culturally than the student body, there is much more we could and should do. In AY 2007, seven (7) out of 30.5 faculty, or 23 percent, were women, while the student population of SAID is roughly 56 percent female (37 percent of M. Arch. students are female). Ten (10) percent of M. Arch. students are ethnic minorities, compared to 15 percent of faculty. Ideally, both faculty and student populations should approach 20 percent minority and 50 percent female, comparable to the composition of the general U.S. population.

Of the nine full time faculty hired since 2003, four are women and two are ethnic minorities. Two additional faculty members were hired and left the School within that timeframe—one African male and one Turkish female. With strategic recruiting, future hires should match or exceed recent hiring ratios.

Upon hiring several new faculty members in 2005, some salary inequities became evident among the Assistant and Associate Professor ranked faculty. Salary adjustments are closely controlled by the UC/AAUP contract, but we were successful in justifying a salary compression plan. As a result, salaries were adjusted for ten faculty members, effective fall 2007—including five women—to rectify historic gender and disciplinary inequities.

In early 2003, faculty administrators for the School were all white and male. Today, three out of four faculty administrators are female, one of which is also African-American (School Director Michaele Pride). This change in representation for the School and its degree programs signals a changing culture and environment for students and faculty alike, which should help attract more diverse faculty to the School. That said, most schools of architecture are looking to diversify their faculties, and the qualified pool is still very small. It will take significant resources to recruit and retain diverse faculty, along with collective faculty and administrative will.

FACULTY APPOINTMENTS

SAID follows search and hiring procedures outlined in the Faculty Search Procedures Handbook prepared by the Office of the Senior Vice President and Provost for Baccalaureate and Graduate Education and the Office of Equal Opportunity. Its general statement of purpose appropriately summarizes the standards by which SAID organizes all search and recruitment initiatives:

The Faculty Search Procedures Handbook has been prepared to assist University faculty with the search procedures for recruiting outstanding and diverse faculty. It should serve as a guide for all individuals involved with the recruitment and retention of University faculty and for those responsible for the administration of the hiring process. The University of Cincinnati is committed to the use of affirmative action measures consistent with applicable laws that ensure an environment of equal employment opportunity for all applicants and employees.

The University of Cincinnati affirms its commitment to providing an environment that is conducive to the personal and professional development of each individual in the areas of teaching, learning, research, and service. All members of the University community are responsible for helping to create and maintain an atmosphere that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual.

Some colleges and departments may have specific programmatic needs essential to the search process. Such needs and accompanying search practices should be used in tandem with this document insofar as such practices are not in conflict with University policies and guidelines outlined in this Handbook.

Searches for all faculty positions should be conducted with the goal of finding the best person within the framework of the University's commitment to equal employment opportunity. Every effort shall be made to ensure a diverse applicant pool, including but not limited to, contacts with other institutions, organizations, publications, and/or individuals who are in a position to assist in attracting highly qualified applicants. Recruitment efforts will include advertising in publications geared to attract culturally diverse candidates and using appropriate resume banks, websites and other media.

REAPPOINTMENT, PROMOTION, AND TENURE (RPT)

As this report has already noted, reappointments, promotions, and tenure at the University of Cincinnati are governed by a contractual agreement between the AAUP and the University administration, which stipulates procedures for RPT review based on criteria established by each unit in the University. In coordination with the School Director, individual faculty select either a specialized academic focus or a broader involvement in the four areas of faculty activity: teaching and pedagogy, research and scholarship, creative work, and administration and service. The contract stipulates the schedule of each level of review, depending on rank and the terms of each candidate's appointment. Untenured faculty usually apply for reappointment every two years until their review for tenure and promotion, which must occur no later than the sixth year.

Although the contract does not supply the criteria specific to SAID, it provides layered levels of review that inhibit capricious, arbitrary or discriminatory evaluations of candidates. The first level of review is the School RPT committee, which consists of representatives from each discipline nominated and elected annually by the faculty; at least one member of this committee must be untenured. The second level of review is the School Director. Both the committee and the School Director rigorously and independently examine the contents of each candidate's dossier in respect to established criteria; they review external and internal letters of reference from peers; and they review a summary of the candidates teaching performance, usually represented by student course evaluations.

On the basis of these reviews, the School Director addresses a letter of recommendation to the College RPT Committee. The College RPT Committee consists of members nominated and elected by the College faculty, and may include one untenured professor (after he/she has completed the first reappointment). The College committee reviews the dossier and accompanying letters in respect to the College RPT Procedural Guidelines and the unit's established criteria and then addresses its recommendation to the Dean. The Dean reviews the dossier and all previous letters of recommendation and addresses her or his recommendation to the Provost. The Provost evaluates the merits of the dossier and the four letters of recommendation, and then forwards her or his recommendation to the President and Board of Trustees for appropriate action.

In addition to the checks and balances provided by multiple layers of review, the contract ensures opportunities for candidates to respond to recommendations at each level, and also to add new material to the dossier throughout the process. In the event of a negative recommendation by the Provost, the contract sets out provisions for grievance, which require additional reviews and evaluations as determined by the contract and by the University Faculty Grievance committee, which consists of members elected by the University faculty. The grievance process, along with multiple levels of review, provides faculty members with assurance that contractually established procedures have been duly and appropriately followed in the evaluation of their reappointment, promotion, and tenure.

EQUITY AND DIVERSITY IN STUDENT ADMISSIONS AND RETENTION

In the years since 2002, the number of women entering the professional architecture program has been level at about 40. In AY 2007-08, 40.6 percent of all architecture students are women, up from 29 percent in AY 2003-04. Ninety-five percent of all interior design students are women. In the combined populations of the architecture and interior design programs, 55 percent of all SAID students are women (62 percent of undergraduates and 37 percent of graduate students).

Diversity is increasing slowly, however, partially due to growth of the M. Arch. program. In 2007-8, 12 percent of architecture students are "diverse" (including foreign students) compared to less than five percent of the architecture student population in 2001-02. In cooperation with University programs and College recruitment initiatives, SAID is continually working on strategies to diversify its student population, including regular presence at the National Organization of Minority Architects (NOMA) annual convention and participation in the University's minority-targeted open house.

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ENROLLMENT	<i>2003-04</i>		<i>2004-05</i>		<i>2005-06</i>		<i>2006-07</i>		<i>2007-08</i>	
MS Arch	10		12		16		19		20	
Pre-SAID	44		45		54		41		45	
BSID	193		192		206		202		199	
B Arch	87		17		5		1		1	
Male	62	71%	13	76%	4		1		1	
Female	25	29%	4	24%	1		0		0	
African-American	2		2		1		0		0	
Hispanic	3		1		0		0		0	
Asian-American	0		0		0		0		0	
Foreign	0		1		0		0		0	
BS Arch	300		293		298		290		304	
Male	215	72%	182	62%	175	59%	179	62%	181	60%
Female	85	28%	111	38%	123	41%	121	42%	123	40%
African-American	0		2		3		0		1	
Hispanic	0		2		3		4		5	
Asian-American	4		7		8		12		13	
Foreign	5		5		6		8		7	
<i>total diversity, UG</i>	9	3%	16	5%	20	7%	24	8%	26	9%
M Arch	146		161		161		171		185	
Male	118	81%	119	74%	103	64%	109	64%	116	63%
Female	28	19%	42	26%	58	36%	62	36%	69	37%
African-American	1		1		2		5		3	
Hispanic	1		2		1		2		4	
Asian-American	4		5		2		3		7	
Foreign	4		5		11		12		15	
<i>total diversity, grad</i>	10	3%	13	4%	16	5%	22	8%	29	10%

The School remains committed to encouraging qualified minority students to apply to all of its programs. The University supports this initiative with two minority targeted scholarships—the Darwin T. Turner Scholars program (for Ohio resident undergraduates) and the Yates Fellowship program (for graduate students). Both programs offer full tuition and stipends to cover room, board, books, and supplies. In the coming year, three architecture undergrads will be Darwin T. Turner Scholars, and two graduate students will be Yates Fellows.

A new student organization, DAAP Students of Culture (SOC), was formed in fall 2007, with the support and encouragement of SAID administration. Today it is recognized by the University's Student Government and plans to become a chapter of the National Organization of Minority Students (NOMAS).

SUMMER CAMP—CINCINNATI'S ARCHITECTURE MENTORING PROGRAM

In 2004, we began a collaboration with the American Institute of Architects (AIA) Cincinnati Chapter, the National Organization of Minority Architects (NOMA) Midwest Region, and Cincinnati Public Schools (CPS) to develop comprehensive strategies to recruit and retain minorities in the architecture schools and firms of the Cincinnati region. Summer CAMP is the most visible of these initiatives and has run for three years since 2006. Summer CAMP is a week-long day camp – designed to introduce the profession of architecture to a diverse group of middle school and high school students – where campers experience the architecture of Cincinnati and participate in design studios with students and faculty from the University of Cincinnati's College of Design, Architecture, Art, and Planning (DAAP), and local professionals. Summer CAMP hosted 24 students in 2006, 32 students in 2007 and 30 students in 2008, including several 'veterans.'

STUDENT PARTICIPATION IN SAID GOVERNANCE

Students have direct access to School and College administrators during regular hours of operation, between 8 a.m. and 5 p.m. weekdays. SAID administrators routinely and regularly interact with students both in their capacities as officers and as instructors. SAID committees periodically solicit student representation, especially for faculty searches.

Since 1997, SAID begins each fall and winter quarter with an all-school meeting, at which time School administrators report directly to students on new program developments, policies, procedures, and academic opportunities. Since the fall of 2005, program coordinators and the Assistant Director for Student Affairs have met with each cohort of students twice per year to discuss progress in the development and implementation of the program, announce changes and opportunities, and to field questions, problems, suggestions, and comments about the degree programs.

Ultimately, the School depends upon student organizations to help orchestrate and coordinate the frequency, level, and intensity of issue-driven interactions between School policy-makers and students. Historically, student organizations ebb and flow depending upon the motivation and energy of student leaders, who can draw on local AIA and UC student government resources to fund activities and promote participation. Duplicate leadership teams, along with internet and intranet technology, have helped to maintain consistency and continuity between one student co-op section and another, though the efforts of one group can still dissipate after its quarterly exodus.

SAID students are now supported by several student-driven organizations, including Alpha Rho Chi, AIAS, Students for Ecological Design (SED), DAAP Students of Culture (SOC), and the International Interior Design Association for Students (IIDA-S).

SAID RESEARCH ON AFRICAN AMERICAN ARCHITECTS

In 1989, Dean Harry Robinson of Howard University, urged Professor Brad Grant, currently Chair of Architecture at Hampton University and ACSA President, and Professor Dennis Mann to document the professional activities of African American architects. Leaders in the field—including Max Bond, Sharon Sutton, and John Spencer—noted that a project of this kind had never been undertaken by anyone. Professors Grant and Mann joined the National Association of Minority Architects (NOMA) and have attended every national convention since 1990. Since our work began we have produced:

- » Two hardbound editions of the Directory of African American Architects (Cincinnati: Center for the Study of Practice, 1991 and 1996)
- » Two comprehensive surveys (1995 and 2000)
- » A number of short, descriptive articles of our work published in *Architecture California*, *Faith and Form*, *NOMA News*, and *Blacklines*.
- » A study entitled "African American Architects and their Education"
- » A 2007 national AIA Award for Collaborative Achievement. When Professors Grant and Mann began their work there were only 877 licensed African American architects including a mere 49 women. Today the total number has doubled and the number of women has risen to well over 200.

Today, the Center for the Study of Practice maintains the national Directory web site at <<http://blackarch.uc.edu>>. This web site is the sole access to a state-by-state listing of over 1600 licensed African American architects organized alphabetically and by gender. This research activity helps us (and others) identify candidates, analyze trends, and understand issues toward cultivating a more diverse academy and profession. As such, the Directory is a significant resource used by colleges, universities, employers and media across the country.

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STUDIO CULTURE POLICY

Faculty and students of SAID embarked upon the process of creating a studio culture policy in the fall of 2007, through discussions in faculty meetings, student meetings, and “in the hallways.” As references, we used the AIAS Cincinnati Studio Culture Survey of 2006, the national AIAS discussions and publications about studio culture and recent study of studio culture policies, along with existing University of Cincinnati policies and activities, such as the Just Community initiative, the Student Code of Conduct, and SAID course materials.

The resulting draft SAID Community Culture Policy document was developed during summer of 2008 (see Section 4.2). It reaches beyond the studio, intending to articulate values and principles for personal behavior, human interaction, and stewardship of our environment.

The SAID Community Culture Policy is a work in progress. We hope that it will stimulate discussion and expect that it will be revised as a result of dialogue and debate. The text has been posted on the School’s website, along with a discussion forum, to engage all SAID students and faculty in its further development and implementation. We plan to organize two meetings each year—in the winter and spring quarters—to assess the policy’s operation and effectiveness, and revise if necessary.

The draft SAID Community Culture Policy can be downloaded in full on the SAID website. It is posted on the Discussion Board and broken down into its five major categories to facilitate discussion:

SAID COMMUNITY CULTURE (POLICY IN BRIEF, DATED AUGUST 2008)

Optimism

The SAID community is committed to developing a supportive and encouraging environment for teaching, learning, research, service, and innovation. The SAID community is committed to bringing its talents and resources to bear on the responsible planning, design, and management of the built and natural environment. This is manifested throughout all aspects of the SAID culture.

Respect

The active development of respect is valued in relationships among all peoples, as well as in our stewardship of our natural resources, our fiscal resources, and our facilities. Fostering respect for the process, products, and the environments of teaching and learning is the responsibility of each member of the SAID community.

Sharing

The processes and products of teaching, learning, service, research, and innovation within SAID are available and open. Our work has value within our institution as well as within our community, and the SAID community is committed to fostering relationships with the world beyond our walls.

Engagement

Each individual plays a critical role in our community, and this role requires that each individual is motivated to engage our work, our goals, and our responsibilities with open and honest effort. All members of the SAID community agree to remain fully engaged in the processes of teaching, learning, research, service, and innovation.

Innovation

SAID encourages innovation in teaching, learning, service, and research that explores and defines where the disciplines of architecture and interior design will be in the future. Innovation inherently involves risk-taking. Risk-taking inherently involves failure. Innovation in design and research is encouraged with the understanding that there will be opportunities for learning in this process. In the end, no goals will be achieved without risk and failure.

Implementation

In a university, the paramount value involved in student conduct should be self-governance with each student bearing the responsibility for his/her own behavior. Although it is thus assumed that students are mature and responsible individuals and that the university does not occupy a parental role, formal disciplinary sanctions nonetheless may be imposed whenever student conduct interferes with the university’s duty to afford its members an opportunity to attain educational and other stated institutional objectives.

3.6

HUMAN RESOURCES

STUDENTS

Strategies of enrollment management that holistically incorporate recruiting, retention, curricular opportunities, faculty resources, program enhancements and population mix are the substance of recent discussions and subsequent initiatives. In contrast, there was a recent mandate to “right-size” the College’s enrollment, with a resulting cut in enrollment and budget for the School and the M. Arch. program.

In the fall of 2007, there were 456 students enrolled in SAID’s professional architecture programs—284 B.S. Arch. and 172 M. Arch.—nearly all of whom chose to study full-time. The B.S. Arch. program historically admits 75 students to the First Year and 60 to 65 students typically are graduated each spring. Initial plans anticipated graduating about 50 M. Arch. students each year. When challenged to increase enrollment in 2004, SAID chose to increase enrollment in the M. Arch. program with populations external to UC, leading to a Thesis Class of over 80 by 2010. Current plans will reduce SAID student population in all programs, to a total of fewer than 600 (about 165 M. Arch.), and reduce the M. Arch. graduating to about 54.

The diversification of the M. Arch. with streams of external populations continues to be a priority. Attracting and retaining accomplished students with previous backgrounds in architecture from compatible B.S. Arch. programs is a goal. In addition, expanding the incoming M. Arch. 1 program enrollment with highly qualified students from diverse academic backgrounds is also a goal. This population is in the School for four years and experiences the entire professional degree program. M. Arch. 2 students are highly skilled with a background in architecture, but require considerable advising and a tailored curriculum.

In a typical quarter, about two-thirds of SAID students attend classes, while the remainder work as full-time, paid employees in co-op positions around the country. Although the out-of-state proportion of undergraduate architecture students is more than twice that of the University as a whole (11 percent), the majority of B.S. Arch. students reside in Ohio (67 percent). Roughly 40 percent of incoming M. Arch. students are non-residents and many become Ohio residents shortly after their first year at UC. In 2007-08, 72 percent of M. Arch. students are Ohio residents. In the past five years, international student enrollment in the M. Arch. program has increased five-fold, for a total of 19 in AY 2008.

M. ARCH.

Offers of admission are made to approximately 50 percent of the external applicant pool. Our offer-to-accept rate hovers at about 35 percent. Design Intelligence ranks UC’s M. Arch. program along side Harvard, Columbia and MIT, and many students on our offer list will accept admission at these schools. We know from reviewing our ranked offer list this year that the majority of our incoming students are from the middle to lower division of this ranked list. While a few top students have made the choice to be at UC over highly ranked competitor schools, we lose many of the most accomplished and talented students to other schools. Our goal is to capture more students from the top of our ranked list, to ultimately increase the quality of matriculating students.

External applicants are students from other B.S. Arch. programs, and students seeking the first M. Arch. degree with undergraduate degrees in a non-design discipline. Selectivity in the external application pools has increased with the growth in applications. There were 216 applications logged for FY07, with 166 attributed to external applicants. In the autumn 2006, 81 students matriculated. Approximately 40 were UC students, with the other 41 students derived from the external applications, for a 24 percent yield from application to matriculation. We experienced a similar yield in FY07, with 200 external applications and 38 new students matriculating in autumn 2007, for a 19 percent yield from application to matriculation. As selectivity rises in our external pools, SAID faculty have recently voted to create greater selectivity within the UC B. S. Arch. seamless admissions program, to ensure that the incoming M. Arch. classes are both compatible and of comparable quality.

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SAID STUDENT POPULATION 2007-08

	Total	Male	Female
GRADUATE			
M Arch Core Year One	16	8 (50%)	8 (50%)
M Arch Core Year Two	41	26 (63%)	15 (37%)
M Arch Research Year	52	31 (60%)	21 (40%)
M Arch Thesis Year	66	45 (68%)	21 (32%)
Total M Arch	175	110 (63%)	65 (37%)
UNDERGRADUATE			
First Year			
Architecture	79	49 (62%)	30 (38%)
Interior Design	35	1	34
Second Year			
Architecture	70	41 (59%)	29 (41%)
Interior Design	45	4	41
Third Year			
Architecture	63	41 (65%)	22 (35%)
Interior Design	41	2	39
Fourth Year			
Architecture	72	40 (56%)	32 (44%)
Interior Design	38	2	36
Fifth Year			
Interior Design	42	3	39
Total Architecture	284	171 (60%)	113 (40%)
Total Interior Design	201	12 (6%)	189 (94%)

B.S. ARCH. (PRE-PROFESSIONAL)

Of the 75 entering Freshman BS Arch students in a given class, 65 arrive straight out of high school, and ten are transfer students who have completed at least some college coursework. Historically, the School also admits about ten pre-architecture students in the summer to each class, with a statistical profile similar to the aforementioned percentages. (The pre-architecture program has been suspended for 2008-09.) The minimum GPA for transfer students is 3.20.

It is not surprising that many of the School's strongest and most successful graduates begin their careers here as transfer and pre-architecture students.

SELECTIVITY

During the last few years we have experienced a noticeable increase in quality of applicants and enrolled students in the M. Arch. program. This is the result of the Design Intelligence rankings and their publicity, which brings attention to UC when students are considering application to graduate school. Targeted recruiting efforts have also contributed to the increase in the applicant pool. Increasing the applicant pool itself allows for greater selection. In addition, we now see applicants from top-tier universities including Stanford, Columbia, Penn, and Michigan, as well as from strong liberal arts colleges like Brown, Smith, Davidson, Denison, and Kenyon. The rise in external applicant quality, particularly in the M. Arch. 1 program (non-design backgrounds), contributes to the intellectual character of the program. We've observed an increased success rate for the students in this program, and retention rates have stabilized.

The average M. Arch. student admitted for autumn 2008 has a 3.3 GPA and mean GRE scores of 499 verbal; 635 quantitative, and 4 analytic.

The University allows for differential and selective admission standards, and the B.S. Arch. program is among the most selective undergraduate programs in the Ohio state college system. The majority of undergraduate architecture students qualify as University Honors Scholars. Most receive scholarship funds through the University's Cincinnatus Scholarship program, though the criteria for SAID students was raised for fall 2008. This year, two out of twelve 2008 University of Cincinnati Presidential Scholarship offers—full tuition plus stipend—went to prospective architecture students.

Over the past six years, total undergraduate applications received have risen from 647 in 2002 to 819 in 2007, with a high of 930 applications received in 2005. Incoming freshman are selected from the qualified pool of applicants with ACT ≥ 26 and placed within the top 30 percent of their high school graduating class. The middle 50 percent of those admitted for fall 2008 have an average GPA of 3.86, ACT score of 30, SAT score of 1319, and ranked in the top 10 percent of their graduating class.

Retention rates for undergraduate architecture students are among the highest in the University, at about 83 percent for the first year (about 95 percent stay at UC) and 95 percent in subsequent years.

TRENDS IN DEGREES AWARDED AND TIME TO DEGREE

The table below illustrates time to degree, but it is difficult to draw a conclusion in this regard. Within any given entering population, there are some students in a curricular program that is two-years in length (the 4+2 program), others are in a program that is three years in length (M. Arch. 2) and yet others with a program that is four years in length (M. Arch. 1).

Generally speaking, we are experiencing some delays to degree during the thesis program. Beginning in 2004-05, and following in 2005-06 and 2006-07, about 20-30 percent of the thesis class delayed taking their degree in order to finish thesis work. The current M. Arch. thesis is three quarters in length and preparation for the thesis project begins earlier in the curriculum. The length of the program and its disciplinary focus and outcomes are under review and we expect future changes that will support a timely degree completion.

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HUMAN RESOURCES

NAAB APR 01-07 MArch RETENTION AND GRADUATION RATE DATA

Entering student academic year cohort*	Number of entering MArch students	Number of students who left program without receiving degree	Number who completed within given number of years after enrolling						
			2 years	3 years	4 years	5 years	6 years	7 years	In Progress
01U-02S	53	3	39	5	3		2	1	0
02U-03S	48	3	34	6	1	1			3
03U-04S	50	10	22	6	4				8
04U-05S	84	16	36	15	7				10
05U-06S	68	12	32	14					10
06U-07S	81	1	36						44
07U-08S	74	0							74
Totals	458	45	199	46	15	1	2	1	149

*cohort = all students entering program during given academic year (summer, autumn, winter, spring)

FACULTY

In AY 2008, SAID employed 31 full-time faculty, including two visiting faculty—six with primary assignments in the interior design program, and 25 with primary assignments in architecture programs. Notwithstanding primary assignments, faculty from both programs share teaching responsibilities in all SAID curricula.

Of the 25 full-time faculty members teaching primarily in architecture in 2007–08, four have tenure-track appointments, one has a Field Service appointment, and one has a visiting appointment. Two additional faculty members from the Division of Professional Practice, both architects, teach an introductory professional development class as a requirement of the co-operative education component of the curriculum and advise, monitor, and evaluate students through their co-op assignments.

Faculty name	Rank	Prof Degree	Post-prof	Prof. license
Burnham, Robert**	Professor	B Arch	M Arch	
Chatterjee, Jay	Professor	B Arch	M Arch, MRP	
Hildebrandt, Henry*	Professor	B Arch	M Arch	NCARB, 1975
Mann, Dennis	Professor	B Arch	M Arch	OH 1971; NM 2001
Saile, David	Professor	Diploma Arch	PhD	1968-98 ARCUK, inactive
Simmons, Gordon**	Professor	B Arch	MA Arch	OH
Smith, David Lee	Professor	M Arch		OH 1967 (Arch) #6704126
Hancock, John	Prof and Assoc Dean	B Arch	M Arch	OH 1979 (Arch)
Pride, Michael	Assoc Prof and Director	B Arch	MAUD	CA 1984 (Arch)
Harfmann, Anton	Assoc Prof & Assoc Dean	M Arch		NY 1985 (Arch)
Bible, George	Assoc Prof		M Civil Engr	NY RA (inactive); PE: NY (inactive), OH, CA
Black, Ann*	Assoc Prof	BS IntD	MA Design	NCIDQ Certified 1989, #007708
Davies, Brian*	Assoc Prof		MA Int Design	
Elleh, Nnamdi	Assoc Prof	M Arch	PhD	
Greinacher, Udo	Assoc Prof	Diploma Arch	M Arch	
Kanekar, Aarati	Assoc Prof	Diploma Arch	PhD	
Kucker, Patricia	Assoc Prof	B Arch	M Arch	NJ 1988 (Arch) #21 A 10988 PA 1986 (Arch) #RA-010254-X
Larson, Gerald	Assoc Prof	M Arch		
McInturf, Michael	Assoc Prof	M Arch		OH 1997 (Arch); NCARB 1997; NY & KY (both inactive)
Postell, James*	Assoc Prof	B Arch	M Arch	OH 1988 (Arch)
Riorden, Elizabeth	Assoc Prof	M Arch		NY (Arch)
Russell, Virginia	Assoc Prof	BLA	MLA	KY (L Arch) #401, since 1983
Snadon, Patrick*	Assoc Prof	BS IntD	PhD	
Stedman, Barry	Assoc Prof	B Arch	PhD	
Tilman, Jeffery	Assoc Prof	B Arch	PhD	CA 1991 (Arch)
Boling, Terry	Assist Prof, Fld Svc	B Arch		OH 1996 (Arch)
Brown, Marshall***	Assist Prof	M Arch	MAUD	
Wallick, Karl	Assist Prof	B Arch	M Arch	OH 2007 (Arch)
Williamson, Rebecca	Assist Prof	M Arch	PhD	NY (Arch)
Zaretsky, Michael	Assist Prof	M Arch		CA 2003 (Arch)
Hedgecock, Ericka***	Visiting Asst Prof		MA IntD	
Sansalone, Vincent	Visiting Asst Prof	M Arch		
Guerrettaz, Jean Ellen	Asst Director Academic	B Arch	MS Arch	IN 1986, OH '97, NCARB '96
Christoforidis, Alex	Prof Prac Division Asst Prof	B Arch	M Arch, MCP	OH, 1998- KY, 2001, IN 2004-2006(Arch)

* teaches primarily in Interior Design

** retired in June 2008

*** left UC in 2008

The SAID faculty boasts an extensive range of credentials and accomplishments, including publications, built works, and diverse research interests. Seventeen full-time faculty members in the architecture program are registered architects; one is a registered professional engineer; another is a registered landscape architect. Seven faculty members hold the Ph.D. degree (two of whom are also registered architects). Faculty members have earned professional or advanced degrees from the following universities and institutes: California-Berkeley, Cincinnati, Florida, Illinois-Urbana Champaign, Illinois-Chicago, Kentucky, Maryland, Missouri, Nebraska, New South Wales, Newcastle-upon-Tyne, Michigan, Pennsylvania, Virginia, Wisconsin-Milwaukee California Polytechnic, Carnegie Mellon, Columbia, Cornell, Harvard, Kent State, Leicester, Miami, McGill, Ohio State, Pennsylvania State, Rice, Syracuse, the Vienna Technical University, CEPT (Ahmedabad), FHT (Stuttgart), the Georgia Institute of Technology, MIT, and the Virginia Polytechnic Institute. Resumes describing the careers of the faculty are located in Section 4.

Advanced research and scholarship among members of the architecture faculty cover a broad range of topics and interests, including native American culture; Indian and Asian architecture; professional ethics; the works and writings of architects Arthur Brown Jr. and Benjamin Henry Latrobe and the landscape architect Jens Jensen; contemporary practice culture; gender; film theory; the engineering and application of structural insulated panel systems; alternative building technologies and sustainability; urban settlement patterns; building morphology; computer-generated construction simulation; virtual heritage and historical restorations; spatial and formal representations in literature, art, and architecture; the architectural histories of Chicago and California; late Renaissance history and theory; African American architects in the US; universal design; environmental psychology; construction economics; the economic value of good design; American and European classicism; and nineteenth and twentieth century federal and civic architecture.

SAID's commitment to the relationship between academic depth and professional preparation helps define our mission. Some faculty members come to the University with substantial experience in scholarship and critical writing; others come with substantial experience in practice; many conduct small practices or consultancies to complement their roles as educators. The School supports faculty who can establish a distinctly critical approach to practice as the core of their specialized scholarly production.

SAID has hired nine full-time, tenure track faculty since the last accreditation visit: Assistant Professors Inci Ilgin (2003-06), Victor Kootin-Sanwu (2004-05), Karl Wallick (2005), Marshall Brown (2006), Rebecca Williamson (2006), and Michael Zaretsky (2006); Associate Professors Michael Pride (2003), Patricia Kucker (2005), and Brian Davies (2005). We've also hired three Visiting Assistant Professors during this time: Vincent Sansalone (2004-08), Ericka Hedgecock (2005-08), and Lisa Sandlin (2007-08). Vincent Sansalone begins a

five-year appointment as Field Service Assistant Professor in January 2009.

A new Master Critic program was initiated in 2007 to augment the M. Arch. program, particularly in Research Year elective studios. In academic year 2007-08, Master Critics included: Ply Architecture (Craig Borum and Carl Daubman), Matthew Ford (of Eisenman Institute), Aaron Betsky (Director of the Cincinnati Art Museum), and Jack Travis, FAIA.

DISTRIBUTION OF FACULTY EFFORT

In 1993 the faculty and administration of the College of Design, Architecture, Art, and Planning jointly prepared a document to provide guidelines for the equitable distribution of the workload of full-time faculty in the College. For the purposes of this report, we have adapted the following material from text that appears in the DAAP Faculty Handbook (rev. August 2001); for purposes of clarity, we have substituted "SAID" for "DAAP" throughout this section.

The following workload guidelines reflect the diversity of faculty, programs, and course formats within the College... The College anticipates its use as guidelines by individual faculty, academic unit administrators, college-wide committees, and college administrators. The college further expects that this document may be used, from time to time, to protect and enhance the quality of full-time work life within DAAP, consistent with the self-generated goals and objectives of the college. It should be recognized that flexibility is necessary to address the various needs of individual faculty, academic units, and the college.

WORKLOAD ASSIGNMENTS

Workload assignments in SAID take into consideration that, in the practice of their profession, faculty members' principal academic functions are discovering, creating, disseminating, and reporting knowledge, and therefore include creative/ scholarly/ research work, teaching, and service.

WORKWEEK

Like other professionals without prescribed working hours, SAID faculty members are engaged in work that is relatively independent of place and clock time—seldom putting their work aside. In the SAID environment, some weeks demand much more time than others, hence the reliance on averages over a quarter or, in some cases, an academic year. The average workweek at SAID consists of:

» Twenty to twenty-eight hours of teaching and other normal duties and responsibilities of full-time faculty. Assignments within these hours are usually divided into 18 hours of "teaching" (in DAAP teaching credits) and time allowed for "other normal duties and responsibilities." The balance of assignments, determined by the

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School Director, is flexible and should reflect each faculty member's unique strengths; e.g. a faculty member not assigned advisees and committee work can expect to have an increase in teaching assignments in order to achieve equity among colleagues. The "other normal duties and responsibilities" include but are not limited to: student advising and counseling; and committee assignments.

- » Twelve to twenty hours of research, professional development, and service to the field. These hours, which are within the control of each individual faculty member, may include but are not limited to: making art and design (which here represent the variety of disciplines in the DAAP faculty); creating, performing, developing new technologies and approaches; studies in the disciplines represented in SAID and their influences; scholarly research and writing leading to conference papers and publications; reviewing the work of colleagues; advancing the pedagogy of fields of inquiry represented in DAAP; applying art and design and facilitating arts activities; and grant preparation

It is understood that such activities become part of the professional portfolio of the faculty member and are recompensed through advancement in the respective discipline. Faculty members with research, scholarship, or creative projects extending far beyond the normal in terms of commitments may be granted teaching load reduction particularly if the projects in question involve substantial external funding and/or high visibility reflecting on DAAP.

TEACHING

Teaching in SAID includes instruction, course preparation, and course development. Types of teaching are studio, lecture, seminar, some combination of the above, intern and co-op supervision, exchanges, and other less structured course formats. Ultimate responsibility for teaching assignments in SAID rests with the School Director. This follows Article 31.2 of the agreement between the University and the AAUP, which stipulates that academic unit heads are responsible for the management and oversight of class schedules, course offerings, and teaching assignments. The School Director assigns courses after consultation with the faculty member or other designated program faculty as determined by procedures established within the School.

In DAAP the base model for full-time undergraduate instruction is 18 teaching credits per quarter. While this is the standard formula, other considerations are levels and types of teaching, amount of course preparation required, and those assignments weighted more heavily in unit RPT criteria. It is the responsibility of the School Director to establish the weight of other assignments.

GUIDELINES FOR ASSIGNING TEACHING CREDITS (TCS)

Lecture and seminar classes	1 contact hour = 2 TCs	3.01
Lecture classes of 50 and over students	1 contact hour = 3 TCs without GA support; 1 contact hour = 2 TCs with GA support	3.01.1 3.01.2 3.01.3 3.01.4
Studio classes	1 contact hour = 1 TCs (12 hours, typical)	3.01.5
Graduate level course only	1 credit hour = 2 TCs	3.02 3.03
Supervision of instruction by GA's when GA's teach lab, review, or discussion sessions under the direction of a faculty member (not GA's who have sole responsibility for a class)	1 section = .5 TCs	3.04 3.05 3.06
Thesis supervision	1 Graduate Thesis Chair = 1.5 TCs	3.07 3.08 3.09 3.10 3.11

ACCOUNTABILITY AND REPORTING

The School Director should hold an annual consultation with each faculty member to review and confirm workload expectations for the academic year.

DISTRIBUTION OF ADMINISTRATORS EFFORT

Three full-time faculty members manage SAID administrative operations: the School Director and two Associate School Directors representing graduate and undergraduate programs. A senior staff person, the Assistant Director Academic, is responsible for Student Affairs; the Center for the Study of Practice has been without a director since 2005. Administrative release time varies depending on the responsibilities of the individual administrator.

<i>Position</i>	<i>Release time</i>
School Director	50 percent (3 courses/year, ave)
Associate School Director for Undergraduate Programs, Curriculum & Faculty Affairs	33 percent (4 courses/year)
Associate School Director for Graduate Programs	67 percent (2 courses/year)
Associate School Director for CSP/eCoop (vacant)	33 percent (4 courses/year)

DISTRIBUTION OF STAFF EFFORT

Two full-time administrative secretaries currently support SAID administrative operations. In addition, there is an Assistant Director for student affairs and advising. Performance expectations for the secretarial staff in SAID are defined within the context of a contract between the University and the District 925/ServiceEmployees International Union (SEIU), which stipulates vacation time, sick leave, periodic performance reviews, career development opportunities, and other employment issues.

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HUMAN RESOURCES DEVELOPMENT

FACULTY DEVELOPMENT

The UC/AAUP Agreement outlines faculty development opportunities. The University and the AAUP recognize that faculty development is a shared responsibility of bargaining unit members and academic administrators. The contract articulates three categories of need: relief strategies, recharging strategies, and redirecting strategies.

The University offers a variety of training and development programs throughout the academic year to support faculty research and teaching, and student learning.

UC'S ORIENTATION / MENTORING PROGRAM FOR NEW FACULTY

For many new faculty, their UC experience begins with an Orientation program about a week before classes begin in the autumn quarter. Sponsored by the Provost's Office, the Faculty Mentoring Program has four primary goals:

- » to provide support for new faculty when they first arrive at the University,
- » to develop the teaching and research potential of new faculty more fully,
- » to connect experienced faculty with new faculty, and
- » to provide opportunities for mentors to develop skills and sensitivity in interacting with faculty.

The Center for the Enhancement of Teaching & Learning (CET&L) serves the University's teaching faculty and graduate teaching assistants. The goal of the Center is to create development opportunities that enhance teaching and improve student learning.

The Office of Information Technologies (UCIT), provides support for computing, electronic classrooms, and digital communication for faculty and students.

The Faculty Development Council administers a grant program that issues competitive awards to faculty. An innovative provision in the University of Cincinnati's current faculty contract sets aside \$500,000 each year to be used for faculty development efforts that renew and update the professional skills of faculty members. This faculty development fund was the result of cooperative efforts between the American Association of University Professors (AAUP), the All-University Faculty Senate and the UC administration.

This year (2008), Professor Barry Stedman wrote a successful FDC proposal that supported a 21/2 day LEED workshop in September that prepared 15 SAID faculty and 4 students to take the LEED accreditation exam. With follow-up study sessions, it is our goal that at least six faculty will become newly accredited before the end of this year.

The University Research Council (URC) advises the vice president for research on funding decisions made for several university programs that sponsor faculty and student scholarship and creative activities. These programs include the Faculty Support Program, Faculty Summer Fellowships and Distinguished Dissertation Awards. The URC accepts proposals twice a year, and the SFRF is an annual program aimed at production in the summer months. Both programs are primarily aimed at the initiation of significant research projects, with awards ranging from \$5,000 to \$10,000.

Further, the University and College have increased support for external fundraising initiatives such as grants and/or industry collaborations. For the past two years the University Office of Advanced Research and Graduate Studies has sponsored special weekend workshops in grant writing, followed by longer tutorial seminars, available on a competitive basis.

Academic Leave: once a faculty member achieves tenure, sabbatical leave is potentially available every seven years. Sabbaticals provide one of the most consistent means for mature faculty to continue professional growth. The University/AAUP agreement establishes policy for leaves. After seven years of full-time service, faculty may apply for a two-quarter academic leave at full pay or a three-quarter leave at two-thirds pay. On average, two faculty members in the School are on sabbatical in any given year. Since the 2002 VTR, eight SAID faculty members have been granted academic leave.

Unpaid professional leaves, child-rearing leaves, and personal leaves also are available. Occasionally, faculty members can also obtain release time from teaching for a quarter to carry out research or scholarly projects.

FACULTY DEVELOPMENT SUPPORT IN SAID

It is the responsibility of each School Director to establish a policy and process for the distribution of funds for faculty development and travel. In SAID, priority is given to tenure-track faculty and those actively engaged in a creative/scholarly/research program. Otherwise, senior faculty are allotted \$500 each academic year. See the Faculty Development Funds Policy in the Appendix.

As part of a program begun in 2005, junior faculty are granted a start-up package upon joining SAID, which includes a computer and a \$5000 development fund account in their first year and \$2500 for each of the next five years. They are also assigned a graduate/research assistant for three quarters each year and one course teaching release during the same time period.

The Executive Committee awards supplemental travel funds based on the merits of each request, in accordance with the following guidelines and priorities: untenured faculty members take precedence over tenured members; paper presentations take precedence over panel presentations, poster presentations, and service as a paper session or panel moderator; conferences organized by established national academic and professional associations—ACSA, IDEC, EDRA, ACADIA, AIA, ASID, IIDA and ASLA—take precedence over conferences organized by other related or unrelated associations; national conferences take precedence over regional conferences; academic conferences and professional meetings take precedence over travel to support individual and independent projects related to teaching, research, and creative work; domestic travel takes precedence over international travel; travel supported in part by external funding takes precedence over travel with no external support.

The College has an annual award program to recognize achievements and contributions in the areas of teaching, research and creative work, and service. The awards include a \$2000 travel fellowship and \$2000 to support professional development.

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DEVELOPMENT SUPPORT FOR STUDENTS

Graduate assistants support the teaching, research and administrative mission of the School of Architecture & Interior Design (the School). Over the 12-month calendar year, graduate students typically have two academic quarters and two co-op quarters. Therefore, most assistantships are for two quarters. With 146 annual assistantships, we can estimate that approximately 60 students are employed.

SAID Graduate Assistant Overview AY04-08					
	AY04-05	AY05-06	AY06-07	AY07-08	AY08-09
Quarterly Positions /year	102	125	146	146	130
Research Assistants	30	50	50	50	50
Teaching Assistants	60	60	80	80	70
Admin Assistants	12	15	16	16	10

MENTORING

The character of faculty mentoring of the GAs varies according to the faculty, and/or the assignment (described under Call and Selection Process above). For Research Assistant's (RAs), the faculty relationship and potential for mentoring is more intensive due to the one-on-one assignment; for Teaching Assistant's (TAs), the mentoring is likely to be an overview meeting at the beginning of the quarter to set course goals followed by weekly meetings discussing progress toward the goals and any necessary changes. As TAs, students are granted a range of opportunities from nearly

complete supervision of a lab section, to leading discussion groups that complement lectures, to “teaching” via one or two lectures during the quarter.

A Senior Mentor peer advising system has been extremely successful for over twenty years. This program puts together small groups of first-year students with a senior. The senior mentors, coordinated by a member of the sixth-year faculty, take first year students on field trips and equip them with both formal and informal advice on such matters as the curriculum, faculty, program events, the co-op system, and the university and city.

STUDENT SUPPORT SERVICES

The Assistant Director Academic—for student affairs—works closely with students to advise them on academic choices and progress through the curriculum, and to counsel them on academic problems. Informal advising takes place in design studios.

Two and one half FTE faculty members in the Division of Professional Practice provide year-round guidance to students on all matters pertaining to co-op requirements, including placement, the Intern Development Program, and professional career counseling.

Most M. Arch. graduates already have job offers upon graduation, largely because of the University’s acclaimed co-op program. However, students are exposed to a limited number of additional potential employers through this system. In 2006 the School initiated an annual career fair, SAID Works!, that has brought 20-30 employers to the College in each of three instances, all looking for co-op and/or permanent hires. Students are encouraged to visit booths hosted by the firms (mostly local) and have an opportunity to interview with up to four firms during the event. This program is a collaborative venture between SAID, the Professional Practice Division, the UC Career Development Center, and the Cincinnati Chapter of the American Institute of Architects (AIA Cincinnati).

We plan to expand the semi-annual program, beginning 2008-09, to include firms from across the country as well as local firms and UC alumni-led companies. The SAID Works! is held early in the winter and spring quarters, when the vast majority of students are looking for new co-op placements or preparing to graduate and seek long-term employment.

Students also find support at the College level, through the office of the Assistant Dean for Student Affairs. The DAAP Student Affairs Office provides students with support services and administrative assistance throughout their education at the University of Cincinnati. Starting with outreach and information sessions for prospective students, staff members from the College Student Affairs office play a primary role in the orientation of new students. In addition to the college portions of the UC Summer Orientation, staff members send regular mailings to incoming students to inform them of important dates, opportunities, and responsibilities. Once they

arrive on campus, the Student Affairs staff sponsors several activities during Welcome Week, which provides the next level of orientation. Throughout their careers at UC, students receive information from the Student Affairs office about scholarships, annual student awards programs, and special events.

College-wide opportunities for students managed through Student Affairs include the DAAP Union (student government), and the DAAP Ambassadors, who lead visitors on tours of the Aronoff Center, and perform other duties related to DAAP’s interface with the public. Student Affairs also sponsors several annual social events.

Finally, the Student Affairs office coordinates the major events marking the end of the DAAP education: the DAAP Graduation Celebration and the DAAPWorks, the annual exhibition of over 300 senior projects.

FIELD TRIPS

- » Local tri-state area tours for freshmen as part of the Environmental Studies component and peer mentoring with upper level SAID students.
- » Annual tour of the northeast for sophomores.
- » Periodic “Turkey Tours,” led by faculty, to locations around the Midwest.
- » Trips to Pleasant Hill Shaker Village and Cranbrook campus in the SEC Studio.

EXCHANGE AND TRAVEL/STUDY PROGRAMS

- » 2007, 2008 | France/Switzerland/Italy travel/study with professors Williamson, Hildebrandt, and F. Russell (SOP)
- » 2007-present | Ecole Speciale d’Architecture (ESA), Paris
- » 2006-present | Centre for Environmental Planning and Technology (CEPT), Ahmedabad, India
- » ongoing | Denmark’s International Studies Program (DIS), Copenhagen, Denmark
- » 2004, 2006, 2009 | Southwest travel/study with professor David Saile
- » 2005 | Rome travel/study with professor Riorden
- » International Co-op around the world

RECENT LECTURES AND GUEST CRITICS

1/12/05 Kent Larson, "Louis I. Kahn: Unbuilt Ruins"		
11/03/05 Chuck Anderson "Knuckle Down"		
11/9/06 Siamak Hariri, recent work		
11/9/06 Richard Poulin + Eric Sueberkrop		
11/14/06 Hilde Heynen "Modernity and Domesticity: Tensions and Contradictions in Modernism"		
11/14/06 Marcia Tucker "A Short Life of Trouble: Autobiography of an Art Curator"		
11/16/06 Pamela McClusky+Kakuta Oke Maimai "Out of Context: Interpreting African Art in Museums"		
11/17/06 William Page, "Characteristics and Land Use of Contaminated Brownfield Properties in Voluntary Cleanup Agreement Programs"		
11/29/06 Simon Pittuck + Andrew Clarkin, "Miser & Now recent works"		
11/30/06 Robert Ivy, "Where in the World is Architecture"		
1/11/06 Robert Bregmann, "Urban Sprawl: an Ancient and Contemporary Way Of Life"		
1/11/06 Robert Dafford, "Perspectives: on Economics, Education and Politics"		
1/17/06 William Pope I, "Under All Above Most"		
1/18/06 William Seimbeida, "Disaster Mitigation Planning: Comparative Perspectives"		
1/25/06 Li Jian, "Finds from Ancient China, Central Asia, and Rome"		
2/1/06 Mike Zender, "Redefining Design Research"		
2/6/06 Dr. Stephanie Dickey, "17th Century Literary Responses to Rembrandt's Etchings"		
2/8/06 Michael Romanos, "Tourism Development Planning in Santorini"		
2/13/06 Lawson Smith, "Enlarging the Everyday Meaning of Life"		
2/15/06 Massimo Vignelli, "Recent Projects"		
2/16/06 Wouter Davidts, "(Re)Constructing the Interstice: Gregor Schneider's (totes) haus u r"		
2/22/06 Ben Nicolson, "The World, Who Wants It?"		
3/1/06 Carlos Runcie Tanaka, "Different Geographies: Approaches to Installation"		
3/8/06 David van Zanten, "The American House, Frank Lloyd Wright, and the Idea of Progress"		
3/8/06 Richard Guy Wilson, "Why the Colonial Revival Succeeds and the Modern Fails"		
3/29/06 Steve Lacy, "Sound Distribution"		
4/5/06 John Russell, "Frozen Tears"		
4/11/06 Theo Prudon + Helene Lipstadt, "The Challenges of Docomomo"		
4/11/06 Patrick Snadon, "Modernism in Cincinnati"		
4/19/06 Dick Klosterman, "Planning Support Systems: Past, Present, Future"		
5/3/06 Udo Kultermann, "Contemporary Non-Western Architecture: Challenges and Projections"		
5/3/06 Menelaos Triantafyllou, "Athens: City of Symbol/City of Contrast"		
5/10/06 Jeanne Gang, "Recent Projects"		
5/17/06 Dr. Robert S. Wicks, "Asia in Oxford: Asian Art at the Miami University Museum"	3.01	
5/24/06 John E. Hancock, "Of Mounds and Media: Virtual Explorations of the Ancient Ohio Valley"	3.01.1	
5/31/06 Robert Greenstreet, "The Milwaukee Example Of How An American Inner City Was Reconstructed"	3.01.2	
5/31/06 Liz Blume, "The 2000 Over-the-Rhine Master Plan Revisited"	3.01.3	
5/31/06 Gabriel Okafor, "The City Planning Department"	3.01.4	
5/31/06 Francis P. Russell	3.01.5	
5/31/06 David Edelman	3.02	
10/13/06 Charles Jencks, "The Garden of Cosmic Speculation"	3.02	
11/8/06 Karlson Wilker	3.03	
11/9/06 Toby Kamps, "Everything You Always Wanted to Know About Contemporary Art (But Were Afraid to Ask)"	3.04	
11/22/06 Peter Reggionato	3.05	
1/10/07 Roxy Walsh	3.06	
1/17/07 Jim Postell, "Furniture Design: Research Project from Sabbatical"	3.07	
1/18/07 Laine Snyder, "The Geography of Nationalism: Late 19th Century Landscape Painting in the Hapsburg Empire"	3.08	
1/24/07 SEGD, "Branding the Built Environment"	3.09	
1/31/07 Mara Hellmuth, "Musical Comp for DAAP Needs Title"	3.10	
2/6/07 Julia Andrews, "Contemporary Chinese art"	3.11	
2/7/07 Jennifer Siegal, "The Modline: Jennifer Siegal Prefab"	3.12	
2/14/07 Kevin Roche Design Matters: The Seamless Integration Of Research, Marketing, Communications, And Design Disciplines"	3.13	
2/21/07 Xiangzhan Cheng, "The Urban Image and Urban Aesthetics"		
2/28/07 Pavel Getov, recent work		
4/4/07 John Landis, recent work		
4/6/07 David Leatherbarrow and Billie Tsein		
4/11/07 Aaron Betsky		
4/25/07 Michael Sorkin, "Conservation of the Modern"		
5/9/07 Menelaos Triantafyllou and Dana Vais, "Urban Design in Post-Communist Romania"		
1/29/08 Raphaela Platow, Director of the Cincinnati Contemporary Arts Center		
2/6/08 Vincent James, Principle of VJAA		
4/16/08 Kevin Roche		
4/30/08 Joshua Prince-Ramus, recent work by REX		
5/14/08 Teddy Cruz		
6/22/08 Jack Travis, "Notes on Blackness + Design"		
10/28/08 Thom Mayne, recent work		

CONFERENCES

- » Summer 2008 | Vision 2020: Digital Ubiquity and University Transformation, sponsored by Apple Computer; speakers include Honorable Angus King, former governor of Maine; Larry Johnson, CEO, The New Media Consortium; and Chad Wick, CEO, KnowledgeWorks Foundation
- » May 2008 | Inside:Out—on curricular collaboration between architecture and interior design programs
- » April 2008 | Society of Architecture Historians annual meeting
- » May 2007 | Emerging Architects and Communities in the Profession, SAID Professors Pride, Mann, Elleh
- » October 2006 | DAAP 10-Year Anniversary Symposium, featuring Charles Jencks and Peter Eisenman, “The New Subjectivity”
- » April 05 | Architecture That Isn’t There: Recreations of the Destroyed, the Altered and the Never Built; keynote by Andrew Wallace-Hadrill

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PHYSICAL RESOURCES

Since the completion of the new Aronoff Center and the renovation of the existing facilities in the fall of 1996, all College programs have been housed in the DAAP facility. The area of the Aronoff Center is 145,000 square feet and combined with the original complex (Alms Building, completed in 1953; the DAA Building, completed in 1958; and Wolfson Center, completed in 1972), the DAAP complex is over 280,000 square feet.

Within the DAAP complex, there are two fully-equipped auditoria that seat 350 and 200 people (rooms 4400 and 5401), supplemented by two raked-seating lecture halls for 70 students each, along with several small lecture and seminar rooms. The Computer Graphics Center (CGC), Rapid Prototyping Center (RPC), and photo/video labs have recently been expanded and are shared by all DAAP schools. Additional common College spaces include the DAAP Library, Reed Gallery, Model Shop, a café and an arts supply store. The primary spaces in the Aronoff center open onto a dramatic, sky-lit atrium, which energizes public life in DAAP—informal gathering, coffee, meetings, and special events.

Enrollment growth in both graduate and undergraduate programs at SAID and in the College has put space at a premium. All but one SAID studio space and all SAID faculty offices are located in the renovated existing buildings (Alms, DAA, and Wolfson sections). Studio space for SAID students averages about 55 square feet per student; this is a slight decrease in space since our last accreditation when students had approximately 60 square feet of space. The character of studio space usage varies, with M. Arch. thesis students and 5th year interior design students receiving 70 – 80 square feet per student. Other studios can provide as little as 40 square feet per student. Over the course of the year, and with the change of co-op sections, studio populations ebb and flow, but the physical character of studio spaces has limited flexibility. As we grow in size, we are challenged by these limitations and are seeking ways to improve and maximize our space usage.

Studio spaces are primarily on the 7000 and 8000 levels and some elective studios have been located in former seminar rooms off the DAAP Café, on an as-needed-basis. M. Arch. thesis students are always located in 7100, and enjoy access to a balcony overlooking the courtyard. At SAID, there is otherwise no distinction between graduate studio spaces and undergraduate studio spaces. Studio space is allocated equally to both student groups. Most recently, both undergrads and incoming graduate students were located in a newly renovated studio space outside the DAAP building, in Zimmer Hall. This space is no longer used by SAID.

SAID student organizations have recently been granted office space. Almost all full-time faculty members occupy private offices, though a few share office space.

As a result of space reallocations over the last five years, SAID's total space has increased slightly, by approximately 1673 square feet, or 5 percent. Reorganization has included consolidating classroom and studio locations by school; all SAID studios are now on the 7000 and 8000 levels.

The studio space summary in 2008 does not include Zimmer Hall, nor the Niehoff Urban Studio at the Community Design Center in nearby Corryville. Floor plans of the entire DAAP building complex appear on the following pages. Dedicated SAID spaces and DAAP common facilities are shaded and numbered. The key to the plans, included below, shows gross square footage of the identified areas.

SCHOOL OF ARCHITECTURE AND INTERIOR DESIGN SPACES,

1. Architecture studios	25,820
2. SAID administrative offices	2,100
3. SAID faculty offices (7000, 6000, 4000 levels)	3,200
4. SAID Student Organization office included above	
5. SAID First Year studios (room 8265)	5,600
7. Interior Design studios (includes 5335)	5,186
8. Interior Design materials lab	1,178
	TOTAL SAID space (sf) = 43,084

COMMON COLLEGE FACILITIES

11. Lecture and seminar spaces	6,700
12. Library and Resources Center	13,900
13. Reed Gallery	2,500
14. Performance auditorium (350 seats)	7,700
15. Computer Graphics Center	4,800
16. Photography and Video Center	9,400
17. Large lecture hall (200 seats)	3,000
18. Wood and metal Shop	3,500
19. DAAP Cafe	1,200
20. Bookstore	1,000
	TOTAL common DAAP space (sf) = 83,500

(See following plans for numbering)

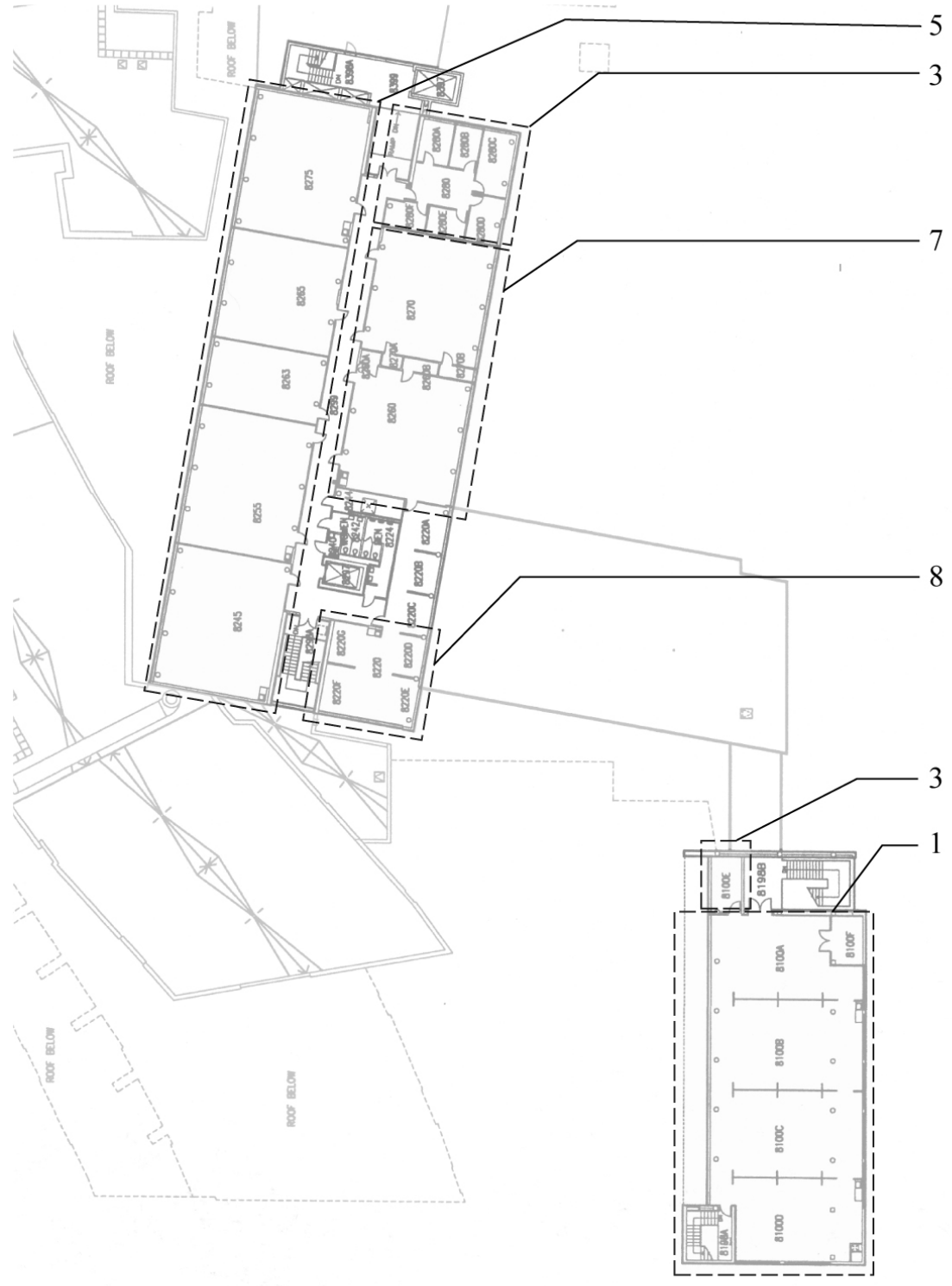
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8000 LEVEL PLAN

Overview, see next page for 8000 level SAID spaces



8000 LEVEL PLAN



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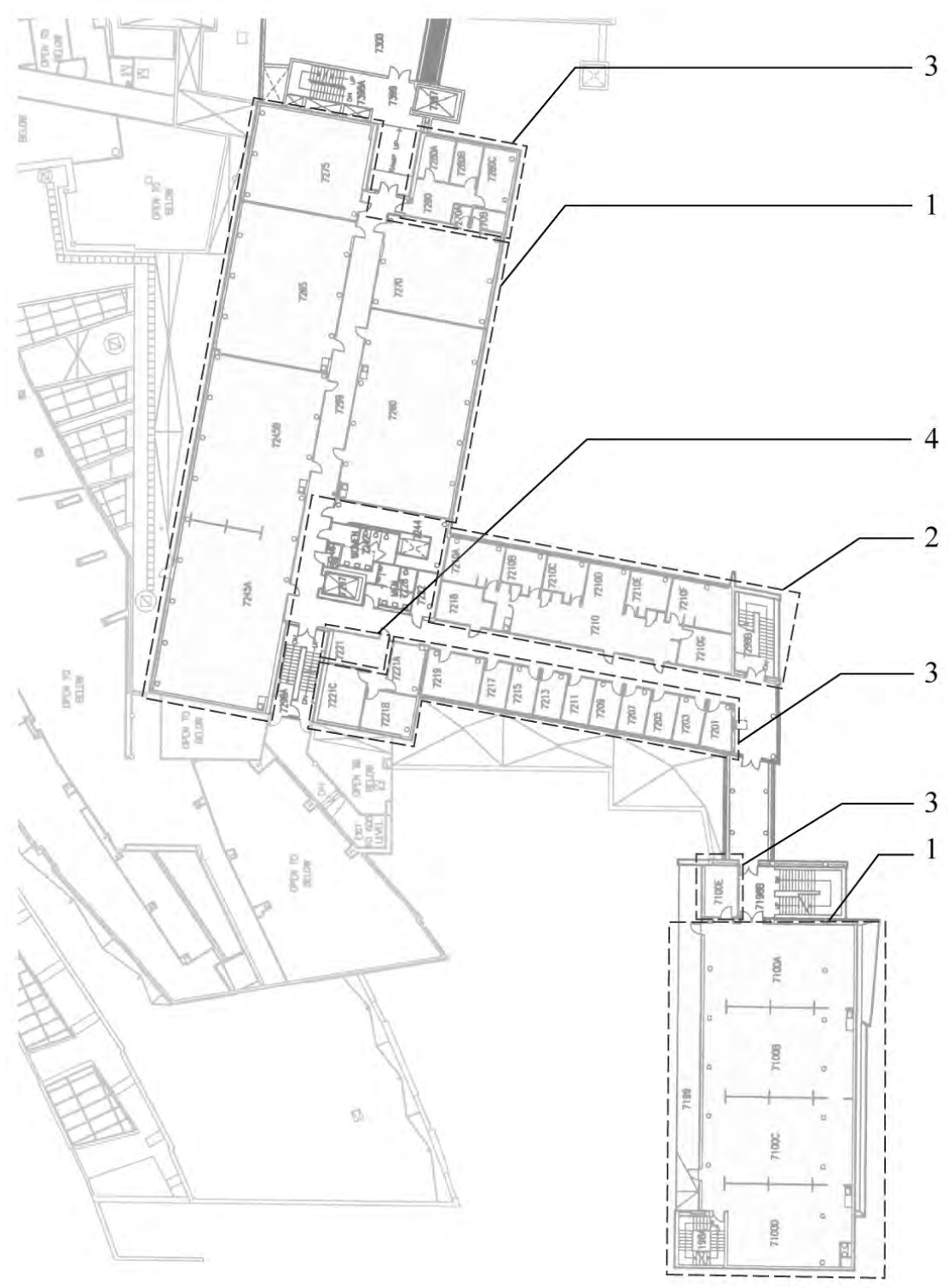
PHYSICAL RESOURCES

7000 LEVEL PLAN

Overview, see next page for 8000 level SAID spaces



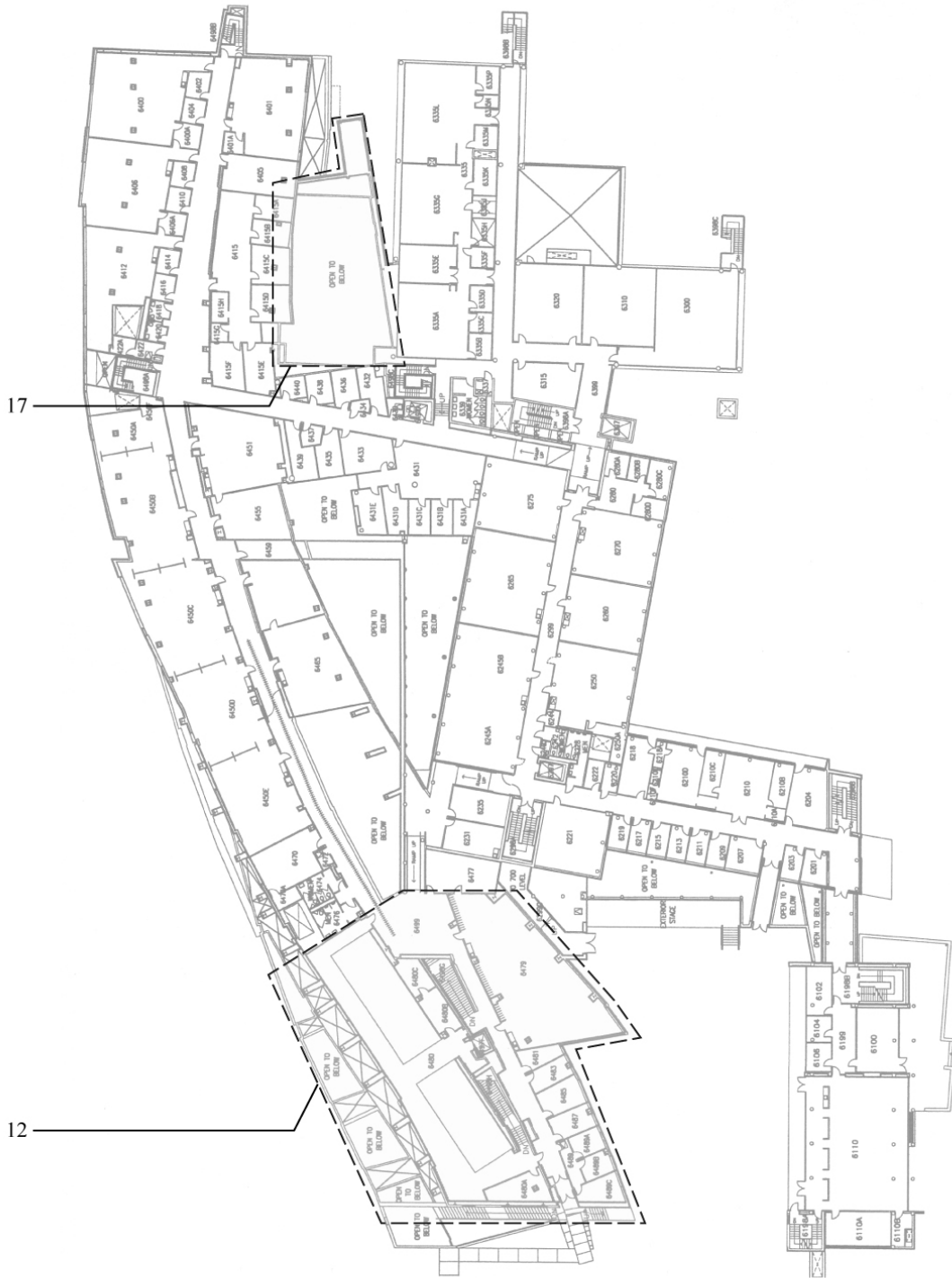
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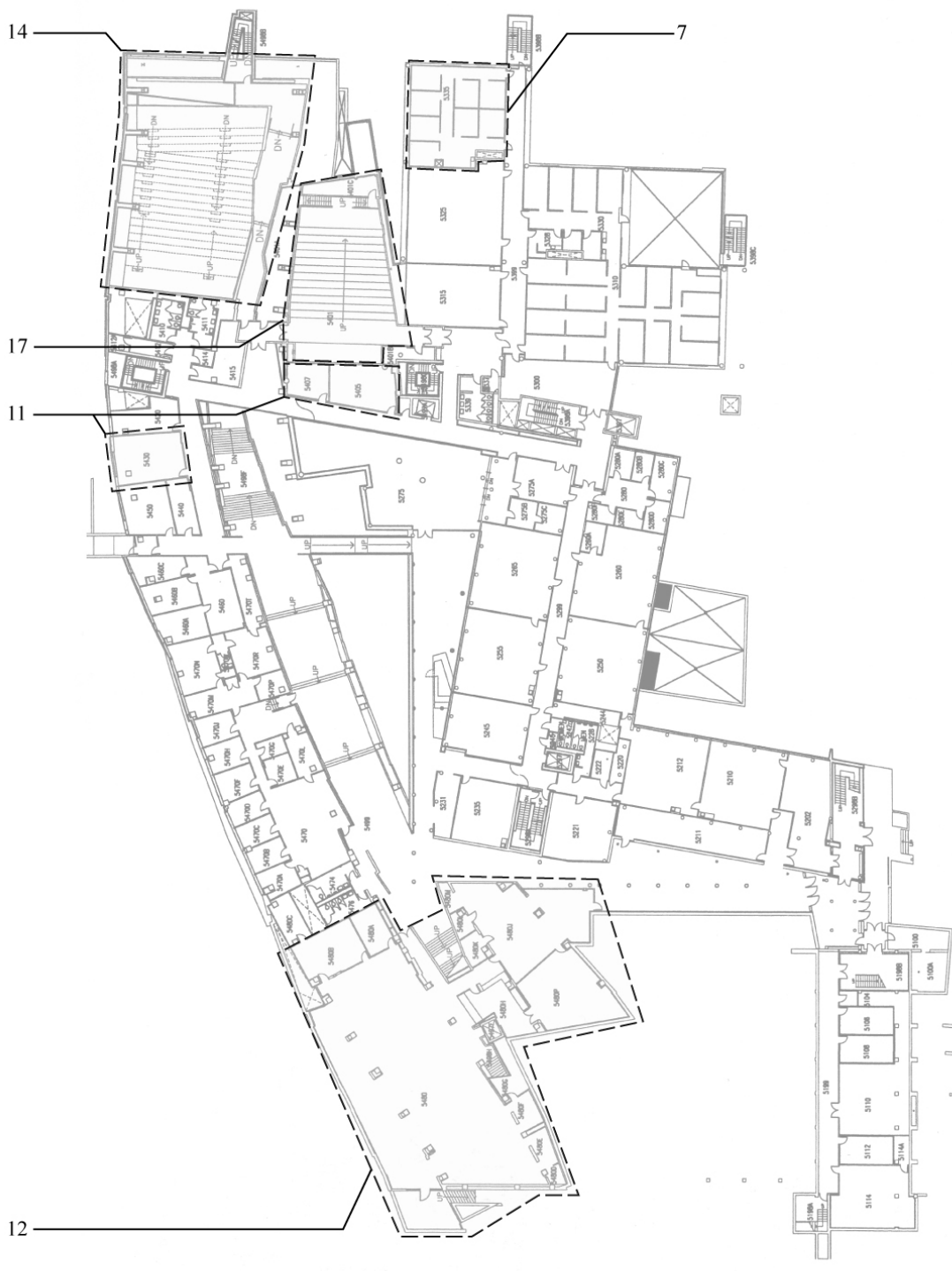
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PHYSICAL RESOURCES

6000 LEVEL PLAN



5000 LEVEL PLAN



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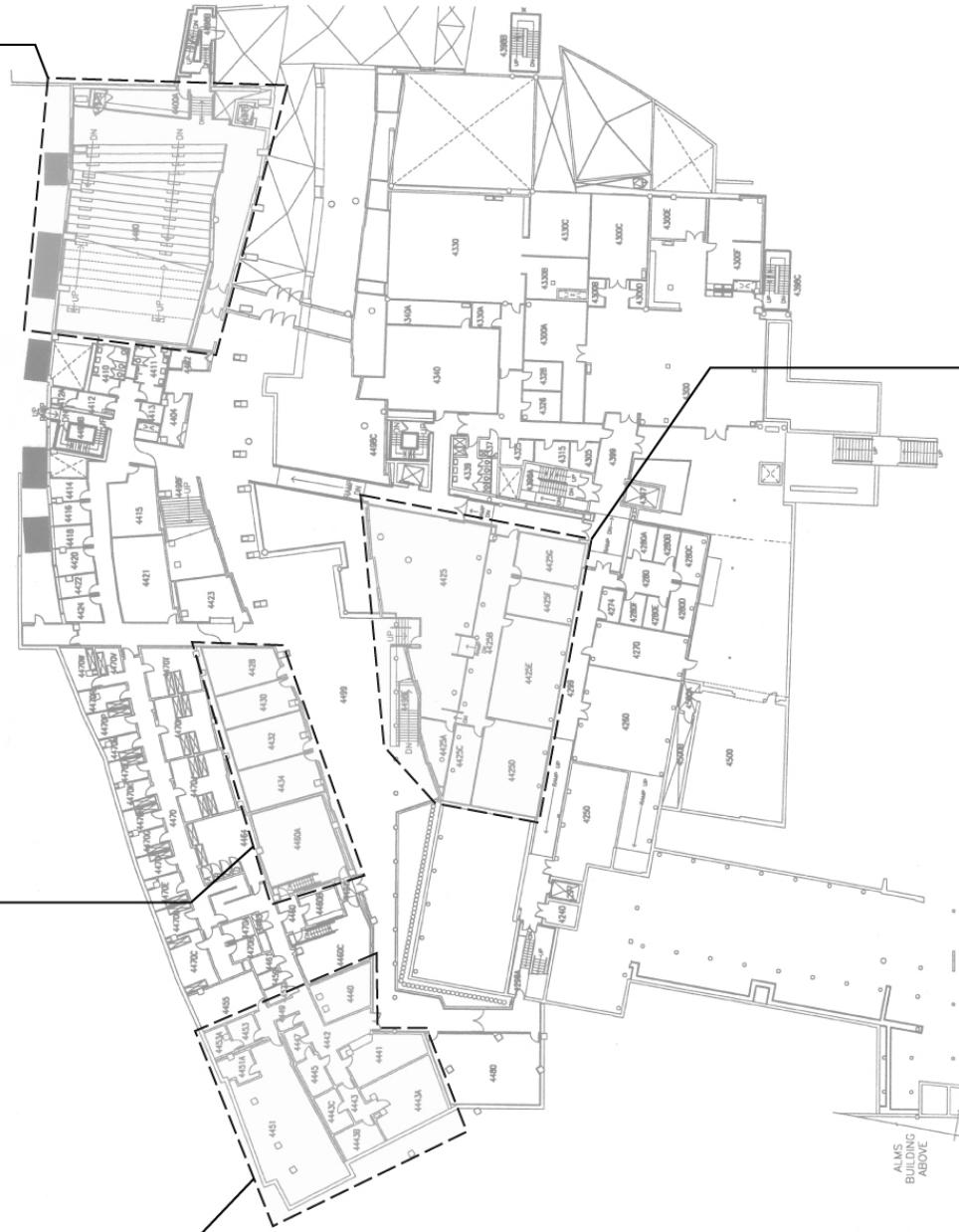
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ALMS BUILDING ABOVE

3000 LEVEL PLAN



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PHYSICAL RESOURCES

THE COMPUTER GRAPHICS CENTER (CGC) AT DAAP

The Computer Graphics Center is located in 4425 Aronoff and is accessible from the atrium space and DAAP Café area. The CGC is equipped with three full service computer labs and an open lab, with more than 60 computers, scanning stations, and a print center with high quality color printer and three wide format color plotters. The CGC is shared by all students in the College and is also the center for Information Technology and support for faculty, students, and staff. In addition, the staff of the CGC maintains the network, which has 29 wireless access points in the DAAP building, affording a total wireless workplace.

Users with computer problems can call or stop by the Help Desk in the CGC.

LAB 4425E (HIGH END LAB)

(all 22 systems in this lab were replaced in Suo8)

- 13 IBM ZPro Intellistation Workstations
 - 3.6 Ghz Pentium IV Xeon Processors
 - 3 GB RAM
 - 75 GB Hard Drive
 - DVD/CD Burner
- 9 Apple Mac Pro Workstations
 - Dual 2.66 Ghz Dual-Core Intel Xeon Processors
 - 4 GB RAM
 - 250 GB Hard Drive
 - SuperDrive (CD-RW/DVD-R)
 - Fiber-Channel Access to Video Storage Network
 - Systems run Mac OS X and Windows XP

LAB 4425 F (MAC LAB)

- 16 PowerMac G4 Workstations
 - Dual 1.25 GhZ G4 Processors
 - 1 GB RAM
 - 80 GB Hard Drive
 - SuperDrive (CD-RW/DVD-R)

LAB 4480 LAB

(renovated in Fo7 –16 workstations added in Suo8)

- 36 IBM Intellistation M Pros
 - 3.6 Ghz Pentium IV HT Processors
 - 3 GB RAM
 - 150 GB Hard Drive
 - DVD/CD Burner

CGC LAB OPEN LAB

- 6 PowerMac G4 Workstations
 - Dual 1.25 GhZ G4 Processors
 - 1 GB RAM
 - 80 GB Hard Drive
 - SuperDrive (CD-RW/DVD-R)
- 6 IBM Intellistation M Pros
 - 3.6 Ghz Pentium IV HT Processors
 - 3 GB RAM
 - 150 GB Hard Drive
 - DVD/CD Burner

SCANNERS

There are four tabloid sized scanners and one 36" wide roll-feed scanner located in the CGC. Students can log into those machines, scan their documents, and save them to their home folder on a College server.

PLOTTING

The CGC provides printing and plotting services through 3 HP Design Jet 5500 machines. Users may use any of the lab machines to print to the Xerox Color Printers. Students who wish to plot to the wide format printer must bring their digital files to the CGC. Due to the high quality of service provided, and the high technical demands needed, plotting is restricted to certain hours, which are adjusted to meet fluctuations in demand during the quarter.

INFORMATION TECHNOLOGY SUPPORT AND DEVELOPMENT

The Computer Graphics Lab is also the center for Information Technology and support for the faculty and staff.

Wireless Network: there are 29 wireless access points in the DAAP building, affording a total wireless workplace.

- » All faculty have a computer with a full compliment of software in a centrally-managed environment.
- » 5401 and 4400 lecture halls have new "smart" podiums and new projection systems.
- » There are 6 classrooms equipped with projectors and sound systems.
- » DAAPspace is the College intranet and is managed by the CGC staff. A room reservation system came online in 2007, enabling faculty and staff to make room reservations and reserve equipment from their desktop.
- » Through DAAPspace, a new on-line student gallery for archiving work is now available. Currently thee are more than 1600 images of student work available. (mostly from the year end DAAPworks show in 2007). Currently available at <http://daapspace3.daap.uc.edu/webgallery/>

THE RAPID PROTOTYPING CENTER (RPC)

The "Rapid Lab" assists DAAP students in their design pursuits by using computer controlled prototyping technologies to produce physical models from digital models that students provide. The facility is staffed by one full-time manager and several part-time student employees. Laser-cutting, 3D printing and CNC machining are available.

The Rapid Prototyping Center is a 2,800 square foot lab located in room 5212 of the DAAP building near the south entrance.

Laser Cutting

BEAM Dynamics Laser Machining Center 4' x 4' bed

Universal Laser Systems XL 2' x 3' bed (arriving Wo8)

3-D Printing

ZCorp 310

ZCorp Spectrum 510

Finishing kiln for power printing

CNC Machining

3-Axis Numerical Control Machining –

Fanuc Autoprofiler

Bridgeport Machining Center

KOMO Router with 5' x 10' cutting bed (in shop)

5-Axis Numerical Control Machining—Taurus

*Shared Software, via central keyserver**PC software*

<http://daapspace3.daap.uc.edu/cgc/software.php?flags=1>

Apple software

<http://daapspace3.daap.uc.edu/cgc/software.php?flags=2>

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INFORMATION RESOURCES

The University of Cincinnati Libraries is in the top 50 of Association of Research Libraries (ARL). As a member of OhioLINK, Ohio Library and Information Network, University of Cincinnati students have access to 46 million books and other library materials including: 12,000 electronic journals, 140 electronic research databases, 25,000 e-books, a large number of images, videos & sounds, and 13,750 theses and dissertations from Ohio students. Architecture slides in the library total over 120,000, however; students have access to digital images from a variety of sources. The library's Architecture and Urban Planning collection contains over 4000 images of Cincinnati architecture and planning as well as images from all over the world; it continues to grow. The library subscribes to ARTstor, which contains 725,000 images; over 133,000 of these images are of architecture.

There are 13 computer stations in the library; the library is a wireless environment; all SAID students can use their laptops to access electronic resources.

CONTEXT AND INSTITUTIONAL RELATIONSHIPS

The Design, Architecture, Art, and Planning Library (DAAP) supports the mission, goals, programs, and curriculum of the School of Architecture and Interior Design (SAID) and is considered the primary source for architecture, interior design, and related studies information for the University of Cincinnati. The DAAP Library is located in the Aronoff Center for Design and Art and is one of ten college and department libraries that are part of the University of Cincinnati Libraries (UC Libraries). UC Libraries is a member of the Association of Research Libraries, representing 123 of North America's premier research libraries (www.arl.org). The Visual Resources Center is located in the DAAP Library.

The DAAP Library is staffed by personnel with specialized subject knowledge and training in architecture and art. The DAAP Library benefits from the centralized processing provided by the UC Library system, such as cataloging books, videos, and serials, ordering and payment for new materials, technical support as well as auxiliary services such as inter-library loan and administrative services. A separate budget is designated for the DAAP Library's collections, student assistants, supplies, and staff, and that budget is determined by the library administration in consultation with the DAAP Head Librarian.

Goals and objectives are prepared and reviewed on a yearly basis. UC Libraries has a well-organized structure that provides opportunities for input. The DAAP librarians serve on a number of University committees. Various committees and task forces review technical and computer related issues to anticipate future needs. The DAAP Library Committee

provides input into DAAP policy and the staff of the library meets frequently to review policies and plan for the future. Departmental plans as well as individual activity reports are prepared on an annual basis.

The Library Committee works with the DAAP Head Librarian to develop and provide advice on policies, acquisitions, and services. The librarian attends college and departmental meetings to inform faculty about services in the library and to receive input about collections and purchases. Faculty and students are encouraged to submit requests for materials. In addition, based on individual areas of interest, faculty members are routed current and out-of-print catalogs for input on suggested purchases.

LIBRARY AND INFORMATION RESOURCES COLLECTIONS BOOKS

The DAAP Library collection provides subject coverage in all areas of architecture and interior design and directly reflects the curriculum of the school. Subject areas include: environmental design, architectural design, environmental technology, architectural history, landscape architecture, construction, architectural theory, professional practice, and historic preservation. Students and faculty benefit from the interdisciplinary nature of the collection that covers not only architecture and interior design but also urban planning, graphic, industrial, fashion, and digital design as well as all aspects of the visual arts and art history. A written collection development policy exists and is available on the Web at http://www.libraries.uc.edu/research/subject_resources/policies/poldaap.html.

The DAAP collection is strongest in the areas of twentieth century architecture of the United States and western Europe, architecture as a profession, study and teaching of architecture, architectural design and drawing, architectural details, and city planning. As the library collections also support the programs in the School of Planning, architecture students benefit from an extensive collection of land use, urban design, community planning, and transportation materials. Extensive holdings reflecting interior design, historic preservation, graphic design, landscape architecture, decorative arts and interior design, furniture, and woodworking also form the nucleus of materials used by students of architecture.

The collections of the entire library system support and enhance the DAAP programs and these collections are also used by DAAP students and faculty. Available at the Langsam Library are collections in history, literature, aesthetics, education, business, government documents, theatre, economics, and reference. The Classics Library of the university is considered one of the finest in the world, and its collections of an-

cient through medieval art and architecture directly support the SAID curriculum. The Engineering Library's collection of technical, construction, computer graphic, and ergonomic materials support the technical and human factors aspects of the design process.

Additional resources of value to DAAP students and faculty include the permanent collection files of the DAAP Galleries as well as resources located in the University Architect's office. The plans, drawings, and diagrams of the "signature" buildings on campus as well as the master plan are accessible to students. Special collections located in the Archives and Rare Books Library also support programs in architecture and interior design. The urban studies collection provides access to a wide variety of historic documents and photographs relating to Cincinnati design and architecture.

Within the state, there are three other academic architecture libraries: Ohio State University, Kent State University, and Miami University. All these institutions are members of OhioLINK, and therefore, their specialized architecture collections are also available to UC students and faculty.

The library's detailed collection development policy provides an analysis of library collections. Listed below are the specific content descriptions for architecture and interior design collections:

Architecture:

Relevant materials are found in the NA class (architecture, urban planning, buildings, and cities), TA (construction and structural engineering), TH (building construction and detailing), TJ (mechanical engineering and energy), and SB (landscape architecture). Collecting is strongest in current materials. Historic materials, requested by faculty for graduate and faculty research, are collected as budget allows. Back runs of journals have been purchased to support those that are heavily used.

Current purchases are directed at Levels 3+ for upper undergraduate and Level 4 for graduate/research levels. The collecting strengths are in basic monographs, substantial materials on major architects (particularly contemporary architects), structures, and design. In principle, how-to books are avoided, but general and heavily illustrated books of a basic level (Level 2) may be purchased for the illustrated material. Most materials are in print format; however, there are collections on microfilm (Fowler Collection of Early Architectural Books), and electronic resources through OhioLINK (such as Architectural Index, Art Index, census maps, and loose-leaf services). Some older architectural journals are on microfilm. Many journals and books are oversize or elephant folio oversize.

Interior Design:

Relevant areas are found in the NK class (decorative arts and interior design), GT (customs and private life), NA (architecture), and TT (furniture and woodworking). Collecting is strongest in currently published materials. Historic materi-

als requested by faculty for graduate and faculty research are collected as the budget allows. Most materials are in print format for books and journals. Many journals and books are oversize or elephant folio oversize, and many older materials are loose plates in boxes. Books, journals, and serial continuations are heavily used. Exhibition catalogs, conference reports, senior projects, and visual collections are also collected. Heaviest purchasing is at Level 3 to support undergraduate and graduate work. The collection strengths are in current monographs with heavy emphasis on commercial aspects of design and specific building and project types. Historical materials on interior design and furnishings are at Level 3.

LEVELS OF COVERAGE

The library holdings of the DAAP Library and the combined resources of the entire UC Libraries support course offerings at the appropriate level. Publications are collected heavily at the upper undergraduate level with some additional materials collected at the graduate and research level. The collecting strengths are in monographs, with substantial materials on major architects, contemporary architecture, and design. Collecting is strongest in current materials. Back runs of journals have been purchased to support research use. The focus of the reference collection is at the research level. Current in-print materials are the main purchases for the collection. Historical materials on architecture, art, design may be sought depending upon the research area and use of these materials. Back runs of journals in all areas are sought for research as special funding allows.

Materials are collected heavily at the upper undergraduate level (Level 3+) with some additional materials collected at the graduate/research (Level 4) levels as funding and resources permit. Heavily illustrated materials and visual materials at the undergraduate level or popular level ("coffee table") are also collected if they provide visual resources needed for courses. Some basic and how-to books are purchased in design, architecture, and applied arts areas to support studio projects. Emphasis on the practical aspects of programs may require lower level materials than the research aspects of programs. Graduate and faculty research materials are purchased if they directly support programs in the schools.

English language materials form the basis of the collection. Materials in major foreign languages may be purchased for historical and research materials especially in areas of architecture, art, and design history. Heavily illustrated works in foreign languages and bi-lingual editions are also purchased.

The coverage of most subject areas is worldwide at the basic level, and directly supports programs in the schools. There is emphasis in most programs on American and western European materials. Aesthetics, interdisciplinary arts materials, and historic and cultural materials are collected to provide a context for study.

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There is a significant collection of artists' books. Artists' books represent original art in book form. Facsimiles of artists', architects', and designers' sketchbooks are collected at a basic level for primary research.

Architecture slides in the library total over 120,000; however, students have access to digital images from a variety of sources. The library's Architecture and Urban Planning collection contains over 4,000 images of Cincinnati architecture and planning as well as images from all over the world; and it continues to grow. The library subscribes to ARTstor, which contains 725,000 images; over 133,000 of these images are of architecture. OhioLINK Digital Media Center also offers over 70,000 images of which 500 are of architecture.

Other materials important to the collection are museum and gallery exhibition catalogs, catalogs raisonnés, and continuations (yearbooks and annuals), as well as government documents, guidebooks, planning reports, maps, conference reports, proceedings, updated building codes, major producers' or manufacturers' product catalogs, and professional practice information. Architecture Senior Theses are available from 1949 to the present. In addition, there are over 2,500 University of Cincinnati Electronic Theses and Dissertations currently available for download on OhioLINK.

SERIALS

The DAAP Library has a substantial periodical collection. Students and faculty benefit from the interdisciplinary collections in the DAAP Library. Thus periodicals on urban planning, fine arts, and design provide additional support to the architecture and interior design students. The OhioLINK network provides access to major indexes in art and architecture as well as an extensive electronic journal collection.

The DAAP Library has 87 percent of Association of Architecture School Librarians Core List of periodicals. The library subscribes to all journals indexed in Architectural Index, all architectural titles covered by Art Index, and the majority of English language titles indexed by the Avery Index. The library has access to many related indexes that provide information on architecture and allied subjects including but not limited to: Avery Index to Architectural Periodicals, Bibliography of the History of Art, Social Sciences Index, and Ergonomics Abstracts. A complete list of serial resources and indexes is available at the UC Libraries Web site, www.libraries.uc.edu.

VISUAL RESOURCES AND NON-BOOK RESOURCES

The library provides access to digital images from a variety of sources supporting the instructional and research needs of the faculty and students of the University of Cincinnati. Special effort is made to acquire images that represent local and regional interests and creative expressions. The Visual Resources Collections (VRC) in the DAAP Library include: The Architecture and Urban Planning Collection, The DAAP

Digital Image Teaching Collection, ARTstor, OhioLINK Digital Media Center, 35mm as 2-inch by 2-inch slides (this collection has a significant subset of about 3,000 images devoted to architectural and urban design theory), and a small collection of industrial design 3 ¼ by 4-inch lantern slides.

The Visual Resources Librarian has primary responsibility for selection, although faculty and graduate students from all disciplines are encouraged to recommend or donate images.

The Visual Resources Collection currently has over 120,000 35 mm slides on architecture and urban design, including images from prehistory through the present from eastern and western civilizations.

The library has an extensive media collection, currently over 1600 videos and DVDs, reflecting a diverse subject range with many important documentary series as well as original lectures by visiting architects such as Peter Eisenman, Arthur Erickson, Charles Gwathmey, and Eric Moss.

CONSERVATION AND PRESERVATION

Conservation and preservation programs are coordinated through the Conservation and Binding Department of UC Libraries.

SERVICES

Reference

Library personnel provide knowledgeable, professional, and personal guidance in the use of library collections. Reference questions are answered in person, through email, or by telephone. Many guides have been developed to assist students with reference queries and are available on the library Web site for consultation. The reference collection is easily accessible and provides access to all standard directories, biographical resources, and reference materials in architecture and interior design. The well-defined teaching program outlined below also provides additional support for students and faculty.

Information Literacy

DAAP Library personnel oversee an active program of library orientations and instruction in library skills and research methods. Reference guides are available and instruction is incorporated into the architecture program curriculum. UC Libraries also sponsors workshops and seminars on general research skills and databases. DAAP students are encouraged to participate in all of these programs.

Specific to DAAP, on a basic level, new students and faculty are provided with written information about the library and collections as well as tours of the facility. Faculty arrange library orientations and research methodology classes with the librarian. The freshmen SAID orientation program has included a library orientation component for nearly 15 years consisting of three parts: a presentation of general reference

books and indexes, a tour of the library, an introduction to the library's Web based catalog, and an introduction to electronic resources. Library staff work closely with faculty to design and promote instructional programs. For example, librarians provided instruction to over 1,187 DAAP students in the 2007/2008 academic year.

CURRENT AWARENESS

Regular updates, which provide information on new services and specialized resources, are provided to faculty through email; flyers and notices are placed throughout the library and college on a periodic basis to promote new services. Workshops are scheduled to acquaint users of the library with new services. New book jackets are displayed throughout the library. The library has several display cases, which serve to promote the collection. The library Web site provides updates to current services and new resources.

ACCESS TO COLLECTIONS

Access to the collections is through the UC Libraries online catalog and OhioLINK. Cataloging is consistent with national standards and the library participates in cooperative cataloging networks. Cataloging of monographs and serials is handled by a central unit and is provided in a thorough, timely, and efficient manner. The Visual Resources Librarian and graduate students catalog digital images.

Library users have access to both visual and print collections during all open hours. Availability and locations of library resources are available through the library catalog. Written circulation policies are available on the DAAP Library Web site as well as library hours, and links to chat, email, and telephone reference help. Students are able to request materials from remote storage in three or four days. Full-time staff work flexible schedules thus providing coverage in the evening. Student assistants are trained in the use of basic reference resources when no full time staff is available. Reference questions are referred to the librarian.

UC Libraries utilizes an online circulation system and appropriate written loan policies are available for library users, both in print and electronic form. The library catalog provides users with the option to view "Your Library Record." Library users are sent automatic email notifications for materials available on the hold shelf and of overdue materials.

During the traditional school year, the DAAP Library is open Monday through Thursday from 8:00 AM to 10:00 PM, Friday from 8:00 AM to 5:00 PM, Saturday from 1:00 PM to 5:00 PM, and Sunday from 1:00 PM to 10:00 PM.

Some reserves are available to students electronically through Blackboard or DAAP Space. Other course reserve materials and frequently consulted resources are either kept on reserve and accessible at the library's main circulation desk or kept in the reference collection.

COOPERATIVE AGREEMENTS

The UC Libraries collection (including DAAP) is a part of the shared OhioLINK central catalog, the statewide database made of the library collections throughout the state. The OhioLINK network provides access to resources and is a national model for collaboration and cooperation. OhioLINK provides centrally mounted databases, a document delivery system, and a wide variety of multimedia collections, including the substantial collections of art and architecture. OhioLINK materials include: 46 million books and other library materials, 12,000 electronic journals, 140 electronic research databases, 25,000 e-books, 13,750 theses and dissertations from Ohio students, and numerous image, video, and sound files. Through OhioLINK students and faculty are able to access materials from the other architecture libraries in the state as they are also members of OhioLINK.

On a local level, UC Libraries benefits from membership in the Southwest Ohio and Neighboring Libraries (SWON), a cooperative of area libraries organized to promote library services among and through member institutions. SWON consists of 82 academic, public, school, and special libraries. Students and faculty of the College of DAAP have direct lending privileges from most SWON libraries.

Other community resources that support DAAP students and faculty are provided by the art and municipal document collections in the Public Library of Cincinnati and Hamilton County, the Cincinnati Historical Society Library, and the Cincinnati Art Museum Library. The Historical Society Library's architectural records collection is particularly valuable for architectural historians. Approximately 80,000 drawings, blueprints, and renderings of over fifty 19th and 20th century Cincinnati architectural firms are included in the collection. The Photographic Archives contains approximately 70,000 images that pictorially document the history of Cincinnati. The Cincinnati Art Museum Library's vertical file resource of area artists and auction catalogs provide valuable historical and pricing information. The Public Library of Cincinnati and Hamilton County has an outstanding collection of current and historical materials, as well as practical information on construction, historic preservation, and information on local architecture.

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STAFF

Structure			
Types of Positions	(FTE's) Year Before Last		(FTE's) Last Year
	2006	2007	2008
Librarians / VR Professionals (Degreed)	2	2	2
Paraprofessionals	1.5	1.5	2
Clerks			
Student Assistants	4	4	4
Volunteers			
Other			
Total	7.5	7.5	8

The DAAP Head Librarian reports to the Associate Dean of Library Services, who reports to the Dean & University Librarian. The Head Librarian works with the Assistant Dean for Collection Development in matters relating to the collection, selection, and acquisition of materials. DAAP staff and the Visual Resources Librarian report directly to the Head Librarian. The Head Librarian has no "formal" reporting structure within the college, but attends DAAP faculty meetings, chairs the DAAP Library Committee, and periodically meets with faculty to review information needs and curricular development.

The DAAP Head Librarian prepares budgets, directs, and formulates policies for the activities of the DAAP Library. The librarian is also responsible for the development and maintenance of the library collections, provides reference services, and plans and provides for instruction in library use. The DAAP Head Librarian also provides a liaison function with the administration of the college. The Head Librarian is responsible for long-range planning of services and facilities, and works closely with other library units such as the centralized processing units and other branch libraries to assure awareness of procedures, services, and collections within the library system.

PROFESSIONAL EXPERTISE

The DAAP Library has two librarians who are full-time members of the university faculty and have the appropriate undergraduate and graduate degrees. The librarians report through administrative channels within UC Libraries.

SUPPORT STAFF

The DAAP Library has two support staff who are in charge of circulation, student assistants, periodicals, and binding. The library employs on the average eighteen students per quarter to provide circulation and shelving assistance and to staff the library during weekend and evening hours. Written job descriptions for all employees exist.

COMPENSATION

Library staff salaries are commensurate with training and experience. Professional development is available, and staff are able to attend training on online databases, circulation issues, and reference services. Faculty professional travel is funded through a library travel committee, which allocates money based on established criteria approved by both the library faculty and the Dean & University Librarian. Additional funds are available for work-related training programs and administrative appointments. Staff may apply for Professional Development Funds.

FACILITIES

Space

The DAAP Library has occupied space in the Aronoff Center for Design and Art since 1996. This space provides approximately 11,500 usable square feet designed to maximize the study and research of art, architecture, design, and planning.

The library space represents a consolidated collection of print and non-print resources, which allows for future collection growth. The principle spaces include: entrance vestibule; information service desk; offices and related spaces; reference resources; periodical display; reading room; book stacks; seminar room; media room; group study room; seminar and special collections; and the Visual Resources Center, which includes separate scanning and photographic work areas and offices.

Environmental factors and security

Library furnishings, which include a variety of Knoll chairs and tables specified by the architects of the Aronoff addition in 1996, are appropriate for the environment and were selected to coordinate with the entire college facility. The library is arranged within one security envelope, thus insuring the integrity and permanency of the collection. The library has secured entrances and exits, and collections are protected by a theft detection unit. Emergency procedures are outlined in the DAAP Emergency Manual. Disaster plans are administered by the library's Conservation and Binding Department

Equipment

The library has 17 computers available for searching the library catalog and accessing electronic resources. The environment is wireless and students who bring their laptops to the library are able to access all resources.

Other equipment includes: two black and white photocopiers and one color photocopier providing enlargement and reduction copying on 8 ½ x 11 and 11 x 17 paper. A copy stand is available for student and faculty use. Two DVD players and three VCRs are available in the library as well as one slide projector along with a number of light tables for slide viewing. The library provides four flatbed scanners and one slide scanner.

BUDGET, ADMINISTRATION, AND OPERATIONS

Funds

The DAAP Library allocation is determined on a formal budget administered by the Assistant Dean for Collection Development. The budget formula takes into account factors such as the cost of materials, number of students and faculty, types of programs, and availability of publications. The DAAP Library budget for FY2009 is \$190,455, which includes \$27, 731 for student assistants.

The present funding of the DAAP Library collection is sufficient to maintain the present level of collection depth and services.

DAAP Library collection funds have increased by three percent in FY09. UC Libraries funds ARTstor (a licensed digital image collection of over 725,000 images). The college provides some additional funds to support the Visual Resources Center.

The Head Librarian also has access to specialized funds for replacement of materials and professional publications as well as for the purchase of media materials. For example, gift funds provided by architecture alumni, in the memory of students and faculty, provide for the purchase of specialized materials. The DAAP Head Librarian is responsible for purchase decisions for all DAAP materials including books, visual resources, and non-book selections.

Small grants such as globalization grants, special funding, and gifts from alumni augment the general funds.

Efficiency of operations and services

The library provides efficient and reliable user centered services.

Participation of faculty and students

The DAAP Library Committee provides formal input to the Head Librarian. As previously mentioned, this committee is comprised of a faculty representative from each school as well as a student.

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FINANCIAL RESOURCES

The School operated with a base budget of just over \$3 million in the 2007-08 fiscal year, which was reduced to \$2.6 million for 2008-09, as a result of university-wide budget cuts. However, this amount is still 50 percent more than the \$1.9 million budget in fiscal year 2003. The School's annual budget is derived from four primary sources of revenue:

- » General Funds budget, allocated from the University, developed from historical allocations and negotiations, which include incremental increases as determined by the M. Arch. Revenue Model (see below) and decreases according to University and College allocated budget cuts. About 85 percent of the general funds budget is spent on salaries of full-time and part-time faculty and staff.
- » Private Gift Accounts and earnings from Endowment Accounts, primarily restricted to supporting scholarships. Private gift account balances at the end of FY 2008 totaled just over \$140,000; endowment principal totaled over \$1 million.
- » University Graduate Scholarships (UGS) program funded by the Graduate School and allocated by the College. \$245,000 was committed for FY 2008 and \$200,000 for FY 2009.
- » Student Instructional Technology and Instructional Equipment (ITIE) fees charged to all UC students, which are dedicated to enhancement and maintenance of the instructional environment, including networks, computing, furnishings and shared labs. Total ITIE revenue for SAID in FY 2008 totaled just over \$55,000.

In addition, a portion of Sponsored Project income (from sources external to UC) is returned to the School and supplements the General Fund. Together, these sources add up to over \$3 million in 2007-08.

SAID budget & expenditures from FY03 thru FY08

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
Total General Funds Budget	\$2,431,307	\$2,318,434	\$2,404,615	\$2,586,684	\$3,014,810	\$2,877,972	3.01
salaries	\$2,100,096	\$2,198,477		\$2,649,732	\$2,328,436	\$2,484,745	3.01.1
Discretionary/operating	\$281,726	\$408,712	\$330,481	\$485,054		\$387,330	3.01.2
faculty development	\$5,000	\$4,369		\$40,794	\$26,643	\$30,057	3.01.3
One-time Capital Expenditures	\$8,500	\$2,873		\$23,377	\$6,993	\$0	3.01.4
Student Support							3.02
Grad Student Stipends	\$57,500	\$84,000	\$109,000	\$73,552	\$244,552	\$250,860	3.03
UGS scholarships		\$256,703	\$207,570	incl	\$467,044	\$387,604	3.04
Other Scholarships		\$108,000	\$48,229	\$176,901	\$36,002	\$143,939	3.05
Private Funds Scholarships		\$113,300	\$59,104		\$32,000	\$91,833	3.06
Student wages	\$11,400	\$4,507		\$25,617	\$200		3.07
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At first glance, the School's budget appears comparable to the other Schools in the College of DAAP, at about \$3900/student (SOP is highest, at \$5700/student, and SOD is lowest, at \$3100/student). However, once one accounts for the fact that M Arch student stipends are funded from the SAID Operating Budget, the adjusted gross budget per student is reduced to \$3500. SAID has by far the largest population of graduate students in the College; graduate education is more expensive, with lower class sizes and more intensive recruitment, admissions and advising demands at the School level (undergraduate programs are highly supported at the College and University levels; graduate programs are administered almost completely within the academic unit). These factors place a higher demand on School resources.

Comparing DAAP school budgets for FY 2007-08:

	SAID	SOD	SOA	SOP
Total General Funds Budget	\$2,948,727	\$3,079,321	\$1,944,435	\$1,578,862
Salaries	\$2,482,703	\$2,989,426	\$1,872,251	\$1,528,843
Discretionary/operating	\$182,186	\$88,304	\$71,613	\$33,148
Student Support	\$283,838	\$1,591	\$571	\$16,871
Faculty lines	30.00	32.50	26.75	15.50
Student Headcount 07A	753	986	465	277
Student: Faculty	25.10	30.34	17.38	17.87
\$/student	\$3,916	\$3,123	\$4,182	\$5,700
\$/faculty	\$98,291	\$94,748	\$72,689	\$101,862
\$/student, w/o GA stipends	\$3,539			

THE M. ARCH. REVENUE MODEL

The Master of Architecture program was established as a self-funded, "revenue model" program that continues today, with some modifications. It was built on a complex formula that predicts enrollment and incremental revenue (tuition), a large portion of which is returned to the School as an increase to the permanent General Funds Budget—amounting to nearly \$1 million for a 50 percent increase by FY 2006.

Early in 2004, flaws in the model became evident. Tuition rates were rising at rates in excess of 30 percent per year and University scholarship funding became unpredictable, taxing the model's ability to fund the graduate assistantships (and other aspects) that were vital to the program. We also realized that the program would require more administrative time and attention than had been allotted per the School's structure and bylaws. After analysis of the empirical data, SAID developed a revised Revenue Model that included increased enrollment targets, increased funding for graduate assistantships, and funding for a Graduate Program Director and two staff positions.

The M Arch Revenue Model has more than offset University budget cuts of recent years, and today this budget increase supports five new fulltime faculty lines, a graduate program director (Kucker), two new staff lines (Guerrettaz, Lawson), adjunct faculty, and student financial aid (scholarships and GA stipends), along with recruitment and retention activities. We were also able to refresh the School offices (primarily paint and carpet), upgrade faculty computers, raise salary compression/equity plan levels for many adjunct faculty, and create a competitive start-up package for new faculty. Furthermore, support for senior faculty has increased, in the form of Graduate Assistants and conference and travel support.

BUDGET CUTS

In FY 2008, the College was forced to make mid-year budget cuts equal to 14 percent of its permanent budget, in addition to creating a payback plan for cuts that had been deferred from prior years. This resulted in a combined budget reduction of over \$1.4 million and a one-time reduction of about \$1.7 million, in addition to cuts from FY 2007.

This budget cut was widespread, impacting every aspect of College operations. In order to minimize impact on already strained discretionary budgets, 'surplus' funds were identified and returned to Central Administration, including 20 percent of quasi-endowment account deposits (\$140k from SAID accts), and funding for some College staff was shifted from General Funds to gift and endowment accounts.

FY 2007:

\$772,573	Permanent reduction
\$219,038	One-time reduction

FY 2008:

\$1,406,657	Permanent reduction
\$1,697,800	One-time reduction
\$420,523	Reduced endowment

Each of DAAP's four schools was forced to take mid-year cuts as well as approximately 13 percent cut to our permanent budgets. The total budget cut to SAID for FY 2009 is \$419,000 (13 percent), in addition to over \$90k skimmed from surplus balances in scholarship accounts to support the University's Cincinnati Scholarship program:

- » \$50k from the SAID Operating budget (General funds less salaries)
- » \$37.5k from regular Adjunct budget
- » \$50k from Summer Instruction budget
- » \$100k from the permanent faculty budget (equal to two positions)
- » Eliminate a faculty line shared with School of Planning (\$81k from SAID)
- » Reduce 3 faculty lines vacated by retirements to entry level salaries (\$100k)

To help cope with the 14 percent cut, the Dean successfully negotiated with the Provost to reduce College enrollment, which had climbed to over 2400 students, about 600 (or 30 percent) above design capacity. The target enrollment for fall 2008 will be 300 students less than 2007. Accordingly the School is reducing enrollment effective fall 2008, with a freshman class of 84 (down from 160) and holding graduate admissions to about 60 (including UC BS Arch graduates).

FUNDING FROM EXTERNAL SOURCES

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Faculty Member Name	Title of Project	Faculty Role on Project (eg, PI, Investigator)	Sponsor Name	Years of Support	Total Funding	Funding Attributed to Faculty Member	Primary Activity (research, instruction or service)
Hancock, John Eliot	Children's Museum of Manhattan Interactive Archaeology Field Office Kiosk	PI	Children's Museum of Manhattan	1	\$50,000	\$50,000	service
	Stoller/DOE Fernald Project Extension	PI	S.M. Stoller Corporation	0.5	\$64,095	\$64,095	service
	Architecture Research for Aging Baby Boomers	PI	Steed Hammond Paul Inc.	1	\$75,001	\$52,501	research
	Interdisciplinary Studio: Housing and Community for Aging Baby Boomers	PI	Steed Hammond Paul Inc.	1	\$43,296	\$43,296	research
	Earthworks: Virtual Exploration of the Ancient Ohio Valley	PI	National Endowment for the Humanities	2	\$300,000	\$165,000	research
	Earthworks: Virtual Explorations of Ancient Neward Ohio	PI	Ohio Historical Society	1	\$30,000	\$30,000	research
	Fernald Visitors Center	PI	Department of Energy	1.5	\$166,205	\$166,205	service
	Total funded, Hancock				\$728,597	\$571,097	
Hancock, John Eliot Hedgecock, Ericka	Fernald Museum Project	PI	Department of Energy	1.5	\$60,992	\$60,992	service
Harfmann, Anton C	Solar Decathlon 2007	PI	Department of Energy	1	\$100,000	\$10,000	research, instruction
Hildebrandt, Henry P	Distance Learning Software Technologies for Application to Foundation Design Pedagogy and Collaborative Intranet Site Installation	PI	National Endowment for the Arts	1	\$24,999	\$24,999	research, instruction
Preiser, Wolfgang F.E.	Facilities Master Plan	PI	Public Library of Cincinnati and Hamilton County	0.5	\$198,388	\$99,194	service
Riorden, Elizabeth	Troy on the Internet	PI	National Endowment for the Humanities	3	\$182,000	\$182,000	research, instruction
	Troy on the Internet	PI	Samuel Kress Foundation	1	\$9,000	\$9,000	research, instruction
	Culture and Technology: Understanding and Preserving the Past through Visualization	PI	Ohio Humanities Council	0.5	\$2,000	\$2,000	research
	Institute for Aegean Prehistory	PI	Institute for Aegean Prehistory	1	\$25,000	\$25,000	research
	Psalmodi Master Plan	PI	Psalmodi Foundation	1.5	\$27,700	\$27,700	service
	Total funded, Riorden				\$245,700	\$245,700	
Stedman, Barry N	Jump-Start: Practitioner-led Workshops at the University of Cincinnati	PI	American Institute of Architects	3.5	\$30,000	\$30,000	instruction
	Green is Silver, Gold, and Platinum: Faculty workshop on sustainability	PI	Faculty Development Fund	1	\$15,000	\$15,000	instruction
	School of Rock	PI	National Concrete Masonry Assoc	1	\$5,000	\$5,000	instruction
Wallick, Karl T.	Measuring and Modeling Spatial Parameters for Industry/University Research Innovation	co-PI	National Science Foundation	1.3	\$5,000	\$1,500	research
McInturf, Michael	Hirise as corporate urban iconography	PI	Western & Southern	1	\$100,000	\$100,000	research, instruction
TOTALS					\$1,493,676	\$1,143,482	

FINANCIAL RESOURCES

FUNDING FOR CREATIVE/SCHOLARLY/RESEARCH PROJECTS

Like most departments in DAAP, SAID has scant experience in externally funded research. As opportunities recently appeared, the College restructured to make sponsored research more accessible to more faculty and students. As Associate Dean for Research and Graduate Studies, SAID Professor John Hancock led an ambitious program to establish a new collaborative and interdisciplinary research center to link faculty and students to new sponsors—the Center for Design Research and Innovation (CDRI). Through the CDRI, several interdisciplinary faculty research projects have been developed and supported, including Fernald Information Center, Sea Orbiter, Design for Aging Baby Boomers, etc.

In addition to sponsored projects, we have identified key activities in the program as candidates for funding from outside sources, including the nascent Master Critic program, public lecture series, student scholarships, and recruitment and retention programs. During the upcoming Capital Campaign, we hope to raise approximately \$5,000,000 in a combination of endowment and spendable funds to support School initiatives. These funds will be directed first to student financial support and toward improving research and instructional facilities for students and faculty. In particular, research labs are needed to study daylighting, artificial lighting, building materials and assemblies.

In 2006, local firm BHDP Architects initiated the Carl Monzel Professorship with a lead gift of \$100,000. Along with a match from College funds and recent additional gifts, this endowment is currently half funded. We continue to work with BHDP toward completing this fund by the end of 2008-09. The Carl Monzel Professorship will support important research and teaching in sustainable design, one of the most important issues in environmental design today. The professorship will bring leaders in sustainable design to teach at UC as Master Critics each year; will provide workshops for students, faculty, and practitioners; and support and develop expertise within the faculty, moving SAID into a leadership position in sustainable design among architecture and interior design schools.

An existing \$1 million fund for eminent scholar(s) in urban design has been resurrected and combined with \$2 million in new funding from signage industry donors James R. and Sharon Weinel to create a powerful fund that will support collaborative urban design education and research between SAID and the School of Planning. Initial calls to fill this new endowed chair will be published in fall 2008.

STUDENT FINANCIAL AID

The School holds just over \$1 million on deposit in endowment gift accounts, potentially yielding about \$50,000 per year in earnings, most of which is dedicated to scholarships for SAID students. Another \$50,000 has been available from private gift accounts each year. While only two of these funds are earmarked exclusively for graduate students (Fabe, American StructurePoint), we've generally been dividing the funds equally between graduate (a total of fewer than 200 students) and undergraduate students (a total of over 500). Adding these private funds to UGS allocations (\$200k in 2007-08), UGS redistribution from the College (\$110k in FY2007 and FY2008), and self-funding (M. Arch. Revenue Model), and the School is able to distribute about \$500,000 to M. Arch. students each year and \$50,000 to undergraduate students. Undergraduates are also eligible for the University's Cincinnati Scholarship Program, which provides another \$50,000 or more to SAID students each year.

In addition to scholarship accounts, approximately \$60,000 of the SAID operating budget is reserved for support of the M. Arch. program, funding recruitment and retention programs, including guest lectures, guests to review final studio projects, and a nascent Master Critic program.

Endowment account totals fall well short of that of our competitors. Washington University in St. Louis, for example, allocates an estimated over \$2 million in financial aid to M. Arch. students each year, compared to about \$500,000 at UC for a comparable number of students. Anecdotal evidence suggests that we consistently lose highly qualified applicants to competitors.

The challenge of the M Arch Revenue Model funding is establishing a financial aid budget for recruiting one year in advance of knowing how many students would register or how much funding the School will receive in operating funds. This problem has been addressed, at least temporarily, with internal reallocations at the College level (equal to approximately \$110k for FY 2006 and 2007) and a \$200k annual commitment for UGS scholarship funding from the Graduate School. However, studies show that substantially higher rates of funding are needed to remain competitive with comparable graduate programs.

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ADMINISTRATIVE STRUCTURE

In 2001, the faculty approved a revised Administrative structure for the School that divided School governance into two primary areas of activity—administrative and curricular. While the basic tenants of this structure—shared governance and administrative responsibility—are well founded in the culture of the School, details of implementation (as documented in the SAID Bylaws) proved unsustainable.

In 2007-08, an Administrative Structure Task Force was organized by the School Director to study the recent history of School administration, as well as issues anticipated in the near future, to develop recommendations for revision, which were presented to faculty in the spring of 2008. The task force's assessment includes the following reasons to reconsider the administrative structure of the School:

Increasing complexity within the School has escalated the demands on administration, and we must also consider alignment with the College and University administrative structures.

SAID is in transition from UG to graduate culture (or mix). While UG administration at UC is managed at university and college levels, graduate program administration is unit/School-based

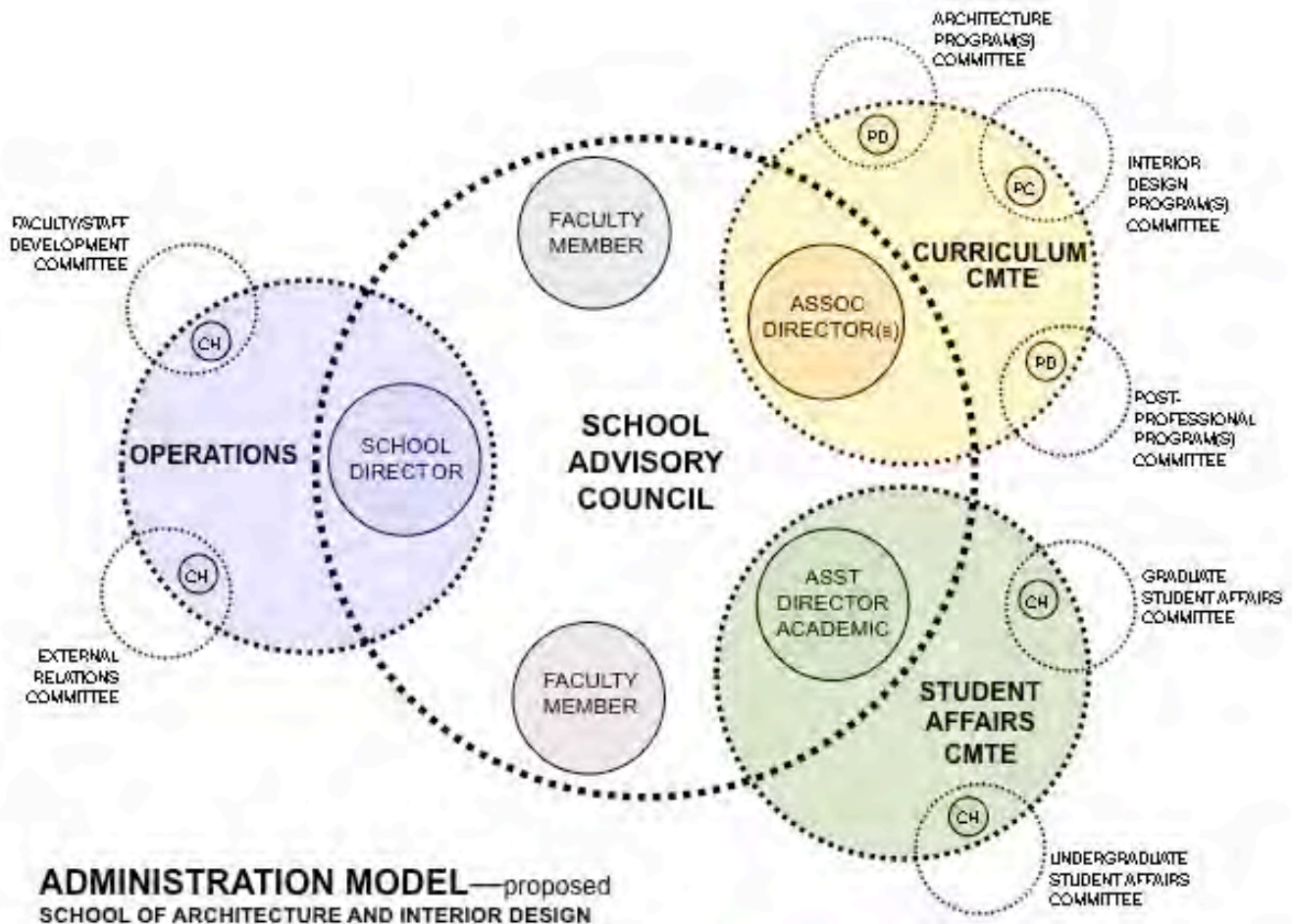
Concern and confusion among faculty about SAID administrative structure and processes, especially how decisions are made. We want to strengthen SAID as a working community.

Current administrators report that they are overburdened with day-to-day tasks in their individual roles and executive committee meetings are swamped in minutiae. They need time and place for thinking ahead and longer term planning.

The Task Force suggested the structure illustrated in the diagram below:

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ADMINISTRATIVE STRUCTURE



ADMINISTRATION MODEL—proposed
SCHOOL OF ARCHITECTURE AND INTERIOR DESIGN

The Program Director is responsible for developing and implementing program requirements, policies and procedure, and interfaces with Associate Directors, faculty committees and the Assistant Director Academic to accomplish this responsibility. Program issues are discussed in the School's Advisory Council; the full faculty votes on all curriculum and policy proposals.

The School Director chairs the Advisory Council, which includes the Associate Directors, program coordinators representing each degree program, the Assistant Director Academic, and two elected at-large faculty representatives. This committee meets biweekly and SAID faculty meetings are usually three times each quarter.

Associate Directors (AD)—the Associate Director for Graduate Programs and the Associate Director for Undergraduate Programs, Curriculum and Faculty Affairs—are responsible for managing and implementing curriculum and policy in the school. Currently, both Associate Directors are also responsible for coordinating degree programs—the AD for Graduate Programs is also the M. Arch. Program Director, and the AD for Undergraduate Programs is also the BSID program coordinator.

The Assistant Director Academic (ADA) is responsible for managing and implementing policy in the area of Student Affairs and provides a majority of the School's student advising functions. This was once the role of a faculty administrator, but as demands of the job increased substantially, we found that students could be served better and more consistently with a full-time staff person. The current ADA is also a licensed architect with substantial professional experience and holds a post-professional graduate degree.

The M. Arch. revenue-model matched enrollment growth with budget increments to SAID that also include additional faculty, staff and administrative lines. During the course of enrollment growth two staff and one administrative line were added to the existing group of faculty administrators and the single staff person. The administrative structure of the School has been modified at least twice in the past 5 years with the goal of providing cost-effective management of both the academic and student service needs.

A large school such as SAID demands that most staff and administrators serve multiple roles. The M. Arch. Program Director also serves as the SAID Associate Director for Graduate Programs, which is a liaison to the College and Graduate School.

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PROFESSIONAL DEGREES AND CURRICULUM

MASTER OF ARCHITECTURE CURRICULUM DESCRIPTION

The M. Arch.1 curriculum is a four-year program of professional study, with three years of academic study and one year of co-op. The M. Arch. 1 curriculum is the basis for all other M. Arch. degree tracks and hybrid programs. (Curricular charts follow this section.)

The Master of Architecture curriculum is structured in four phases: Foundation, Core Years, Research, and Thesis. These phases can be seen along the top of each curricular chart. Also noted on these charts are the academic quarters: Summer (U), Autumn (A), Winter (W), and Spring (S), which provide the cycle of the academic year and progress of each year to graduation. The course offerings of each individual quarter are read in a single column below the quarter's designation.

M. Arch. 1 students enter in the Foundation during the summer (U) and progress through each quarter moving across the curricular diagram from left to right. At the bottom of each column are a total of credit hours per quarter.

For example, during the summer (U), the M. Arch. 1 students take 23Arch501 Grad Accelerated Studio, 23Arch511 Grad Accelerated Skills and 23Arch591, Computer Accelerated Skills.

M. Arch. 2 students enter into the mid-section of the four-year curricular model, and are typically admitted into the Core Year Four. They progress from left toward the right, through the Research Year and the Thesis Year. As graduates of B. S. Arch. programs, they are completing professional degree course sequences that began in their undergraduate architecture curricula. The accompanying M. Arch. 2 diagram is identical in content to equivalent years of the M. Arch. 1 program, with a slight change to the quarter schedule as the result of shifting/offset co-op sections.

Across each curricular model and during any academic quarter, there are four disciplinary streams that organize content and the course offerings. These are:

- » Design and Skills, includes design studio and course offerings in digital and manual forms of representation.
- » History, Theory and Criticism (HTC)
- » Architectural Technology (Tech) includes building structures, materials and construction, environmental technologies and site construction.
- » Professional Practice includes professional roles, and contracts, professional ethics; co-op work experiences punctuate the curriculum and provide a dynamic binary relationship between theory and practice; between the worlds of the academy and of the profession.

An overview description of each of the four phases of the curriculum follows.

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MARCH 1 CURRICULUM CHART

FOUNDATION		CORE YEAR THREE				CORE YEAR FOUR				RESEARCH YEAR				THESIS YEAR			
U	A	W	S	U	A	W	S	U	A	W	S	U	A	W	S		
Graduate Acc. Studio ARCH501	Arch. Studio ARCH502	Arch. Studio 2 ARCH503	Arch. Studio ARCH504	Arch. Studio 3 ARCH504	Co-op	SEC Studio 1 ARCH601	SEC Studio 2 ARCH602	Elective Studio ARCH7XX	Co-op	Co-op	Elective Studio ARCH7XX	Option Quarter ARCH800	Thesis Studio ARCH901	Thesis Studio ARCH901	Thesis Studio ARCH901		
Graduate Acc. Skills ARCH511	HTC 1 Arch Hist ARCH527	HTC 2 Classical ARCH528	HTC 3 Mod.Hist. ARCH529	HTC 3 Mod.Hist. ARCH529	Co-op	SEC Tech 1 ARCH667	SEC Tech 2 ARCH668	Contemp HTC. ARCH716	Co-op	Co-op	Elective 2	Option Quarter ARCH800	Precedent/Process ARCH912	Precedent/Process ARCH912	Thesis Present ARCH913		
Computer Acc. Skills ARCH591	Composn. Skills ARCH512	Structures 1 ARCH277	Structures 2 ARCH278	Structures 2 ARCH278	Co-op	Site Systems ARCH357	Structures 4 ARCH677	eCoop Seminar 1 ARCH734	Co-op	Co-op	eCoop Seminar 2 ARCH735	Option Quarter ARCH800	Arch. Program ARCH738	Arch. Program ARCH738	Prof. Practice ARCH737		
	Grad Tech Intro ARCH567	Construct. 2 SAID288	ET 2 SAID288	ET 2 SAID288	Co-op	ET 3 ARCH387	Elective	Thesis Research ARCH710	Co-op	Co-op	Elective 3	Option Quarter ARCH800	Elective 5	Elective 5			
		Computer CAD SAID284	Elective	Elective	Co-op			Elective 1	Co-op	Co-op	Elective 4	Option Quarter ARCH800	Elective 6	Elective 6			
	Intro Co-op Ed. Grad. PD723																
18	16	18	18	18	15	15	18	15	18	18	15	15	15	12	12		

MARCH 1 MASTER OF ARCHITECTURE

School of Architecture and Interior Design / College of Design Architecture Art and Planning / University of Cincinnati

General!

The Research and Thesis years require 24 credit hours of electives, apart from studios. Of this total of 24 credits, at least 6 must be taken outside the School and at least 6 inside the School. A minimum of 72 of the total required 78 credit hours in these final two years must be taken in residence at UC. In addition to these electives, there are two "directed electives" and one that is urban in content and one that is interior design content. Some students will be exempt from this elective requirement if they have had previous coursework.

Undergraduate Electives

Graduate students may take up to 12 credit hours of undergraduate electives during the Research and Thesis years, all of which must be at 200-level or above unless the student requests and receives an exception. Up to 6 of these 12 undergraduate credits may be advanced standing for college courses that you took over and above undergraduate degree requirements and in which you received a grade of B or A, or may be taken during Option Quarter.

CORE YEAR FOUR				RESEARCH YEAR				THESIS YEAR				
A	W	S	U	A	W	S	U	A	W	S		
SEC Studio 1 ARCH601	Co-op			SEC Studio 2 ARCH602	Elective Studio ARCH7xx	Elective Studio ARCH7xx	Co-op		Thesis Studio ARCH901	Thesis Studio ARCH901	Thesis Studio ARCH901	
SEC Tech 1 ARCH667	Co-op			Contemp. Theory ARCH716	Elective 3	Elective 3	Co-op		Precedent / Process ARCH912	Precedent / Process ARCH912	Thesis Present ARCH913	
Elective or Req'd Course	Co-op			Thesis Research ARCH710	eCoop Seminar 1 ARCH734	eCoop Seminar 2 ARCH735	Co-op		eCoop Seminar 2 ARCH735			
Elective or Req'd Course	Co-op			Elective 1	Elective 4	Arch. Program ARCH738	Co-op		Arch. Program ARCH738	Elective 7	Prof. Practice ARCH737	
Co-op for Grad. Arch. PD723	Co-op			Elective 2	Elective 5	Elective 6	Co-op		Elective 6	Elective 8		
16	15	15	18	18	18	15	15	15	15	12		

MARCH 2 MASTER OF ARCHITECTURE

School of Architecture and Interior Design / College of Design Architecture Art and Planning / University of Cincinnati

REV. 3.10.08

General
The Research and Thesis years require 24 credit hours of electives, apart from studios, at least 6 must be taken outside the School and at least 6 inside the School. A minimum of 72 of the total required 78 credit hours in these final two years must be taken in residence at UC. In addition to these electives, there are two "directed electives" and one that is interior design content. Some students will be exempt from this elective requirement if they have had previous coursework.

Undergraduate Electives
Graduate students may take up to 12 credit hours of undergraduate electives during the Research and Thesis years, all of which must be at 200-level or above unless the student requests and receives an exception. Up to 6 of these 12 undergraduate credits may be advanced standing for college courses that you took over and above undergraduate degree requirements and in which you received a grade of B or A.

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- 3.11
- 3.12**
- 3.13

PHASES OF THE CURRICULUM

The two-quarter Foundation in the graduate program aims to cultivate imagination, with a focus on design as a process of inquiry and ideation. Foundation introduces pre-texts for architectural form and initiates design thinking; develops skills of representation and inquiry. The two-quarter foundation program begins with a summer quarter that is exclusive of academic course work in order to focus on studio-based learning and design processes.

The Core Years are focused on disciplinary knowledge and practices. The Core establishes disciplinary course sequences in History, Theory and Criticism, Architectural Technologies and Professional Practice. Co-op begins. The Core is four academic quarters and is punctuated by two co-op quarters. The binary relationship of theory and practice, the academy and the professional workplace are central to the core years.

The Research Year extends disciplinary knowledge and practices and seeks to develop critical thinking and reflective problem solving. The Research Year leverages both academic work and the six-month co-op to transition from professional instruction in support of agenda setting for student research and the thesis project. Research Year studios are topic driven and showcase the research agendas of invited guests and SAID faculty. Assignments in the e-Coop seminar draw the co-op office and the student's thesis research into a reflective discourse.

The Thesis Year project is year-long and includes research and scholarship along with a design project. A Professional Practice course concludes the thesis year with case-study research and draws a reflective view of co-op experiences.

HISTORY AND CHANGES

The Master of Architecture degree was accredited in 2003, and fully replaced SAID's professional B.Arch. degree in 2006. At its inception, the primary curricular structure for the Master of Architecture degree program was the 4 + 2 degree model, with two years of graduate study. The 4+2 model is a well known typology for the M. Arch. degree and links the undergraduate and graduate degree program curricula to fulfill accreditation requirements for a professional degree, which is granted as the Master's degree.

The organization of the course content and sequences in the new M. Arch. employed the developmental logic of the NAAB performance criteria, which proceeds from the general to the particular—from root principle to specialized practice. With this in mind, the 4+2 curriculum begins in undergraduate foundation studies and culminates in graduate level research that sponsors a design project in the thesis year.

Shortly after launching the new 4+2 program, an enrollment growth initiative sought to increase the Master's population by over 50 percent; with this growth derived from external populations. In the course of just a few years, curricular initiatives in the the M. Arch. have focused change to serve this broader base of incoming students, while also more specifically targeting the learning styles and needs of graduate students.

What has evolved is a model for the M. Arch. program that is a four-year professional degree program (eleven quarters of academic instruction) that aims for the steady, accumulative integration of knowledge and skills from day one through graduation, as a graduate student. This four-year professional model is now the basis for all curricular tracks in the M. Arch. program. Developing this comprehensive model for the professional M. Arch. program allows students of all levels of experience to be admitted as graduate students from day one.

Masters students with backgrounds in other disciplines are M. Arch. 1 students; they are studying architecture for the first time and they currently enroll in a four-year graduate program, and 90 percent of the courses in the program are at the graduate level, or for the Master's population only.

Bachelor of Science in Architecture students entering the professional Master's program have typically completed most of the professional content (as an undergrad) that is offered in the first two years of the new Master's degree curriculum and therefore these students are placed in the professional program with a form of advanced standing. This group of students is called M. Arch. 2, with the 'two' referring to their pursuit of a second degree in architecture.

The M. Arch. 2 students typically complete what is the last seven quarters, the upper levels of the M. Arch. curricular model. Matching the M. Arch. 2 student's previous academic experience with requisite courses to fulfill accreditation requirements is challenging, and even more so when considering the variety of undergraduate programs in architecture.

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The initial M. Arch. 4+ 2 model assumed a Masters population of primarily UC students with a model that relied on linking the undergraduate and graduate programs at UC. The curricula of the undergraduate program and graduate program are linked so that curricular efficiencies can be developed to offer an accelerated time-to-degree program. This curricular track is currently offered for UC B.S. Arch. students only, and they complete the last five quarters of the M. Arch. program. This is the thesis and Research years only. The faculty have recently voted to eliminate this accelerated program by 2012 and UC B.S. Arch. students will enter the M. Arch. 2 program that is seven quarters in length.

In the course of creating the new M. Arch. program, the full range of founding curricular developments (2001) are just now coming to the last phase of implementation. Some of these plans have, over the course of five years, begun to evolve, or are in need of assessment and change. Significant administrative change has also transpired and has had significant impact to the M. Arch. programs.

In addition to stewarding the B.S. Arch. to M. Arch. degree transition, the previous School Director also provided the curricular and administrative leadership for the new 4+2 M. Arch. program. Daniel Friedman departed in 2002 following the first successful NAAB accreditation of the 4 + 2 M. Arch. Within a year, Michael Pride was appointed School Director, and continues to serve in this role to this day. Faculty in part-time administrative appointments managed the growing M. Arch. program until the appointment of a full-time Graduate Program Director in 2005.

Apart from the impact of administrative change, the most substantive development in the last three years is the recognition of differing curricular and learning environments needed for graduate and undergraduate students, for the productive balance and engagement of student populations within SAID. While we seek community in the school, and we continue to reflectively consider when populations can productively integrate, and when the graduate program needs to be distinct, if not celebrated. In a school that prides itself in equality among all of its programs and disciplines, creating distinction for the new graduate group has been counter intuitive. Robert Probst has recently been appointed dean, and a primary agenda of his term is developing graduate education, and graduate culture at DAAP.

Timeline of Administrative and Curricular Changes

2001-02	<p>First graduate studios and seminars offered to M. Arch. class of '03</p> <p>With a national search, Dr. Judith Smith Koroscik begins five-year term as new DAAP dean</p>	<p>3.01</p> <p>3.01.1</p> <p>3.01.2</p>
2002-03	<p>The M.Arch. program receives six-year accreditation by NAAB</p> <p>Gordon Simmons serves as interim School Director</p> <p>Tom Bible serves as part-time M. Arch. Program Director</p> <p>First M. Arch./B.Arch. Thesis class: 43 students</p>	<p>3.01.3</p> <p>3.01.4</p> <p>3.01.5</p> <p>3.02</p>
2003-04	<p>With a national search, Michaele Pride is appointed as School Director</p> <p>Decision to substantially increase program enrollment occurs and the revenue-based model is re-negotiated and includes increased budget increments, and several additional faculty and administrative lines to SAID.</p> <p>Tom Bible serves as part-time M. Arch. Program Director</p> <p>Second M. Arch./B.Arch. Thesis class: 42 students</p>	<p>3.03</p> <p>3.04</p> <p>3.05</p> <p>3.06</p> <p>3.07</p>
2004-05	<p>New SAID Assistant Director for Academics appointed: Ellen Guerretaz</p> <p>Gordon Simmons serves as part-time M. Arch. Program Director</p> <p>Additional scholarship support from DAAP recruits UC B.S. Arch. population to M. Arch. at UC.</p> <p>New SAID Records Manager appointed: Kim Lawson</p> <p>Third M. Arch./B.Arch. Thesis class: 45 students</p>	<p>3.08</p> <p>3.09</p> <p>3.10</p> <p>3.11</p> <p>3.12</p>
2005-06	<p>With a national search, Patricia Kucker is appointed as full-time M. Arch. Program Director</p> <p>Last B. Arch. degree granted—one student</p> <p>Graduate Task force develops 2006 Curricular Initiative for Distinct Graduate Learning Environment; is approved by SAID faculty.</p> <p>Fourth M. Arch. Thesis class: 53 students</p>	<p>3.13</p>
2006-07	<p>A recruiting and admission program is developed and launched, resulting in largest yield of students from other disciplines and other B.S. Arch. programs.</p> <p>As part of the 2006 Initiative, a new design and skills course sequence is offered for incoming M. Arch. 1 students in Foundation and Core year 3. New HTC seminars offered for M. Arch. 1 students that parallel undergraduate courses—to recognize the differing learning environments and needs of graduate students.</p> <p>Elective offerings are moved earlier in the curriculum to promote and support thesis research and development.</p> <p>Upper level professional degree courses are moved out of B.S. Arch. curriculum and into M. Arch. curriculum. This curricular change occurs over three years and precludes incoming M. Arch. 2 students from taking undergraduate course offerings.</p> <p>Technology Faculty develop a new upper level Integrated Building Technology course(s) to satisfy NAAB criteria.</p> <p>Enrollment management focuses on developing external populations to diversify SAID culture and to elevate graduate discourse. Future enrollment growth is focused on prospective students from non-design backgrounds, with a goal to double this incoming class.</p> <p>Fifth M. Arch. Thesis class: 54 students</p>	
2007-08	<p>Robert Probst serves as interim Dean, and facilitates a 14% budget cut across the College.</p> <p>The three-course thesis studio sequence that is offered autumn, winter, and spring is administratively structured into a single research-type course offered with an SP/UP grading until the finished project is presented for a final evaluation and grade. Two additional topical courses are added to complement the studio.</p> <p>The new two-course technology offering is collaboratively taught and includes practicing professional and industry guests.</p> <p>A new Visiting Critic/Master Critic program that offers research driven elective design studios is launched.</p> <p>SAID faculty re-assess the relationships of the 4 + 2 M. Arch. model and make plans for changes that will impact the B.S. Arch. program and lengthen the time to degree for this track of the M. Arch.</p> <p>Sixth M. Arch. Thesis class: 66 students</p>	
2008 - 09	Seventh M. Arch. Thesis class: 60 students	
2009 - 10	Eight M. Arch. Thesis class: 81 students [projected]	

In January 2006, a curricular initiative to address the needs of the growing and somewhat discontented M. Arch. students included the recognition of a blog entry by a UC M. Arch. student on www.archinet.com. The student's entry begins by acknowledging the large UC tuition differential for graduate students, and goes on to question the value of this tuition when the grad curriculum was fully integrated into the undergraduate program. In reply to his own question, the student promoted a "...higher level of instruction, or a better student to faculty ratio, or more studio space, or something."

The singular goal of the 2006 curricular initiative was to develop a distinct graduate learning environment for the Master of Architecture degree program from day one.

Working toward this goal promoted a new four-year curricular model that sought to maximize the pedagogical and content assets of the undergraduate professional degree program, while also responding to the needs and evolving character of graduate instruction and "graduate culture." This new model is the M. Arch. 1 program curriculum, and includes a new set of graduate design and skill courses in the Foundation and Core years (see Appendix E for further information).

Changes in the History/Theory/Criticism (HTC) sequence include developing a strong, efficient disciplinary introduction for graduates to replace the more lengthy undergrad series, while promoting the development of advanced course offerings in seminar formats through electives. New instructor-driven pedagogies emerged in response to the need for distinct graduate learning environments to address the linkage and responsibility that HTC courses have to both grad and undergrad populations when content is delivered through singular course offerings.

Changes in the Building Technology sequence have been limited, and are focused on content consolidation as well as new pedagogies and course structure to integrate technologies within the design sequence, and to address trends in the discipline and the profession. The Structures Environment Construction (SEC) Tech course sequence is collaboratively taught by representatives in the technology sub-disciplines (structures, environmental controls, day lighting, construction) and plans to incorporate industry consultants.

Unfulfilled portions of this curricular initiative are related to developing the sub-discipline Knowledge Areas (aka 'Concentrations') that are taken up in electives. This remains a work in progress due in part to the demanding teaching loads that have occurred as we address faculty retirements and turnover.

CURRICULAR TRACKS FOR THE MASTER OF ARCHITECTURE PROGRAM

The Master of Architecture program is a single degree program, as well as a sequential degree program of professional education (B.S. Arch. + M. Arch.). The multiple curricular tracks for the M. Arch. program are described below, with curricular diagrams provided on the following pages.

The *M. Arch. 1 curricular track* is for students with an undergraduate degree in other than an architecture discipline. This track includes eleven academic quarters, four co-op work quarters, and an Option Quarter (that allows student to elect a course of study); 184 total quarter credit hours including advanced standing credits. Eleven academic quarters of instruction is roughly equivalent to programs offering six semesters of instruction. About 20 percent of the M. Arch. graduating class are M. Arch.1 students.

	184	total degree credits
	***	general studies *** satisfied by undergraduate program
85%	156	credits required professional courses
15%	30	credits total elective courses (6 min.credits architecture electives) (12 min. credits non-architecture electives)

The *M. Arch. 2 curricular track* is for students with an undergraduate degree in architecture. The program includes seven academic quarters and four quarters of co-op work experience. Students placed in this track normally include students with a B.S. in Architecture or equivalent degree that partially fulfills NAAB requirements and may have less than a year of architecture-related work experience; degree credits range from 97-109 quarter credit hours. Seven academic quarters of instruction are equivalent to M. Arch. programs offering four semesters of instruction. About 30 percent of the current M. Arch. graduating class are M. Arch. 2 students.

	100-109	total degree credits
	***	general studies *** satisfied by undergraduate program, plus 6 credits of non-architecture courses are satisfied in the M. Arch
76%	76 - 85	credits required professional courses
24%	24 +	credits total elective courses (6 min.credits architecture electives) (12 min. credits non-architecture electives)

The *M. Arch. 4+2 program* is for UC B.S. Arch. students and currently includes five academic quarters in the M. Arch. program and a six-month co-op. This degree program is a direct complement to, and extension of, the UC 4-year undergraduate architecture program. The UC B.S. Arch program is ten quarters of academic instruction, and the complementary M. Arch. is five academic quarters. The 4+2 M. Arch. totals fifteen quarters of instruction and is roughly equivalent to programs offering ten semesters of instruction. About 50 percent of the M. Arch. graduating class are UC B.S. Arch. grads. Enrollment plans project a decrease in this student group, and increases in external populations.

264 degree credits: (186 crs. B. S. Arch. degree; 78 crs. M. Arch. degree)

B. S. Arch degree

48	credits general studies
138	credits required professional courses
0	credits total elective course
	** all general studies courses are elective. There are no required architecture electives in the B. S Arch.

M. Arch. degree

6	credits general studies *** 68 crs. total of general studies required by NAAB
54	credits professional courses
24	elective credits

The character of the accelerated 4+2 M. Arch. program has been re-evaluated by the faculty and will be changed. The resulting B.S. Arch. program will continue to be 10 quarters of academic instruction at the undergraduate level, and the complimentary M. Arch. program will become the seven quarter M. Arch. 2 program, for a total of seventeen quarters of instruction. The program renovation charge and resulting change is two-fold. There is an increase in the length of graduate level study for this group of students, and there is a significant change to the character of the undergraduate program, now offering a broader preparation for graduate study by expanding the general studies offerings to meet the NAAB minimum requirement. The change will also create more parity among the incoming class of B.S. Arch. students to the M. Arch. degree, because all B. S. Arch. students, including UC students, will now enter at the same point in the M. Arch. curriculum.

The required 45 semester credits of General Studies course work translates to 68 quarter credit hours, and the current 4+2 program offers only a total of 54 quarter credits. The University of Cincinnati general education program allows undergraduate liberal arts requirements to be met by many of the professional degree course offerings, and this contributes to our current curricular structure. Recent faculty discussions have explored expanding non-professional course offerings that are offered by this body of "electives" in the B.S. Arch. curriculum. Recent faculty discussions acknowledge the valuable breadth of liberal arts education and there is a commitment to meet these essential NAAB requirements. Plans to expand the general education offerings in the B. S. Arch., and to implement the M. Arch. 2 degree track for the UC cohort will offer compliant Master of Architecture degrees for the UC B.S. Arch.+ M. Arch. group by 2015.

DEVELOPMENTS IN THE 4+2 PROGRAM

The M. Arch. degree was first accredited in 2003, as a "B. Arch becoming an M. Arch.," and the 4+2 degree structure was instrumental in making this degree transition. The apparent efficiency of the B. S. Arch degree and its role in the 4+2 model assumed that all professional degree course work would be

met in the B. S. Arch, as it had been in the B. Arch degree, and so the complementary M. Arch. years were focused topical research. This was an unusual assumption because B. S. Arch programs do not typically intend to fulfill professional degree requirements, but rather only begin professional course sequences. B.S. Arch. Programs vary in their capacity to develop professional degree coursework and are typically more extensive in liberal arts offerings. We have come to realize that B. S. Arch students seek to complete professional degree coursework in an M. Arch. Degree program.

Over the course of the last six years, and with a growing population of incoming B. S. Arch. students from other programs, we have developed the single degree M. Arch. model. As the UC "B. Arch. continues to become an M. Arch.," there has been a migration of upper level professional degree courses to the M. Arch. program. In its most recent phase, which includes moving the comprehensive design studio and upper level tech courses out of the B.S. Arch program, more General Studies courses can now be added to the B.S. Arch program. We expect this final curricular change will occur over the next four years. These B.S. Arch students will enter the longer M. Arch. program and graduate in 2015 with an M. Arch. degree that meets the General Studies requirement.

COURSE AND CREDIT LOADS

The current B.S. Arch degree program consistently requires a quarter course load of 18 credits, and this is the university mandated credit load maximum without penalty or overload. In addition, there are two quarters in the B. S. Arch program with 21 credits—a 3 credit overload. Changes to meet the NAAB General Studies requirement will also include reducing the credit overload for the overload quarters.

The Graduate School stipulates 10 credits as a the minimum graduate credit load per quarter, with 12 credits required of students with Federal Financial Aid. The M. Arch. curriculum is typically 16 – 18 credits per quarter, with a drop to 12 credits during the thesis year.

CERTIFICATE PROGRAMS

There is a certificate program in Historic Preservation and approximately ten B. S. Arch students (about 15 percent of the class) graduate with a certificate. M. Arch. students do not usually participate in the certificate program, however there are several current M. Arch. students pursuing dual degrees with the Business School, The School of Planning and with the M. S. Arch program.

Course distributions and schedule for each curricular track are displayed on the following pages.

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MArch 1	crs	professional	crs	general education
Foundation (2 qtrs)	6	501 Graduate Accelerated Studio		satisfied by undergraduate degree
	6	511 Graduate Accelerated Skills		
	3	591 Computer Accelerated Skills		
	6	502 Architecture Studio		
	3	627 HTC 1		
	3	512 Composition Skills		
	3	567 Intro to Technology		
	1	723 Intro to Co-op Education-Grad		
Core 3 (2 qtrs)	6	503 Architecture Studio		
	3	528 HTC 2		
	3	227 Structures 1		
	3	268 Construction 2		
	3	294 CAD		
	6	504 Architecture Studio		
	3	529 HTC 3		
	3	278 Structures 2		
	3	268 Environmental Technology 2		
Core 4 (2 qtrs)	6	601 SEC Studio 1	3	directed elective
	3	667 SEC Tech 1	3	directed elective
	3	387 Environmental Technology 3		
	3	357 Site Systems		
	3	602 SEC Studio 2		
	3	668 SEC Tech 2		
	3	677 Structures 4 or elective		
	1	Co-op Ed for Grads		
Research yr (2 qtrs)	6	7XX Elective Studio	3	elective 1
	3	716 HTC Contemporary	3	elective 2
	3	734 e-Co-op seminar		
	3	710 Thesis Research		MArch 1 Electives 1 - 8
	6	7XX Elective Studio		<i>a minimum of 6 crs. elective must be outside SAID</i>
	3	e-Co-op Seminar		<i>a minimum of 6 crs. elective must be inside SAID</i>
	3	elective 3		
	3	elective 4		
Thesis (3 qtrs)	6	901 Thesis Studio		
	3	738 Intro to Programming		
	6	901 Thesis Studio		
	3	912 Process and Precedents		
	6	901 Thesis Studio		
	3	913 Thesis Presentation		
	3	637 Professional Practice		
	12	electives that can be either inside SAID, or outside SAID by the student's choice		
DEGREE	60	PROFESSIONAL	12	GENERAL EDUCATION

MArch 2	crs	professional	crs	general education	
				satisfied by undergraduate degree	3.01
Core 4	6	601 SEC Studio 1	3	elective	3.01.1
(2 qtrs)	3	667 SEC Tech 1	3	urban elective, here instead for UC BSArch	3.01.2
	6	387 Environmental Technology 3			3.01.3
	3	357 Site Systems			3.01.4
	3	602 SEC Studio 2			3.01.5
	3	668 SEC Tech 2			3.02
	3	677 Structures 4			3.03
	3	Co-op Ed for Grads			3.04
Research	6	7XX Elective Studio	3	elective 1	3.05
(2 qtrs)	3	716 HTC Contemporary	3	elective 2	3.06
	3	734 e-Co-op seminar			3.07
	3	710 Thesis Research		MArch 2 Electives 1-8	3.08
	6	7XX Elective Studio		<i>a minimum of 6 crs. elective must be</i>	3.09
	3	735 e-Co-op Seminar		<i>outside SAID</i>	3.10
	3	elective 3		<i>a minimum of 6 crs. elective must be</i>	3.11
	3	elective 4		<i>inside SAID</i>	3.12
Thesis	6	901 Thesis Studio			3.13
(3 qtrs)	3	738 Programming			
	6	901 Thesis Studio			
	3	912 Process and Precedents			
	6	901 Thesis Studio			
	3	913 Thesis Presentation			
	3	637 Professional Practice			
	12	electives that can be either inside SAID, or outside SAID by the student's choice			
DEGREE	60	PROFESSIONAL	12	GENERAL EDUCATION	

Currently offered M. Arch. 4+2 for UC B.S. Arch. students.
This program will be changed.

M. Arch.				
4+2		professional		general education
Foundation	6	101 Design Lab	3	English 101
(4 qtrs)	6	102 Design Lab	3	English 102
	6	103 Design Lab	3	elective 1
	3	104 Documentation Lab		
	3	105 Documentation Lab		
	3	106 Documentation Lab		
	3	127 Arts and Society		
	3	128 Arts and Society		
	3	129 Arts and Society		
	6	201 Immersion Studio		
	2	227 HTC 1 Precedents		
	3	204 Representation		
	2	267 Construction		
	2	287 Environmental Technology		
	2	237 Interior Technology		
	1	223 Co-op Ed for Architects		
core 2	6	202 Architecture Studio	3	elective 2
(2 qtrs)	3	228 HTC 2 Classical	3	Urban elective
	3	277 Structures 1	3	English 289
	3	268 Construction 2		
21 crs./qtrs.	3	294 Computer Skills		
	6	3XX Elective Studio		
	3	229 HTC 3 Modern		
	3	278 Structures 2		
	3	288 Environmental Technlgy 2		
core 3	6	301 Architecture Studio	3	interior elective
(2 qtrs)	3	627 HTC Critiques of Modernism	3	elective 3
	3	357 Site Systems	3	elective 4
	3	387 Environmental Technlgy 3	3	elective 5
	3	3XX Elective Studio	3	elective 6
	6			
core 4	6	601 SEC Studio 1	3	elective 7
(2 qtrs)	3	667 SEC Tech 1	3	elective 8
	6	602 SEC Studio 2	3	elective 9
	3	668 SEC Tech 2	3	elective 10
			3	elective 11
total	138	PROFESSIONAL	48	GENERAL EDUCATION
MArch				
4+2 cont'd	crs	professional	crs	general education
Research	6	7XX Elective Studio	3	elective 1
(2 qtrs)	3	716 HTC Contemporary	3	elective 2
	3	734 e-Co-op seminar		
	3	710 Thesis Research		MArch Electives
	6	7XX Elective Studio		<i>a minimum of 6 crs. elective must be outside SAID</i>
	3	735 e-Co-op Seminar		<i>a minimum of 6 crs. elective must be inside SAID</i>
	3	elective 3		
	3	elective 4		
Thesis	6	901 Thesis Studio		
(3 qtrs)	3	738 Programming		
	6	901 Thesis Studio		
	3	912 Process and Precedents		
	6	901 Thesis Studio		
	3	913 Thesis Presentation		
	3	637 ProfessionalPractice		
	12	electives that can be either inside SAID, or outside SAID by the student's choice		
4+2 DEGREE	198	PROFESSIONAL	54	GENERAL EDUCATION

(68 General Education credits are required by NAAB)

Proposed: To meet General Studies requirement, the 4 + 2 MArch program is replaced by a new BSArch program (2012 graduating class) and can then be complemented by the currently offered MArch 2 program, resulting in a NAAB compliant Master of Architecture degree conferred by 2015. This curricular change affects only UC students.

B.S. Arch		professional	crs	general education
Foundation	6	101 Design Lab	3	English 101
(4 qtrs)	6	102 Design Lab	3	English 102
	6	103 Design Lab	3	elective 1
	3	104 Documentation Lab		
	3	105 Documentation Lab		
	3	106 Documentation Lab		
	3	127 Arts and Society		
	3	128 Arts and Society		
	3	129 Arts and Society		
	6	201 Immersion Studio		
	2	227 HTC 1 Precendents		
	3	204 Representation Skills		
	2	267 Construction I		
	2	287 Environmental Tech. I		
	2	237 Interior Technology		
	1	223 Co-op Ed for Architects		
core 2	6	202 Architecture Studio	3	elective 2
(2 qtrs)	3	228 HTC 2 Classical	3	urban elective
	3	277 Structures 1	3	elective 3
	3	268 Construction 2	3	elective 4
	3	294 Computer Skills		
	6	3XX Elective Studio		*these courses formerly in Core 2
	3	229 HTC 3 Modern		with 21 crs. quarters
core 3	6	301 Architecture Studio	3	interior elective
(2 qtrs)	3	627 HTC Crtiq. of Mod.Arch	3	elective 5
	3	278 Strucutres 2*	3	elective 6
	6	3XX Elective Studio	3	English
			3	elective 7
			3	elective 8
core 4	6	401 Studio	3	elective 9
(2 qtrs)	3	287 Environmental Tech 2*	3	elective 10
	6	402 Studio	3	elective 11
	3	XXXCapstone	3	elective 12
			3	elective 13
			3	elective 14
total	133	PROFESSIONAL	57	GENERAL EDUCATION
B.S.Arch.				

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2012 Graduates will enter the MArch 2 program with 57 credits in General Studies and the complementary MArch 2 program requires 12 elective crs. that will make the total General Studies credit equal 69 credits. This degree package can be conferred in 2015. The M. Arch. 2 program is currently offered to incoming students from other B. S. Arch schools

MArch 2				
Core 5 (2 qtrs)	6	601 SEC Studio 1	3	elective
	3	667 SEC Tech 1	3	elective
	6	687 Environ Tech 3		
	3	657 Site Systems		
	3	602 SEC Studio 2		
	3	668 SEC Tech 2		
	3	677 Structures 4		
	1	Co-op Ed for Grads		
	Research (2 qtrs)	6	XXX Elective Studio	3
3		716 HTC Contemporary	3	elective 2
3		734 e-Co-op seminar		
3		710 Thesis Research		
6		7XX Elective Studio		<i>a minimum of 6 crs. elective must be outside SAID</i>
3		e-Co-op Seminar		
3		elective 3		<i>a minimum of 6 crs. elective must be inside SAID</i>
Thesis (3 qtrs)	6	901 Thesis Studio		
	3	738 Programming		
	6	901 Thesis Studio		
	3	912 Process and Precedents		
	6	901 Thesis Studio		
	3	913 Thesis Presentation		
	3	637 ProfessionalPractice		
12 electives that can be either inside SAID, or outside SAID by the student's choice				
2015 4+2 DEGREE	198	PROFESSIONAL	69	GENERAL EDUCATION

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STUDENT PERFORMANCE CRITERIA

CURRICULUM MATRICES

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STUDENT PERFORMANCE CRITERIA

4+2

		Speaking and Writing Skills	Critical Thinking Skills	Graphics Skills	Research Skills	Formal Ordering Systems	Fundamental Design Skills	Collaborative Skills	Western Traditions	Non-Western Traditions	National and Regional Traditions	Use of Precedents	Human Behavior	Human Diversity	Accessibility	Sustainable Design	Program Preparation	Site Conditions
SAID 101	Design Lab 1		X				X	X										
SAID 104	Documtn Lab 1			X		X	X											
SAID 127	Arts and Society 1	X	X						X	X	X	X	X	X		X		
SAID 191	Computer Skills 1			X														
SAID 102	Design Lab 2		X				X	X										
SAID 105	Documtn Lab 2			X		X	X											
SAID 128	Arts and Society 2	X							X	X	X							
SAID 192	Computer Skills 2			X														
SAID 103	Design Lab 3		X				X	X										
SAID 106	Documtn Lab 3			X		X	X											
SAID 129	Arts and Society 3	X			X				X	X	X	X						
SAID 193	Computer Skills 3			X														
SAID 201	Immersn Studio	X	X	X	X	X	X	X				X			X	X	X	X
SAID 227	HTC 1 Precednt		X		X	X			X			X						
SAID 204	Representation																	
SAID 267	Constr 1					X												
SAID 287	ET 1											X				X		X
SAID 237	Int. Tech 1																	
PD 223	Co-op for Arch																	
ARCH 202	Arch Studio 2		X	X	X		X	X	X			X	X	X	X		X	X
SAID 228	HTC 2 ClassTradn	X	X	X	X				X									
ARCH 277	Structs 1											X						
SAID 268	Constr 2		X													X		X
SAID 294	Computer CAD			X														
SAID 229	HTC 3 ModHist	X	X	X					X		X	X	X					
ARCH 278	Structs 2	X										X						
SAID 288	ET 2	X										X				X		X
ENGL 289	English																	
ARCH 301	Arch Studio 3	X	X	X	X	X	X	X				X			X	X	X	X
ARCH 427	HTC 4 ModCrit's	X	X		X				X	X	X	X		X		X		
ARCH 357	Site Systems		X			X						X			X	X		X
ARCH 387	ET 3	X			X							X						
ARCH 601	SEC Studio 1	X	X	X	X	X	X	X				X				X		X
ARCH 667	SEC Tech 1	X	X	X	X			X				X				X		X
ARCH 602	SEC Studio 2	X	X	X	X		X					X			X	X		X
ARCH 668	SEC Tech 2	X	X		X							X			X	X		X
ARCH 677	Structs 4											X						
ARCH 716	Contemp HTC	X	X		X				X	X	X	X	X	X		X		
ARCH 734	eCoop Seminar1	X	X									X	X	X		X		
ARCH 710	Thesis Research	X	X	X	X							X						
ARCH 735	eCoop Seminar2	X	X		X							X						
ARCH 901	Thesis Studio	X	X	X	X		X					X						X
ARCH 738	Arch. Program				X								X		X	X	X	
ARCH 912	Precednt Process	X	X	X	X		X					X					X	X
ARCH 913	Thesis Present	X		X			X								X			
ARCH 737	Prof. Practice	X	X															

OCCURRENCES 23 24 19 18 9 14 8 9 5 6 25 6 5 8 15 5 13

Structural Systems	Environmental Systems	Life Safety	Building Envelope Systems	Building Service Systems	Building Systems Integration	Building Materials and Assemblies	Construction Cost Control	Technical Documentation	Client Role in Architecture	Comprehensive Design	Architects' Administrative Roles	Architectural Practice	Professional Development	Leadership	Legal Responsibilities	Ethics and Professional Judgment	4+2
																	Design Lab 1 SAID 101
																	Documtn Lab 1 SAID 104
															X		Arts and Society 1 SAID 127
											X						Computer Skills 1 SAID 191
																	Design Lab 2 SAID 102
																	Documtn Lab 2 SAID 105
																	Arts and Society 2 SAID 128
											X						Computer Skills 2 SAID 192
																	Design Lab 3 SAID 103
																	Documtn Lab 3 SAID 106
																	Arts and Society 3 SAID 129
											X						Computer Skills 3 SAID 193
X	X	X	X	X	X	X	X	X	X	X					X		Immersn Studio SAID 201
																	HTC 1 Precednt SAID 227
																	Representation SAID 204
X			X			X											Constr 1 SAID 267
	X		X														ET 1 SAID 287
																	Int. Tech 1 SAID 237
										X	X	X			X		Co-op for Arch PD 223
		X	X			X	X										Arch Studio 2 ARCH 202
																	HTC 2 ClassTradn SAID 228
X						X											Structs 1 ARCH 277
X	X		X	X	X	X		X				X	X				Constr 2 SAID 268
		X															Computer CAD SAID 294
																	HTC 3 ModHist SAID 229
X			X			X											Structs 2 ARCH 278
	X	X	X	X	X	X				X							ET 2 SAID 288
																	English ENGL 289
	X			X	X					X							Arch Studio 3 ARCH 301
																	HTC 4 ModCrit's ARCH 427
	X	X				X											Site Systems ARCH 357
	X	X	X	X	X	X											ET 3 ARCH 387
			X		X	X				X							SEC Studio 1 ARCH 601
X	X		X		X	X				X							SEC Tech 1 ARCH 667
X	X	X	X	X	X	X		X		X							SEC Studio 2 ARCH 602
X	X	X	X	X	X	X		X		X							SEC Tech 2 ARCH 668
X						X											Structs 4 ARCH 677
																	Contemp HTC ARCH 716
									X				X	X	X		eCoop Seminar1 ARCH 734
																	Thesis Research ARCH 710
													X				eCoop Seminar2 ARCH 735
										X							Thesis Studio ARCH 901
																	Arch. Program ARCH 738
																	Precednt Process ARCH 912
																	Thesis Present ARCH 913
							X	X		X	X	X		X			Prof. Practice ARCH 737

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STUDENT PERFORMANCE CRITERIA

MARCH 1

		Speaking and Writing Skills	Critical Thinking Skills	Graphics Skills	Research Skills	Formal Ordering Systems	Fundamental Design Skills	Collaborative Skills	Western Traditions	Non-Western Traditions	National and Regional Traditions	Use of Precedents	Human Behavior	Human Diversity	Sustainable Design	Program Preparation	Site Conditions
ARCH 501	Grad Acc. Studio	X	X	X	X	X											
ARCH 511	Grad Acc. Skills			X		X											
ARCH 591	Computer Acc. Skills			X		X											
ARCH 502	Arch. Studio					X	X	X				X					
ARCH 527	HTC 1 Arch Hist	X		X	X				X				X				
ARCH 512	Composn Skills			X		X	X										
ARCH 567	Grad Tech Intro							X					X			X	
PD 723	Coop Ed. Grad.																
ARCH 503	Arch. Studio 2															X	X
ARCH 528	HTC 2 Classical	X	X	X	X					X							
ARCH 277	Structures 1												X				
SAID 268	Constr 2		X													X	X
SAID 294	Computer CAD			X													
ARCH 504	Arch. Studio			X			X						X				
ARCH 529	HTC 3 ModHist	X	X	X					X		X	X	X				
ARCH 278	Structs 2	X											X				
SAID 288	ET 2												X			X	X
ARCH 601	SEC Studio 1	X	X	X	X	X	X	X					X			X	X
ARCH 667	SEC Tech 1	X	X	X	X			X					X			X	X
ARCH 357	Site Systems		X			X							X		X	X	X
ARCH 387	ET 3	X			X								X				
ARCH 602	SEC Studio 2	X	X	X	X		X						X		X	X	X
ARCH 668	SEC Tech 2	X	X		X								X		X	X	X
ARCH 677	Struct 4												X				
ARCH 716	Contemp Theory	X	X		X				X	X	X	X	X	X		X	
ARCH 734	eCoop Seminar1	X	X										X	X			
ARCH 710	Thesis Research	X	X	X	X								X				
ARCH 735	eCoop Seminar2	X	X		X								X				
ARCH 901	Thesis Studio	X	X	X	X		X						X				
ARCH 738	Arch. Program				X								X		X	X	X
ARCH 912	Precednt Process	X	X	X	X		X						X				X
ARCH 913	Thesis Present	X		X			X										
ARCH 737	Prof. Practice	X	X														

OCCURANCES 18 16 16 14 7 8 4 4 1 3 18 5 2 4 11 2 9

Structural Systems	Environmental Systems	Life Safety	Building Envelope Systems	Building Service Systems	Building Systems Integration	Construction Materials and Assemblies	Technical Cost Control	Client Role in Architecture	Comprehensive Design	Architects' Administrative Roles	Architectural Practice	Professional Development	Leadership	Legal Responsibilities	Ethics and Professional Judgment			
																	Grad Acc. Studio	ARCH 501
																	Grad Acc. Skills	ARCH 511
																	Computer Acc. Skills	ARCH 591
						X											Arch. Studio	ARCH 502
																	HTC 1 Arch Hist	ARCH 527
																	Composn Skills	ARCH 512
X	X		X			X											Grad Tech Intro	ARCH 567
										X	X	X	X	X	X		Coop Ed. Grad.	PD 723
			X														Arch. Studio 2	ARCH 503
																	HTC 2 Classical	ARCH 528
X						X											Structures 1	ARCH 277
X	X		X	X	X	X		X			X	X					Constr 2	SAID 268
		X															Computer CAD	SAID 294
																	Arch. Studio	ARCH 504
																	HTC 3 ModHist	ARCH 529
X			X			X											Structs 2	ARCH 278
	X	X	X	X	X	X			X								ET 2	SAID 288
			X		X	X			X								SEC Studio 1	ARCH 601
X	X		X		X	X			X								SEC Tech 1	ARCH 667
	X	X				X									X		Site Systems	ARCH 357
	X	X	X	X	X	X											ET 3	ARCH 387
X	X	X	X	X	X	X		X		X							SEC Studio 2	ARCH 602
X	X	X	X	X	X	X		X		X							SEC Tech 2	ARCH 668
X						X											Struct 4	ARCH 677
																	Contemp Theory	ARCH 716
								X				X	X		X		eCoop Seminar1	ARCH 734
																	Thesis Research	ARCH 710
												X					eCoop Seminar2	ARCH 735
									X								Thesis Studio	ARCH 901
															X		Arch. Program	ARCH 738
																	Precednt Process	ARCH 912
																	Thesis Present	ARCH 913
						X		X		X	X			X			Prof. Practice	ARCH 737

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STUDENT PERFORMANCE CRITERIA

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4

SUPPLEMENTAL INFORMATION

STUDENT PROGRESS EVALUATION PROCEDURES 4.01

STUDIO CULTURE POLICY 4.02

COURSE DESCRIPTIONS 4.03

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VISITING TEAM REPORT FROM THE PREVIOUS VISIT 4.05

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4.01

STUDENT PROGRESS EVALUATION PROCEDURES

SUPPLEMENTAL INFORMATION

CORE COURSE REQUIREMENTS TO ENTER MARCH 2 CURRICULUM

STUDENT:

Master of Architecture students must complete these requirements prior to entering the Research Year.

REQUIRED COURSE CONTENT	QTR. CREDIT HRS.	# courses, type of COMPLETED
<p>Comprehensive Building Design Formal composition skills; basic design research methods; space planning; detailed integration of structural, climate control, construction systems; landscape and urban site planning; environmental responsibilities; architectural drawing conventions; sketching, diagramming, physical modeling</p>	varies	
		NAAB comprehensive design studio/course work?
<p>Architectural History or Art History (please specify) Purposes, means, and social-cultural settings of architecture from ancient to modern times, including introduction to non-western architecture. At least 3 credits must be an architecture history survey course</p>	9	
<p>Advanced Architectural Theory Range of architectural principles and grounds for critical judgment in their historical, social contexts</p>	6	
<p>Architectural Programming Project data collection; assessment of client and user needs; analyses of site conditions and legal standards; critical review of precedents; implications for design</p>	3	
<p>Computer Applications CAD, 3-dimensional modeling, graphics programs</p>	6 (or equiv. experience)	
<p>Building Construction Construction materials, physical systems and processes</p>	6	
<p>Environmental Technology Thermal principles and systems, lighting, acoustics, plumbing, electricity</p>	9	
<p>Structures Statics, strength of materials, gravity and lateral loads, wood and steel design</p>	12	
<p>Professional Practice Practice organization and management in its professional, legal, and economic contexts</p>	3	
<p>Urban Design Introduction to the design of urban environments</p>	3	
<p>Landscape Design Site planning in the natural environment</p>	3	
<p>Interior Design Upper level interior design course</p>	3	
<p>Practical Work Experience</p>	12-months architecture related professional employment	

4.02

STUDIO CULTURE POLICY

SUPPLEMENTAL INFORMATION

4.02

STUDIO CULTURE POLICY

THE SCHOOL OF ARCHITECTURE AND INTERIOR DESIGN AT THE UNIVERSITY OF CINCINNATI

The School of Architecture and Interior Design at the University of Cincinnati balances academic scholarship and practical experience, founded upon UC's innovative system of cooperative education, and builds upon the Bauhaus model of design education.

In 1906, Dean Herman Schneider instituted his unique plan for cooperative education at the University of Cincinnati. Schneider implemented his longstanding idea of a co-op program in architecture in 1922. Three years later, the Department of Architecture became the nucleus of a School of Applied Arts in the College of Engineering. The School accumulated several more design programs over the next two decades, and was elevated to a College of Applied Arts in 1946. Within three years the College included programs in architecture, landscape architecture, advertising design, ceramic design, costume design, industrial design, interior design, applied art, and art teaching. The architecture program adopted a six-year academic/co-op structure to meet the requirements of its first national accreditation review in 1946. The college was renamed the College of Design, Architecture, and Art in 1961. The nine departments of DAA were grouped into four schools in 1984. DAAP now includes the Schools of Design, Architecture and Interior Design, Art, and Planning.

MISSION

The architecture program at UC prepares students for critical engagement with practice. This critical engagement presupposes sustained evaluation of the principles, traditions, and requirements of building. Our goal is to advance the profession of architecture by combining ethical judgment and technical proficiency in pursuit of excellence, whether the product of our expertise is a physical or intellectual construction.

In view of constantly changing conditions for practice, our program seeks to multiply insights and abilities in every student—sensitivity to the aesthetic and social responsibilities of environmental intervention; the life-long cultivation of a broad, synthesizing, and humanistic world view; respect for the benefits of research and innovation; deepened commitment to specific lines of inquiry; an advanced understanding of the culture of practice; readiness for licensure; design acumen; advanced graphic skills and technical vocabulary; affection for risk; and love of play.

EXCERPTS FROM SAID APR FOR NAAB, 2002 AND SAID RPT DOCUMENT, 2007:

OPTIMISM

The SAID Community is committed to developing a supportive and encouraging environment for teaching, learning, research, service, and innovation. The SAID Community is committed to bringing its talents and resources to bear on the responsible planning, design, and management of the built and natural environment. This is manifested throughout all aspects of the SAID culture.

- » *Principles In Action:* We will enact our principles.
- » *Professionalism:* Our work is important to the future of the world.
- » *Sustenance:* Sustainable design is a process, a philosophy, and a practice by which the results contribute to social and economic well-being, have a positive impact on the natural and built environment, and which can be reproduced for the future from a renewable base of human, fiscal, and natural resources. We are committed to a sustainable future. This is evident in our care for the SAID Community.

RESPECT

The active development of respect is valued in relationships between all peoples, as well as in our stewardship of our natural resources, our fiscal resources, and our facilities. Fostering respect for the process, products, and the environments of teaching and learning is the responsibility of each member of the SAID Community.

- » *Respect Our Fellow Citizens:* We celebrate and defend differences. We support diverse opinions, talents, and experiences.
- » *Respect Ourselves:* Our professional aspirations are evident in our courteous attention, appropriate attire, and professional behavior.
- » *Respect Our Work Place:* The facilities of DAAP and SAID are our working environment. We are responsible for protecting and maintaining the classrooms, studios, shops, technology, and common areas that have been provided to support our work.

- » *Respect Our Resources:* We use the resources of our natural world with care and without waste. We reduce consumption and recycle these resources in evidence of our stewardship.
- » *Respect Time:* Our time for teaching, learning, service, research, and innovation is valuable and finite, and we are the stewards of this time.

SHARING

The processes and products of teaching, learning, service, research, and innovation within SAID are available and open. Our work has value within our institution as well as within our community, and the SAID Community is committed to fostering relationships with the world beyond our walls.

- » *Create Opportunities:* We initiate and respond to opportunities to share and collaborate with diverse disciplines in our work and in our communities of interest.
- » *Disseminate Knowledge:* We value the work that we do with communities outside our own, whether that work is practice, service, or scholarship.
- » *Cooperative Learning:* We value the exchange of knowledge and skill that occurs when we migrate to and from diverse environments.

ENGAGEMENT

Each individual plays a critical role in our Community, and this role requires that each individual is motivated to engage our work, our goals, and our responsibilities with open and honest effort. All members of the SAID Community agree to remain fully engaged in the processes of teaching, learning, research, service, and innovation.

- » *Participate In The Dialogue:* We listen and we speak to advance our understanding of and our contribution to our professions. Teaching and learning take many forms, and they are the shared experience of faculty and students.
- » *Participate In The Opportunities:* We encourage the effort of the SAID Community to enlarge our learning by participating in the opportunity to learn from the distinguished guests who share their unique perspectives in our lecture series and our reviews.
- » *Participate In Constructive Discontent:* We are responsible for contributing to the governance and development of the SAID Community. We are engaged in the review and assessment of our curriculum. We are diligent in our pursuit of improved teaching, learning, service, research, and innovation.

INNOVATION

SAID encourages innovation in teaching, learning, service, and research that explores and defines where the disciplines of architecture and interior design will be in the future. Innovation inherently involves risk-taking. Risk-taking inherently involves failure. Innovation in design and research is encouraged with the understanding that there will be opportunities for learning in this process. In the end, no goals will be achieved without risk and failure.

- » *Affect Change:* We apply the fundamental knowledge and skill of our work to experiments in process, product, and communication.
- » *Exceed Expectations:* We learn more because we look for the unexpected and pursue the possibilities, with rigorous investigation, toward credible achievement.

IMPLEMENTATION

In a university, the paramount value involved in student conduct should be self-governance with each student bearing the responsibility for his/her own behavior. Although it is thus assumed that students are mature and responsible individuals and that the university does not occupy a parental role, formal disciplinary sanctions nonetheless may be imposed whenever student conduct interferes with the university's duty to afford its members an opportunity to attain educational and other stated institutional objectives.

University of Cincinnati Rules, 3361:40-5-03 (A) (1)(b)
As members of the University of Cincinnati Community, we are bound by the University Rules, the UC Student Code of Conduct, and the UC/AAUP Bargaining Agreement, which are explicit to both academic and nonacademic conduct. Academic conduct refers to the attainment of the highest ethical standards, defined by the Center for Academic Integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." Nonacademic conduct refers to: representation of the University of Cincinnati on or off campus; aiding and abetting misconduct; destruction or misuse of property, including information technology; dishonesty and misrepresentation; disruption or obstruction; disturbing the peace; use of alcohol, drugs or narcotics; false reports; harassment; hazing; and other legally restricted actions.

As members of the SAID Community, we are obliged to sustain our culture in both principle and action. We are guided by the honorable traditions and the promising future of our professions. We look to ourselves and to each other for the realization of the culture we envision.

THE 2010 IMPERATIVE

To successfully impact global warming and world resource depletion, it is imperative that ecological literacy become a central tenet of design education. Yet today, the interdependent relationship between ecology and design is virtually absent in many professional curricula. To meet the immediate and future challenges facing our professions, a major transformation of the academic design community must begin today. To accomplish this, Architecture 2030 calls upon this community to adopt one of the following:

PATH A: 2010 Imperative Curriculum

Adopters of Path A commit to:

Beginning in 2008, adding to all design studio problems the requirement that: "the design engage the environment in a way that dramatically reduces or eliminates the need for fossil fuel," and by 2010, achieving complete ecological literacy in design education, including:

- » design / studio
- » history / theory
- » materials / technology
- » structures / construction
- » professional practice / ethics

PATH B: 2010 Imperative Curriculum and Facilities

Adopters of Path B commit to:

PATH A: 2010 Imperative Curriculum and by 2010, achieving a carbon-neutral design school campus by:

- » implementing sustainable design strategies (optional - LEED Platinum / 2010 rating)
- » generating on-site renewable power
- » purchasing green renewable energy and/or certified renewable energy credits (REC's, Green Tags), 20% maximum.

REFERENCES

University of Cincinnati Rules

<http://www.uc.edu/trustees/rules/>

University of Cincinnati Student Handbook

http://www.uc.edu/conduct/Code_of_Conduct.html

DAAP Student Handbook

http://daap.uc.edu/docs_online/daap_student_handbook_0708.pdf

AIAS Studio Culture

http://www.aiasnatl.org/resources/r_resources_studioculturepaper.pdf

2010 Imperative/2030 Challenge

http://www.architecture2030.org/2010_imperative/index.html

4.03

COURSE DESCRIPTIONS

SUPPLEMENTAL INFORMATION

229 | 529

HISTORY | THEORY | CRITICISM 3: THE RISE OF MODERN ARCHITECTURE

Gerald Larson
23SAID229 | 23ARCH529

Required Lecture

3 credit hours, Undergraduate or Graduate

Prerequisites: 23SAID129 and 23SAID228 or 23ARCH527 and 23ARCH528

DESCRIPTION

This course is a review of key, influential architectural movements, works, and texts from the mid-19th century to the 1960's. Emphasis is given to the mainstream of the modern movement and its relationship to the changing social, cultural, and political context of the industrializing west.

EDUCATIONAL OBJECTIVES

To familiarize the student with the major monuments, personalities, issues, locations, and events that have shaped the history of modern architecture; to demonstrate methods of designing, constructing, understanding, interpreting, and evaluating built form; to foster awareness of the impact of cultural, physical, economic, and political factors on the practice of architecture and interior design; To encourage critical thinking and discussion through exposure to diverse architectural settings and solutions.

COURSE CONTENT

The history of modern architecture in America and Europe from 1776-1976.

COURSE PROCEDURES AND METHODS

Lectures (in class and online), readings, weekly small group discussion sessions, weekly two-page analyses of buildings, examination.

REQUIRED TEXT

Curtis, William J.R. Modern Architecture Since 1900. New Jersey: Prentice-Hall, 1996.

267

CONSTRUCTION 1

Gerald Larson

23SAID267

Required Lecture

2 credit hours, Undergraduate

Prerequisites: 2nd Year Status**Co-requisite:** 23SAID201**DESCRIPTION**

This course is one of the supporting lectures for the Immersion Quarter, responsible for introducing students to the issues of construction in designing a building.

EDUCATIONAL OBJECTIVES

The objective is to introduce students to the physical concepts and the design implications of the constructional issues inherent in the design and construction of buildings.

COURSE CONTENT

Introductory information on building structures and exterior envelopes.

COURSE PROCEDURES AND METHODS

Lectures, readings, related assigned problems in the studio, small group projects (case studies), examinations.

REQUIRED TEXT

Hegger, Manfred, Hans Drexler and Martin Zeumer. *Basics: Materials*. New York: Birkhäuser, 2007

268

CONSTRUCTION 2

Anton Harfmann
23SAID268

Required Lecture

3 credit hours, Undergraduate

Prerequisite: 23SAID168

DESCRIPTION

Continuation of Construction 1 with a deeper focus on structure and surfaces for building.

EDUCATIONAL OBJECTIVES

Develop the student's understanding of how buildings are assembled and the processes and techniques of construction used to construct a building;
Develop the student's understanding of how design can influence the assembly of a building and how the knowledge of a building's construction can influence design;
Develop the student's ability to understand, visualize and communicate the 3-dimensional assembly and construction requirements of design;
Develop the student's ability to integrate 3-dimensional information about the various systems in a building into the process of design;
Develop the student's ability to reason and make trade-offs between design intent and construction/structure/mechanical/enclosure related requirements.

COURSE CONTENT

Masonry Construction including bearing and non bearing wall assemblies and details;
Wood construction including details and framing strategies;
Steel construction including structural steel frames, curtain walls etc.;
Interior construction including materials and assemblies.

COURSE PROCEDURES AND METHODS

Extensive use of 3-D model in lecture and combined lab with CAD skills sharing a single, quarter-long project between the two classes.

REQUIRED TEXT

Allen, Edward and Joseph Iano, drawings. *Fundamentals of Building Construction: Materials and Methods*. Hoboken, NJ: Wiley, 2009.

277

STRUCTURES LECTURE 1

G. Thomas Bible

23ARCH277

Required Lecture

3 credit hours, Undergraduate

Prerequisite: None**DESCRIPTION**

The Introduction to statically determinate structural systems, structural materials and loads.

EDUCATIONAL OBJECTIVES

Understanding of basic engineering terms. Ability to use equations as a means of predicting behavior rather than solely solving for a number, ability to draw a moment diagram and use that in design considerations, ability to predict column failure via buckling or compression, role of craft/construction errors in accuracy of structural design, understanding of the role of factors of safety.

COURSE CONTENT

Column design including tested models and calculations. Beam design including tested models and calculations. Shear and Moment diagrams for statically determinate and statically indeterminate beams.

COURSE PROCEDURES AND METHODS

2 wood column models (18"); written description of failure with calculations; one wood beam (8') ; with written description of failure and calculations; six homework assignments; 2 exams (open-book.)

REQUIRED TEXT

Halperin, Don. *Statics and Strength of Materials*. New York: Wiley, 1981.

278

STRUCTURES LECTURE 2

Gerald Larson

23ARCH278

Required Lecture

3 credit hours, Undergraduate

Prerequisite: 23SAID277**DESCRIPTION**

This lecture is based on the analysis and design of beams and frames, introduction to lateral loads and statically indeterminate structures.

EDUCATIONAL OBJECTIVES

The objective is to continue to introduce students to the physical concepts and the design implications of the structural systems of buildings. Another objective is to develop an understanding and ability to apply this knowledge in the design process.

COURSE CONTENT

Review of statics and strength, fixed end beams, continuous beams, columns, trusses, rigid frames, beam grids, truss grids, space frames, concrete floor structures.

COURSE PROCEDURES AND METHODS

Lectures, problem calculations, examinations, one assigned case study of a building designed since 1990.

REQUIRED TEXT

None.

ENVIRONMENTAL TECHNOLOGY 1

Michael Zaretsky
23SAID287

Required Lecture

2 credit hours, Undergraduate

Prerequisite: 2nd Year Status

Co-requisite: 23SAID201

DESCRIPTION

Environmental Technology 1 will focus on discovering the poetic potential of technology through developing an understanding of the fundamental principles of Environmental Technologies, Structure and Construction. Students are required to consider, analyze, draw, and synthesize technical knowledge directly in their designs. A deeper understanding of the technical aspects of design will be developed through the systematic decomposition of a building.

EDUCATIONAL OBJECTIVES

To develop an understanding of environmental forces and their effects on buildings;

To develop sensitivity to the energy flows in building;

To develop conceptual understanding of the "systems" in building technology including: structural, interior and exterior surface and enclosure systems, spatial systems, utility and service systems and climate and environmental control systems;

To begin to develop understanding of the integrative nature of design with respect to choosing combinations of the various systems to achieve design intent;

To begin to develop each student's ability to make choices about materials, structural systems, enclosure options and mechanical systems for sensitive design solutions.

COURSE CONTENT

Introduction to systems and strategies designers must consider for heat, water, air and light.

COURSE PROCEDURES AND METHODS

Lectures 2 hours/week; 2 exams; 4 projects.

REQUIRED TEXT

Lechner, Norbert. *Heating, Cooling, Lighting: Design Methods for Architects*. New York: Wiley, 2008.

ENVIRONMENTAL TECHNOLOGY 2

David Lee Smith

23SAID288

Required Lecture

3 credit hours, Undergraduate

Prerequisite: None

DESCRIPTION

This course is the second in a series of courses offered in SAID that deal specifically with the issues of the environmental technologies.

EDUCATIONAL OBJECTIVES

To introduce students to the principles and issues related to the environmental technologies in order to provide an understanding of how these can support effective design.

COURSE CONTENT

Generally, it is assumed that the environmental technologies (E.T.) are concerned with the technical systems used to control the interior environment. These include, among others, those systems used to control the interior temperature and humidity, lighting, acoustics, plus those systems related to communications, electrical distribution, plumbing, and the various means of movement that have become an important part of modern buildings.

This particular course addresses thermal issues and lighting, following up on the introduction to these that was covered in ET 1, The course expands upon various calculation procedures and the different systems related to the topics of thermal control and lighting, focusing on clarifying the principles involved with these critical areas in order to inform the students design process.

COURSE PROCEDURES AND METHODS

Your participation in this course will entail attending lectures, posted readings, and doing several short hands on projects related to various topics that will be discussed. You will also have to complete several on-line exams and take daily quizzes that will be based on the preceding lecture material.

REQUIRED TEXT

None.

288

ENVIRONMENTAL TECHNOLOGY 2

Michael Zaretsky

23SAID288

Required Lecture

3 credit hours, Undergraduate

Prerequisites: 23SAID287**DESCRIPTION**

This lecture is the investigation of the thermal aspects of the environment, including consideration of physiology, climatology, natural adaptation, and thermal calculations.

EDUCATIONAL OBJECTIVES

Understand thermodynamic principles;
Understand different modes of heat transfer through buildings;
Understand and calculate heat loss and gain through buildings;
Understand how passive design can accommodate energy needs in buildings;
Understand the components of a mechanical system;
Understand how to size and locate a mechanical system in a building;
Understand the physics of vision and light;
Understand the principles of day lighting;
Understand and apply electric lighting design.

COURSE CONTENT

Passive and active systems design, electric lighting, daylighting.

COURSE PROCEDURES AND METHODS

Lectures 3 hours/week; daily quizzes; 3 exams; 5 projects.

REQUIRED TEXT

Stein, Benjamin, Walter Grondzik, Alison Kwok, and John Reynolds. *Mechanical and Electrical Equipment for Buildings*. Hoboken, NJ: Wiley, 2006.

357

SITE SYSTEMS

Virginia Russell

23ARCH357

Required Lecture

3 credit hours, Undergraduate

Prerequisite: 23ARCH201**DESCRIPTION**

An overview of land systems, including storm water management, vehicular and pedestrian circulation, and sustainable strategies for land development.

EDUCATIONAL OBJECTIVES

To learn about unique and functional site improvements based on an understanding of the design process and its expression in built form;

To apply the fundamental rules of land design to projects using typical materials (pavement, water, earth);

To foster the professional ethic of the architect/landscape architect's role in the protection of public health, safety, and welfare;

To integrate Sustainable and Universal Design principals in the practice of design.

COURSE CONTENT

Design process, introduction to LEED, LEED-NC Sustainable Sites, Sustainable Landscape Construction, Pedestrian and Vehicular Circulation, Landscape Architects and Landscape Architecture projects, Vegetated Roofs, Storm Water Management, Landform Design, exposure to ARE/LARE.

COURSE PROCEDURES AND METHODS

In the order described above, students are exposed to the fundamental palette of the landscape architect as well as exemplary projects. Guidelines for landscape architectural design are introduced and tested with a comprehensive project that requires student critique. Students apply basic landform design and storm water management principles to exercises that are formatted according to ARE or LARE vignettes.

REQUIRED TEXT

Thompson, J. William, Kim Sorvig, and Craig Farnsworth, drawings. *Sustainable Landscape Construction: A Guide to Green Building Outdoors*. Washington, DC: Island Press, 2008.

387

ENVIRONMENTAL TECHNOLOGY 3

David Lee Smith

23ARCH387

Required Lecture

3 credit hours, Undergraduate

Prerequisite: None**DESCRIPTION**

An introduction to communication systems, electrical systems, plumbing systems, movement systems and fire and health safety used to service the built environment.

EDUCATIONAL OBJECTIVES

To introduce students to the principles and issues related to the environmental technologies in order to provide an understanding of how these can support effective design.

COURSE CONTENT

Generally, it is assumed that the environmental technologies (E.T.) are concerned with the technical systems used to control the interior environment. These include, among others, those systems used to control the interior temperature and humidity, lighting, acoustics, plus those systems related to communications, electrical distribution, plumbing, and the various means of movement that have become an important part of modern buildings.

Since the previous E.T. courses that students have taken focus primarily on the thermal aspects of the environment (climatology, heat gain and heat loss, and environmental control systems, both passive and active.) and lighting (basic principles, electric lighting, and day lighting), this course addresses acoustics, electrical distribution, plumbing, movement systems, and fire protection.

COURSE PROCEDURES AND METHODS

Your participation in this course will entail attending lectures, readings, and doing several short hands on projects related to various topics that will be discussed. You will also have to complete several on-line exams and take daily quizzes that will be based on the preceding lecture material.

REQUIRED TEXT

None.

501

GRADUATE STUDIO: PRE-TEXTS for ARCHITECTURE

Marshall Brown
23ARCH501

Required Studio

9 credit hours, Graduate

Co-requisites: 23ARCH511 and 23ARCH591

DESCRIPTION

This foundation studio exposes students to architecture's pre-texts that include literary narratives, film, ritual and cultural contexts as a bridge between diverse intellectual territories and architecture. Two-dimensional and three-dimensional explorations characterize the work of the studio that culminate in modest building programs that foster and construct strong site relationships. Selected texts and discussion accompany and inform the design work. This studio is structured for close and intense collaboration with the skills and computer skills courses, creating a daylong design studio environment.

This studio is part of the two-quarter "Foundation."

EDUCATIONAL OBJECTIVES

Identify an array of productive instruments for both analysis and design. These include: organizational systems, grammar of pattern, geometry, the tectonic, material disciplines, metaphor, typology, models of historical understanding.

COURSE CONTENT

The subject of dance and the structure, form and the culture of specific dances (tango, samba, waltz, fox trot) provide a comparative armature for topics and processes in architectural design. These are:

I) Body, Scale + Proportion, II) Movement, Choreography + Notation, III) Repetition, Improvisation and Emergence.

Architectural content is in two streams: A) Compositional principles including: proportion, measure, meter, scale, repetition, translation and the transformational processes of form/space morphology. B) A selection of seminal modern and contemporary architectural buildings and their intellectual and formal situation/context.

COURSE PROCEDURES AND METHODS

The ten-week period is broken into two segments. The first segment in the studio is research based and includes speculative graphic analyses. This studio work is in parallel to the design communication course. So the subjects of index, collage and diagram are, for example, found in both courses. The second segment of the course is a small architectural design project that is predicated upon the section drawing, sectional space, and an emerging formal/tectonic language.

REQUIRED TEXTS

Numerous texts are cited, please see assignment handouts.

502

GRADUATE STUDIO: ORDER & TECTONICS in ARCHITECTURE

Karl Wallick

23ARCH502

Required Studio

6 credits, Graduate

Prerequisites: 23Arch501, 23Arch511, 23Arch591**DESCRIPTION**

This foundation studio marries organizational logics to tectonic culture as the starting point for architectural form vocabulary. The tectonic is proposed as an organizational order that stems directly from construction to include material, structural, and technical principles. This will be addressed on several scales, and in a conceptual manner. Selected texts and discussion accompany and inform the design work. This studio is structured for collaboration with the skills and history courses.

EDUCATIONAL OBJECTIVES

This foundation studio marries organizational logics to tectonic culture as the starting point for architectural form vocabulary. The foundation studio works directly with this quarter's Composition and Skills course as well as the Introduction to Technology course.

COURSE CONTENT

Students will explore the measured organizational and experiential dimension of frame and cladding systems as they can be related to spatial experience and the ethic of the spatial boundary: for qualities of scale, transparency/opacity, passage, ventilation, etc. Key details consider are how the building meets the ground, and meets the sky and contributes to a comprehensive order. Exploring strategies for exterior space and site organization promotes the building as a detail within a larger organization.

COURSE PROCEDURES AND METHODS**REQUIRED TEXTS**

Frampton, Kenneth. "Rappel a l'Ordre: The Case for the Tectonic." In *Labor, Work, and Architecture: Collected Essays on Architecture and Design*, 90-105. New York: Phaidon Press 2002.

Vallhonrat, Carles. "Tectonics Considered: Between the Presence and the Absence of Artifice." In *Perspecta*, no. 24, 122-135. New Haven: Yale Press, 1988.

Sekler, Eduard F. "Structure, Construction, Tectonics." In *Structure in Art and Science*, edited by Gyorgy Kepes, 89-95. New York: George Brazilier, Inc., 1965.

Schumacher, Thomas. "The Skull and the Mask: The Modern Movement and Dilemma of the Façade," *Cornell Journal* (Fall, 1987): 4-11.

Frasconi, Marco. "Tell the Tale Detail." In *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory*, edited by Kate Nesbitt, 498-515. New York: Princeton Architectural Press, 1996.

503

GRADUATE STUDIO: THE CIVIC REALM and THE CONTEXT of PUBLIC SPACE

Michael Zaretsky, Barry Stedman

23ARCH503

Required Studio

6 credit hours, Graduate

Prerequisites: 23ARCH501, 23ARCH502**DESCRIPTION**

In this discipline-focused studio, students gain experience with the architecture of buildings and the traditional core competencies including the instruments of proportion, organization, programming, structure and tectonics. The complexity of an institution's program (20,000-60,000 sf) is tempered and focused by spatial structures (architectural promenade), the development of a good interior public room, technological imperatives, culture and context. Structural and environmental technologies play a significant role. This studio is structured for collaboration with the history and technology classes, thus creating an integrative studio experience.

EDUCATIONAL OBJECTIVES

Discipline specific studios introduce and develop architecture's core competencies through the complexity of building programs, construction technologies and responsive site conditions. The discipline specific "core" studio also seeks connections with this quarter's Technology and History, Theory and Criticism courses. Work in these courses aspires to be complimentary and should extend the student's learning experience.

COURSE CONTENT

Students should explore and demonstrate an operative and reflective connection among the issues presented: the typology of a public institution and the specific character of the program, the nature of the architectural promenade sectional space and volumetric composition; the role of structure/material systems and enclosure systems; passive strategies, daylighting and solar shading; the role of site ecology, and local contexts. Incorporate and synthesize multiple systems of vehicular and pedestrian circulation and movement at the scale of the site, the community/settlement, and the building (when a landscape site).

COURSE PROCEDURES AND METHODS

The quarter is structured by a single building-design project that is developed incrementally through carefully chosen exercises. Research, precedent studies, and site analysis are included. Studio exercises are both explorative and iterative in nature. The continued development of design process, and forms of representation, presentation, and documentation are a critical activity.

REQUIRED TEXTS

Numerous texts are cited; please see assignment handouts.

504

GRADUATE STUDIO: HOUSING and COMMUNITY

Karl Wallick, Tom Bible
23ARCH504

Required Studio

6 credit hours, Graduate

Prerequisites: 23ARCH501, 23ARCH502, 23ARCH503

DESCRIPTION

This studio is the second in a three-part series of discipline specific studios that constitute the “core” of the design studio curriculum. The design project is for multiple housing units [12 or more] sited in an urban infill or landscape site—depending upon the site used in the preceding 502 studio.

EDUCATIONAL OBJECTIVES

Focused on the subjects of housing and community, this studio is able to leverage the previous quarter’s exposure to a public institution while now considering the diverse cultural contexts of domesticity that are reflected in the architecture of multiple-unit housing. A landscape site supports the interplay of building and site, the architecture of site development and the role of exterior spaces as constituent elements of the housing community and ‘settlement.’

COURSE CONTENT

Demonstrate both an operative and reflective connection among the issues presented: the domestic program at the scale of the house and the community with regard to the socio-cultural imperatives that define it, housing typologies, the gradient of public to private spaces, the role of structure/material systems, enclosure systems (daylight and ventilation), site ecology and context. Incorporate and synthesize multiple systems of vehicular and pedestrian circulation and movement at the scale of the site, the community/settlement, and the building (when a landscape site).

COURSE PROCEDURES AND METHODS

The quarter is structured by a one building-design project that is developed incrementally through carefully chosen exercises. Research and precedents inform the studio work. Studio design exercises are both explorative and iterative in nature. The continued development of design process as a critical activity is central to the studio work. The section drawing, axonometric drawing, and modeling are prefaced over other conventional planimetric drawings. Analytical drawings and collages are incorporated while disciplinary means for documentation are refined.

REQUIRED TEXTS

Numerous texts are cited; please see assignment handouts.

511

GRADUATE ACCELERATED SKILLS

Ericka Hedgecock & John Humphries
23ARCH511

Required Skills Labs

6 credit hours, Graduate

Co-requisites: 23ARCH501 and 23ARCH591

DESCRIPTION

This lab introduces two-dimensional representation skills that facilitate the exploration and generation of design intention. Using Drawings and models as tools for the conception and development of design, and not just illustration or confirmation of a design conclusion. This skills course is part of the two-quarter "Foundation."

EDUCATIONAL OBJECTIVES

This lab introduces two-dimensional and three-dimensional representation skills that facilitate the exploration and generation of design intention. With this, representation is not a neutral format, but one that conditions our thinking.

COURSE CONTENT

Students are introduced to the dynamics of, and differences between, diagramming, iteration, indexing, and collage as instrumental processes of design intelligence. Naming and metaphorical relations are introduced. This course is structured to work in close collaboration with the studio. Freehand and mechanical drawing, projecting shadows, collage, layers/layering, indexical drawing, volumetric models, stick models, Introduction to the Adobe Suite: Illustrator, Photoshop, and InDesign.

COURSE PROCEDURES AND METHODS

The ten-week period is broken into two segments. Five projects are included in the first segment. The second segment promotes the student's "positioning" of their studio and skills work products through graphic design documentation.

REQUIRED TEXTS

- Feyerabend, Paul. *Against Method*. London; New York: Verso, 1988.
- Gregotti, Vittorio. *Inside Architecture*. The Graham Foundation, Massachusetts Institute of Technology: MIT, 1996.
- Nicholson, Ben. *Appliance House*. Massachusetts Institute of Technology: MIT Press, 1990.
- Perec, Georges. *Species of Spaces and Other Pieces*. Edited and translated by John Sturrock. London; New York: Penguin Books, 1997.

512

GRADUATE REPRESENTATION SKILLS & COMPOSITION

Marshall Brown
23ARCH512

Required Skills Lab

3 credit hours, Graduate

Prerequisite: 23ARCH511

DESCRIPTION

This course will explore the methods, techniques, tools, and critical principles of graphic representation in architecture and interior design, with special emphasis on drawing, diagramming, modeling, and one- and two-point perspective, developed and applied in the context of varied graphic media and digital software. This course is structured to work in close collaboration with the 502 studio.

EDUCATIONAL OBJECTIVES

The second graphic skills course in the four-year graduate architecture sequence.

COURSE CONTENT

The course includes introduction to the basic conventions of architectural graphics, including but not limited to: the use of construction lines, elevation and plan projection, and perspective. Students work with hand drawing and digital media as well as hybrid collage techniques.

COURSE PROCEDURES AND METHODS

The first group of exercises is focused on the problem of inscribing three dimensional spaces into two dimensional abstractions. The course will begin with a series of meticulous pencil drawing exercises that involve the intensive use of line to construct first, basic geometries and then engage conventional architectural representations such as plans and elevations. Erasers and straight edges will be prohibited in order to produce a high degree of both consideration and confidence about the placement of lines on the paper. The second group of exercises provides instruction in techniques of graphic assemblage that serve as a bridge between analog and digital media. Students will be asked to consider the assemblage of images as a technique of selecting, dissecting and combining elements that is complimentary to conventional hand drawing.

REQUIRED TEXTS

Evans, Robin. *The Projective Cast, Architecture and Its Three Geometries*. Massachusetts Institute of Technology: MIT Press, 1995.

Fraser, Ian, and Rod Henmi. *Envisioning Architecture, An Analysis of Drawing*. New York: Van Nostrand Reinhold, 1994.

527

HISTORY | THEORY | CRITICISM 1: ARCHITECTURE & IT'S HISTORY

Elizabeth Riorden

23ARCH527

Required Lecture/Seminar

3 credit hours, Graduate

Prerequisites: None**DESCRIPTION**

An introduction to works of architecture and their role in establishing formal-spatial order and social-cultural meaning, and to the enduring capacity of past works (precedents) to influence later generations, later designers, and the discipline as a whole. Works and places from antiquity and the middle ages, worldwide, are featured along with a selection of exemplary contemporary designs illustrating current movements.

EDUCATIONAL OBJECTIVES

To familiarize the students with important design precedents and key monuments of world cultures, and to introduce the methodology of architectural history; also, to tie historical analysis to design ideas and precedent.

COURSE CONTENT

Three case-studies (Hagia Sofia, Monreale Cathedral, San Andrea Mantua) are used to demonstrate the impact of architectural ideas across time, from the Parthenon to H.H.Richardson.

COURSE PROCEDURES AND METHODS

Lectures, discussion, readings & discussions, 3 exercises: 1) research & graphic/verbal presentation skills, 2) graphic analysis and 3) compare and contrast two selected readings.

REQUIRED TEXTS

Selected readings from Vitruvius, Panofsky (Suger), R.Evans, Venturi, Lowenthal, Koolhaas, Rybczynsky.

528

HISTORY | THEORY | CRITICISM 2: THE CLASSICAL TRADITION AND ITS LEGACIES

Jeffrey T. Tilman

23ARCH528

Required Seminar

3 credit hours, Graduate

Prerequisite: 23ARCH527**DESCRIPTION**

A review of key, influential architectural movements, works, and texts from the Renaissance through the nineteenth century. Emphasis is given to the formal, social, and urbanistic implications of design, the understanding of architecture and a disciplined “language” that structures ideas at all levels from the city to the detail.

EDUCATIONAL OBJECTIVES

Students develop an awareness and understanding of the development of European classical architecture from the 15th to 20th centuries, and understand the tradition of the architectural treatise as a means of transferring architectural knowledge from one generation to the next.

COURSE CONTENT

The course outlines the development of the classical tradition in Western over five centuries, using the key treatises and secondary literature as the course texts. Buildings and writings are discussed in their social, economic, religious, political, and design-history context.

COURSE PROCEDURES AND METHODS

This course is a graduate seminar. The class meets once a week for the presentation and discussion of a key treatise or text. Students are also strongly encouraged to attend the undergraduate lecture course, 23SAID228. Grading is based on class participation, one in-class presentation, two drawing exercises, a midterm essay, and a final.

REQUIRED TEXTS

Alberti, Leon Battista. *On the Art of Building in Ten Books*. Cambridge: MIT Press, 1898.

Durand, Jean-Nicolas-Louis. *Précis of the Lectures on Architecture*, David Britt, trans. Los Angeles: Getty Research Institute,

2000. Girouard, Mark. *Life in the English Country House*. New Haven: Yale University Press, 1978.

Laugier, Marc-Antoine. *An Essay on Architecture*. New York: Hennessey & Ingalls, 1977.

Palladio, Andrea. *Four Books of Architecture*. Robert Tavernor, trans. Cambridge: MIT Press, 2002.

Perrault, Claude. *Ordonnance for the Five Kinds of Columns*. Malibu: J Paul Getty Trust, 1993.

Summerson, John. *The Classical Language of Architecture*. Cambridge: MIT Press, 1963. Revised paperback edition, 1990.

Vasari, Giorgio. *The Lives of the Artists*. Cambridge: Oxford University Press, 1998.

Ware, William. *The American Vignola*. New York: Dover Publications, 1994.

Wöfflin, Heinrich. *Principles of Art History*. New York: Dover Publications, 1950.

567

INTRODUCTION to ISSUES in TECHNOLOGY

Karl Wallick

23ARCH567

Required Lecture/Seminar

3 credit hours, Graduate

Prerequisite: None**Co-requisites** include attending 200-level ET and construction lectures**DESCRIPTION**

A study of issues on pertaining to the phenomena of, and potent dependent relationships among climate, construction, structures and environmental systems in architecture. Case-study research and site visits, along with class lectures characterize this course.

EDUCATIONAL OBJECTIVES

Students should understand basic principles of techniques and strategies of application such as orientation, dimension, and layering in the formation of architecture.

COURSE CONTENT

Introductory information on: site strategies, thermal principles, thermal comfort and envelope, passive strategies, daylighting, materials, structure, and construction.

COURSE PROCEDURES AND METHODS

Seminar discussions based on precedent research, readings, case study, and construction site visits.

REQUIRED TEXTS

Lechner, Norbert. *Heating, Cooling, Lighting: Design Methods for Architects*. New York: Wiley, 2008.

Deplazes, Andrea. *Constructing Architecture: Materials, Processes, Structures*. Boston, MA: Birkhauser, 2008.

591

GRADUATE ACCELERATED COMPUTER SKILLS

Ericka Hedgecock & John Humphries

23ARCH511, 23ARCH591

Required Skills Labs

3 credit hours, Graduate

Co-requisite: 23ARCH501**DESCRIPTION**

This lab focuses on digital applications and the skills needed to facilitate the exploration and generation of design intention. Digital applications are tools for the conception and development of design, and not just illustration and confirmation of a design conclusion. Students will use the Adobe suite as well as three-dimensional modeling when appropriate. This course is structured to work in close collaboration with the studio.

EDUCATIONAL OBJECTIVES

This lab introduces two-dimensional and three-dimensional representation skills that facilitate the exploration and generation of design intention. With this, representation is not a neutral format, but one that conditions our thinking.

COURSE CONTENT

Students are introduced to the dynamics of, and differences between, diagramming, iteration, indexing, and collage as instrumental processes of design intelligence. Naming and metaphorical relations are introduced. This course is structured to work in close collaboration with the studio. Freehand and mechanical drawing, projecting shadows, collage, layers/layering, indexical drawing, volumetric models, stick models, Introduction to the Adobe Suite: Illustrator, Photoshop, and InDesign.

COURSE PROCEDURES AND METHODS

The ten-week period is broken into two segments. Five projects are included in the first segment. The second segment promotes the student's "positioning" of their studio and skills work products through graphic design documentation.

REQUIRED TEXTS

Feyerabend, Paul. *Against Method*. London; New York: Verso, 1988.

Gregotti, Vittorio. *Inside Architecture*. The Graham Foundation, Massachusetts Institute of Technology: MIT 1996.

Nicholson, Ben. *Appliance House*. Massachusetts Institute of Technology: MIT Press, 1990.

Perec, Georges. *Species of Spaces and Other Pieces*. London; New York: Penguin Books, 1997.

601

STRUCTURE | ENVIRONMENT | CONSTRUCTION STUDIO ONE

Terry Boling, Patricia Kucker, Karl Wallick
23ARCH601

Required Studio

6 credit hours, Undergraduate or Graduate

Prerequisites: 23SAID201, 23ARCH202, 23ARCH301

DESCRIPTION

This studio is the first half of a two-quarter design studio experience that integrates structures, environmental technology, and construction in a comprehensive architectural design project.

EDUCATIONAL OBJECTIVES

To expose students to instrumental knowledge (theories of construction, structure and technology);

To support multiple strands of schematic development;

To encourage generative constructive thinking in support of second quarter's comprehensive design project.

COURSE CONTENT

Detail, site, and spatial precedent research and analysis, formal site design strategies, volume and construction design strategies.

COURSE PROCEDURES AND METHODS

Analytique precedent/research drawings, iterative modeling, building sections, group and individual work.

REQUIRED TEXTS

Nicholson, Ben. "Collage Making." In *Appliance House*. Massachusetts Institute of Technology: MIT Press, 1990.

Corner, James. *Recovering Landscape: Essays in Contemporary Landscape Architecture*. New York; Princeton: Architectural Press, 1990.

Burns, Carol and Andrea Kahn, "Why Site Matters." Introduction to *Site Matters: Design Concepts, Histories, and Strategies*, edited by Carol Burns and Andrea Kahn. NY: Routledge, 2005.

602

STRUCTURE | ENVIRONMENT | CONSTRUCTION STUDIO 2

Terry Boling, Patricia Kucker, Karl Wallick
23ARCH602

Required Studio

6 credit hours, Undergraduate or Graduate

Prerequisites: 23SAID201, 23ARCH202, 23ARCH301

DESCRIPTION

The second half of a two-quarter design studio experience that integrates structures, environment technology, and construction in a comprehensive architecture design project.

EDUCATIONAL OBJECTIVES

To develop a comprehensive building design through multiple scales of construction and building techniques;
To develop and articulate strategies for building systems integration.

COURSE CONTENT

Site design, structural development, spatial and material explorations, active and passive environmental responses, wall and roof assemblies, code and accessibility considerations.

COURSE PROCEDURES AND METHODS

Individual work, group discussions, cladding models, building sections, wall sections, volume-program model studies, perspective material-room character drawings, large scale bay models.

REQUIRED TEXTS

Gregotti, Vittorio. "The Exercise of Detailing." In *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory*, edited by Kate Nesbitt, 494-497. New York: Princeton Architectural Press, 1996.

Frascari, Marco. "Tell the Tale Detail." In *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory*, edited by Kate Nesbitt, 498-515. New York: Princeton Architectural Press, 1996.

Sola-Morales de Rubio, Ignasi. "High Tech: Functionalism or Rhetoric." In *Differences: Topographies of Contemporary Architecture*, edited by Sarah Whiting and translated by Graham Thompson, 117-132. Cambridge: MIT Press, 1997.

Allen, Edward and Joseph Iano, drawings. *Fundamentals of Building Construction: Materials and Methods*. Hoboken, NJ: Wiley, 2009.

617

SOURCES OF MODERN ARCHITECTURAL THEORY

Gordon Simmons

23ARCH617

Required Lecture

3 credit hours, Undergraduate or Graduate

Prerequisite: Graduate standing or Permission of the Professor**DESCRIPTION**

Study of fundamental architectural theories in their historical contexts.

EDUCATIONAL OBJECTIVES

Understanding of the range of principles and standards of architectural education and practice from traditional theories grounded in cosmology, myth, and classical antiquity to architecture's more instrumental status in the service of capital investment;

Identify architectural themes that might resonate in our own situation.

COURSE CONTENT

Excerpts from theoretical writings of Vitruvius, Alberti, Perrault, Laugier, Boullée, Durand, Ruskin, Viollet-le-Duc, Semper, Sullivan, Loos, Le Corbusier.

COURSE PROCEDURES

Lectures and images that place the historical readings in their cultural contexts—the history of ideas: social, political, religious, philosophical, scientific, technological, and aesthetic.

Six in-class, 30-minute student essays in response to questions that compare ideas of 6 pairs of theorists.

REQUIRED TEXT

Selected texts by the architects and theorists listed above.

427 | 627

HISTORY, THEORY, CRITICISM 4: THE CRITIQUE OF MODERN ARCHITECTURE

Nnamdi Elleh
23ARCH427H | 627

Required Lecture
3 credit hours, Undergraduate or Graduate

Prerequisites: None

DESCRIPTION

This course provides an exploration of the complex conditions for the production of architecture in the late 20th century in Europe, the United States, the Far-East, Latin America, and Africa. Emphasis is given to key works, movements, cultures, ideas, texts, and theoretical and critical topics arising since 1966. Also, the course will thematically explore how artistic movements in the visual arts and other disciplines of the humanities cross-fertilize the discipline of architecture resulting in the production of designed environments which aspire to functionally, visually and symbolically reflect the theoretical thinking of the time in which the environment was conceived, produced, and utilized.

EDUCATIONAL OBJECTIVES

This course will offer historical perspectives and theoretical tools for understanding various criticism of the modern movement in architecture after the 1960s with emphases on certain concerns and spaces for the exchanges of mass culture. Examples include malls, consumer culture, product design, and architectural signature projects. Also, it will expose you to major theoretical movements, trends, works, and designers who have influenced this period, particularly in Pop Art, and how design should be seen as a holistic endeavor that extends beyond buildings.

COURSE CONTENT

One aspect of architectural design which interests us here is how many architects adapted the influences of Pop Art and began to explore the design of products whose main purpose is the satisfaction of consumer appetites and mass culture. In this effort, architectural design presents itself in the service of industry and it can be argued that it shuns the social missions of Modern Movement in architecture. The products and designs leave little room for the general public to understand them because emphasis is placed on popular culture, glamour, immediate satisfaction, and individualism at the expense of meaning, culture, and collective long-term goals and goods.

COURSE PROCEDURES AND METHODS

This course, which focuses on the criticism of *Modernity*—the quality or state of modern life engendered by the practices of Modern architecture as an artistic movement—is grounded in the understanding that every built or designed environment should be studied and analyzed from the economic and socio-political contexts in which it was conceived, planned, designed, and constructed.

REQUIRED TEXTS

Ghirardo, Diane Yvonne. *Architecture After Modernism*. New York: Thames & Hudson, 1996/97.
Joselit, David. *American Art Since 1945*. New York: Thames & Hudson, 2003.

637

PROFESSIONAL PRACTICE

Barry Stedman
23ARCH637

Required Lecture

3 credit hours, Graduate

Prerequisites: 2 successfully completed Co-op assignments**DESCRIPTION**

The Professional Practice course provides an introduction to business and other professional concerns so that a graduate may practice architecture as a responsible and competent individual. The course covers such topics as responsibility, ethical obligations, sound business principles, and with the laws and regulations that society has imposed, directly or indirectly, on design professionals.

EDUCATIONAL OBJECTIVES

This course is intended as an introductory course in professional business management and the legal aspects of practice. It is designed to meet relevant NAAB criteria, while providing opportunities for thoughtful discussion and reflection of co-op experiences.

COURSE CONTENT

The course covers strategic planning, market factors, the theory of the firm, the legal form of organization, organizational design, alternative forms of practice, marketing, financing, economic cycles, human resource management, ethics and negotiation, economics of real estate, project management, legal responsibility, contracts, negligence, agency law, and intellectual property.

COURSE PROCEDURES AND METHODS

Lectures and discussions. There are mid term and final exams, each typically ten short-answer questions. The major assignment during the quarter is a paper, either a case study based on a co-op experience or a research paper on a topic provided.

REQUIRED TEXTS

All course content is online at <http://daap.space.daap.uc.edu/~stedmabn/profprac-base/www/index.html>.

667

STRUCTURE | ENVIRONMENT | CONSTRUCTION TECHNOLOGY 1

Tom Bible, Terry Boling, Patricia Kucker, Karl Wallick, Michael Zaretsky

23ARCH667

Required Lecture

3 credit hours, Undergraduate or Graduate

Prerequisites: 23ARCH277 (Structures 1), 23ARCH278 (Structures 2), 23SAID268 (Construction 2), 23SAID288 (ET 2), 23ARCH387 (ET 3)

Co-requisite: 23ARCH601

DESCRIPTION

This course is a co-requisite for the SEC studio and is the first part of a 2-quarter tech sequence.

EDUCATIONAL OBJECTIVES

To provide an introduction to strategic and operative thinking in regard to building technology including structures, environment, and construction.

COURSE CONTENT

Students will research architectural precedents and assess their environmental response, construction ethic, and operative structural strategies related to architectural intent. Integration is emphasized.

COURSE PROCEDURES AND METHODS

Lectures, issue response papers, and case study documents.

REQUIRED TEXTS

Selections from: Edward Ford, Leonard Bachman, August Komendant, George Baird, Lisa Hescong, Alan Colquhoun, Marc Angelil, Edward Allen, Heinrich Engle, Vittorio Gregotti, Kevin Alter, David Miller, Malcolm Quantrill, Mary Guzowski, and David Leatherbarrow.

668

STRUCTURE | ENVIRONMENT | CONSTRUCTION TECHNOLOGY 2

Tom Bible, Terry Boling, Patricia Kucker, Karl Wallick, Michael Zaretsky
23ARCH668

Required Lecture

3 credit hours, Undergraduate, Graduate

Prerequisite: 23ARCH601 and 23ARCH667

Co-requisite: 23ARCH602

DESCRIPTION

An In depth study of issues pertaining to structures, environmental systems, and construction as they relate to the sequence of SEC Studio 2.

EDUCATIONAL OBJECTIVES

To provide detailed technical lectures in regard to designing structural components, environmental systems, construction details, code concerns, and other practical aspects of architecture. The intent is for the technical content to be demonstrated in the co-requisite studio project.

COURSE CONTENT

Lateral load systems, building codes and fire ratings, egress, building envelope, shading and heat gain, building section integration, passive and active HVAC systems, gravity loads, technical and formal detailing.

COURSE PROCEDURES AND METHODS

Design study analysis of studio project including relevant technical precedents and the completion of a series of technical worksheets using studio project as the subject.

REQUIRED TEXTS

Allen, Edward, and Joseph Iano, drawings. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design*. New York: Wiley, 2006.

Allen, Edward and Joseph Iano, drawings. *Fundamentals of Building Construction: Materials and Methods*. Hoboken, NJ: Wiley, 2009.

Ching, Francis D.K. *Building Construction Illustrated*. Hoboken, NJ: Wiley, 2008.

677

STRUCTURES 4

G. Thomas Bible
23ARCH677

Required Lecture

3 credit hours, Undergraduate or Graduate

Prerequisites: 23ARCH278, 23ARCH667 (Content of Structures 3 is incorporated into 23ARCH667.)

DESCRIPTION

This course is an analysis and design of wood, steel, and masonry structural systems.

EDUCATIONAL OBJECTIVES

Understanding of lateral forces, wind and seismic, and the structural systems to resist these forces, including qualitative understanding of building form (irregularities) and quantitative calculation of wood and steel diaphragms, and wood and masonry shearwalls. Comparison of standard systems. Ability to use preliminary design strategies to size wood and steel gravity load systems, and ability to understand variables used in preliminary design. Ability to calculate accurate wind, seismic and gravity loads. Ability to calculate beam and column sizes in wood and steel. Ability to generate and evaluate various structural systems for both lateral and gravity loads.

COURSE CONTENT

Lateral loads and calculation of wind and seismic loads. Description, preliminary calculation and comparison of wood and steel diaphragms and wood and masonry shearwalls. Preliminary design of wood and steel systems and comparative analysis. Design of wood and steel columns using code equations. Design of wood and steel beams using code equations.

COURSE PROCEDURES AND METHODS

Quarter-long project coordinated with studio design (if possible); looks at options and approximate techniques appropriate to design development; 4 homework assignments; 2 exams (open-book.)

REQUIRED TEXT

Compiled reader, which includes code requirements, many design tables, and extensive worked examples.

710

ARCHITECTURAL RESEARCH METHODS

Jeffrey T. Tilman

23ARCH710

Required Lecture

3 Credit hours, Graduate

Prerequisite: MARCH STATUS**DESCRIPTION**

Lecture course & workshop on architectural research.

EDUCATIONAL OBJECTIVES

Introduce students to the various methods of investigating architectural culture. Students develop their research, writing, and analytical skills, and learn to formulate a series of research questions that eventually leads to the thesis.

COURSE CONTENT

Understanding of the wide range of contemporary architectural discourse;
Methods for formulating worthwhile research questions;
Locating and evaluating published sources on architecture;
Analysis of precedents through textual and graphic means;
Design of quantitative research instruments;
Description and expression of intent of the student's own design work.

COURSE PROCEDURES AND METHODS

This course is a lecture/workshop that challenges students to formulate a research agenda situated within the discourse of architecture. Students learn to evaluate written sources in several bibliographic and analytical assignments; evaluate precedents through both written and drawn investigations; learn the basics of quantitative survey methodology and analysis; and develop their own research agenda that culminates in a research plan that orders their work through the research year and into the thesis.

REQUIRED TEXT

Booth, Wayne C., Gregory C. Colomb, and Joseph M. Williams. *The Craft of Research*, 3rd edition. Chicago: University of Chicago Press, 2008.

716

CONTEMPORARY THEORIES IN ARCHITECTURE

Nnamdi Elleh

23ARCH716

Required Seminar

3 credit hours, Graduate

Prerequisite: 23ARCH427H or 23ARCH627**DESCRIPTION**

The course will be divided into two parts: Part I. Themes of Contemporary Architectural Theory in North America and Western Europe; pressing issues which draw from multiple disciplines would be studied along the following themes: phenomenology, Marxism, Feminism, and Linguistic theories which encompass Semiotics, Structuralism, Post-structuralism, and Deconstruction. Part II. Themes of Contemporary Architectural Theory from "Non-Western" Cultures and from the Recently Decolonized Parts of the Larger World. This part will focus on thematic readings of emerging concerns in architectural discipline, including texts from areas of the world that are usually not covered in the anthologies of architectural history such as the former Soviet Union; the recently decolonized East European countries; German Unification; as well as pre-colonial, colonial, and postcolonial architectural practices in Africa, the Arab/Moslem World (Middle East), Asia and Latin America.

EDUCATIONAL OBJECTIVES

This course is intended to prepare the students for their masters' thesis projects by providing them with analytical tools for engaging the needs of the society, to write and articulate such needs in their thesis, and to explore how they can apply their findings in their designs.

COURSE CONTENT

The content of the course closely follows the outlined themes in the description.

COURSE PROCEDURES AND METHODS

Please keep in mind that we all have methods and reasons for solving design problems in a particular way. You should take this opportunity to concretely explain how you plan to go about accomplishing/articulating the elements and factors guiding your design essay. For example, you might note that you will do archival research and conduct oral interviews with the designers of the Tschumi building in order to learn about the construction challenges of that building.

REQUIRED TEXTS

In addition to the selected readings posted on the electronic reserve library for the course, the following texts are required for the course: Hays, Michael, ed. *Architecture Theory Since 1968*. Cambridge, MA: MIT Press, 1998.

Leach, Neil, ed. *Rethinking Architecture: A Reader in Cultural Theory*. London: Routledge, 1997.

734

ECOOP SEMINAR: ETHICS

Michaele Pride, G. Thomas Bible, David Saile
23ARCH734

Required Seminar

3 credit hours, Graduate

Prerequisite: MARCH STATUS

DESCRIPTION

Study of principles and standards to guide conduct in architectural practice.

EDUCATIONAL OBJECTIVES

Understanding the architectural profession as an ethical vocation.

COURSE CONTENT

Architectural case studies in respect of three types of ethical theory—duty, virtue, and utility—as they affect individual and collective rights and justice.

COURSE PROCEDURES

Students write short papers interpreting the case studies in light of ideas from the moral theories;
Seminar class discussions of the problems and ethical issues arising in the case studies;
Submission of a research report from the students' 6-month co-op experiences.

REQUIRED TEXTS

Fisher, Thomas. "Needed: A Conversation About Ethics." In *In the Scheme of Things: Alternative Thinking on the Practice of Architecture*. Minneapolis: University of Minnesota Press, 2000.

Aristotle. *Nicomachean Ethics*. Translated by Terence Irwin. Indianapolis, IN: Hackett Publishing Company, 1999.

MacIntyre, Alasdair. *After Virtue*. Notre Dame, IN: University of Notre Dame Press, 1984.

Bentham, Jeremy. *An Introduction to the Principles of Morals and Legislation*. London: Oxford University Press, 1948.

Mill, John Stuart. *Utilitarianism*. Oxford: Oxford University Press, 1998.

Machiavelli, Niccolo. *The Prince*. Translated by W. K. Marriott. New York: Dover Publications, 1992.

Kant, Immanuel. *The Metaphysics of Morals*. Cambridge: Cambridge University Press, 1996.

Ross, W. D. *The Right and the Good*. Oxford: Oxford University Press, 2002.

Locke, John. *The Second Treatise of Government*. Indianapolis, IN: Hackett Publishing Company, 1980.

Dworkin, Ronald. "Taking Rights Seriously." In *Contemporary Political Philosophy: An Anthology*, edited by Robert E. Goodin and Philip Pettit, 289-301. Malden, MA: Blackwell Publishing, 2006.

735

ECOOP SEMINAR: THESIS DEVELOPMENT

Elizabeth Riorden, Jeff Tilman, Michaele Pride, Michael McInturf, Alex Christoforidis

23ARCH735

Required Seminar

3 credit hours, Graduate

Prerequisite: 23ARCH710

DESCRIPTION

Develop a focused thesis topic and a draft of the written thesis document.

Prepare for 6-month graduate co-op work experience.

EDUCATIONAL OBJECTIVES

Advance students' ability to conduct research and design based on an appropriate body of knowledge.

COURSE CONTENT

Reviews and critiques of student résumés, design portfolios, letters of introduction;

Job interviews;

Drafts of thesis document sections: 6-sentence topic exercise, topic diagrams, precedent analyses, literature reviews;

End of quarter: Thesis essay proposal; eCoop research project proposal.

COURSE PROCEDURES

Group advising sessions with Professional Practice Division faculty;

Student presentations and seminar class discussions of evolving thesis research;

Individual student conferences with seminar faculty and thesis committee chair.

REQUIRED TEXTS

Booth, Wayne C., Gregory C. Colomb, and Joseph M. Williams. *The Craft of Research*, 3rd edition. Chicago: University of Chicago Press, 2008.

Wang, David and Linda Groat. *Architectural Research Methods*. New York: Wiley, 2002.

Standard style manuals: e.g., *Chicago Manual of Style*

738

INTRODUCTION TO PROGRAMMING

Lisa M. Sandlin

23ARCH738

Required Lecture

3 credit hours, Graduate

Prerequisite: MARCH STATUS**DESCRIPTION**

Programming is the process of collecting, analyzing and documenting information about what is desired and required for a space or building. It is an important step in the total design process. This course focuses on major aspects of facility programming for many different usages and building types. We will concentrate on architectural programming with a goal of aiding in the development of your master's thesis program as well as gaining an understanding of the importance of this critical step in the design process.

EDUCATIONAL OBJECTIVES

The goal for this class is to provide you with the information needed to direct you through the extensive research, analysis, and documentation required in the development of a complete program for an Architectural project in the profession and throughout your education.

COURSE CONTENT

The desired schedule will consist of one guest lecturer each week. Due to the availability of the guests this could change.

Topics and tentative guest lecturers:

DAAP Librarian

Historic Preservationist, Patrick Snadon, PhD

Sacred Spaces, Jim Postell, Architect

Urban Design, Frank Russell

Retail Space, Designer from FRCH Design Worldwide

Multiuse Studio, Angela Sansalone of Glazerworks

Entertainment Design, Designer from Jack Rouse & Associates

Educational Facilities, Designer from Steed, Hammon, & Paul

Healthcare Facilities, Designer from Champlin Haupt & Associates

Universal & Sustainable Housing Design, Lisa Sandlin

COURSE PROCEDURES AND METHODS

This class has been designed to introduce you to some of the specific specialty areas common to our profession. The intent is to have several building types and usages discussed in a presentation/lecture format by design professionals whom specialize in that specific arena.

REQUIRED TEXT

None.

901

THESIS DESIGN STUDIO

G. Thomas Bible, John Hancock, Gerald Larson, Elizabeth Riorden, Vincent Sansalone,
Rebecca Williamson
23ARCH901

Required Studio

6 credit hours, Graduate, In Progress (grade type)

Prerequisites: 700 level studio, technology, and theory sequence, or equivalent

Co-requisite: 23ARCH912 or 913

DESCRIPTION

This course focuses on exploring and defining the student's thesis research and process of inquiry as it is related the production of design and creative work.

EDUCATIONAL OBJECTIVES

Explore, evaluate and refine the reflective relationship between a body of research and the process of design inquiry, and "design" as a reflective problem-solving enterprise;

Explore models of inquiry and testing through design methodologies, and modes of design production;

Be able to propose a coherent set of relationships among tenets in the discipline that are then articulated, developed and presented through modes of design activity. And further, understand the consequential relations among design activity.

COURSE CONTENT

In order to produce thoughtful and appropriate architectural design, architects need to ground their design ideas within a pertinent body of disciplinary knowledge, as well as relevant supporting knowledge. Architects must also become adept at externalizing and representing, through visual and physical products, the primacy of these relations. With this in mind, the content of this course is both theory and practice; intellect and craft; intention and manifestation. Course content therefore is the exercise of synthetic knowledge manifest through the artifacts of design. While students provide the intellectual content, the course provides an armature of intellectual and creative support. Course content ranges from research references, to critical instruction in drawing, graphics, and models.

COURSE PROCEDURES AND METHODS

As a studio, the course operates in complimentary cycles of production and criticism. One class day each week is set aside for a colloquium, a conversational session with faculty and students. Public reviews provide the opportunity to "present" work outside the context of the studio and to engage other perspectives.

REQUIRED TEXTS

None.

912

THESIS PRECEDENTS AND PROCESSES

G. Thomas Bible, John Hancock, Gerald Larson, Elizabeth Riorden, Vincent Sansalone,
Rebecca Williamson

23ARCH913

Required Seminar

3 credit hours, Graduate

Prerequisites: 700 level studio, technology, and theory sequence, or equivalent

Co-requisite: 23ARCH901

DESCRIPTION

This course works in tandem with the 23ARCH901 Thesis Studio and focuses on the significant research efforts related to exploring and defining the student's inquiry and process of creative work.

EDUCATIONAL OBJECTIVES

In order to produce thoughtful and appropriate architecture, architects need to ground their design ideas within a pertinent body of disciplinary knowledge as well as relevant supporting knowledge. Research may include analysis of typology and precedent, programming, site analysis, social, cultural and economic contexts, literature searches, and digital experimentation. Significant to this effort is the documentation, manifestation and representation of the research and the conclusions drawn.

COURSE CONTENT

The development of a thesis research document. This includes, but is not limited to, the development of relevant bibliographic information, literature reviews, topical essay[s], precedent analysis, building typology analysis, site context analysis and design process statements.

COURSE PROCEDURES AND METHODS

The development of thesis research begins outside this course and prior to the start of the thesis year. The structure of submissions and frequency of faculty critiques and colloquia is the primary vehicle for thesis research development. There are also interim submissions and presentations. Cycling of **research**, **design** and **reflection** begins in the fall quarter and culminates in the submission of the substantially completed document at the close of the winter quarter.

REQUIRED TEXTS

None.

913

THESIS PRESENTATION

G. Thomas Bible, John Hancock, Gerald Larson, Elizabeth Riorden, Vincent Sansalone,
Rebecca Williamson
23ARCH 913

Required Seminar

3 credit hours, Graduate

Prerequisites: 700 level studio, technology, and theory sequence, or equivalent

Co-requisite: 23ARCH901

DESCRIPTION

This course works in tandem with 23ARCH901 Thesis Studio and focuses on the significant effort related to the configuring and assembling of the graphic and verbal presentations of the thesis design work.

EDUCATIONAL OBJECTIVES

Thesis arguments are made through the work itself, and the graphic and verbal manner in which the student presents this content is a significant enterprise. Tangible **products** include an edited and articulated collection of writings, drawings, models, diagrams, photos, and other graphic and physical content that represent the process and results of the thesis research and design inquiry. Emphasis is placed on the content of the final presentation and the DAAPworks exhibition presentation.

COURSE CONTENT

Responsibility for manifesting the thesis inquiry through tangible products lies primarily with the **student**, but relies on the critical support and guidance of the thesis faculty. Expectations are for well-crafted, and visually and intellectually stimulating artifacts.

COURSE PROCEDURES AND METHODS

Students conduct a number of "public" **reviews** each quarter with their full committees, and guests. In addition, students present their thesis work to the DAAP community through the DAAPworks show.

REQUIRED TEXTS

None.

723

INTRODUCTION TO COOPERATIVE EDUCATION

Alexander Christoforidis
36PD723

Required Lecture

1 credit hour, Graduate

Prerequisite: MARCH status**DESCRIPTION**

This course represents the lecture content component of the three-component cooperative education sequence for graduate professional students, which also includes subsequent professional office work (36COOP823) and evaluation (36COOP923) components. All components together combine to reflect the mission of the Division of Professional Practice that incorporates principles of experiential learning, including professional responsibility, reflective and interactive learning, critical thinking, and community service. This three-course sequence, with 823 and 923 repeated, is a requirement for the MARCH degree that is certified by tenured faculty hired specifically for this educational

EDUCATIONAL OBJECTIVES

To prepare for effective participation in the UC Cooperative Education program;
To anticipate the range of career opportunities in architecture;
To understand the Intern Development Program and the resources it offers;
To strengthen the student's resume, portfolio, and associated correspondence;
To foster a growing critical understanding of the architecture profession.

COURSE CONTENT

There are three Emerging Professional Companion (EPC) chapters. The Careers in architecture, the registration process and IDP, various aspects of professional practice with a focus on client relations and the organization of an architectural firm, portfolio development, and the function of the cooperative education program.

COURSE PROCEDURES AND METHODS

The course includes ten one-hour class sessions as well as a series of workshops for students who do not have an undergraduate degree in architecture. Classes include lectures on topics related to EPC chapter readings, panel discussions with architects and students of architecture, and overviews of the architecture profession. The workshops are led by practicing architects at their firms and have durations of approximately three to four hours each. Topics include the marketing function, the small project process and construction documents, the economic forces behind design decisions and the decision to build, roles and responsibilities in architectural practice, building codes and the regulatory process, the large project process, and international practice.

REQUIRED TEXTS

Emerging Professional's Companion (EPC), <http://www.EPCCompanion.org>

UC Professional Practice Student Handbook

800

OPTION QUARTER

Ellen Guerrettaz

23ARCH800

Required Lab for MARCH 1 and UC BSARCH Graduates

0 credit hours, Graduate, P/F

Prerequisites: MARCH STATUS; Instructor's approval of a written proposal submitted the quarter before beginning of the intended quarter of study.**DESCRIPTION**

An opportunity for alternative education options to enrich graduate studies through self-selected activity that supports individual educational and career aspirations. Five categories (travel, special employment, academic coursework, co-op, alternatives) are suggested that may be combined.

EDUCATIONAL OBJECTIVES

The Extension of individual study beyond the traditional confines of the academy and curriculum.

COURSE CONTENT

Varies according to agreement between faculty mentor and student.

COURSE PROCEDURES AND METHODS

Student submits a written proposal that outlines his/her projected course of study, methodology, and expectations. At term's end an outcome appropriate to the activity is submitted for posting of a pass/fail grade.

REQUIRED TEXT

Varies.

823

PROFESSIONAL PRACTICE REGISTRATION

Alexander Christoforidis
36COOP823

Required Lab

1 credit hour; 1 quarter co-op credit; 2-4 successful quarters required; Graduate; P/F

Prerequisite: 36PD723

DESCRIPTION

This course represents the actual professional work experience component of the three-component cooperative education sequence, which also includes a prerequisite lecture component (36PD723) and a subsequent evaluation component (36COOP923). All components together combine to reflect the mission of the Division of Professional Practice that incorporates principles of experiential learning, including professional responsibility, reflective and interactive learning, critical thinking, and community service. This three-course sequence, with 823 and 923 repeated, is a requirement for the MARCH degree that is certified by tenured faculty hired specifically for this educational purpose.

EDUCATIONAL OBJECTIVES

To participate in the practice of architecture under the direct supervision of a registered architect;
To experience a range of career opportunities in architecture;
To understand the Intern Development Program and the resources it offers;
To strengthen the student's resume, portfolio, and associated correspondence;
To foster a growing critical understanding of the architecture profession.

COURSE CONTENT

Three Emerging Professional Companion (EPC) chapters, careers in architecture, the registration process and IDP, various aspects of professional practice with a focus on client relations and the organization of an architectural firm, portfolio development, and the function of the cooperative education program.

COURSE PROCEDURES AND METHODS

The course includes ten one-hour class sessions as well as a series of workshops for students who do not have an undergraduate degree in architecture. Classes include lectures on topics related to EPC chapter readings, panel discussions with architects, and students of architecture, and overviews of the architecture profession. The workshops are led by practicing architects at their firms and have duration of approximately three to four hours each. Topics include the marketing function, the small project process and construction documents, the economic forces behind design decisions and the decision to build, roles and responsibilities in architectural practice, building codes and the regulatory process, the large project process and international practice.

REQUIRED TEXTS

Emerging Professional's Companion (EPC), <http://www.EPCCompanion.org>
UC Professional Practice Student Handbook

923

PROFESSIONAL PRACTICE EVALUATION

Alexander Christofridis
36COOP923

Required Lab

1 credit hour; 1 quarter co-op credit; 2-4 successful quarters required; Graduate; P/F

Prerequisite: 36PD723 and 23COOP823

DESCRIPTION

This course represents the evaluation component of the three-component cooperative education sequence for graduate professional students, which also includes a prerequisite lecture component (36 Professional Development 723) and a subsequent professional work experience component (36 CO-OP 923). All components together combine to reflect the mission of the Division of Professional Practice that incorporates principles of experiential learning, including professional responsibility, reflective and interactive learning, critical thinking, and community service. This three-course sequence, with 823 and 923 repeated, is a requirement for the MARCH degree that is certified by tenured faculty hired specifically for this educational purpose.

EDUCATIONAL OBJECTIVES

To evaluate effectiveness of participation in the UC Cooperative Education program;
To reflect upon the range of career opportunities in architecture;
To understand the Intern Development Program and the resources it offers;
To strengthen the student's resume, portfolio, and associated correspondence;
To foster a growing critical understanding of the architecture profession.

COURSE CONTENT

Three Emerging Professional Companion (EPC) chapters, careers in architecture, the registration process and IDP, various aspects of professional practice with a focus on client relations and the organization of an architectural firm, portfolio development, and the function of the cooperative education program.

COURSE PROCEDURES AND METHODS

The course includes ten one-hour class sessions as well as a series of workshops for students who do not have an undergraduate degree in architecture. Classes include lectures on topics related to EPC chapter readings, panel discussions with architects, and students of architecture, and overviews of the architecture profession. The workshops are led by practicing architects at their firms and have duration of approximately three to four hours each. Topics include the marketing function, the small project process and construction documents, the economic forces behind design decisions and the decision to build, roles and responsibilities in architectural practice, building codes and the regulatory process, the large project process and international practice.

REQUIRED TEXTS

Emerging Professional's Companion (EPC), <http://www.EPCCompanion.org>
UC Professional Practice Student Handbook

7XX

ELECTIVE STUDIOS in the RESEARCH YEAR

Varies: SAID Faculty, Faculty Partnerships, and Visiting Faculty.

23Arch7XX

Elective Studio

6 credit hours, Graduate

Prerequisite: MARCH STATUS

DESCRIPTION

Work at this level should be instrumental, in that a specific body of knowledge is a platform for research and inquiry. Contemporary issues of practice and/or education are engaged by the studio and will offer models or approaches that serve to support the subsequent thesis project.

EDUCATIONAL OBJECTIVES

The goal of Research Year elective studios is to extend the practice of synthetic thinking into reflective problem setting that can support a process of design inquiry. Students should exit the studios with an advanced-level design competence complimented by emergent leadership capacities in design, as expressed in speaking, writing, analytic and creative processes; the ability to engage complex issues with architectural thinking/design intelligence.

COURSE CONTENT

Varies.

COURSE PROCEDURES AND METHODS

Varies.

REQUIRED TEXTS

Faculty are requested to select texts and/or precedents that identify the body of knowledge that is central to the studio. Often studio research is extensive.

321 | 521

ELECTIVE STUDIO: ADAPTIVE RE-USE

Jeffrey T. Tilman

23ARCH321 | 521

Elective Studio

6 credit hours, Undergraduate or Graduate

Prerequisites: 23ARCH202, 23INTD202**DESCRIPTION**

Studio course centered on the adaptive re-use of historic buildings.

EDUCATIONAL OBJECTIVES

To develop an appreciation of design issues related to historic buildings;

To develop a research and design methodology for dealing with existing buildings;

To develop analytical skills for dealing with design issues;

To develop written and graphic skills for communicating design concepts and solutions.

COURSE CONTENT

The studio experience is developed around an existing building and its potential adaptive re-use and expansion.

Research into the building's history, architectural form and ornamentation, and urban context precedes an evaluation of the building's structure and systems. Students synthesize this information, site analysis, life safety code and accessibility standards into a complete proposal for an alternative use for the subject building.

COURSE PROCEDURES AND METHODS

The Studio meets three times a week for four hours each session. Field trips are taken to adaptively re-used buildings to examine how successfully they accommodate their new uses, and to study the design strategies used to effect this accommodation. Students research the history and urban context of the subject building; analyze potential new uses, and create a program for adaptive re-use. Students then design the re-use, observing the constraints of code compliance, accessibility standards, and existing and available structural and mechanical systems.

REQUIRED TEXTS

Reading assignments vary according to the project under study.

713

GRADUATE ELECTIVE STUDIO: THE GREEN SKYSCRAPER

Gerald Larson

23ARCH713

Elective Studio

6 credit hours, Graduate

Prerequisite: MARCH STATUS**DESCRIPTION**

The studio project is the design of a mixed-use skyscraper (commercial, residential, office) in Chicago, on the site of Donald Trump's project on the Chicago River, next to the Wrigley Building.

EDUCATIONAL OBJECTIVES

Established by the student in consultation with the faculty.

COURSE CONTENT

In addition to the student's own topic of study in the graduate program, the project requires the student to address:

Security issues of this building type in the Post-9/11 era;

Green/sustainable issues;

Urban design;

Structural, mechanical, and circulation (elevators) issues in the design of skyscrapers;

Design and detailing of its exterior cladding.

COURSE PROCEDURES AND METHODS

Traditional Studio Project schedule.

REQUIRED TEXT

None.

713

GRADUATE ELECTIVE STUDIO: BIG BOX REGIONALISM

Michael Zaretsky

23ARCH713

Elective Studio

6 credit hours, Graduate

Prerequisite: MARCH STATUS**DESCRIPTION**

The intent of this studio was a research exploration based on a thesis – the existing model of generic, standardized, big-box, high-volume retail is unquestionably non-sustainable given our current environmental and sociological conditions.

EDUCATIONAL OBJECTIVES

Understand the full discourse of sustainability as it relates to large-scale, high volume retail development;

Research and investigate the principles of bio-regionalism and eco-regions;

Research and investigate critical regionalism and regional issues of culture, sociology and demography;

Research the "green" economy including supply and demand in a sustainably driven economy

Investigate the design and construction processes of big-box retail;

Develop a tool-kit for big-box designers interested in developing bio-regional and culturally responsive design responses.

COURSE CONTENT

The final presentation was a digital interactive tool-kit for the contemporary big-box retail designer who intends to incorporate regional specificity within the constraints of the high-volume design process.

COURSE PROCEDURES AND METHODS

Studio included extensive research into big box retail design, corporate social responsibility, regionally responsive design, site considerations of big box design, architectural implications on employee performance, building performance assessment, natural resources in design, daylighting, LEED, LCA.

REQUIRED TEXT

None.

743

GRADUATE ELECTIVE STUDIO: GREEN DESIGN in HISTORIC PRESERVATION

Virginia Russell

23ARCH743

Elective Studio

6 credit hours, Graduate

Prerequisite: MARCH STATUS**DESCRIPTION**

An Elective studio for investigation of impediments to green design in historic preservation.

EDUCATIONAL OBJECTIVES

Work with local practitioners and community organizations or agencies

Advocate for green site and building practices in historic preservation.

COURSE CONTENT

The Study of USGBC LEED rating systems for application to four historic properties in Over the Rhine of Cincinnati.

COURSE PROCEDURES AND METHODS

Graduate students (MARCH) work in small groups with undergraduates in interior design, architecture, and the Historic Preservation Certificate Program for site analysis, context, history, precedent and typology, and sustainable strategy studies relevant to four selected prototype properties. Graduate students develop documentation of impediments to green design in historic preservation for use by Over the Rhine Foundation, the Cincinnati Preservation Society, and other agencies for further investigation, with intent to publish findings (see 23ARCH754, elective graduate seminar, Summer 2008).

REQUIRED TEXTS

LEED Reference Manuals.

Varied readings from USGBC and the National Trust for Historic Preservation.

Over the Rhine Master Plan.

743

GRADUATE ELECTIVE STUDIO: IN THE MANNER OF.....

Jay Chatterjee

23ARCH743

Elective Studio

6 credit hours, Graduate

Prerequisite: MARCH STATUS

DESCRIPTION

The studio will focus on exploration of urban conceptions of architects such as Peter Eisenman and Rem Koolhaas. Each student will be responsible for presentations of ideas of one of these architects and subsequently develop proposals for selected urban sites in the manner of one of their work.

EDUCATIONAL OBJECTIVES

Gain an understanding and insight into spatial structures of cities;

Develop capacities in techniques and theoretical bases related to spatial explorations of cities;

Develop an urban design framework for selective prototypical areas;

Present urban design ideas in architectonic expressions;

Consider the design implications and solutions of providing for contemporary development in the context of 19th Century built forms.

COURSE CONTENT

Students will be expected to conduct thorough and rigorous explorations of the issues of concern to the studio;

Emphasis will be on individual responsibility and initiative;

Students will be expected to present their ideas and intentions in a cogent, and thoughtful manner.

COURSE PROCEDURES AND METHODS

In-Studio design work and review with three faculty presentations.

REQUIRED TEXTS

Various readings on and by Peter Eisenman and Rem Koolhaas.

327

HISTORY OF INTERIOR DESIGN I

Patrick Snadon
23INTD327

Elective Lecture (**Required** in BSID Degree Program)

3 credit hours, Undergraduate

Prerequisite: None

DESCRIPTION

Lecture course that is a survey of interiors and furniture worldwide from ancient periods through the 18th century.

EDUCATIONAL OBJECTIVES

To analyze the organizational principles of historic interiors in ways which explain the design methods and decision-making processes which created them; to make theoretical and practical connections with contemporary interiors and practice; to illustrate the response of interior environments to historical forces including human activities and functions, social and cultural imperatives, aesthetic philosophies; to gain a proficiency in period and stylistic terminology; to establish a base and methodology for further study and research.

COURSE CONTENT

Focus on placing interiors within their architectural contexts and attention to social usages of space, interior materials, and construction techniques.

COURSE PROCEDURES AND METHODS

Lectures, visuals, discussions; readings. One quiz, two exams (all essay), one research paper.

REQUIRED TEXTS

Blakemore, Robbie G.. *History of Interior Design and Furniture*. Hoboken, NJ: John Wiley & Sons, 2006.

Lucie-Smith, Edward. *Furniture: A Concise History*. London: Thames and Hudson, 1993. (ch.1-6)

328

HISTORY OF INTERIOR DESIGN 2

Patrick Snadon

23INTD328

Elective Lecture (**Required** in BSID Degree Program)

3 credit hours, Undergraduate

Prerequisite: None**DESCRIPTION**

Lecture course that is a survey of interior space, environments and related design elements, such as furniture and decorative arts, from the late 18th-century to the mid 20th-century.

EDUCATIONAL OBJECTIVES

To analyze the organizational principles of modern interiors in ways which explain the design methods and decision-making processes which created them; to make theoretical and practical connections with contemporary interiors and practice; to illustrate the response of interior environments to variables including human activities and functions, social and cultural imperatives, aesthetic philosophies; to gain a proficiency in modern design and designers; to establish a base and methodology for further study and research.

COURSE CONTENT

Focus upon the effect of modern technologies and materials upon the creation of interiors and the emergence of the modern profession of interior design.

COURSE PROCEDURES AND METHODS

Lectures, visuals, discussions, readings. Two exams (all essay), one research paper.

REQUIRED TEXTS

Massey, Anne. *Interior Design of the Twentieth Century*. London: Thames & Hudson, 2001.

Lucie-Smith, Edward. *Furniture: A Concise History*. London: Thames and Hudson, 1993. (ch. 7-10)

414

Furniture Design Seminar

Jim Postell
23INTD414

Elective Seminar (Required in BSID Degree Program)

3 credit hours, Undergraduate

Prerequisite: 3rd Year or Permission of the Professor

DESCRIPTION

23INTD414 is a furniture seminar class that offers a broad and extensive introduction into furniture design and introduces students to topical ideas relating furniture design to materials, aesthetics, ergonomics, the human body, fabrication technologies as well as economic, social and cultural arenas.

EDUCATIONAL OBJECTIVES

The objective of the course is to generate a body of knowledge in the subject area through discussions and exercises focusing upon selected topical aspects.

COURSE CONTENT

Students will be introduced to furniture designers, furniture typologies, ergonomic theories related to seating and the human body, perspectives into industries and companies that produce furniture, background upon selected regional and cultural geographies from which furniture is a part of, promotion and sales venues, materials and procedures involved in fabrication and production, relationships between the professional arenas of architecture, interior design, industrial design, and fine art, and selective national and international venues for furniture design, including journals, exhibits and museums.

COURSE PROCEDURES AND METHODS

Lectures and workshops designed to help students conceive and develop a working prototype of a furniture piece by the end of the quarter.

REQUIRED TEXT

Postell, Jim. *Furniture Design*. Hoboken, NJ: John Wiley & Sons, 2007.

546

PLACE & DWELLING

David G. Saile

23ARCH546

Elective Lecture (**Required** in BSID Degree Program)

3 credit hours, Undergraduate or Graduate

Prerequisites: None**DESCRIPTION**

This class examines what makes a meaningful and richly experienced place. It considers how we are complexly related to places and how we become attached to them.

EDUCATIONAL OBJECTIVES

The primary objective is to uncover the multi-faceted dimensions of familiar, and taken for granted environments. A second objective is to understand the processes through which various perspectives and meanings of places are formed. Finally, the course explores possible implications of this knowledge for design and production.

COURSE CONTENT

Experience of place and dwelling; Places in memory; At-home-ness and place identity; Places in literature; Place making and authenticity; Designing in relation to place; Place-less-ness and homelessness.

COURSE PROCEDURES AND METHODS

The course meets twice a week; one session consists of illustrated lectures and whole class discussions; the other consists of focused small group discussions. The course requires discussion of three short field exercises, reflections on experiences of place and a detailed case-study of a particular place. Readings are required from texts available on web reserves.

REQUIRED TEXTS

The reserved reader includes essays by Dolores Hayden, Yi-Fu Tuan, Clare Cooper-Marcus, Christian Norberg-Schulz, Edward Relph, Martin Heidegger, Edward Said, David Seamon, Robert Mugerauer, David Saile, Christopher Alexander, Douglas Kelbaugh, and Kimberley Dovey.

565

INTERIOR DESIGN SPECIFICATIONS

Jim Postell
23INTD565

Elective Seminar (**Required** in BSID Degree Program)

3 credit hours, Undergraduate

Prerequisite: None

DESCRIPTION

An Introduction to interior design specifications and their relationship to contract documents.

EDUCATIONAL OBJECTIVES

Objective will be to review and understand items including but not limited to:
The Tri-Part contractual relationship of the Designer, Contractor, and Owner; the roles, phases, and contracts of the Design and Construction Processes;
Specification Organization and Format: CSI—Master Format, Section Format, Page Format;
Division 01 Project Requirements;
Construction Methods and Materials—How to evaluate, How to Specify;
Code and Constructability'
Product Evaluation.

COURSE CONTENT (see educational objectives above)

COURSE PROCEDURES AND METHODS

Lectures, assignments, and guest presentations designed to help students develop a working knowledge of specifications and how they are used in practice.

REQUIRED TEXTS

McGowan, Maryrose. *Specifying Interiors*. NY: John Wiley, 1996.

625

TECHNIQUES OF HISTORIC PRESERVATION

Jeffrey T. Tilman

23ARCH625

Elective Lecture/Workshop

3 credit hours, Undergraduate or Graduate

Prerequisite: 23ARCH628**DESCRIPTION**

Lecture/Lab course on building documentation and conservation.

EDUCATIONAL OBJECTIVES

To sensitize students to the range of issues found when conserving historic buildings;

To teach students to research and document a building's history and current condition;

To develop students' understanding of historic building construction, and the means by which these systems fail and are repaired.

COURSE CONTENT

Lectures by DAAP faculty and Cincinnati restoration craftspeople highlight problems and restoration techniques associated with each construction material or system. Timber, masonry, stone, and iron structural systems are discussed in light of their use in traditional construction. Door, window and roof systems are also reviewed. The development of electrical, plumbing, and HVAC systems are also discussed, with the aim of illustrating how these systems might be updated with a minimum of disruption to the historic fabric of the building. Interior systems, such as wall and floor coverings, architectural trim, and hardware, are also covered.

COURSE PROCEDURES AND METHODS

This course combines lecture and field experiences. Students see processes and materials introduced in class out in the field, and learn from area craftspeople how historic fabric is maintained and repaired. Students apply this knowledge in two substantial assignments, a Historic Structures Documentation Project and a Building Evaluation Report.

REQUIRED TEXTS

Friedman, Donald. *The Investigation of Buildings: A Guide for Architects, Engineers, and Owners*. New York: W.W. Norton, Co., 2000. ISBN: 0393730549.

Department of the Interior. *The Preservation of Historic Architecture*. Guilford, CT: The Lyons Press, 2004. ISBN: 1592281265.

628

INTRODUCTION TO HISTORIC PRESERVATION

Jeffrey T. Tilman

23ARCH628

Elective Lecture

3 credit hours, Undergraduate or Graduate

Prerequisite: None**DESCRIPTION**

Lecture course on European & American historic preservation.

EDUCATIONAL OBJECTIVES

To introduce students to the wide range of issues and advocacy roles found in contemporary historic preservation practice. Students are also exposed to the history of the discipline and the methods by which one preserves the past in the United States and around the world.

COURSE CONTENT

The meaning and importance of Historic Preservation and the cultural theory behind it;
The history of the Historic Preservation Movement in Western Europe and America;
The legal environment in which historic preservation operates in contemporary America;
The work of Historic Preservation as a primarily local, advocacy-driven political act;
The variety of career paths and roles preservationists assume within the field;
The ways in which preserved properties are interpreted.

COURSE PROCEDURES AND METHODS

This course is an introductory lecture course offered at both the undergraduate and graduate level. Several field experiences are planned each term, and texts are assigned to reinforce the lecture material. Students prepare two short papers that allow them to explore a preservation advocacy question and a career in greater depth. A case study assignment engages students' critical reading abilities, and challenges them to synthesize material within a given political and social context. In addition, examinations stress writing skills as well as the mere recall of fact.

REQUIRED TEXTS

Fitch, James Marston. *Historic Preservation: Curatorial Management of the Built World*, 2nd ed. Charlottesville: University Press of Virginia, 1990.

Tyler, Norman. *Historic Preservation: An Introduction to its History, Principles, and Practice*. New York: Norton, 2000.

690

INDEPENDENT STUDY

Ellen Guerrettaz
23ARCH690

Elective only (not allowed for Studio)

1 credit hour, Undergraduate or Graduate, P/F

Prerequisites: 3.0 cumulative gpa; instructor's approval; advisor's approval; and the Department Student Advisory Committee's approval of a written proposal submitted the quarter before beginning of the intended quarter of study.

DESCRIPTION

The Independent Study is an individual collaborative study with faculty on a subject or in a manner beyond that which is available within the curriculum.

EDUCATIONAL OBJECTIVES

Availability of subject matter for individual study not available through curriculum.

COURSE CONTENT

Varies according to agreement between faculty mentor and student.

COURSE PROCEDURES AND METHODS

Student submits a written proposal that outlines the course of study and methodology agreed by the student and the faculty who has agreed to mentor the independent work attached to a form available on the school 'self-help' website. The form is signed by the mentoring faculty member(s), the advisor, and the faculty-of-record, then submitted to the school office in exchange for an approved add to be carried to one-stop for registration. At term's end a grade is submitted by the mentor to the faculty-of-record for posting.

REQUIRED TEXTS

Varies.

701 | 702 | 703**STUDIES IN ARCHITECTURE**

David Saile

23ARCH701 | 702 | 703

Elective only (not allowed for Studio)

1-9 credit hours, Undergraduate or Graduate

Prerequisites: 3.2 cumulative gpa; instructor's approval; advisor's approval; and the Department Student Advisory Committee's approval of a written proposal submitted the quarter before beginning of the intended quarter of study.**DESCRIPTION**

Individual collaborative study with faculty on a subject or in a manner beyond that which is available within the curriculum.

EDUCATIONAL OBJECTIVES

Availability of subject matter for individual study not available through curriculum.

COURSE CONTENT

Varies according to agreement between faculty mentor and student.

COURSE PROCEDURES AND METHODS

Student submits a written proposal that outlines the course of study and methodology agreed by the student and the faculty who has agreed to mentor the independent work attached to a form available on the school 'self-help' website. The form is signed by the mentoring faculty member(s), the advisor, and the faculty-of-record, then submitted to the school office in exchange for an approved add to be carried to one-stop for registration. At term's end a grade is submitted by the mentor to the faculty-of-record for posting.

REQUIRED TEXTS

Varies.

705

SEMINAR IN THEORY OF ARCHITECTURE

Adrian Parr
23ARCH705

Elective Seminar (Required in MSArch Degree Program)
3 credit hours, Graduate

Prerequisites: Graduate status (23ARCH704 for MSArch students) and Permission of the Professor

DESCRIPTION

This course is a critical review of the basic theories in urbanism and architectural discourse. Such fundamental issues such as the role of consumption, designing in the wake of disaster, humanitarian design, contemporary urban theory, and sustainable design are introduced through critical readings of leading contemporary theorists of architecture, urbanism, and social theory. On a weekly basis students will be studying, discussing, and critiquing a variety of readings that explore a single issue. These readings are designed to help students recognize how the built environment informs and is shaped by the practice of everyday life.

EDUCATIONAL OBJECTIVES

Prepare students for their Master's thesis project;
Familiarity with the critical debates informing the professional practice of architecture, urbanism and interior design;
Strong written and oral communication skills;
Exposure to the professional aspects of architectural criticism such as conference presentation, the writing of articles and critical appraisal.

COURSE CONTENT

Week One: Shopping Branding and Consumption
Week Two: Architecture + Urbanism
Week Three: Sustainable Cities – Research Statement Due
Week Four: Humanitarian Design
Week Five: Site Visit
Week Six: Contemporary Urban Theory
Week Seven: Securing Space
Week Eight: Sustainable Design & Disaster
Weeks Nine/Ten: Presentations (final research due)

COURSE PROCEDURES AND METHODS

Weekly readings, lecture, and class discussions.

REQUIRED TEXTS

Varies.

706

SEMINAR IN THEORY OF ARCHITECTURE

David G Saile

23ARCH706

Elective Seminar (**Required** in MSArch Degree Program)

3 credit hours, Graduate

Prerequisites: Graduate status (23ARCH704 for MSArch students) and Permission of the Professor**DESCRIPTION**

This seminar explores findings and ideas in cultural history, ethnography, cultural geography and cultural and applied anthropology that touch and illuminate architecture. We are concerned with understanding the reflexive relationships of architecture (artifacts, furniture, spatial arrangements and settlement patterns) with socio-cultural organization.

EDUCATIONAL OBJECTIVES

The course should form an introduction to architecture as a cultural phenomenon and focus on cultural and sub-cultural questions pertinent to understanding contemporary environments. It also encourages graduate students from different disciplines to exchange ideas and approaches in working toward architecture and urban design more sensitive to the values and life-ways of various cultural groups.

COURSE CONTENT

What is culture? How do environments mean? Rituals and space; Worldview and fundamental metaphors; Spatial and social structuring; Gender and space; Spatial and non-spatial aspects of cultural process; Understanding by and for whom? Implications for design disciplines.

COURSE PROCEDURES AND METHODS

The orientation and activities of the class are transactional, relational and systemic. Readings, short field exercises, organization of a journal, a longer case study and preparation for class meetings are essential.

REQUIRED TEXTS

Readings include essays by Raymond Williams, Amos Rapoport, Irwin Altman, Denise Lawrence, Miles Richardson, David Saile, Bill Hillier, Julienne Hanson, Carol Werner, Sherry Ahrentzen, Dolores Hayden, Edward Said and Magali Sarfatti Larson.

715

INTRODUCTION TO RESEARCH METHODS

Rebecca Williamson

23ARCH715

Elective Lecture (**Required** in MSArch Degree Program)

3 credit hours, Graduate

Prerequisite: MSArch or MARCH Status and Permission of the Professor**DESCRIPTION**

A required component of the MS Arch Degree Program, this course is offered on an elective basis to MArch students wishing to broaden and refine their scholarly research skills within the domains of architecture, architectural theory, and related disciplines such as architectural history, urban design, interiors, and landscape architecture.

EDUCATIONAL OBJECTIVES

This course will treat scholarly writing about architecture as a design process in itself. Discussions will address a variety of approaches to architectural questions and to research practice. Sources for discussion will include readings, examination of built and un-built works of architecture, interaction with outside researchers, and the research experiences of class participants.

COURSE CONTENT

Through in-class discussions and research projects, we will explore the mechanics of producing and presenting scholarly discourse about architecture and related fields, including interior and urban design. We will examine a variety of methodologies and structures for scholarly writing about design while considering the design of the writing itself.

COURSE PROCEDURES AND METHODS

Students will gain skills in identifying research questions, unearthing the raw material from which to craft scholarship, and developing the technical apparatus of scholarly writing. Students will compose abstracts, proposals, short essays, and other texts that situate design questions within the discourse of architecture. The course will culminate in student presentations that will focus on critical issues of research.

REQUIRED TEXTS

Booth, Wayne C., Gregory Colomb, & Joseph Williams. *The Craft of Research*. Chicago: University of Chicago Press, 2008.
The Chicago Manual of Style. Chicago: University of Chicago Press, 2003.

717

PRE-THESIS RESEARCH

Adrian Parr
23ARCH717

Elective Lecture (**Required** in MSArch Degree Program)
3 credit hours, Graduate

Prerequisite: 23ARCH715 or Permission of the Professor

DESCRIPTION

This course will build a solid understanding of basic pedagogical techniques, research methods, and useful theoretical frameworks.

EDUCATIONAL OBJECTIVES

Continue developing a research framework for thesis;
Prepare students for the writing and research of their final thesis;
Develop the skills of independent thinking and critical evaluation.

COURSE CONTENT

Class One—Introduction: Students will introduce their research to the class and the particular approach they intend to pursue. Some questions we will focus on include: Where are you with your thesis research? What methods are you using? What is your conceptual framework and why?

Class Two—Site Visit – Sherri Lynn Wood Visiting Lecture Series: Students are expected to actively participate during question time.

Class Three—Class Discussion: Students will summarize how they understood Lynn Wood’s approach to research in the context of practice, the role of documentation in her work and how her work investigates civic relationships.

Class Four—Research Statement, Bibliography. Students will present to the class their working thesis statement.

Class Five—Working bibliography due

Class Six—Site Visit and Cruz Lecture

Class Seven—Presentations: Group A

Class Eight—Presentations: Group B

Class Nine—Presentations: Group C

Class Ten—Presentations: Group D

REQUIRED TEXT

Groat, Linda & David Wang. *Architectural Research Methods*. New York: John Wiley, 2002.

718

SPECIAL TOPICS IN ARCHITECTURAL THEORY: GEOMETRY

Barry Stedman

23ARCH718

Elective Seminar

3 credit hours, Graduate

Prerequisites: None**DESCRIPTION**

This course will study the architectural application of a wide range of geometric disciplines in design and formal composition, providing an understanding of the principles of geometry from the sacred forms of ancient civilizations to chaos theory and fractals that sometimes characterize the work of the deconstructivists of the last decade.

EDUCATIONAL OBJECTIVES

The course stimulates an appreciation for geometry and its role in aesthetics by studying the theory (geometric principles) that has emerged over time and applying it to composition and design. This hands-on use of geometry to study a particular problem provides an understanding of how to use geometry in design. Emphasis is placed on discourse and collaborative design sessions to develop critical and creative skills, based on what is most likely to be of value to a designer.

COURSE CONTENT

Patterns, translations, rotations, wallpaper groups, Penrose groups, proportions, number series, irrational numbers, construction methods, the human body, spirals, Golden Section, 2-d geometry, grids, transforms, complex lines, waves, polynomials, B-splines, platonic solids and derivatives, complex 3-d geometry, chaos theory, and fractals.

COURSE PROCEDURES AND METHODS

Lectures (by faculty and students) and discussions. In-class design assignments culminate in a major assignment using geometry.

REQUIRED TEXTS

All course content is online at http://www.daap.space.daap.uc.edu/course_data/07A/11625/www/.

718

SPECIAL TOPICS IN ARCHITECTURAL THEORY: DELEUZE AND ARCHITECTURE

Adrian Parr

23ARCH718

Elective Seminar

3 credit hours, Graduate

Prerequisite: MSArch or MARCH Status or Permission of the Professor**DESCRIPTION**

Gilles Deleuze once stated that concepts are tools. This course intends to introduce students to the broad array of concepts Deleuze developed—deterritorialization, smooth and striated space, difference, becoming representation, and desire—with a view to putting this conceptual apparatus to work in the context of architecture and urban design. Incorporating the theoretical methods Deleuze develops students will use his philosophy of difference to consider space and place, memorial design, sustainable architecture, infrastructure, urban planning and slums.

EDUCATIONAL OBJECTIVES

Develop a strong understanding of the concepts of Gilles Deleuze;

Use the Deleuzian conceptual apparatus to think about architecture and urban design;

Study the relationship between Deleuze and the built environment with a view to extending the student's conceptual skills within an analytic framework;

Develop the skills of independent thinking and critical evaluation.

COURSE CONTENT

Class One—Difference and Becoming;

Class Two—Affect, Percept & House;

Class Three—Deterritorialization; Paper Outline of one page (point form) to be submitted.

Class Four—Smooth and Striated Space;

Class Five—Site Visit (for short writing assignment);

Class Six—Desire: Short writing assignment—response to site visit—due;

Class Seven—Utopia

Class Eight—Intensive topography

Class Nine—Presentations

Class Ten—Presentations

COURSE METHODS

Close reading and group discussion.

REQUIRED TEXTS

Parr, Adrian, ed. *The Deleuze Dictionary*. New York: Columbia University Press, 2005.

Deleuze, Gilles and Felix Guattari. *A Thousand Plateaus: Schizophrenia and Capitalism*. Translated by Brian Massumi. London: Athlone, 1992.

719

SPECIAL TOPICS IN ARCHITECTURAL REPRESENTATION: DIGITAL RECONSTRUCTION of HISTORICAL SITES

Jose M. Kozan

23ARCH719

Elective Seminar

3 credit hours, Graduate

Prerequisite: MARCH or MSArch status or Permission of the Professor**DESCRIPTION**

The course reviews the current state of worldwide research and production of digital models of partially or completely vanished heritage sites, introducing methods and basic concepts common to the multidisciplinary community involved with historical visualization; ranging from applications in archaeology, architectural preservation, museum exhibits and video production. A case study provides the grounds for digitally recreating a set of demolished and extant historical buildings, using as a primary data sources for the architectural features and dimensions, information extracted from historical photographs and a reduced set of existing documents.

EDUCATIONAL OBJECTIVES

Introduce the terminology related to virtual reconstruction of historical sites;
Allow the contact with a wide range of applications for historical visualizations;
Increase awareness for innovative and web-based visualization interfaces;
Present a method for data acquisition based on digital photogrammetry.

COURSE CONTENT

The course starts with an introduction to virtual heritage, followed by an overview of technical methods for data acquisition and digital photogrammetry applications. The study of authenticity issues in three-dimensional reconstructions precedes topics related to project representation and educational objectives, as photorealism versus non-photorealism, and dissemination of humanities related content.

COURSE PROCEDURES AND METHODS

The topics are reviewed through readings, critical discussions and a practical exercise, promoting group interaction and reinforcing the collective nature of historical visualization initiatives. The gradual establishment of a theoretical framework stimulates understanding the benefits and limitations of virtual reconstructions, and the interpretative process needed to create three-dimensional models based on fragmentary data sources. The end product digitally recreates the structures of a local historical site.

REQUIRED TEXT

None.

725

GRADUATE TOPIC SEMINAR: FILM NOIR and THE AMERICAN CITY

Udo Greinacher

23ARCH725

Elective Seminar

3 credit hours, Graduate

Prerequisites: Graduate /Upper Level Undergraduate or Permission of the Professor**DESCRIPTION**

Film Noir—a period of dark, uncertain and introspective films—is closely associated with America’s mid-century urban experience. This “celluloid expression of a collective national unease” framed by depression and nuclear annihilation illuminates a country at the crossroads; centralized, modern city or village-inspired suburban sprawl, Pottersville or Baileytown, Rem Koolhaas, or Thomas Jefferson.

Through detailed and carefully considered readings of noir films we will establish the relationship between the city as protagonist and the actions and emotions it elicits in its populace. We will study the way film noir exploits our sense of anomie and alienation, and how, at the same time, it manages to keep us enthralled, coming back for more. Finally, we will use the best noir has to offer and apply it to a contemporary locale.

COURSE CONTENT

Each class session consists of the screening of one full length movie, an in-depth discussion of the film and assigned readings, and faculty/student presentations of selected topics. Several short exercises and a substantial presentation take the place of a comprehensive exam. Course grades are determined by the quality of students participation (10%), assigned exercises (30%), the research presentation (30%), and the final presentation (30%). Attendance and course participation are mandatory. Two missed classes will constitute a failing grade (F) for the course.

REQUIRED TEXTS

All course content is online at <http://www.daap.space.daap.uc.edu>.

744

SPECIAL TOPICS IN URBAN DESIGN: URBAN VISIONARIES

Jay Chatterjee

23ARCH744

Elective Seminar

3 credit hours, Undergraduate or Graduate

Prerequisite: Graduate/Upper Level Undergraduate or Permission of the Professor**DESCRIPTION**

At a time when appropriate visionaries are in short supply or non-existent in our profession, it would be instructive to study successful urban visionaries of the recent past and of other eras. Time and again in the history of city design and building, individuals have emerged who, with sustained determination, vision, and abilities, have significantly altered past trends and contributed to the betterment of our physical environment.

EDUCATIONAL OBJECTIVES

This Seminar will explore dimensions of their contribution to city building. Attempts will be made to understand the socio-economic-political contexts of their emergence as preeminent urban leaders of their time and place, and evaluate their lasting contributions to city design. It will also attempt to assess the leadership qualities and ingredients necessary for such leadership.

COURSE CONTENT

Each student will be responsible for in-depth research on the life and work of an urban visionary. Research should be drawn from primary sources to the extent feasible. Conclusions drawn should be original and individual contribution of the student concerned. A research paper (Approximately 20 pages) will have to be submitted at the end of the quarter. The paper must include appropriate references and bibliographic materials.

COURSE PROCEDURES AND METHODS

Presentations must include visual material presented in a CD format and in a Power Point Presentation. A research paper will have to be submitted at the end of the quarter. The paper must include appropriate references and bibliographic materials. Each presenter will be responsible for providing the class with discussion topics appropriate to his/her presentation in the prior class. All presentation materials will be due at the end of the presentation.

REQUIRED TEXT

None.

745

GRADUATE TOPIC SEMINAR: PROFESSIONAL ROLES in LEADERSHIP, CREATIVITY, and KNOWING YOURSELF

Dennis Alan Mann

23ARCH745

Elective Seminar

3 credit hours, Graduate

Prerequisite: None**DESCRIPTION**

The singular focus of this course is to learn more about your Self, your established patterns, your core beliefs, and your dreams. Your established patterns and core beliefs guide you in all of your life's actions. They especially affect the development of your career and how your career will play out over your lifetime. A major portion of these patterns were developed long before you began your studies here and, in the end, may have a much greater influence on your future life than you might realize today. But these patterns can be improved! To paraphrase ethnographer Clifford Geertz, we are born with the potential to live many kinds of lives but end up living only one.

EDUCATIONAL OBJECTIVES

This course is about looking at your Self. Your goal is to uncover your strengths (and your weaknesses), to recognize your habits and patterns, to examine the differences between your Self and other Selves and, ultimately, to learn how you can create more healthy and co-operative relationships.

COURSE CONTENT

Over the course of the quarter students are asked to prepare and present papers which focus on (1) "I have a dream ..."; (2) Five Strengths & five Weaknesses; (3) This is Me (based on enneagram); (4) A Personality Clash; (5) Where I want to be in my Life at Forty; (6) My Core Beliefs; (7) What Will it Take for Me to Reach My Full Potential.

COURSE PROCEDURES AND METHODS

Interactive discussions and presentations of two page papers written on personal growth topics unique to each participant.

REQUIRED TEXTS

Riso, Don R. *Personality Types: Using the Enneagram for Self Discovery*. Boston: Houghton Mifflin, 1990.

Allen, Marc. *Visionary Business: An Entrepreneur's Guide to Success*. San Rafael, CA: New World Library, 1995.

Zander, Benjamin & Rosamund Zander. *The Art of Possibility*. Boston, MA: Harvard Business School Press, 2000.

Pressfield, Steven. *The War of Art: Break Through the Blocks and Win Your Inner Creative Battles*. New York: Warner Books, 2003.

754

SPECIAL TOPICS IN LANDSCAPE ARCHITECTURE

Virginia Russell

23ARCH754

Elective Seminar

3 credit hours, Graduate

Prerequisites: None**DESCRIPTION**

Study of impediments to green design in historic preservation

EDUCATIONAL OBJECTIVES

Identify conflicting and allied principles of sustainable design and historic preservation

Investigate resolution of conflicts of materials, design, costs, and policies.

COURSE CONTENT

Precedent and case study investigation to inform the restoration of four prototype properties in Over the Rhine.

COURSE PROCEDURES AND METHODS

Continuing the preliminary case studies of four properties in Over the Rhine conducted by the Spring 2008 studio, students work with a team of local practitioners and experts to develop recommendations for green design in historic preservation. Results include website and document development for use by property owners, nonprofit agencies, and developers in Over the Rhine.

REQUIRED TEXTS

Varied readings from the *National Trust for Historic Preservation in the United States*. Washington, D.C.: The Trust, 19--. US Green Building Council.

784

SPECIALTOPICS IN ENVIRONMENTAL TECHNOLOGY: SOLAR DECATHLON 2007 CASE STUDY SEMINAR

Michael Zaretsky
23ARCH784

Elective Seminar

3 credit hours, Graduate

Prerequisites: 23ARCH287, 23ARCH288

DESCRIPTION

This seminar will be a research and design exploration of the 20 houses of the 2007 Solar Decathlon houses. Students will diagram and assess how variants on a specific program and site can lead to such diverse solutions. The focus will be intensive investigation of spatial design and building performance characteristics. The intent is to assess and compare the twenty different solutions to the same design problem—an 800 square foot portable house that develops all its own power and water storage.

In an attempt to understand how these buildings performed, each student will focus primarily on two houses and investigate its performance in the architecture and thermal comfort categories. This will be an intensive study that will include design analysis and energy analysis. Energy modeling will be a component of the energy performance analysis.

EDUCATIONAL OBJECTIVES

Choose a set of criteria by which to compare the Solar Decathlon 2007 house designs;

Developed a common graphic vocabulary for describing the analyses;

Create a document that compares the 2007 Solar Decathlon entries in terms of architecture and passive design decisions.

COURSE CONTENT

Case study analysis and research.

COURSE PROCEDURES AND METHODS

Seminar format discussion and pin-ups of research.

REQUIRED TEXT

None.

790 | 890

INDEPENDENT STUDY

Patricia Kucker
23ARCH790 | 890

Elective only (not allowed for Studio)

1-5 credit hours, Graduate

Prerequisites: 3.2 cumulative gpa; instructor's approval; advisor's approval; and the Department Student Advisory Committee's approval of a written proposal submitted the quarter before beginning of the intended quarter of study.

DESCRIPTION

Individual collaborative study with faculty on a subject or in a manner beyond that which is available within the curriculum.

EDUCATIONAL OBJECTIVES

Availability of subject matter for individual study not available through curriculum.

COURSE CONTENT

Varies according to agreement between faculty mentor and student.

COURSE PROCEDURES AND METHODS

Student submits a written proposal that outlines the course of study and methodology agreed by the student and the faculty who has agreed to mentor the independent work attached to a form available on the school 'self-help' website. The form is signed by the mentoring faculty member(s), the advisor, and the faculty-of-record, then submitted to the school office in exchange for an approved add to be carried to one-stop for registration. At term's end a grade is submitted by the mentor to the faculty-of-record for posting.

REQUIRED TEXTS

Varies.

794

SPECIAL TOPICS IN DIGITAL MEDIA: REEL SPACE—ARCHITECTURAL and INTERIOR SPACE in CINEMA

Udo Greinacher

23ARCH794

Elective Seminar

3 credit hours, Undergraduate or Graduate

Prerequisites: Upper Level or Permission of the Professor**DESCRIPTION**

Given the director's absolute control over each frame—what is depicted and, equally important, what is absent—each movie conveys a unique spatial environment to the viewing public. In this course we dissect the moving images and analyze what is depicted: buildings as they are used—and created—by movie-makers, from historical spaces and their recreations to modern interiors. We explore sci-fi interiors for what they may tell us about supposed ideas of future space. We speculate on the human activities promoted by space, and question whether movie space can help create identity and psychological depth.

EDUCATIONAL OBJECTIVES

To discover the lessons film can teach interior designers and architects.

COURSE CONTENT

Following faculty presentations during the first four class periods, students present their preliminary research in class, and discuss its relevance to architecture, culture, and environments. A final presentation at the end of the quarter will take the place of a comprehensive exam.

COURSE PROCEDURES AND METHODS

Course grades are determined by the quality of the initial proposal (10%), the research presentation (30%), and the final presentation (60%). Attendance and course participation are mandatory. Two missed classes will constitute failure of the course.

REQUIRED TEXT

All course content is online at <http://www.daap.space.daap.uc.edu>.

805

SEMINAR IN THEORY OF ARCHITECTURE

Adrian Parr
23ARCH805

Elective Seminar (**Required** in MSArch Degree Program)
3 credit hours, Graduate

Prerequisites: Graduate status (23ARCH704 for MSArch students) and Permission of the Professor

DESCRIPTION

Critical theory combines the Kantian notion of critique and the Marxist idea of emancipation. That is, as theory it aspires toward practical outcomes in the form of change by establishing and investigating the limits of knowledge. This seminar will use the approach of critical theory to explain, evaluate, understand and appreciate the circumstances of architectural production and knowledge. Students will be encouraged to intellectually engage with contemporary architecture and architectural environments using a variety of paradigms such as postcolonial theory, Marxism, feminism, psychoanalysis, phenomenology, structuralism and post-structuralism.

EDUCATIONAL OBJECTIVES

Familiarity with the critical debates informing the professional practice of architecture, urbanism and interior design;
Strong written and oral communication skills;
Exposure to the professional aspects of architectural criticism such as conference presentation, the writing of articles and critical appraisal.

COURSE CONTENT

Week One: Introduction to design ethics
Week Two: Critical Regionalism
Week Three: Architecture and community (one page outline due)
Week Four: Heterotopia and the panopticon
Week Five: Site Visit
Week Six: Patriarchy and Place
Week Seven: Postcolonial perspectives
Week Eight: Politics and design
Weeks Nine/Ten: Presentations (final research due)

COURSE PROCEDURES AND METHODS

Weekly lecture, set readings, class discussion, site visits.

REQUIRED TEXTS

Ockman, Joan, ed. *Architecture, Criticism, Ideology: Volume One*. Princeton, New Jersey: Princeton Architectural Press, 1985.

891 | 894

TEACHING & RESEARCH COLLOQUIUM

David G. Saile

23ARCH891 | 894

Elective Colloquium (**Required** for MSArch Degree Program)

3 credit hours, Graduate

Prerequisites: Graduate Status and Permission of the Professor**DESCRIPTION**

Colloquium is the place where first and second year MSArch graduate students participate, with interested and interesting others, in an environment that balances rigor and informality, structure and openness, challenge and nurture. In this quarter, we focus upon student presentations of their master's degree thesis ideas.

EDUCATIONAL OBJECTIVES

In addition to developing ideas for the thesis, this colloquium asks questions of the relationship between author, text, and the architecture or environments under study, and the responsibilities of the scholarly work to important others.

COURSE CONTENT

The colloquium is centered on current work on student theses clarifying major issues, questions, approaches and the kinds of formats that are envisaged. Each participant is also required to 'bring to the table' every week, a thoughtful, well-reasoned, question or point of discussion on the topics at hand.

COURSE PROCEDURES AND METHODS

The first half of each three-hour session involves discussion around structured presentations of second year students' ideas and texts (available for reading in advance). The second part is a more open discussion of issues raised.

REQUIRED TEXTS

Short readings from architectural pedagogy, anthropology, and/or theory are assigned to inform discussions.

In recent classes, works by Henry Giroux "Border Crossings" and Trevor Barnes and James Duncan "Writing Worlds" have been used.

892 | 895

TEACHING & RESEARCH COLLOQUIUM

Adrian Parr

23ARCH892 | 895

Elective Colloquium (**Required** for MSArch Degree Program)

3 credit hours, Graduate

Prerequisites: 23ARCH891 or Permission of the Professor**DESCRIPTION**

This course aims to build a solid understanding of basic pedagogical techniques, research methods, and useful theoretical frameworks. We will explore how to develop a thesis with the aim of preparing students for the writing and research of their final graduate thesis.

EDUCATIONAL OBJECTIVES

Build a solid understanding of how to develop a thesis;
 Prepare students for the writing and research of their final thesis;
 Extend the student's formal skills within an analytic framework;
 Develop the skills of independent thinking and critical evaluation.

COURSE CONTENT

Class One – What is academic scholarship? What conceptual framework will I use and why? What is formal analysis and why is it important? How can I develop a sense of critical evaluation? What is a precedent analysis? What is a thesis and how to write a research statement? Students will focus on responding to the following question: what particular approaches have you found useful thus far?

Class Two – 'Introduction to Pedagogical Methods' - Planning and writing a syllabus.

Class Three – How to write book reviews and architecture reviews.

Class Four – First week of student readings (the reading will inform your final presentation).

Class Five – Site Visit

Class Six – Open discussion around the site visit—formal analysis, placing the building in a social and historical context, site analysis, urban connections. Students will prepare 2 questions for the symposium discussion.

Sample Syllabus due (this must be uploaded into the Review assignment in Blackboard)

Class Seven – Presentations—Group A

Class Eight – Presentations—Group B

Class Ten – Presentations—Group C

COURSE PROCEDURES AND METHODS

Weekly lectures, site visits, close reading of texts, class discussion.

REQUIRED TEXTS

Nesbitt, Kate, Ed. *Theorizing a New Agenda for Architecture*. New York: Princeton Architectural Press, 1996.

Groat, Linda & David Wang. *Architectural Research Methods*. New York: John Wiley, 2002.

892 | 895

TEACHING & RESEARCH COLLOQUIUM

David G. Saile
23ARCH892 | 895

Elective Colloquium (**Required** for MSArch Degree Program)
3 credit hours, Graduate

Prerequisites: 23ARCH891 or Permission of the Professor

DESCRIPTION

Colloquium is the place where first and second year MSArch graduate students participate, with interested and interesting others, in an environment that balances rigor and informality, structure and openness, challenge and nurture. In this quarter, we focus upon student presentations of their master's degree thesis ideas.

EDUCATIONAL OBJECTIVES

In addition to developing ideas for the thesis, this colloquium asks questions of the relationship between author, text, and the architecture or environments under study, and the responsibilities of the scholarly work to important others.

COURSE CONTENT

The colloquium is centered on current work on student theses clarifying major issues, questions, approaches and the kinds of formats that are envisaged. Each participant is also required to 'bring to the table' every week, a thoughtful, well-reasoned, question or point of discussion on the topics at hand.

COURSE PROCEDURES AND METHODS

The first half of each three-hour session involves discussion around structured presentations of second year students' ideas and texts (available for reading in advance). The second part is a more open discussion of issues raised.

REQUIRED TEXTS

Short readings from architectural pedagogy, anthropology, and/or theory are assigned to help discussions. In recent classes, works by Henry Giroux "Border Crossings" and Trevor Barnes and James Duncan "Writing Worlds" have been used.

893 | 896

TEACHING & RESEARCH COLLOQUIUM

David G. Saile

23ARCH893 | 896

Elective Colloquium (**Required** for MSArch Degree Program)

3 credit hours, Graduate

Prerequisites: 23ARCH892 or Permission of the Professor**DESCRIPTION**

Colloquium is the place where first and second year MSArch graduate students participate, with interested and interesting others, in an environment that balances rigor and informality, structure and openness, challenge and nurture. In this quarter, we focus upon student presentations of their master's degree thesis ideas.

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REQUIRED TEXTS

Short readings from architectural pedagogy, anthropology, and/or theory are assigned to help discussions. In recent classes, works by Henry Giroux "Border Crossings" and Trevor Barnes and James Duncan "Writing Worlds" have been used.

ARTS AND SOCIETY 1: ARTS, CRAFTS, AND DESIGN

Dennis Alan Mann

23SAID127

Required Lecture

3 credit hours, Undergraduate

Pre-requisite: None

DESCRIPTION

This is the first introductory lecture given to all BS Arch and B Int. Design students. The Fall Quarter course is Part 1 of a three part series. In a series of lectures (some illustrated) students are introduced to a number of basic concepts. Among those areas are (a) learning how to ask "big" questions; (b) truth, beauty, and poetry; (c) modes of knowing; (d) creativity and design; (e) models of thinking; (e) models of designing; (f) culture, society, and built form; (g) sustainable thinking; (h) art and science; (i) building and craft; (j) paradigms and disciples in architectural practice.

EDUCATIONAL OBJECTIVES

This first course takes a broad-brush approach to introducing students to "grand" ideas that might be part of their lifelong learning. They are exposed to the visual/spatial world and encouraged to pay attention to their physical world. They are made aware of how different cultures respond to their social, economic, technical, and aesthetic needs in different ways.

COURSE CONTENT

All lectures promote the idea that architecture is about making connections, being curious, asking questions, learning to "have new eyes," and seeing-thinking-knowing-building.

COURSE PROCEDURES AND METHODS

Twice weekly one hour twenty minute illustrated lectures; four two-page papers (e.g., "interview the oldest member of your family about their home-place" and "interview a complete stranger *off campus* about the most beautiful building they've ever experienced"), and mid-term and final exams.

REQUIRED TEXTS

Custom reader includes essays by Christopher Alexander, J.B. Jackson, Thomas Bender, Stephen Pressfield, James Ackerman, Amos Rapoport, David Orr, C.P. Snow, Clare Cooper Marcus, plus numerous web sites and handouts.

128

ARTS AND SOCIETY 2: CITIES, STREETS & DWELLINGS

Udo Greinacher

23SAID128

Elective Lecture

3 credit hours, Undergraduate

Prerequisite: 23SAID127**DESCRIPTION**

The lecture course uses urban and cultural history to highlight significant themes related to cities and familiarize students with important concepts used to understand and describe them.

EDUCATIONAL OBJECTIVES

To introduce students to cultural expression as manifested in cities. By looking at the different components that make up cities, it explains how social structures and geographic conditions may manifest themselves in streets, dwellings and institutions. It will familiarize students with the history of cities and provide them with tools to comprehend and describe diverse urban environments.

COURSE CONTENT

Ancient cities / Greek cities / Imperial Rome and Roman cities / Medieval cities / Renaissance and Baroque cities / Modern and contemporary cities / Non-western examples of cities which embody and formalize particular concepts; Concepts and themes that will be discussed during the course include: Site, location, and city form / "Organic" and planned cities / Cities, politics, and power / Public, civic, and private realms / Cities and commerce / Cities as expressions of social orders / Impact of the industrial revolution / Urban Utopias.

COURSE PROCEDURES AND METHODS

The course meets twice weekly. Course grades are determined by pop quizzes (10%), mid-term exam (45%), and final exam (45%). Attendance and course participation are mandatory. Two missed classes will constitute a failing grade (F) for the course.

REQUIRED TEXT

Kotkin, Joel. *The City: A Global History*. New York: Modern Library, c2005.

All course content is online at <http://www.daap.space.daap.uc.edu>.

ARTS & SOCIETY 3: MONUMENTS AND INNOVATION

Elizabeth Riorden

23SAID129

Elective Lecture

3 credit hours, Undergraduate

DESCRIPTION

Important works of architecture worldwide, from the cave paintings to the renaissance, with the attention to comparative religions and socio-economic factors.

EDUCATIONAL OBJECTIVES

Familiarize the students with important design precedents and key monuments of world cultures, and to introduce the art historical methodology.

COURSE CONTENT

Lectures, discussion sections, readings.

COURSE PROCEDURES AND METHODS

2 quizzes and a final exam—multiple choice and slide ID.

REQUIRED TEXT

Moffett, Marian, Michael Fazio, Michael and Lawrence Wodehouse. *Buildings Across Time: An Introduction To World Architecture*. New York: McGraw-Hill, 2003. Chapters 1-10

202

SECOND YEAR ARCHITECTURE STUDIO: URBAN HOUSING

Nnamdi Elleh, Udo Greinacher, David Saile, Barry Stedman

23ARCH202

Required studio

6 credit hours

Prerequisites: 23SAID101, 23SAID102, 23SAID103, 23SAID201**DESCRIPTION**

Ultimately, architecture satisfies peoples' needs: physical, social, emotional, intellectual, and spiritual; in responsible ways, using the earth's resources effectively and benefiting society as a whole. We make decisions regarding our needs, subject to a wide range of internal and external factors, from site conditions, to zoning restrictions, to community aspirations, to construction limitations. Responding to all of these factors in a sophomore studio introduces overwhelming complexity, yet ignoring them results in designs that are naïve, ill-informed, inappropriate, even irresponsible. The 202 studio builds upon the lessons of the Immersion Studio by engaging a larger subset of factors. It also introduces research as the basis for making innovative and appropriate decisions.

EDUCATIONAL OBJECTIVES

Critical Thinking Skills, Graphic Skills, Research Skills;

Fundamental Design Skills, Collaborative Skills, Western traditions, Use of Precedents;

Human Behavior;

Human Diversity;

Accessibility;

Site Conditions;

Life Safety;

Building Envelope Systems, Building Materials and Assemblies, Construction Cost Control.

COURSE CONTENT

The project is affordable worker housing on an urban site, using masonry as a primary construction material. Four teams research and present the following areas:

Housing precedents, typologies, and conventions;

Community, culture, convenience, accessibility, activities, behavior;

Urban design, site analysis, and demographics;

Codes and zoning, economic feasibility, materials, systems and technology.

REQUIRED TEXTS:All course content is online at <http://www.daap.space.daap.uc.edu>.

227

HISTORY | THEORY | CRITICISM 1: PRECEDENT AND INVENTION

Samiran Chanchani

23SAID227

Required Lecture

2 credit hours, Undergraduate

Co-requisite: 23SAID201**DESCRIPTION**

HTC1 is designed to complement studio/lab 23SAID201. The course is comprised of lectures, assignments, and exams. Review sessions are offered to help students prepare for exams.

EDUCATIONAL OBJECTIVES

Educational objectives include introducing use of precedent in design, demonstrating the value of historic context in the design process, and practicing analysis of precedents to understand design principles and concepts. It introduces history and theory concepts, inculcating the use of appropriate vocabulary for analysis of built environments so students may use historic precedents and concepts in the studio/lab.

COURSE CONTENT

Introduction to historical precedent from a global, historical perspective; iteration and design process; analysis and interpretation of built forms in their historic, cultural and physical contexts; the concepts of type and typology; formal, functional, and organizational principles extracted from precedent analyses; circulation patterns in historic and contemporary buildings; structure, skin, and material in built-forms.

COURSE PROCEDURES AND METHODS

12 lectures, 3 assignments, and 2 exams.

REQUIRED TEXTS

Unwin, Simon. *Analysing Architecture*. London; New York: Routledge, 2003.

Ching, Francis D.K. *Architecture: Form, Space, and Order*. New York: Van Nostrand Reinhold, 1996.

SUGGESTED TEXTS

Lyndon, Donlyn and Charles Moore. *Chambers for a Memory Palace*. Cambridge: MIT Press, 1994.

Evans, Robin. "Figures, Doors, and Passages." In *Paradoxes of the Ordinary*, edited by Mohsen Mostafavi, 55-92. Cambridge: MIT Press, 1997.

Manguel, Alberto. "Library As Workshop." In *The Library At Night*. New Haven: Yale University Press, 2006.

228

HISTORY | THEORY | CRITICISM 2: THE CLASSICAL TRADITION

Jeffrey T. Tilman

23SAID228

Required Lecture

3 credit hours, Undergraduate

Prerequisites: 23SAID129**DESCRIPTION**

Lecture course on European and American classical architecture.

EDUCATIONAL OBJECTIVESStudents develop an awareness and understanding of the development of European classical architecture from the 15th to 20th centuries, and understand the spread of that architectural language to many diverse cultures and contexts.**COURSE CONTENT**

The course outlines the development of the classical tradition in Western over five centuries, between the beginnings of the Italian Renaissance to the formulation of the Modern movement in the early twentieth century. Buildings in Italy, France, Germany, Great Britain, the Low Countries, Eastern Europe and the United States are discussed in their social, economic, religious, political, and design-history context.

COURSE PROCEDURES AND METHODS

This course is an introductory lecture. The class meets three times a week and requires an additional commitment to readings assigned throughout the quarter. Honors students meet in discussion sections at noon one day a week on specified weeks. Grades are based on a midterm and a final, a written descriptive and analytical paper, and a design exercise.

REQUIRED TEXTSMoffett, Marian, Michael Fazio, Michael and Lawrence Wodehouse. *Buildings Across Time: An Introduction To World Architecture*. New York: McGraw-Hill, 2003.Summerson, John. *The Classical Language of Architecture*. Cambridge: MIT Press, 1963. Revised paperback edition, 1990.

237

INTERIOR TECHNOLOGY 1

Jim Postell

23 SAID237

Required Lecture

2 credit hours, Undergraduate

Prerequisites: 2nd Year Status**Co-requisite:** 23SAID201**DESCRIPTION**

Interior Tech is a required lecture course designed to coordinate with and complement studio/lab 201. The course entails lectures, assignments, and exams. Review sessions are offered to help students prepare for each of the exams.

EDUCATIONAL OBJECTIVES

Educational objectives include the introduction of interior technology and interior considerations/theory to students. The introduction to interior technologies and interior considerations are organized and sequenced to enrich the design process experienced in the co-requisite studio (201).

COURSE CONTENT

Course content includes the introduction of; pre-design, programming, spatial order, spatial typology, the poetics of space, circulation & wayfinding, building codes, human factors (anthropometrics, ergonomics, and proxemics), floors, walls, ceilings assemblies, inside the building envelope, fixtures, furniture, & equipment. Assignments require students to explore, study, and analyze spatial and technical aspects of their building design in studio – as well as ask students to create a materials and furniture board to complement their final presentations.

COURSE PROCEDURES AND METHODS

Course procedures and methods include 11 presentations, 3 assignments and 2 exams.

REQUIRED TEXTS

Bachelard, Gaston. *The Poetics of Space*. Translated by Maria Jolas. Boston: Beacon Press, 1994.

Abercrombie, Stanley. *A Philosophy of Interior Design*. New York: Harper & Row, 1990.

269

MATERIALS AND CONSTRUCTION

Jim Postell
23INTD269

Elective Seminar (**Required** in BSID Degree Program)

3 credit hours, Undergraduate

Prerequisite: None

DESCRIPTION

An overview into materials and interior construction assemblies, building codes, construction, and fabrication standards.

EDUCATIONAL OBJECTIVES

The objective of the course is to generate a body of knowledge in the subject area through lectures, discussions, field trips and exercises focusing upon selected topical aspects.

COURSE CONTENT

Students are introduced to a description of, the properties of, and uses of a broad range of floors and flooring assemblies, walls and partitions, ceilings and ceiling assemblies, building codes, and industry standards. The four field trips throughout the quarter are:

Paxton Lumber;

Mees Tile and Marble;

Architectural Art Glass;

Formica Corp.

COURSE PROCEDURES AND METHODS

Lectures, workshops, and field trips designed to help students develop a working knowledge of materials and how they are used in constructing and fabricating interior spaces.

REQUIRED TEXT

None.

SUGGESTED TEXT

Ballast, David Kent. *Interior Construction & Detailing for Designers and Architects*. Belmont, CA: Professional Publications, 2002.

301

THIRD YEAR ARCHITECTURE STUDIO: SITE and BUILDING DESIGN

Virginia Russell

23ARCH 301

Required Studio

6 credits, Undergraduate

Prerequisite: 23ARCH 201**DESCRIPTION**

A comprehensive studio, fundamentally involving the design of a site and a building to form a *place*. The primary emphasis is placed on *passive* aspects of sustainable design: locating the building and site elements to climatic advantage; passive heating; passive cooling; daylighting; storm-water management.

EDUCATIONAL OBJECTIVES

Application of previous and current coursework to develop:

Program—realizing program requirements and poetic potentials;

Site—analyzing its potential, enhancing its spirit, achieving integration;

Sustainability—achieving human needs in the context of healthy natural systems;

Typology—an enduring essence;

Precedent—an understanding of what's come before;

History—physical and cultural vectors of the past;

Climate—microclimatic responses and passive energy strategies;

Structure—order, pattern, integration and system;

Construction—sequence and build-ability;

Aesthetics—emotion, beauty, sublimity;

Universality—equal potential, equal use for all;

Criticism—the art of making discriminating judgments.

COURSE CONTENT

Municipal facilities, schools, libraries, conference centers, and monasteries of modest size, with site elements of equal importance to the building program, are the usual subjects of study.

COURSE PROCEDURES AND METHODS

Working with sites in the Cincinnati area, students are required to investigate site conditions, context, history, precedent and typology, sustainable strategies, and site programming strategies in small groups for institutional buildings. Following group investigation, students pursue individual site and building design to final production.

REQUIRED TEXTS

Lechner, Norbert. *Heating, Cooling, Lighting : Design Methods for Architects*. New York: Wiley, 2008

Sorvig, Kim, J. William Thompson, and Craig D. Farnsworth. *Sustainable Landscape Construction: A Guide to Green Building Outdoors*. New York: Island Press, 2007.

Kwok, Alison, and Walter Grondzik. *The Green Studio Handbook: Environmental Strategies for Schematic Design*. New York: Architectural P, 2006.

223

INTRODUCTION TO COOPERATIVE EDUCATION

Vasso Apostolides
36PD223

Required Lecture

1 credit hour, Undergraduate

Prerequisite: Second Year BSARCH status

DESCRIPTION

This course represents the lecture content component of the three-component cooperative education sequence, which also includes subsequent professional office work (36COOP023) and evaluation (36 COOP123) components. All components together combine to reflect the mission of the Division of Professional Practice that incorporates principles of experiential learning, including professional responsibility, reflective and interactive learning, critical thinking, and community service. This three-course sequence, with 023 and 123 repeated three times, is a requirement for the BSARCH degree that is certified by tenured faculty hired specifically for this educational purpose.

EDUCATIONAL OBJECTIVES

To prepare students for effective participation in the Professional Practice (co-op) program of the University of Cincinnati; to introduce students to the difference between academic/institutional and professional learning; to teach students on how to become self-directed learners; to introduce students to topics such as organizational culture, professional ethics, social responsibility, diversity, ethics in the workplace, networking, etc.

COURSE CONTENT

The course covers basic concepts in understanding and learning through the cooperative education methodology, policies, and operational procedures. Students receive instruction on career planning for architecture, the co-op job search, and how to develop necessary skills for optimal learning and successful professional development. In addition, the course covers a variety of subjects including history and mission of cooperative education, procedures and rules of the Professional Practice (co-op) Program, the Internship Development Program (IDP), self-assessment, career planning, and job-seeking techniques and tools.

COURSE PROCEDURES AND METHODS

Class meets once a week, during which the instructor presents the material and encourages students to interact. The Instructor invites guest presenters, including co-op employers and co-op senior students, to share experiences and stress expectations from student as well as employer perspectives. The grade is based on participation, assignments, and a final exam.

REQUIRED TEXTS

Emerging Professional's Companion (EPC), <http://www.EPCompanion.org>
UC Professional Practice Student Handbook

023

PROFESSIONAL PRACTICE REGISTRATION

Vasso Apostolides
36COOP023

Required Lab

0 credit hour; 1 quarter co-op credit; 4 successful quarters required; Undergraduate; P/F

Prerequisite: 36PD223

DESCRIPTION

This course represents the actual professional work experience component of the three-component cooperative education sequence, which also includes a prerequisite lecture component (36PD223) and a subsequent evaluation component (36COOP123). All components together combine to reflect the mission of the Division of Professional Practice that incorporates principles of experiential learning, including professional responsibility, reflective and interactive learning, critical thinking, and community service. This three-course sequence, with 023 and 123 repeated three times, is a requirement for the BSARCH degree that is certified by tenured faculty hired specifically for this educational purpose.

EDUCATIONAL OBJECTIVES

Skill development and reinforcement; career exploration through work with two dissimilar firms with different project types and different work responsibilities; opportunity for expanded cultural/life experience; an understanding of the building process; an understanding of the processes related to architecture; exposure to the authority of client(s) and interest groups; personal and professional growth; development of lifelong learning skills; and development of negotiating skills.

COURSE CONTENT

The student will work full-time for one quarter (approximately 13 weeks) with a firm that complements their individual interests. The student will be fully integrated with rest of employees and will be compensated at a level appropriate to education and experience. There is a specific curriculum packet for each of the four co-op quarters designed to assist students.

COURSE PROCEDURES AND METHODS

The student defines and negotiates two learning objectives to be met during the quarter. The student provides professional assistance and service as agreed upon. The student will complete one of four Student Projects, on his/her own time, with the approval and support of the supervisor (Organizational Culture; Professional Ethics; Social Responsibility; Theory and Practice).

REQUIRED TEXT

Varies.

123

PROFESSIONAL PRACTICE EVALUATION

Vasso Apostolides
36COOP123

Required Lab

0 credit hour; 1 quarter co-op credit; 4 successful quarters required; Undergraduate; P/F

Prerequisite: 36PD223 and 36COOP023

DESCRIPTION

This course represents the evaluation component of the three-component cooperative education sequence, which also includes a prerequisite lecture component (36PD223) and a subsequent professional work experience component (36COOP023). All components together combine to reflect the mission of the Division of Professional Practice that incorporates principles of experiential learning, including professional responsibility, reflective and interactive learning, critical thinking, and community service. This three-course sequence, with 023 and 123 repeated three times, is a requirement for the BSARCH degree that is certified by tenured faculty hired specifically for this educational purpose.

EDUCATIONAL OBJECTIVES

To monitor student participation in the Professional Practice experience; to assess student learning; to advise students on issues related to their professional development; to refer students to appropriate professional practice assignments.

COURSE CONTENT

All required reports and projects are completed by the student and assessed/rated by the supervisor, and then are reviewed by the professional practice faculty who also assigns the co-op grade (P or F). Assessment and grading of the student's overall performance is based upon: the "Student Report—Professional Practice Assignment" completed by the student; the "Employer Assessment of Professional Practice Student" completed by the employer; and the "Learning Objectives" and "Student Project" completed by the student and assessed by the employer.

COURSE PROCEDURES AND METHODS

Each student meets and works individually with his/her Professional Practice Professor who, after reviewing their work experiences/accomplishments as well as their resume and portfolio, provides comments and feedback. This is also the planning and referral period for students seeking new work assignments as well as for those students who will be returning to their previous positions. Future goals and employment opportunities are identified and students participate in the referral process. In addition, students attend one or more group job meetings; and participate in small group seminars to present their current student project and be introduced to the next student project.

REQUIRED TEXT

Varies.

4.04

FACULTY RESUMES

SUPPLEMENTAL INFORMATION

Leslie Blade
Adjunct

Education

1989 Master of Fine Arts, University of Cincinnati, College of Design, Architecture, Art and Planning, Cincinnati, OH
1985 Bachelor of Fine Arts, University of Cincinnati, College of Design, Architecture, Art and Planning, Cincinnati, OH

Academic Experience

1990-Present Adjunct Assistant Professor of Design, School of Design, Foundations Studies Program, University of Cincinnati, Cincinnati, OH

Current Teaching

Autumn 2008 23SAID191 - Computer Skills 1

Selected Academic Grants, Honors, Awards

2000 Service Award, College of Design, Architecture, Art and Planning
1996 Service Award, College of Evening and Continuing Education, University of Cincinnati

Selected Public and Professional Service

1991-1995 Academic Council, College of Evening and Continuing Education, University of Cincinnati, Elected two consecutive
Threshold Review Committee, School of Design, University of Cincinnati

Robert Burnham
Professor Emeritus
Adjunct

Education

1970 M. Arch., University of California at Berkeley
1966 B. Arch., Carnegie-Mellon University

Academic Experience

1990-2007 Professor, SAID, University of Cincinnati
1990-1993 Director, SAID, University of Cincinnati
1976-1990 Associate Professor of Architecture, Kansas State Univ.
1986-1989 Department Head, Kansas State Univ.
1969-1975 Instructor to Assist. Professor, Carnegie-Mellon Univ.

Current Teaching

23ARCH602 SEC 2 Studio

Selected Publications, Papers, Projects, and Exhibitions

2002 Three Residential Designs and a Blanket Chest, SAID Faculty Show

Selected Academic, Public and Professional Service

1990-2007 Member and/or Chair of numerous university, college and school committees/taskforces, University of Cincinnati

Professional Practice

Present Robert Burnham, Green Building Consultant
Lakeside Park, KY
Advising architects and owner on Green Building practices

Professional Registration

Kansas Architectural License #2164
NCARB Certificate #2367
LEED Accredited Professional

Samiran Chanchani
Adjunct

Education

2002 Ph.D. Major: Architecture History, Theory and Criticism, Minor: City Planning History and Theory, College of Architecture, Georgia Institute of Technology
1994 M.Arch. Urban and Community Design, Kansas State University, Manhattan
1990 B.Arch, Architecture, Manipal Institute of Technology

Academic Experience

2004-Present *Adjunct Assistant Professor*, School of Architecture and Interior Design (SAID), Department of Art, Architecture, and Planning, University of Cincinnati
1995-2002 College of Architecture, Georgia Institute of Technology
Precept Instructor, Research Assistant, Guest Critic, Archivist and Researcher
1991-1994 Department of Architecture, Kansas State University
Studio Instructor, Teaching Assistant

Current Teaching

23SAID201 Immersion Studio
23SAID227 History/Theory/Criticism: Precedent and Invention

Selected Publication, Papers, Projects, and Exhibitions

2002 "A City in Full? Charting the Terrain of Tom Wolfe's Atlanta," Late-Modern Planet: 12th Annual Cultural Studies Symposium, Kansas State University, March 2002
2001 "Buildings, Institutions and Architectural History," *Paradoxes of Progress*, Proceedings of the 89th ACSA Annual Meeting 2001, Baltimore.
2000 "Between Icon and Institution: The Vacillating Significance of Frank Lloyd Wright's Guggenheim Museum," *The Journal of Architecture*, RIBA, London, Vol. 5, No. 2 (Summer 2000) 159 – 188.
2000 "Classifying Cultures: The Progressive and the Conservative in the Architecture of American Public Libraries," *ACSA Northeast Regional Meeting*, Boston, 2000.
2000 "The Ideal and the Techno-economic in Le Corbusier's *The City of Tomorrow*," *ACSA West Regional Meeting*, Phoenix, 2000.

Selected Academic Grants, Honors, Awards

2002 *ARCC King Medal for Excellence in Architectural Research*
2001 *Graduate Scholarship*, \$ 2000 awarded by the Graduate Studies Department, Georgia Institute of Technology
The John Templer Award for Excellence in Research, presented by the Ph.D. Program, College of Architecture, Georgia Tech.
1995-2000 Graduate Research and Teaching Assistantships, College of Architecture, Georgia Tech.
1998 *Graduate Student Award* for teaching, presented by the Department of Industrial Design, College of Architecture, Georgia Tech
1991-1993 Graduate Teaching Assistantship, College of Architecture, Kansas State University
1990 Graduated with *Distinction*, Manipal Institute of Technology
Commendation for editorial work, design and layout of *Opus*, Annual Journal of the Manipal Institute of Technology
1987 *G. Sen Special Award* for participation in an experiment for Shelter for the Homeless, National Association of Students of Architecture 29th Annual Convention, Madras (Chennai) India.

Selected Academic, Public, and Professional Service

2005 Completed the 4f Compliance Training and certification offered by the Ohio Department of Transportation, Columbus, Ohio, 2005.
2004 Completed the Section 106 Process Training and certification offered by the Ohio Department of Transportation, Columbus, Ohio, 2004.

J. Ellen Guerrettaz
 Assistant Professor of Architecture
 Adjunct

Education

2001
 1979

MS Architecture University of Cincinnati
 B Architecture Ball State University
 BA, Environmental Design Ball State University
 BA, Philosophy Ball State University
 Geography Minor

Academic Experience

2004-Present

Assistant Director, Academic, University of Cincinnati
 Adjunct Assistant Professor, University of Cincinnati
 Visiting Associate Professor, Vincennes University
 Visiting Assistant Professor, University of Cincinnati
 Adjunct Assistant Professor, University of Cincinnati
 Associate Professor, Tenured, Vincennes University

2004-05
 1999-2002
 1998
 1985-97

Current Teaching

23ARCH710
 23ARCH800

Thesis Research
 Option Quarter

Selected Publications, Papers, Projects, and Exhibitions

2001

Book Review: *The Athenian Acropolis* by Jeffery Hurwit,
Journal of Architectural Education

Selected Academic Grants, Honors, Awards

1993-97
 1993-96
 1990-91
 1989-90
 1989
 1989-90
 1986

City of Vincennes Historic Review Board
 Senator, Vincennes University Faculty Senate
 Co-Chair Vincennes University Faculty Association
 Secretary of Central Southern Indiana Chapter, AIA
 Vincennes Chamber of Commerce Citizen of the Month
 Historic Vincennes Downtown & Riverfront Development award
 Big Apple Teaching Excellence Nominee, Vincennes University

Selected Academic Public and Professional Service

1999-Present
 1987-Present
 1997-Present
 1979-Present
 2004-Present

Association of Collegiate Schools of Architecture
 American Institute of Architects
 National Council of Architectural Registration Boards
 Society of Architectural Historians
 University of Cincinnati Undergraduate Academic Advising
 Association
 Sigma Lambda Chi Construction Fraternity (by Student Invitation)
 Student National Technical Association College Award for
 Excellence in Teaching

2000-Present
 2000

Professional Practice

1997-99
 1995-97
 1981-93
 1979-81
 1978 (Summer)
 1977-79

Offices of The University Architect, University of Cincinnati
 Principal, Myszak & Associates, Inc., Vincennes, IN
 donovan & donovan associates, inc., Vincennes, IN
 Campus Planning & Design, Vincennes University
 Ebert, Hannum, & Volz, San Francisco, CA
 James & Associates, Inc., Vincennes, IN

Architectural Registration

Indiana
 Ohio
 NCARB

Jose M Kozan
Adjunct Professor

Education

- BArch, MSArch Adjunct Professor – SAID / Research Associate – CERHAS
University of Cincinnati, Ohio – Master of Science in Architecture (MSArch)
Master's Thesis: *Virtual Heritage Reconstruction: The Old Main Church of Curitiba, Brazil*. Research into virtual reconstruction processes for retrieving dimensional data of demolished structures through digital photogrammetry applied to single images.
- 2004 University of California at Los Angeles (UCLA) – Cultural Virtual Reality Lab – Experiential Technology Center Workshop. Training on digital modeling, texturing, and real-time navigation technologies applied to virtual heritage reconstructions.
- 1984 Universidade Federal do Parana, Brazil – Bachelor of Architecture (BArch)

Academic Experience

- 2004-Present School of Architecture and Interior Design, College of Design, Architecture, Art, and Planning (DAAP), University of Cincinnati. Adjunct Professor teaching undergraduate studios and developing courses on digital heritage reconstruction and virtual architectural design
- 1993-1994 Universidade Estadual de Londrina, Brazil. Adjunct Professor, researching, preparing and teaching courses on Brazilian Architectural History and Computer Applications in Architecture

Current Teaching

- 2008 Undergraduate Elective Studio: *Designing Digital Buildings for Online Visualization: A Virtual Museum for the Unbuilt Brasílias*
- 2007 Graduate Elective Seminar: *Digital Reconstruction of Historical Sites: The White Water Shaker Village*
- 2007 Undergraduate Independent Studies: *Brazilian Architecture*

Selected Publications

- 2008 Kozan, Jose M. and Kozan, Iara B., "White Water Shaker Village: Exploring Historical Images as Data Sources for Digital Reconstructions," in Proceedings of the 34th Computer Applications and Quantitative Methods in Archaeology Conference, Fargo, United States
- 2008 Project Supervisor: "Fernald Preserve Visitor Center" Multimedia Exhibit, Center for the Electronic Reconstruction of Historical and Archaeological Sites (CERHAS), University of Cincinnati
- 2007 Director of Video and Animation for the "Troy on the Internet" website, Center for the Electronic Reconstruction of Historical and Archaeological Sites (CERHAS), University of Cincinnati
- 2007 Kozan, Jose M. and Kozan, Iara B., "Virtual Heritage Reconstruction: The Old Main of Church of Curitiba, Brazil," in Proceedings of the 33rd Computer Applications and Quantitative Methods in Archaeology Conference, Tomar, Portugal
- 2007 Project Supervisor: "Earthworks: Virtual Explorations of the Ancient Ohio Valley," traveling exhibit and accompanying CD-ROM, Center for the Electronic Reconstruction of Historical and Archaeological Sites (CERHAS), University of Cincinnati

Andreas Lange
Adjunct Instructor

Education

2007 M Architecture	University of Cincinnati
2002 B Arts (Fine Art)	Berea College

Academic Experience

2007-08	Adjunct Instructor (Architecture), University of Cincinnati
2005-07	Graduate Assistant, University of Cincinnati
2002	Teaching Assistant (Fine Art), Berea College

Current Teaching

23SAID101, 102, 103	Design Lab I (Fall, Winter, Spring)
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Selected Publications, Papers, Projects, and Exhibitions

2008	"The Playful Portfolio," <i>Forward</i> , (February 2008), Online, < http://www.aia.org/nwsltr_nacq.cfm?pagename=nacq_a_080201_pc1_lange >.
2007	"The Surreal Museum: An Intervention for the Cincinnati Art Museum," M Arch Thesis, OhioLINK ETD, Online, < http://rave.ohiolink.edu/etdc/view?acc_num=ucin1179159972 >.
2007	Breuer Tower Exhibition, Ingenuity Festival, Cleveland
2007	DAAPWorks, University of Cincinnati

Selected Academic Grants, Honors, Awards

2007	Best in Show, DAAPWorks, AIA Cincinnati
2007	Design Award, DAAPWorks, SAID Faculty
2002	James Bobbitt Scholarship, Berea College

Professional Practice

2007-Present	GBBN Architects, Cincinnati, OH
2007	Independent Design Consultant, Cincinnati Art Museum
2006	Metaphor Ltd., London, England
2005	ARC Architects, Seattle, WA
2003-04	KPF, New York City, NY

Architectural Registration

IDP process ongoing

April Mann
Adjunct Assistant Professor
Visiting

Education

1998-2003	MDes University of Cincinnati, Cincinnati, OH, Digital Design
1995-1997	Columbia College, Chicago, IL, Film Aesthetics, Multimedia
1985-1990	BA Indiana University, Bloomington, IN, Studio Fine Arts/Art History

Academic Experience

2003-2005	Assistant Professor, Division of Professional Practice
1998-2003	Graduate Student, Digital Form, Interactivity, Narrative, Typography, and Interface Design

Current Teaching

23FAA107	Digital Foundations I, II, III (Fall, Winter, Spring required course)
23FDST133	Digital Design Fundamentals I, II, III (Fall, Winter, Spring required course)
23SAID193	Computer Skills I, II, III (Fall, Winter, Spring required course)
23FDST533	Technical Instruction Practicum I, II, III (Fall, Winter, Spring)

Selected Service

2006-2007	Freshmen Digital Task Force Committee
2004-2005	OCEA Technology Chair
2004-2005	Co-op Centennial board
2004-2005	Co-op 100 Cool Co-op Committee
2003-2005	Faculty Senate IT Committee

Professional Practice

2005-2007	Partner in NAMA ROCOCO wallpaper studio Named one of House & Garden's "Tastemakers of 2007"
	Publications include Newsweek, Metropolitan Home, I.D. Magazine's New & Notable 2006, Traditional Home, Elle, The New York Times, House & Garden, Interior Design Market Tabloid, Departures, Martha Stewart's Blueprint, the Chicago Tribune, Metropolis and the cover of Luxe Magazine.
	Accepted and exhibited at International Contemporary Furniture Fair 2006 and 2007 tradeshow at the Javit's Center in NYC, NY

Melanie Marie Swick
Assistant Professor
Adjunct

Education

1986 – 1989 Master of Architecture University of Pennsylvania
1978 – 1983 BS in Interior Design University of Cincinnati

Academic Experience

1991 – Present Adjunct Assistant Professor of Architecture
University of Cincinnati
1989 Summer Graduate Teaching Assignment
University of Pennsylvania

Current Teaching

23SAID101 Design I Lab
23SAID102 Design I Lab
23SAID103 Design I Lab

Selected Academic, Public, and Professional Service

2004 – 2008 AIA Cincinnati
Architecture by Children program – working with elementary school children to introduce them to the work of an architect with the design and representation of a specific project

Architectural Registration

Ohio

Vasso Apostolides
Associate Professor of Professional Practice in Architecture
Tenured

Education

1983 Master of Science University of Illinois, School of Library and Information Science
1972 Master of Science Florida State University, Department of Urban & Regional Planning
1964 Dipl. in Arch & Eng National Technical University of Athens, Greece

Academic Experience

1989 to Present Associate Professor of Professional Practice, University of Cincinnati
1985-89 Assistant Professor of Professional Practice, University of Cincinnati
1966-67 Instructor in Architecture, Technical Junior College, Heraklion, Crete, Greece

Current Teaching

36 PD 223 001 & 002 Introduction to Cooperative Education for Architects (Fall Quarter)
36 COOP 023 002 Professional Practice (each quarter)
36 COOP 123 002 Professional Practice Evaluation (each quarter)

Selected Publications, Papers, Projects, and Exhibitions

2008 Will present with Wendy Ornelas, FAIA; Scott C. Veazey, AIA, NCARB; and Alex Christoforidis, AIA AICP, at the AIA Convention (May 15-17, Boston MA) paper titled *The Changing Face of the Architecture Profession*.
2004 Presented (keynote, in Greek) at a Symposium organized by the University of the Aegean, (March 23, Lesvos, Greece), *Partnership between the University of the Aegean, the Society, and the Business Community: the Cooperative Education Paradigm*
2003 Presented with Cheryl Cates and Darnice Langford at the Cooperative Education and Internship Association (CEIA) Conference (April 27-30, Nashville, TN) paper titled *Using Distance Learning Technology and Developing Instruments to Foster and Assess Students' Awareness of Social Responsibility*
2002 Presented at the Cooperative Education and Internship Association (CEIA) Conference (April 13-16, Albuquerque, NM), paper titled *Empowering the Co-op Student to Pursue and Achieve Successful Co-op Experiences*

Selected Academic Grants, Honors, Awards

2005 University of Cincinnati, Division of Professional Practice – John and Wanda Mosbacker Award for Excellence in Teaching (\$1,000)
2002-03 University of Cincinnati, Center for Enhancement of Teaching & Learning (CET&L) Grant (\$2,000)

Selected Academic, Public, and Professional Service

2001-07 Several committee assignments for the Division of Professional Practice and the School of Architecture and Interior design

Architectural Registration

Greece

George Thomas Bible
Associate Professor
Tenured

Education

1973 BA Rice University
1974 M. Civil Eng. Rice University

Academic Experience

1984/85 Adjunct Assoc Prof NJIT
1980-82 Associate Prof (tenured) Miami Univ.
1975 Assistant Prof Miami University
1974 Lecturer: BAC

Current Teaching

2008 Winter Senior Thesis Studio, Structures 1, SEC Tech 1
2008 Spring Senior Thesis Studio, Structures 4
2008 Autumn Senior Thesis Studio
2007 Summer Grad. Housing Studio; Ethics
2007 Autumn Senior Thesis Studio. Ethics. SEC Tech 1

Selected Publications

1994 Principles of Timber Design for Architects and Builders. 1994. John Wiley and Sons

Selected Public and Professional Service

2007-Present UC Architecture Summer CAMP, co-coordinator
2000-Present Boy Scout ASM, Wood Badge
1990-Present Chairman, National Grading Rule Committee (American Lumber Standards Association)

Professional Practice

1990-present Private Consulting

Architectural Registration

Architect, New York
Professional Engineer, Ohio, California, Kentucky

Ann L. Black
 Associate Professor
 Associate Director of Curriculum and Faculty
 Interior Design Program Coordinator
 Tenured

Education

1993	Master of Arts, Design Management and Planning The Ohio State University, Columbus, Ohio Department of Industrial Design
1983	Bachelor of Science in Industrial Design The Ohio State University, Columbus, Ohio Department of Industrial Design

Academic Experience

2004-Present	Associate Director of Undergraduate Programs School of Architecture and Interior Design University of Cincinnati, Cincinnati, Ohio
2000-Present	Associate Professor School of Architecture and Interior Design University of Cincinnati, Cincinnati, Ohio

Current Teaching

AU 2007	23 INTD 401, Design Studio: Retail
WI 2008	23 INTD 501, Senior Studio 1
SP 2008	23 INTD 502, Senior Studio 2
AU 2008	23 INTD 401, Design Studio: Retail

Academic, Public and Professional Service

School Service	Associate Director Interior Design Program Coordinator Faculty Affairs Committee (chair) School Director Search Committee Professional Practice Topic Group (chair) RPT Committees
College Service	DAAP Student Affairs Committee RPT Task Force Faculty Senate Representative College RPT Committee UC 21 co-leader, Placing Students at the Center Committee
University Service	General Education Committee Cincinnati Scholarship Competition Assessor
Professional Service	Session Moderator & Paper Reviewer, ACSA Regional Conference Book Reviewer, Fairchild Books Article Reviewer, Journal of Interior Design

Certification

1989	National Council for Interior Design Qualification, # 007708
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Terry Boling AIA
Field Service Assistant Professor of Architecture

Education

1989 B Arch (Cum Laude), University of Cincinnati
1983 Associate of Applied Science, Southern Illinois University

Academic Experience

2007 Visiting Master Critic, University of Washington
2002-Present Field Service Assistant Professor, University of Cincinnati
2001-2002 Visiting Assistant Professor, University of Cincinnati

Current Teaching

23ARCH601 Structure/Environment/Construction Studio
23ARCH667 Structure/Environment/Construction Technology 1

Selected Publication, Papers, Projects, and Exhibitions

2007 "Home Schooled", a project in Wyoming, Ohio featured in the December issue of Dwell Magazine.
2007 "Young Americans – New Architecture in the U.S.A."
A publication featuring emerging young practitioners in the U.S.A. Three of my design/build projects were included in the International Publication (printed in four languages). Projects were also exhibited at the Deutches Architekturmuseum, in Frankfurt, Germany, June through September.
2007 "Digital PedagoZ; Creative Scholarship with FormZ"
Lyceum Competition. A peer reviewed journal about the integration of digital technology in the design studio.
2006 Featured in the April issue of Architectural Record Magazine, "Archrecord 2", for and about the emerging Architect.

Selected Academic Grants, Honors, Awards

2006 "Outstanding Teaching" Award (\$2,000)
College of D.A.A.P., University of Cincinnati
2006 Lyceum International Design Competition. Led University of Cincinnati students to win the top 5 out of 6 prizes for a total of \$17,000 in awards.
2006 AIA CDA 10 - Merit Award for Excellence in Design
Venice Pizza, A design/Build project with U.C. graduate students in Collaboration with Miami University students.

Selected Academic, Public, and Professional Service

2007-Present Member of the Rapid Prototyping Lab steering committee
2007-Present Member of the Design Curriculum committee
2005-2007 Design Team leader for Solar Decathlon Project
2006 Invited Juror for the Annual A.I.A. Dayton Design Awards
2006 Invited Juror for Final Graduate Reviews, University of Illinois, Chicago, and University of Minnesota.

Professional Practice

Terry Boling, Architect

2007-2004

Design and construction for an addition to a house in Wyoming, Ohio. Entire project was designed by Architect and constructed with students. Project was awarded a Cincinnati AIA design award in 2004 and a Cincinnati Magazine design award in 2005.

2004

Design and construction for a renovation of a house in Westwood, Ohio. Project was awarded a Cincinnati Magazine design award in 2005.

2004

A new 8,000 s.f. media arts and public access education facility located in an existing historic building in Over-the-Rhine. Project was awarded a Cincinnati Magazine design award in 2004, A Cincinnati AIA design award in 2002, and an Over-the Rhine Chamber of Commerce design award in 2002.

Architectural Registration

Ohio

Marshall B. Brown
Assistant Professor of Architecture
Non-Tenured

Education

2000 M Architecture Harvard University
2000 MAUD Harvard University
1995 B.A. Cum Laude Washington University

Academic Experience

2006-present Assistant Professor, University of Cincinnati
2005-06 Visiting Assistant Professor, University of Cincinnati

Current Teaching

23SAID201 Immersion Studio
23ARCH501 Graduate Intensive Studio
23ARCH512 Graduate Representation Skills and Composition
23ARCH723 Graduate Elective Studio (Niehoff Urban Studio)
23ARCH745 For_Getting Drawing (Graduate Elective Seminar)

Selected Publication, Papers, Projects, and Exhibitions

2007 "Not Good, but Well Behaved: Notes on an Urban Insurgency" in *Block by Block: Jane Jacobs and the Future of New York*, Timothy Mennel et al., eds, New York: Municipal Arts Society and Princeton Architectural Press, 2007.
2006 "For Getting Drawing: Toward an Architectural Pedagogy for Digital Media" in *Changing Trends in Architectural Design Education*, Center for the Study of Architecture in the Arab Region Conference Proceedings, Jamal Al-Qawasmi and Guillermo Vasquez de Velasco, eds. Rabat, 2006.
2004 Rogers, Christina. "Designers Develop Alternatives to Gehry's Brooklyn Plans." *Architectural Record* July, 2004: 28.
Record News coverage of the Atlantic Yards Development WorkShop, p.28.

Selected Academic Grants, Honors, Awards

2008 University of Cincinnati Faculty Development Grant for an academic exchange with L'Ecole Speciale D'Architecture, France
2006 University of Cincinnati Interdisciplinary Faculty Development Grant for the Aronoff Center for Design and Art 10th Anniversary Symposium (\$10,000)

Selected Academic, Public, and Professional Service

2007-2008 SAID representative to the DAAP College Lecture Series:
Responsible for inviting guest speakers and coordinating guest lectures and symposia from the School of Architecture and Interior Design with representatives from the other four schools of the college
2006 Aronoff Center for Design and Art Tenth Anniversary Celebration and Symposium: Met with college level committee, Secured funding, invited guest speakers, and coordinated 3-day *Daapspace Symposium on Transdisciplinary Design, Architecture, Art and Planning*

Professional Practice

Dennis Alan Mann, Architect
2004 Addition to residence of Dr. and Mrs. Stewart Dunsker
1000 sf.

- 2004-Present Atlantic Yards Development WorkShop, New York: Founder and Director: A development and urban design collaborative formed in cooperation with New York City Council Member Letitia James to generate urban design proposals for an 8 acre air rights development in downtown Brooklyn, New York. Accomplishments have included the development of a schematic masterplan; presentations to the New York City Council; presentations to community groups; organization of community of workshops; and publication in local and national media.
- 2003-05 Pentagram Architecture, New York: Project Designer
2004 Borock Residence, Brooklyn, New York
\$175K renovation of an historic brownstone previously owned by Paul Robeson Jr., for a couple and their child.
- 2001-03 Davis Brody Bond LLP, Architects and Planners, New York: Project Designer

Jay Chatterjee
 Professor of Architecture and Planning
 Tenured

Education

1965	M. Arch.(Urban Design) Harvard University
1962	MRP University of North Carolina
1959	Cert. Trop Arch AA School (England)
1958	B. Arch (Honors) Indian Institute of Technology (India)

Academic Experience

2001-present	Professor of Architecture and Planning
1977-2001	Professor of Planning and Urban Design
1972-1975	Associate Professor of Planning and Urban Design
1967-1972	Assistant Professor of Planning and Urban Design

Current Teaching (2005-2008)

23SAID901-2-3.	Master in Architecture theses (Coordinator 07-08)
23SAID747	History of Urban Form
23SAID744	Urban Visionaries

Selected Honors and Awards

2008	Visionary Award, the Contemporary Arts Center
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Selected Academic, Public and Professional Service

Member Boards of Trustees

Urban Design Review Board (25+ Years)
 Design Review Committee, UC (Chair)(20+ Years)
 The Seasingood Foundation for Good Govt. (Pres.)
 Historic Conservation Board (5 Years)
 The Cincinnatus Association (25+ yrs.)

Public Service Committees

Central Riverfront Park Advisory Panel
 Cincinnati Vision Task Force
 Greater Cincinnati Fine Arts Fund (Chair:UC)
 Comm. The future of the Cincinnati Arts Museum
 Design Advisory Board, Cincinnati Bicentennial
 Partners of Americas, OH USAID
 Facilities Comm. Bethesda Hospital (8 Yrs)
 Search Comm. Xavier University President
 Panelist, The Aga Khan Award in architecture
 Cincinnati Infrastructure Task Force
 Several architect Search Committees
 Numerous University, Community, and Professional Organizational Committees
 Coordinator, Several National Conferences

Professional Practice

Urban Design and Planning Consultant to Local, National, and International Groups
 Listing in Marquis Who's Who in Amerca, Mid-West, World
 Lectured extensively at numerous Universities Communities, and Conferences (both at the US and abroad).

Alexander Christoforidis, AIA AICP
 Professor of Architecture
 Tenure Track

Education

1993 M City & Reg. Pl'ng The Ohio State University
 1992 M Arch The Ohio State University
 1989 B Arch The Ohio State University

Academic Experience

2006-Present Assistant Professor, Architecture Co-operative Education, Division of Professional Practice, University of Cincinnati
 1992-1993 Assistant to the Editors, *Journal of Planning Literature*, The Ohio State University, Department of City & Regional Planning
 1989-1991 Instructor / Advisor for Freshmen in Architecture, The Ohio State University, University College

Current Teaching

36COOP723 Introduction to Graduate Co-op (Autumn quarter)
 36COOP223 Introduction to Business Co-op (Spring quarter)
 36COOP923 Individual Student Career Advising – all quarters
 23ARCH eCOOP Seminar – co-op component (Winter & Summer)

Selected Publication, Papers, Projects, and Exhibitions

2008 "The Changing Face of the Architecture Profession" Joint Presentation with Professor Vasso Apostolides prepared for the 2008 AIA National Convention (TH34).
 2006 *A Hillside Firm: The practice of Carl Strauss and Ray Roush* . Architectural Consultant for a documentary film on the practice of two of Cincinnati's most prolific modernist architects (Aired on WCET, Cincinnati, 6 times November 2006 –March 2007).
 2005 "The many benefits of Hiring an Architect", *Angie's List*, Vol. 5, Issue 3. 2005.

Selected Academic Grants, Honors, Awards

2006-2008 AIA Practice Academy Grant, (\$30,000) with Professor Barry Stedman for Jump-Start: Practitioner-Led Workshops at the University of Cincinnati
 2006-2008 FIPSE (Federal Initiative for Post Secondary Education)
 Working with an interdisciplinary team led by the Division of Professional Practice researching employer feedback on academic curricular changes.

Selected Academic, Public, and Professional Service

2007 Planning Committee for the annual conference of the AIA Practice Management Knowledge Community. *The Future of Professional Practice*
 2006-2008 IDP Educator Coordinator, University of Cincinnati
 2006-2008 Faculty Senate, University of Cincinnati
 2006-2008 Several SAID and Division of Professional Practice Committee assignments

Professional Practice

2008 Synthesis Architecture + Planning, owner
 Panagia Pantovasilissa Greek Orthodox Church and Community Hall, Lexington, Kentucky (in progress).
 2002-2008 Various residential, ecclesiastical and small commercial projects

Architectural Registration

Ohio, Kentucky

Nnamdi Elleh
Associate Professor
Tenured

Education

December 2002 Northwestern University, Evanston, Illinois - Department of Art. History, Ph.D.
Twentieth Century Architecture with Focus on Africa. Dissertation Topic: *Architecture and Nationalism at Abuja, Nigeria: A Study of the Ideologies of "Federal Character."*
Supervised by Professor David Van Zanten, Professor Jane Guyer, and Professor Otto Karl Werckmeister.
Minor Field Exam: Twentieth Century European Art. *Cultural Ruptures and Alterity: Experience and Ritual in Avant-Garde Art, 1880-1980.*

December 1989 University of Wisconsin-Milwaukee - Master of Architecture,
M. Arch. Master's Thesis Title: *Using Art, Archeology and Social History to Study the Various Types of African Architecture: Traditional, Islamic, and Western Architecture.*

May 1985 University of Wisconsin-Milwaukee - Bachelor of Arts in Economics, B. A.
Focus: planning for the underdeveloped areas of the world and analysis of development theories.

Current Teaching

23ARCH427/627 Critiques of Modern Architecture
23ARCH716 Contemporary Architectural Theory
23ARCH704 Seminar in Theory of Architecture
23ARCH888 M.S. Arch. Thesis

Selected Publications, Papers, Projects, and Exhibitions

2008 "Understanding Housing Availability and Architectural Style(s) as a subject of National Security in the Republic of Sudan." Conference on Housing held in Khartoum, the Republic of Sudan.

2007 *La Cambre Architecture and Africalia*, Brussels, Belgium in "Workshop on Modern and Contemporary African Architecture."

2007 "Shared Stories: Their 'Own' and the 'foreign': A Kaleidoscope of Cultural Identities in African Architecture," keynote lecture for "African Perspectives, Dialogues on Urbanism and Architecture," held at the Delft University of Technology in collaboration with *ArchiAfrika*, Netherlands.

2007 "Rethinking Our Design: Is an Architecture of Peace and Progress Possible in the Republic of Sudan or in other places in Africa?" keynote lecture for the Golden Jubilee Anniversary at the Department of Architecture, University of Khartoum, Republic of Sudan.

2006 "Designing the Multicultural Interiors of Capitalism and Power," keynote lecture at the *Interior Design Educational Council Southwest Regional Conference*, University of Oklahoma, Norman.

2004- 2005 "A Continent Without Borders," in *Embracing the Muse: Africa and African American Art*, (New York: Michael Rosenfeld Gallery).

2003-2005 "Bearden's Dialogue with the Avant-Garde" national exhibition featured at the National Gallery of Art, San Francisco Museum of Modern Art, Dallas Museum of Art, Whitney Museum of American Art, and the High Museum of Art, Atlanta.

2003 "Bearden's Dialogue with the Avant-Garde," in ed. Ruth Fine, *The Art of Romare Bearden*, Washington, D.C. and New York: National Gallery of Art and Harry N. Abrams, 2003, pp. 156 -171.

Professional Practice

March – December 2007

Acting Director, Master of Science in Architecture Program, School of Architecture & Interior Design (SAID), College of Art, Architecture, & Planning (DAAP), University of Cincinnati, Cincinnati, Ohio.

September 2006 – Present

Tenured and Promoted to Associate Professor of Architecture, School of Architecture & Interior Design, College of Art, Architecture, & Planning (DAAP), University of Cincinnati, Cincinnati, Ohio.

September 2002 – June 2006

Assistant Professor of Architecture, School of Architecture & Interior Design, College of Art, Architecture, & Planning (DAAP), University of Cincinnati, Cincinnati, Ohio.

Sept 2000 – August 2002

Samuel Ittleson Fellowship, Center for Advanced Study in the Visual Arts (CASVA), National Gallery, Washington D.C.

Udo Greinacher
Associate Professor of Architecture
Tenured

Education

1991 M Architecture University of California, Berkeley
1988 Dipl.Ing.Arch Fachhochschule Stuttgart, Germany

Academic Experience

1999-Present Associate Professor of Architecture, University of Cincinnati
1993-1999 Assistant Professor of Architecture, University of Cincinnati
1997 Visiting Professor (Summer), Catholic University, Washington, DC
1991-1993 Lecturer, University of California, Berkeley

Current Teaching

23SAID128 Arts and Society II (Winter Quarter Required Lecture)
23ARCH202 Architecture Studio 2 (Winter Quarter Required Studio)
23ARCH601 Structure/Environment/Construction One (Fall Quarter Required Studio)
23ARCH794 Special Topics in Digital Media (Graduate Elective Seminar on Film Space co-taught with Patrick Snadon)

Selected Publication, Papers, Projects, and Exhibitions

2006 "Suburban Superiority: Hollywood's Depiction Of The Central City" published in Proceedings, 2006 National ACSA Meeting, Salt Lake City
2005 "Urban Renewal," published in Encyclopedia of Life Support Systems, (UNESCO)
2004 "The City (1939)" published in Proceedings, 2004 Annual ACSA Meeting, Miami Beach

Selected Academic, Public, and Professional Service

2008 Topic Chair and Reviewer, "Beyond Blade Runner Fiction and Reality: Visions of Urbanity in Popular Arts - Film, TV, Comics," ACSA 96th Annual Meeting, Houston, TX
2004-2006 Senator, Faculty Senate, University of Cincinnati
2004 Juror, ICMA student competition, Ball State University, Indiana

John E. Hancock
 Professor of Architecture
 Tenured

Education

1978 M Architecture McGill University (History and Theory)
 1974 B Arch (Honors) University of Nebraska

Academic Experience

1993-Present Professor of Architecture, University of Cincinnati
 1995-Present Founding Director, CERHAS (Center for the Electronic Reconstruction of Historical and Archaeological Sites), University of Cincinnati
 2002-2007 Associate Dean for Research and Grad Studies, College of DAAP, University of Cincinnati
 1987-2002 Director of Grad Studies in Architecture, University of Cincinnati
 1984-1993 Associate Professor of Architecture, University of Cincinnati
 1978-1984 Assistant Professor of Architecture, University of Cincinnati
 1976-1978 Adjunct Instructor, University of Nebraska

Current Teaching

23ARCH717 Pre Thesis Research (Spring Qtr MSArch Required Seminar)
 23ARCH891/894 Teaching Research Colloquium (Fall Qtr MSArch Required)
 23ARCH723 Communities for Aging (Spring Qtr MArch Elective Studio)
 23ARCH701/702 CERHAS Practicum (All Qtr MSArch / MArch Elective)

Selected Publications, Papers, Projects, and Exhibitions

2007 Interactive Multimedia CD-ROM: "EarthWorks: Virtual Explorations of the Ancient Ohio Valley" Cincinnati: University of Cincinnati/CERHAS
 2006 Interactive Exhibit Premier: "EarthWorks: Virtual Explorations of the Ancient Ohio Valley", Cincinnati Museum Center (and traveling thereafter), Cincinnati
 2005 Interactive Multimedia CD-ROM: "EarthWorks: Virtual Explorations of Ancient Newark Ohio" Cincinnati: University of Cincinnati/CERHAS
 2004 Invited Essay: "Native American Architecture of the Midwest" in *Greenwood Encyclopedia of Regional Culture: The Midwest*. Judith Yaross Lee, Editor, 2004.
 2004 Refereed Paper: "The Earthworks Hermeneutically Considered" Annual Meeting of the Society for American Archaeology, Montreal (publication forthcoming, University of Florida Press)
 2003 Invited Guest Lecture Series (6): "Greece and the Greek Temple", New Europe College (Interdisciplinary Post-Doctoral Humanities Institute), Bucharest, Romania
 2003 Interactive Exhibit Premier: "EarthWorks" Interactive Museum Exhibit at Mound City Visitors Center, US National Park Service, Hopewell Culture National Historical Park, Chillicothe, OH

Selected Academic Grants, Honors, and Awards

2006 Chris Award (best in category, Silver Chris Statuette) for CD-ROM "EarthWorks: Virtual Explorations of Ancient Newark Ohio," Columbus International Film and Video Festival
 2003-2004 National Endowment for the Humanities, Public Programs Planning Grant (\$40,000) 2003; and Implementation Grant (\$300,000) 2004, "EarthWorks: Virtual Explorations of the Ancient Ohio Valley" traveling exhibit

Selected Academic, Public, and Professional Service

2007-2008 Capital Campaign Committee, Mt. Auburn Presbyterian Church
 2002-2006 Several SAID and DAAP Search Committees
 2003-2004 Interim Director, College of DAAP Center for Design Research and Innovation

Professional Practice

2006-2007

Professional Design Research Contract and Presentation: "Housing and Community for Aging Baby Boomers," with Steed Hammond Paul Architects, Cincinnati

2006-2007

Research and Design Contract, US Department of Energy "Fernald Reborn" 2006; and "Fernald Preserve Visitors Center" (Conceptual design, Exhibit design, Multimedia Exhibit production) 2007

Architectural Registration

Ohio

Anton C. Harfmann
Associate Dean, DAAP
Tenured Associate Professor

Education

1981	M Arch	State University of New York at Buffalo
1979	BPS	State University of New York at Buffalo

Academic Experience

2004 - Present	Associate Dean, College of DAAP, University of Cincinnati
1995 - 2004	Associate Professor and Associate School Director University of Cincinnati
1989 - 1992	Assistant Professor of Architecture SUNY at Buffalo
1987 - 1989	Project Architect, Hamilton, Houston, Lownie Architects P.C.

Current Teaching

23ARCH764	Special Topics in Building Construction (Fall Quarter Elective)
23SAID268	Construction 2 (Winter Quarter Required Lecture)
23ARCH790	Independent study in CATIA and BIM (Fall, Winter, Spring)

Selected Recent Publications

2008	"Class [re]Union: Course Corrections in Response to COOP Employer Feedback" A Harfmann, P Akins, M Hatter, J Kelpe, S Krivanka, A Schonhardt Journal of Cooperative Education
2004	"Component-Based Design: A Summary and Scheme for Implementation" International Journal of Architectural Computing A Harfmann and PJ Bauser Multi-Science Publishing V 2, Issue 2
2004	"Implementing Component-Based Design: A Pedagogical and Actual Case Study" A Harfmann, ACADIA '04 Conference Proceedings

Selected Recent Academic Grants Honors and Awards

2006	"[re]form" UC 2007 Solar Decathlon House NREL/DOE \$ 100,000
2005	"Bold - MUV: Modular Studio" Bold Industries \$20,000
2004	"Digital Media Collection" UC ITIE Competitive grant \$38,500
2004	Apple Distinguished Educator
2004	"A Cross-discipline Capacity Building Project" UC/FDC \$15,000
2003	"Imagine Building " Video documentary of CAC Turner Construction \$8,000

Selected Recent and On-going Academic, Public, and Professional Service

2006 - Present	Editor, Academic Intersections on-line Journal (Hosted by Apple) http://edcommunity.apple.com/ali/collection.php?collectionID=776
2004 - Present	Member, Ohio Link Digital Resource Center Steering Committee
1994 - Present	Technical reviewer, Construction Automation Journal, Elsevier Publications
1988 - Present	Member, AIA, American Institute of Architects
1984 - Present	Member, ACADIA (Association of Computer Aided Design in Architecture)
1985 - Present	Technical Review Committee for ACADIA conference proceedings

Professional Registration

Registered Architect, New York State No. 018238-1

Ericka M. Hedgecock
 Visiting Assistant Professor
 Non-Tenured

Education

2002	MS Int Architecture University of North Carolina at Greensboro
2001	Graduate Study University of Oulu (Finland)
1998	BFA Studio Art East Carolina University

Academic Experience

2005-present	Visiting Assistant Professor, University of Cincinnati
2003-2005	Assistant Professor, Academic Professional, UNCG

Current Teaching

23SAID312	Elective Studio (Exhibition Design)
23SAID101,102,103	Design I Lab (Fall, Winter, and Spring design studio)
23ARCH104, 105, 106	Documentation Lab (Fall, Winter, and Spring required skills)

Selected Publication, Papers, Projects, and Exhibitions

2006- Present	<i>The Visitors Center at the Fernald Preserve</i> (Ohio). Exhibition design director for 25,000 sq. ft multi-use center sponsored by the Department of Energy and Office of Legacy Management
2006	<i>Scottsdale Pond Public Art Project: Living Threshold</i> . Preliminary design for site-specific public art in Novato, CA
2006	<i>Earthworks: Virtual Recreations from the Ohio Valley</i> . Graphic design for traveling exhibition sponsored by the Center for the Electronic Reconstruction of Historical and Archaeological Sites at the University of Cincinnati
2006	<i>The Yellow Ribbon Project</i> . Co-curated exhibition design to collect and catalog 10,000 artifacts of our memorial culture
2006	<i>Engaging Process: Interdisciplinary Investigations in Material and Form</i> . Co-curated exhibition design for 4 th International Student Triennial, Istanbul, Turkey
2006	<i>Meghivô: Signals from Central Europe</i> . International invitational exhibition at the Central European Cultural Institute, Budapest, Hungary
2006	<i>From + About</i> . International invitational exhibition at the Keki Gallery, Budapest, Hungary
2006	Hedgecock, E., Fernandez, O., and Wang, Y. <i>Mobile Media and Digital Wayfinding: Strategies for Implementation</i> . Co-authored paper presentation for iDMA Conference
2005	<i>Exhibition in Print</i> , Metalsmith Magazine, Volume 25, No. 4, August
2005	<i>The Snow Show</i> . Fung, L. (Ed.). New York: Thames and Hudson
2005	<i>Urban Art Installation Project</i> . Solo exhibition, Tacoma Contemporary, Washington
2005	<i>Environment, Identity, Place</i> . Juried exhibition at the North Carolina Museum of Art, Raleigh, NC
2005	<i>Kör (Circle)</i> . International invitational exhibition, Ernst Museum, Budapest, Hungary
2004	<i>Southeastern Juried Exhibition</i> . Juried exhibition at the Mobile Museum of Art, AL
2004	<i>Snap to Grid</i> . Juried exhibition at the Los Angeles Center for Digital Arts, CA
2004	Hedgecock, E. <i>Blurring the Boundaries: Technology's role in redefining live/ work communities</i> . Interior Design Educator's Conference. High Point University, NC
2004	Hedgecock, E. <i>Pohjoinen Valo Museo: Visualizing Light through a Virtual Museum</i> . Journal of Interior Design, Volume 30, no. 3
2003	<i>Interactive Creatives</i> , CMYK Magazine, Volume 07. No. 22

Selected Academic Grants, Honors, Awards

2006/2004	<i>The Snow Show</i> . Installation manager for international art and architecture installation in Torino, Italy (2006) and Kemi, Finland (2004)
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2004/2005 International Artist in Residence, Hungarian Multicultural Center, Budapest/ Csopak, Hungary

Selected Academic, Public, and Professional Service

2007 Curricular development to redesign first year "design communication" course sequence (Doc Lab, Environmental Seminar, Digital Skills, Design Lab)

2006-2007 First Year Digital Curriculum Task Force (SAID representative appointed to review first year all-college digital curriculum)

Professional Practice

2000-2005 Project Designer, Center for Creative Leadership, Greensboro, NC

Henry Hildebrandt
Professor
Tenured

Education

Post Graduate Program for Graphic Design, School of Design, Basel, Switzerland.
Master of Architecture, Kent State University. Emphasis on Urban Design.
Bachelor of Architecture (Design Option), University of Nebraska.

Teaching

2008	Interior Design Senior Project Studio 501	W 08
2008	Interior Design Skills III 304	W 08
2008	Interior Design Senior Project Studio 502	SP 08
2008	Interior Design Programming and Research 439	SP 08
2007	Interior Design Senior Project Studio 501	F 07
2007	Immersion Skills 204	F 07

Selected Publications, Papers, Projects, Lectures, and Exhibitions

2008	<i>AIA Significant Interiors</i> published by AIA. Co-authored / co chaired
2006	"Grow Your Practice: the interior advantage," with John Jessen, AIA, VOA Associates Washington DC, Build Boston 22 nd annual BSA / AIA convention. Boston, MA "Interior Architecture" panel discussion, 2006 AIA National Convention LA, Los Angeles CA, invited panelist
2005	"Scope of Services; Interior Architecture / Interior Design," Open forum, AIA 2005 National Convention and Design Exposition, Las Vegas NV
2005	Institute Honor Awards for Interior Architecture," AIA 2005 National Convention and Design Exposition, Las Vegas NV "Grow Your Practice: the interior advantage," with Diana Brenner, AIA, IIDA, Ohio Valley Regional Convention, Indianapolis IN "Inside Rapid Prototyping of the Inside: Rapid Prototyping and Digital Milling," IDEC International Conference 2005, Savannah Ga. Co-host for IDEC Midwest Regional 2005 Conference: "Sustainable Design" with Amy Dahm, Chicago
2004	"Seeing the Inside from All Sides: Interior Architecture and Interior Design as Dogma or Practice," Parsons School of Design lecture "Teaching the Inside Rapid Prototyping of the Inside: A pedagogical process using Rapid Prototyping and Digital Milling," ACSA Annual Meeting 2005 abstract submitted "Discovering Curriculum Content in Establishing a Systematic Database of FIDER Accredited Programs of Interior Design," with Kanchana Ganesan IDEC International Conference 2005 abstract submitted "The Gaps Between Interior Design and Architecture," DesignIntelligence, March 2004
2003	"Interiors Requires Knowledge Beyond Inside the Shell," DesignIntelligence, Nov. 2003 "See Me, See You: A Critical Panel Dialogue Addressing the Definition of Interior Design," with Anna Marshall-Baker, 2003 International IDEC Conference "Looking into the Inside," Keynote address lecture, University of North Carolina – Greensboro, Department of Interior Architecture

Selected Academic Grants, Honors, Awards

2006	Featured as one of five interior design faculty in <i>Perspective</i> IIDA magazine (Fall 2006) "A+ teachers"
2003	Cincinnati Magazine Interior Design Awards, Professor Henry Hildebrandt
2002	IIDA Michael Tatum Excellence in Education Award, second annual award by the International Interior Design Association / Teknion, Inc.

The Hyde Chair of Excellence, Spring 2000, the University of Nebraska-Lincoln.

Selected Academic, Public and Professional Service

1989-Present	Foundation for Interior Design Education Research, Board of Visitors for Accreditation, Accreditation Committee
1999-2004	International Interior Design Association
2004	American Institute of Architect Interiors Knowledge Committee, Chair
2004-2008	Cincinnati Recreation Commission Public Art Committee

Professional Practice

1988-Present	<p>Studio 4989-J 3257 Hardisty Ave., Cincinnati, OH 45208, Hardisty kitchen & bath remodel</p> <p>Martin Luther King Memorial Competition with Kevin Klinger. Church of the Redeemer altar and choir renovation. The Nature Company 'Bird Feeder Design Contest' - submission. Wilsonart 'Maximum Exposure' first runner up: Chopping Block. Kitchen & Bath remodel, 3630 Edwards Road. Zino's Restaurant remodel and renovation.</p>
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Certification

1975	NCARB; Certificate No; 20959
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Aarati Kanekar
Associate Professor of Architecture
Tenured

Education

2000	Ph.D.	Georgia Institute of Technology, Atlanta
1992	S.M.Arch.S.	Massachusetts Institute of Technology, Cambridge
1989	Dip. Arch.	School of Architecture, CEPT, Ahmedabad, India

Academic Experience

2006-Present	Associate Professor of Architecture, University of Cincinnati
2000-2006	Assistant Professor of Architecture, University of Cincinnati

Current Teaching (on sabbatical and sick leave for 2007-08)

23ARCH710	M.Arch Thesis Research (Autumn)
23ARCH716	Contemporary Theories in Architecture (Winter, Spring)
23ARCH706	Cultural Approaches to Architecture
23ARCH801,802,803	Graduate Thesis

Selected Publications

2007	Topic session moderator "Visionary Projects and Theoretical Explorations" at the 95rd ACSA Annual Conference (Fresh Air), Philadelphia
2006	"Seduction of Destruction" in the 2006 IASTE Working Paper Series Volume 191 <i>Politics and the Production of Space</i> , Center of Environmental Design, UC Berkeley, pp. 1063-1078
2005	"From Building to Poem and Back: The Danteum as a Study in the Projection of Meaning Across Symbolic Forms" in <i>The Journal of Architecture</i> , volume 10, issue 2 April 2005 (RIBA & Routledge) pp. 135-159
2005	Moderator for panel "Instrument or Weapon? Design, Science, and Social Manipulation" at the 93rd ACSA Annual Conference (The Art of Architecture/The Science of Architecture), Chicago
2004	Paper Reviewer for History/Theory: Architecture, Art, and Science: Disciplines in Transformation 93rd ACSA Annual Conference, Chicago
2004	Invited plenary speaker for International Conference on The Games of Architecture: Spatial Construction of Meaning in Architectural Design, School of Architecture, University of Thessaly, Greece
2003	"Designing Games: Structure, Playability, and Intelligibility." <i>Proceedings of the 4th International Space Syntax Symposium</i> , London, June 2003. pp. 25.1-25.16
2003	National Assembly Building, Sher-e-Banglanagar, Dhaka in <i>Encyclopedia of Twentieth Century Architecture</i> , Three-volume Set edited by R. Stephen Sennot, (New York: Routledge Publishers, December 2003)
2002	"La Construction Spatiale Du Sens En Architecture: Un Projet Transdisciplinaire" in <i>TLE</i> (Théorie Littérature Enseignement), Paris, 2002. pp. 139-156
2002	"Diagram and Metaphor in Design: The Divine Comedy as a Spatial Model," in Special Issue of the Journal <i>PHILOSOPHICA</i> 2002: Diagrams and the Anthropology of Space, edited by Kenneth J. Knoespel, volume 69 (1) 2002 Vakgroep Wijsbegeerte en Moraalwetenschap (Ghent University, Belgium) pp. 37-58

Selected Academic Grants, Honors, Awards

2006	Pogue Wheeler Traveling Fellowship, University of Cincinnati, Cincinnati. [\$2000]
2006	University Research Council Fellowship, University of Cincinnati, Cincinnati. [\$14500]
2001	Pogue Wheeler Traveling Fellowship, University of Cincinnati, Cincinnati. [\$2000]
2000	Doctoral Achievement Award, Ph.D. Program, Georgia Institute of Technology, Atlanta.

Selected Service

2005-Present

Initiated and coordinated the international exchange program between SAID and CEPT, Ahmedabad, India

2000-Present

Served on several SAID and DAAP Committees and chaired some from 2000 to present.

2006

Graduate design studio external critic, Georgia Institute of Technology

2002, 2006

Invited lectures and seminars at the School of Architecture and School of Interior Design, CEPT, Ahmedabad, India

Patricia C. Kucker
 Associate Professor of Architecture, Associate School Director for Graduate Programs and M. Arch. Program Director
 Tenured

Education

1983 Master of Architecture with honors, University of Pennsylvania
 1982 Bachelor of Architecture, The Pennsylvania State University
 1981 Bachelor of Science in Architecture, The Pennsylvania State University

Academic Experience

2006 - Present University of Cincinnati, School of Architecture and Interior Design,
 Associate Professor
 2002 - 2005 University of Arkansas, School of Architecture, Associate Professor and Department Head
 1995 - 2002 University of Virginia, School of Architecture, Assistant Professor
 1992 - 1995 University of North Carolina at Charlotte, College of Architecture, Assistant Professor

Current Teaching

23ARCH601 Structure Environment and Construction Studio I
 23ARCH602 Structure Environment and Construction Studio II
 23ARCHXXX M Arch Foundation/Tectonics

Selected Publications, Papers, Projects, and Exhibitions

2005 Kucker, Patricia and Perkins, Samantha. "Riding the Dragon: First-Year Studio Culture," Proceedings of the 21st National Conference on the Beginning Design Student, 2005. Discusses the role of architectural space, social context and the "hidden curriculum" (Giroux) and in response, a new teaching assistant program with upper-level students in the first-year undergrad studios.

2004 New Administrators Workshop ACSA Houston 2004, Invited Panelist.

2002 Design Build in Education. Invited panelist, for a special focus session during the 90th ACSA National Conference in New Orleans.

2002 Kucker, Patricia. "Framework: Construction, Composition and Space: in the work of Frank Lloyd Wright and Rudolf Schindler," The Journal of Architecture, 7:2 (2002): 171-190

2002 "Pedagogy and Praxis," Lecture: Little Rock Chapter of the AIA, Arkansas, "The Frame," Lecture for Northeastern University Department of Architecture Lecture Series, Boston Massachusetts. Kucker, Patricia. "Rahmenbau: Konstruktion, Komposition und Raumin der Arbeit von Frank Lloyd Wright und Rudolf Schindler," Internationales Holzbausymposium Tagungsband, Stuttgart: Universitat Stuttgart, 2001: 87-92.

Selected Academic Grants, Honors, Awards

- 2008 The Pennsylvania State University, College of Arts and Architecture, Distinguished Alumni Award. *Nominated by the department of Architecture faculty for outstanding accomplishment. The first woman to receive this honor during the award's 40-year history.*
- 2004 Who's Who Among America's Teachers, 2004, *"honored by a successful former student, this award recognizes 5% of the nation's teachers."*
- Best Adaptive Re-Use, Charlottesville Board of Architecture Review, for MAS Bar, Charlottesville, VA. A collaborative design-build project with K&K development.

Selected Academic, Public and Professional Service

- 2007 ACSA Board Member: EC Regional Director [2007-2010]
ACSA/NAAB Team Chair to Ball State University
Invited Review Critic: Ohio University, Miami University, University of Michigan, University of Virginia, Philadelphia University
- 2006 ACSA/NAAB Team Chair to University of Texas at Arlington
Invited Review Critic: Ohio University, Carnegie Mellon, Ball State, University of Michigan
- 2005 ACSA Beginning Design Conference, Session Moderator + Reader
ACSA / NAAB Team Member to University of Miami, Coral Gables
Illinois Board of Higher Education, Program Review Committee for University of Illinois at Chicago, BS Architecture degree
Invited Review Critic: University of Illinois at Chicago
- 2004 External Reviewer for Tenure Case: Louisiana State University, University of Tennessee, Ball State University
Invited Review Critic: University of Texas at Arlington, University of Pennsylvania

Architectural Registration

State of New Jersey Registered Architect, 21A110988
Commonwealth of Pennsylvania Registered Architect, RA-010254-X

Gerald R. Larson
Associate Professor of Architecture
Tenured

Education

1974 M Arch University of Michigan (with High Distinction)
BS Architecture

Academic Experience

2005 – 2007 Coordinator, B.S. Architecture program
2001 - 2004 Associate Director for Student Affairs, SAID

Current Teaching

23SAID201 Immersion Studio (Fall)
23SAID267 Construction 1 (Fall required lecture)
23SARCH755 Skyscraper Seminar 1 (Fall Graduate elective seminar)
23ARCH713 Graduate Studio (Winter elective)
23ARCH774 Skyscraper Seminar 2 (Winter Graduate elective seminar)
23SAID229 History of Modern Architecture (Spring/Summer required lecture)
23ARCH278 Structures 2 (Spring/Summer required lecture)

Selected Publications, Grants

Present: Ongoing Research on Book:
John Wellborn Root and the Birth of the Chicago Skyscraper

Selected Academic Grants, Honors, Awards

2007 University of Cincinnati Distinguished Teaching Professorship
2004 DAAP Professor of the Year
2004 UC Diversity Award: Faculty who Values and Encourages Diversity

Selected Invited Lectures

2007-June "William Le Baron Jenney: Elder Statesman of the Chicago School" Chicago
Architectural Foundation

Dennis Alan Mann
 Professor of Architecture
 Tenured

Education

1966 M Architecture University of Pennsylvania (Kahn Studio)
 1964 B Arch (Honors) University of Cincinnati

Academic Experience

1985-present Professor of Architecture, University of Cincinnati
 1987-90 Program Chair, University of Cincinnati
 1973-85 Associate Professor of Architecture, University of Cincinnati
 1980 Visiting Professor (Fall), University of Hawaii
 1968-72 Assistant Professor of Architecture, University of Cincinnati
 1967-68 Instructor in Architecture, University of Cincinnati

Current Teaching

23SAID117 Arts and Society I (Fall Quarter Required Lecture)
 23SAID101,102,103 Design I Lab (Fall, Winter, and Spring)
 23ARCH755 Graduate Leadership Seminar (Fall & Winter Elective)
 23ARCH745 Mother, Brothers, and Others (Graduate Elective Seminar
 co-taught with Michaela Pride (offered alternate years)

Selected Publication, Papers, Projects, and Exhibitions

2007-Ongoing Website: <http://blackarch.uc.edu>
 (established in 2000)
 2000 "African American Architects and their Education: A Demographic Study;" on web
 site listed above

Selected Academic Grants, Honors, Awards

2007 National AIA Award for Collaborative Achievement for The Directory of African
 American Architects (with Professor Brad Grant, Howard University)
 2004 Diversity Award; University of Cincinnati
 2000 Service/Research Award (\$1500); College of Design, Architecture & Planning/University
 of Cincinnati

Selected Academic, Public, and Professional Service

2006-2007 Steering Committee for three consecutive Summer CAMPs for rising 8th and 9th grade
 students aimed at promoting early introduction to architecture among minorities
 2001-2003 Juror for Design Awards; National Association of Minority Architects
 2001-2007 Several SAID and DAAP Committee assignments

Professional Practice

Dennis Alan Mann, Architect
 2004 Addition to residence of Dr. and Mrs. Stewart Dunsker
 1000 sf.
 2002 Addition and remodeling to residence of Charles Joffe and Dr. Linda Greff

1999-Ongoing

Mann residence: off-the-grid straw bale house NW of Taos, New Mexico. 1300 sf + master plan

Architectural Registration

Registered Architect; State of Ohio #4596
New Mexico

Full Resume Available On Request

Michael McInturf, RA, NCARB
Associate Professor of Architecture
Tenured

Education

1988	Master of Architecture University of Illinois, Chicago
1985	Bachelor of Environmental Design Miami University, Oxford, Ohio

Academic Experience

2003-present	Associate Professor of Architecture University of Cincinnati
1996-03	Assistant Professor of Architecture University of Cincinnati
1995-96	Adjunct Assistant Professor of Architecture University of Cincinnati

Current Teaching

23SAID713	Graduate Research/Design Studio
23SAID901	Thesis Research/Design Studio
23SAID734	eCOOP: Research Methods/Thesis Preparation
23SAID736	Special Topics in Professional Practice

Professional Practice

1995-present	Design Consultant, Michael McInturf Architects
2007-present	Design Director, KZF Design, Cincinnati
1989-96	Design Architect, Eisenman Architects, New York
1987-88	Intern Architect, SOM, Chicago
1984-85	Intern Architect, MKC Associates

List of Masters and Dissertation Students Supervised and Committees Chaired:

2005:	<u>Chaired:</u> Bauser PJ Bushong James Cristofaro Nick Cromwell James Detamore Mathias Estill Alex Pohlar Chris Warden James Farrell-Lipp, Heather	<u>Supervised:</u> Farrell-Lipp, Heather Goldyn Robert Hayes, Ryan Kelly Brandon Pintur Shayne Sackenheim, Jeffery Waldron Steve West Carlos
2006:	<u>Chaired:</u> Travis Little Gerald Sabatini Ben Crabtree Ashley Murphey Travis Wollet Nathan Sunderhaus Cynthia Bubb Sean Harry Luehmann, Nora Rutledge, Kevan	<u>Supervised:</u> Nathan Degraaf Michael Wagner Drew Kleman Craig Hamilton Greg Eckert Charles Jahnigen Michael McKaughlin Jessica Kersting

2007:

Chaired:

David Barr
Nicole Cosbitt
Kyle Glandon
Michael Hatter
Paul Karalambo
Dawid Pol
Tony Schonhardt
Stuart Themudo
Zach Ziola

Supervised:

Christina Kay
Janelle Kelpe
Ryan Newman
Jill Pugh
Emily Southerington
Joel Spearman
Wade Splinter
David Toombs
Magda Wala

2008:

Chaired:

Joseph Bissailon
Paul Bryant
Kevin Denlinger
Nicholas Germann
Jonathan Herman
Carrie Hunsaker
Ian McCain
Mathew Mutchler
Yan Nasilevich
Chad Vaughn

Supervised:

Daniel Ebert
Christopher Whitley
Matt Bucker
Benjamin Meyer
Eric Stear
A Andrews
Susan Strick
Michael Sundrup
Benjamin Coss
Nishant Machhar
Joseph Ruberg

Adrian Parr
Associate Professor
Visiting

Education

Ph.D Monash University (Visual Culture & Philosophy)
MA – Deakin University (Philosophy of Aesthetics)
BA (with Honors) – Deakin University

Academic Experience

2003 - 2006 Savannah College of Art and Design - Prof. Cultural Theory
Department of Art History
1999 - 2003 RMIT University – Lecturer (guest)
Victorian College of the Arts (Melbourne University) – Lecturer (guest)
Deakin University – *School of International & Political Studies*: Lecturer/Tutor

Current Teaching

ARCH 710	Thesis Research
ARCH 805	Design Theory Seminar
ARCH 705	Seminar in Theory of Architecture
ARCH 892/895	Teaching and Research Colloquium
ARCH 717	Pre-Thesis Research
ARCH 745	Graduate Topic Seminar

Selected Publications, Papers, Projects, and Exhibitions

2008	Memorial Culture and Deleuze (Edinburgh: Edinburgh UP, 2008)
2006	Editor with Ian Buchanan (Deleuze and the Contemporary World (Edinburgh: Edinburgh UP, 2006), 232 pages.
2006	'Deterritorializing the Holocaust' and 'Introduction' in Buchanan, Ian and Adrian Parr. Deleuze and the Contemporary World (Edinburgh: Edinburgh UP, 2006), 14-20; 125-145.
2006	'One Nation Under Surveillance: turning striated space inside out', Angelaki, Vol. 2, No.1, April 2006 (Taylor and Francis), 99-107.
2005	'Becoming and Performance Art', 'Creative Transformation', 'Deterritorialization', 'Differentiation', 'Lines of Flight, Art and Politics', 'Repetition', in Parr, Adrian (ed.). The Deleuze Dictionary (New York: Columbia UP, 2005).
2005	'The Art of Privacy: assaulting the phallogocentric organization of Capital', Women: A Cultural Review, Vol. 16, No. 3, Winter 2005 (Taylor and Francis), 321-339.
2005	Editor The Deleuze Dictionary (New York: Columbia UP, 2005), 318 pages.
2005	'The Deterritorializing Language of Child Detainees: Self harm or embodied graffiti?' Childhood, Vol.12, No. 3, August 2005 (Sage Publications), 281-299.
2004	'Guerilla Tactics: culture bites back', Drain: Journal of Contemporary Art and Culture, Issue 3, 2004.
2004	'Megamodernity: Towards the American Effect', Third Text, Vol. 19, January 2004 (Routledge), 93-98.
2003	Exploring the Work of Leonardo da Vinci within the Context of Contemporary Philosophical Thought and Art (New York: Edwin Mellen Press, 2003), 218 pages.

Selected Academic Grants, Honors, Awards

Honorary Research Associate, Monash University (2001-2002)

Selected Academic, Public and Professional Service:

Edinburgh University Press – *advisory editor*

Deleuze Studies – *advisory board*

Theory, Culture and Society – *peer reviewer*

Social Sciences and Humanities Research Council of Canada – *grant application assessor*

Critical Horizons: Journal of Social & Critical Theory – *advisory editor*

Drain: Journal of Contemporary Art and Culture – *founding and managing editor*

www.drainmag.com

Savannah College of Art and Design Graduate Committee (2003-2005)

Savannah College of Art and Design Faculty Development Council (2005)

James Christopher Postell
Associate Professor
Tenured

Education

1984 M Architecture University of Pennsylvania
1982 B Arch Rice University

Academic Experience

1995-Present Associate Professor of SAID
1987-95 Assistant Professor of SAID
1984-87 Assistant Professor of Architecture, Texas Tech University

Current Teaching

23SAID201 Immersion Studio
23SAID237 Interior Tech
23INTD301 Hospitality Studio 3
23INTD502 Senior Studio 2
23SAID414 Furniture Design Seminar
23SAID565 Specifications

Selected Publication and Exhibitions

2007 *Furniture Design*, published by John Wiley and Sons, 380 pgs.
2005 "Liner Notes" A collaborative gallery exhibit highlighting local artists, designers, architects, musicians, and crafts persons with focus upon collaborative and creative processes. "Liner Notes – Processes in Creative Works", published by The Graphic Wire.

Selected Honors and Awards

2005 Apple Valley Foundation – Curatorial Excellence Award" \$2,500 given in recognition of Liner Notes: Processes in Creative Work.
2006 Cincinnati Annual Interior Design Award winner for Wise Chapel.
2004 Cincinnati Interior Design Award winner, Alverno Salon and Spa.
2004 Cincinnati Annual Interior Design Award, Kitchen renovation.
2003 Merit Award – AIA Built-Work category, Alverno Salon and Spa.

Selected Academic Service

2004-2008 DAAP Exhibition Committee, member – 2004 - 07
2007-08 SAID RPT Committee, member
2003 prepared the AIA presentation for the ABC, "In the Schools" program, Sacred Spaces - 2003

Professional Practice

James Postell, Architect
2005 *Wise Center - Wohl Chapel renovation* - Scope of work includes interior design and all liturgical furnishings. Collaboration with Professor David Lee Smith. Cincinnati, OH. (completed August 2005)
2004 *Kitchen Renovation – Design / Build* - demolition, pantry, eating area, cabinetry, tile floor, ceiling soffits, and suspended monorail incandescent lighting. Collaboration

- with Chris Magee, Eli Meiners, Greg Bleier, Steve Wethington. Cincinnati, OH (completed 2004)
- 2003 *Liturgical Furnishings – Sanctuary and Chancel renovation for Lakeside Presbyterian Church* – communion table, pulpit, font, suspended cross, lectern, & chancel tables. Collaboration with Andrew Piaskowy Architects, Fort Mitchell, KY. (Sept. 2003).
- 2004 *Greater Cincinnati Basketball Hall of Fame* – coordination and development of a schematic design for the GCBHF, located downtown Cincinnati at Sawyer Point. Collaborative design effort with the Cincinnati Recreation Commission (CRC), Greater Cincinnati Basketball Hall of Fame Board (GCBHF), and the University of Cincinnati DAAP / SAID students and faculty. Cincinnati, OH. (2004)
- 2003 *Alverno Salon and Spa* - 3000 sq. ft. concept salon – massage rooms, pedicure, facial, manicure, hair styling, sales and waiting area. Scope of work includes furnishings, lighting, all interior and exterior work - Delhi, OH (completed September 2003)
- 2003 *Immaculate Heart of Mary Catholic Church* – custom liturgical furniture design with limited interior design. Design consultant with Cole / Russell Architects, Cincinnati, OH (completed July 2003)
- 2002 *Trinity Episcopal Campus Master Plan* - programming, building documentation, building assessment, and schematic design for the urban campus of *Trinity Episcopal Church* - Buffalo, New York. Design team: Dick Baer, Tom Bible, Richard Giles, Dan Morrow, Jim Postell, and Kerry Traynor, (Schematic design completed 2002)

Architectural Registration

Ohio

Michaele L. Pride, AIA, NOMA
 Associate Professor, Director of School of Architecture and Interior Design
 Tenured

Education

2001 Master of Architecture in Urban Design, Harvard University Graduate School of Design
 1981 Bachelor of Architecture, Arizona State University

Academic Experience

2003-present University of Cincinnati College of DAAP
 Associate Professor and Director of the School of Architecture and Interior Design,
 charged with academic and administrative leadership for these top-ranked
 professional programs
 1996-2003 University of Kentucky College of Design, Lexington, KY
 1998-2003 Assistant Professor, teaching upper level design studios and urban design seminars
 1996-98 Director of the Downtown Design Center, identifying and conducting community-
 serving research projects

Current Teaching

ARCH 745 Urban Design Seminar—UC Campus Master Plan and Signature Architecture, 08W
 ARCH 753 Niehoff Urban Studio—development strategies for Mt. Auburn, 06A, and Corryville,
 07A
 ARCH 734 e-Coop Seminar 1—Ethics and Architecture, 08U, 07U
 ARCH 735 e-Coop Seminar 2—Thesis Development, 08S

Selected Publications, Papers, Projects, and Exhibitions

2002-03 Frontier Housing Corporation, Rowan County, KY: faculty coordinator for a study of
 rural housing prototypes for eastern Kentucky that launches a housing initiative in the
 College of Design, funded by the Kentucky Housing Corporation.
 2002-04 East End COPC project(s), Lexington, KY: faculty lead for the Housing Revitalization
 project in the East End Neighborhood—one of four projects implemented through a
 three-year Community Outreach Partnership Center (COPC) grant from HUD.
 2002 TARC T² public participation process for TOD in Smoketown & Shelby Park (SSP),
 Louisville, KY: research/service collaboration with the Policy and Systems Analysis
 team at the Kentucky Transportation Center, Transportation Authority of River City
 (TARC) to experiment with innovative methodologies to increase the quality of
 structured public involvement.

Selected Academic Grants, Honors, Awards

2004 ACSA Collaborative Practice Award, with David Biagi, Bruce Swetnam, Marilys
 Nepomechie and Marta Canavez, for an Affordable housing initiative in Eastern
 Kentucky

Selected Academic, Public and Professional Service

2006-present ACSA 2008 Annual Meeting: co-chair w/ Dietmar Froehlich
 2004-present Harvard University GSD Alumni Council: chair, 2007–9
 2005-07 AIA 150 Blueprint for America steering group
 2001–2007 ACSA Affordable Housing Task Force: co-chair, 2006–07
 2006-present Contemporary Arts Center, Cincinnati: member, Board of Trustees
 2005-present Cincinnati Development Fund: Board Member

Professional Practice

1990–present

Founding principal of RE: ARCHITECTURE, focusing on community-related projects in the Los Angeles region

Architectural Registration

California, since 1984

Elizabeth H. Riorden
 Assistant Professor of Architecture
 Tenured

Education

1981 M Architecture Columbia University GSAP
 1978 AB, Classics Brown University (*magna cum laude*)

Academic Experience

2002-Present Assistant Professor of Architecture, University of Cincinnati
 2001 Adjunct Assistant Professor of Architecture, University of Cincinnati

Current Teaching

23ARCH801, 802, 803 M. Arch. Thesis Studio (AY07-08, AY08-09?)
 23ARCH527 Introduction to the History of Architecture (FQ Required Seminar)
 23ARCH734 eCoop seminar I (WQ Required)
 23SAID129 Arts & Society III (SQ Required)

Selected Publication, Papers, Projects, and Exhibitions

2007 "Troy," an Internet based, content rich website, featuring architectural animations. Initial version going live August 20, 2007: cerhas.uc.edu/troy
 2007 "Ilion's Odeion: a reconstruction and its implications," *Studia Troica* 17, 2007.
 2007 "Dörpfeld's Theory of Wood and Mudbrick Architecture: Implications and a Reassessment" a Colloquium at the German Archaeological Institute (DAI), Istanbul, Turkey, June 2007. To appear in *Byzas*, a DAI series
 2006 "A Village in the Garrigue: Competing Visions for the Midi of Cézanne and the Artists" Annual meeting of IASTE (International Association for the Study of the Traditional Environment), Bangkok, Thailand, December 2006. Published in the IASTE Working Papers Series.
 2006 "A Hadrianic theater at Ilion (Troy): a paradigm shift for Roman building practice and its aesthetic aftermath" Proceedings of the Construction History Society, Cambridge, UK, March 2006.
 2005 "Remote Research through the Modeling and Reconstruction of a Medieval Monastery Site in Languedoc" First Author, with Bradley French and Emily Hatch. Proceedings of Computer Applications in Archaeology, Tomar, Portugal, March 2005.
 2004 "Digital Psalmodi," a website developed for the research consortium of the Psalmodi Excavation, went live October 1, 2004: cerhas.uc.edu/psalmodi

Selected Academic Grants, Honors, Awards

2008 Institute for Aegean Prehistory (25K)
 2008 Samuel H. Kress Foundation (9K)
 2008 Psalmodi Foundation (6.7K)
 2007 Pogue-Wheeler Travelling Fellowship
 2005 Psalmodi Foundation (10K)
 2004 National Endowment for the Humanities (182K)
 2004 Institute for Global Studies and Affairs (11K)
 2004 Psalmodi Foundation (11K)

2002 The Rome Prize Fellowship in Historic Preservation

Selected Academic, Public, and Professional Service

2006-2008 University Research Council, Chair of the Arts & Humanities grant awarding committee
2007-2008 Volunteers Coordinator for the Society of Architectural Historians 61st Annual Meeting
2003-2007 Several SAID and DAAP Committee assignments

Professional Practice in Cultural Resource Management

2006-2008 Authoring of a Site Management Plan for the archaeological site of Troy
2008 Conservation and presentation of the Bronze Age site of Lerna, Greece, on behalf of the American School for Classical Studies in Athens and the Ephor of Nauplion.

Architectural Registration

New York

Virginia L. Russell, FASLA, RLA, LEED AP
Associate Professor of Architecture
Tenured

Education

1983 Master of Landscape Architecture, The Ohio State University
1981 Bachelor of Landscape Architecture, University of Kentucky

Academic Experience

1995 - University of Cincinnati
Associate Professor with Tenure since 2001
1988 – 1995 Purdue University, Assistant Professor of Landscape Architecture
1987 University of Kentucky, Adjunct, Landscape Architecture

Current Teaching

23ARCH 301 Third Year Comprehensive Studio, Required, Fall and Winter
23ARCH 357 Site Systems Lecture, Required, Fall and Winter
23ARCH 351 Site Design Studio, Elective, Spring and Summer (LEED)
23ARCH 754 Special Topics in Landscape Architecture Seminar, Elective,
Spring and Summer (Vegetated Roofs)

Selected Publications, Presentations, and Scholarly Work

2007 Book Review: Design for Ecological Democracy, Randolph Hester, MIT Press, 2006, *Landscape Architecture Magazine*
Feasibility Study for Vegetated Roofs on the Cincinnati Main Library
2005 Book Review: Green Roofs: Ecological Design and Construction, Earth Pledge, Schiffer, 2005, *Landscape Architecture Magazine*
Book Review: Guidelines for the Planning, Execution and Upkeep of Green-Roof Sites (English version), FLL, *Landscape Architecture Magazine*
2003 Book Review: Form and Function: A Visual Introduction to Landscape Architecture, Dee, Catherine. London: Spon Press, 2001, *Landscape Architecture Magazine*
2002 "Jensen and Wright," essay in *A Force of Nature: The Life and Work of Jens Jensen*, Chicago Department of Cultural Affairs
"Perspective: Campus on the Hill," *Landscape Architecture Magazine*
Book Review: Wrightscapes, Aguar and Aguar, New York: McGraw-Hill, 2002, *Landscape Architecture Magazine*

Selected Academic Grants, Honors, Awards

2007 Certified Local Government Grant – Ohio Historic Preservation Office, with Over the Rhine Foundation, \$29,000 plus \$10,000 from Duke Energy
Work of two UC March students in ARCH 754 accepted for publication in the proceedings of the Green Roofs for Healthy Cities Annual Meeting

Selected Academic, Public, and Professional Service

1999-2002 American Society of Landscape Architects
Chair, LARE Preparation Committee, Co-Chair, 2003-2005

1998-2005	Chair, ASLA Archives Committee, Co-Chair 2003-2005
2007	Green Roofs for Healthy Cities: Chair, Occupational Analysis and Accreditation Program Development Steering Committee
2006-2007	Green Roof Design 101 Review Committee
2005-present	Green Roof Infrastructure Design and Installation 201 Steering Committee
2006-present	Green Roof Infrastructure Design and Installation 201 Workshop Instructor
2007	Green Roof Design 101 Workshop Instructor
2005-2006	Member, Green Roofs Workshop 201 Planning Committee
2005-2007	Presenter, Reviewer and Moderator, Green Roofs for Healthy Cities Annual Conference
2003-present	US Green Building Council Member
2006-2008	Cincinnati Regional Chapter, Board of Directors
2004	Annual Conference Planning Committee
2007-2009	Chair, Committee on Greenbuilding, founding member 2005
2004-2006	Centennial Master Plan Steering Committee
2006-present	UC Sustainable Design Committee
2002-2004	University Faculty Senate,
2002-2003	Chair, Human Relations Committee
2000-2003	University Faculty Grievance Committee
1996-2008	College Reappointment Promotion Tenure Committee
2007-2008	Administrative Task Force
2002-2003	Course Evaluation Committee, Chair
2007	Over the Rhine Green Infill Charrette
2005	Charrette team member, Imago Earth Center Site Planning/LEED

Selected Professional Practice

2006 -2008	Conceptual Design for Fernald Visitor Center (LEED Platinum)
2007	Vegetated Roof Feasibility Study for the Cincinnati Main Library
2006	Site Management Plan for Troy, Turkey

Professional Registration

2005 -	Licensed Trainer, Green Roofs for Healthy Cities
2003 -	US Green Building Council LEED Accredited Professional
1984 -	Registered Landscape Architect, Kentucky Certificate #407

David G. Saile
 Professor of Architecture
 Tenured

Education

1981	Ph.D.	University of Newcastle upon Tyne (UK)
1969	M.Arch.	University of Illinois (Urbana-Champaign)
1966	Dip.Arch.	Leicester College of Art & Design (UK)

Academic Experience

1994-present	Professor of Architecture, University of Cincinnati
1990-94	Associate Professor of Architecture, University of Cincinnati
1980-88	Associate Professor of Architecture, University of Kansas
1978-80	Visiting Assistant Professor, University of Arizona
1972-78	Lecturer in Architecture, University of Newcastle upon Tyne
1970-72	Assistant Professor of Architecture, University of Illinois

Current Teaching

23ARCH713	Graduate Studio (elective, Fall)
23ARCH891/894	Teaching & Research Colloquium (required, MS.Arch. Fall)
23ARCH706	Graduate Cultural Theory (required MS.Arch.Spring)
23ARCH342	Designing for Home Places (elective Studio, Spring)
23INTD217 (ARCH 546)	Place & Dwelling (required INTD Theory, Winter)
23ARCH202	Urban Housing Design Studio (required, Winter)
23ARCH888	MS.Arch. Thesis supervision
23ARCH491, 497, 494, 490	'Architectures & Spaces of the Southwest', full academic program in Arizona, New Mexico & S. Colorado including Studio, Histories, Theories of Region, Independent study, alternate Spring quarters. Website: www.daap.uc.edu/said/southwest

Selected Publications, Papers, Projects and Exhibitions

2008	Book proposal, <i>Renewal of Time & the Power of Place</i> , sabbatical project from 2007
2004	"Sanctity in Native American Environments" American Psychological Association Annual Meeting, Honolulu
2002	"Hearing Voices of Practice" Environmental Design Research Association (EDRA) Annual Meeting, Philadelphia <i>Voices of Practice</i> , 45 min. documentary film on architects' work-life histories (with P. Akins, A Harfmann, D. Friedman and J. Wentz) <i>"Consulting the Genius of Place"</i> in <i>The Best of Triglyph</i> , editor Marcus Whiffen, Arizona State University.

Selected Academic Grants, Honors, Awards

2004	Recognition for diversity teaching, <i>Future of Learning: Addressing Issues of Diversity</i> , University of Cincinnati
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Selected Academic, Public and Professional Service

2004-present	Coordinator, MS.Arch. Degree Program, University of Cincinnati
2004	Manuscript reviewer, <i>Environment & Behavior</i>
2002	Manuscript reviewer, <i>Mediterranean Studies</i>
	Member M.Arch. curriculum development committees, History, Theory, Criticism, 1999-02, Freshmen Studio, 2001-02
1993-present	Co-chair, Cultural Aspects of Design Network, EDRA
1992-2002	Editorial Board Member, <i>Journal of Architectural and Planning Research</i>

Architectural Registration

Registered Architect, UK, ARCUK Registration 035168G, 1968-1998
Member, Royal Institute of British Architects, RIBA 02813291, 1968-1998

Vincent Sansalone
Visiting Assistant Professor of Architecture

Education

2001	M Architecture Cranbrook Academy of Art
1989	B Architecture Rhode Island School of Design
1988	B Fine Arts Rhode Island School of Design

Academic Experience

2004-Present	Visiting Assistant Professor, University of Cincinnati
2003	Adjunct Professor of Architecture (Fall), University of Cincinnati
2003	Adjunct Professor of Architecture (Spring), University of Detroit
2001-2002	Adjunct Professor of Architecture, Lawrence Technological University
2000-2001	Teaching Assistant, Architecture, Cranbrook Academy of Art
1997-1998	Adjunct Professor of Theatre, Providence College

Current Teaching

23ARCH801	Graduate Thesis Research (Fall)
23ARCH912	Graduate Thesis Precedents (Winter)
23ARCH913	Graduate Thesis Presentation (Spring)
23ARCH901	Graduate Thesis Studio (Fall, Winter, Spring)
23SAID101,102,103	Design I Lab (Fall, Winter, and Spring)

Selected Publication, Papers, Projects, and Exhibitions

2004	<i>Impact over the Rhine</i> , Paintings, group show, Clau, Cinti, Ohio
2004	<i>Dead Cities</i> , Photographs, group show, Yaw gallery, Birmingham, MI
2004	<i>Walking Space</i> , solo show, paintings sculpture, P.F. Gallery, Clawson, MI
2003-2006	<i>Arkitektura</i> , Revolving painting show, Birmingham, MI
2003	<i>Summer Solstice</i> , commissioned installation, BBAC, Birmingham, MI
2003	Michigan Fine Arts Competition, Painting, BBAC, Birmingham MI
2002	<i>Seats 14</i> , An 'exhibition of functional seating' group show, Detroit Contemporary, Detroit, MI
2002	Michigan Drawing Biennial, Painting, Eastern Michigan University
2002	<i>32Cent Therapy in Zine Scene</i> , Letters, group show, Network Gallery, Bloomfield Hills, MI

Selected Academic Grants, Honors, Awards

2007	Diversity Award, University of Cincinnati
2005	Detroit Home, Overall Residence under 2,500 sq. ft., 1 st place
2003	Michigan Fine Arts Competition, 1 st place
2002	Michigan Drawing Biennial, 3 rd place
2000	Zonar Award and Merit Award, Cranbrook Academy

Professional Practice

2006 to present	aCVgP37 Collective, Cincinnati, Ohio 2007-present Take The Cake, Bakery, Cincinnati, Ohio, Design phase Photography Studio and Gallery, Cincinnati, Ohio, Design phase
2007-present	Birmingham Bloomfield Art Center, Design phase. Renovation of existing 6,000sq ft w/ proposal of 5,000sq ft addition Birmingham, Michigan
2005-2006	Site Specific Sculpture, Cincinnati, Ohio - not built
2004-2006	Hueprojects Architecture, partner practice, Birmingham, Michigan
2005-2006	Leo Burnett Advertising, Troy, Michigan
2005-2007	Residence, Bloomfield Hills, Michigan
2001-2004	1064, Private Studio Practice, Birmingham, Michigan
2004	Goldman Residence, Key West, Florida
2002	Kantgias Residence, Birmingham, Michigan

Gordon Simmons
Professor of Architecture

Education

1964 Master of Arts in Architecture, University of Florida
1963 Bachelor of Architecture, University of Cincinnati.

Academic Experience

1995-Present Professor of Architecture, University of Cincinnati
1974-95 Associate Professor of Architecture, University of Cincinnati

Administrative Experience

2002-03, 1994-95, 1987-90 Acting Director, School of Architecture and Interior Design,
University of Cincinnati
1995-2000 Director, School of Architecture and Interior Design, UC
1984-87 Chair, Department of Architecture, University of Cincinnati

Recent Teaching

23ARCH801,802,803 Architecture Thesis Studio
23ARCH617/317H Sources of Modern Architectural Theory Lecture
23ARCH734 ECOOP Seminar, Ethics in Architecture
23ARCH735 ECOOP Seminar, Thesis Development

Selected Academic Honors, Awards

2005 College of DAAP Professor of the Year, University of Cincinnati
1988 Principal Investigator, Academic Challenge Grant, Architecture Program, State of Ohio
Board of Regents and University of Cincinnati
1988 Principal Investigator, Program Excellence Grant, Architecture Program, State of Ohio
Board of Regents

Professional Practice

1974-Present Gordon Simmons, AIA, Consulting Architect
1972-74 Principal, Architecture Associates, Cincinnati OH
1967-72 Principal and Lead Designer, Architekton, Inc. (formerly Pistler-
Brown Architects), Cincinnati OH
1966-67 Architect, Sarson & Greenway Architectus, LondonVotava, Kate

List of Masters and Dissertation Students Supervised and Committees Chaired:

2005:	<u>Chaired:</u>	<u>Supervised:</u>
	Back John	Albert Steve
	Evans Shawn	Beelman Amanda
	Horn Heath	Benton W. Richard
	Schreur Kevin	Cristofaro Nick
	Sharma Suchi	Cromwell James
	West Carlos	Pohlar Chris
	Wilschutz Seth	Simmons Geoff
	Tu, Charlene	Stegman Jennie

2006:

Chaired:

Adam Erbaugh
Allison Beer
Terry Harden
Charles Jahnigen
Adam Birck
Sumegha Shah
Jay Thacker
Conover, Megan
Papin, Katie

Supervised:

Emily Wray
Joseph Clarke
Travis Little
Ben Crabtree
Ashley Murphey
Megan Conover
Jeremy Schlicher

2007:

Chaired:

Priya Arora
Todd Baxter
Ali Fischer
Holly Kuhn
John McDonald
Peter Nagel
Jill Pugh
Alan Salchow
Daniel Sekavec

Supervised:

Sarah Dupakoski
Bill Fedun
Sushmita Prabhakar
Amber Hause
John Heineman
Tyler Kleck
Sarah Krivanka
Ervin Perviz
Stuart Themudo

David Lee Smith
 Professor of Architecture
 Tenured

Education

1964	M Architecture	Harvard Graduate School of Design, Harvard University
1961	B A (Cum Laude)	Harvard College, Harvard University

Academic Experience

1982 - Present	Professor of Architecture, University of Cincinnati
1983 (Spring)	Visiting Lecturer, Bezalel Institute, Jerusalem, Israel
1982 - 1983	S.B. Harbour Visiting Professor, Technion, Haifa, Israel
1980 (Fall)	Visiting Professor, University of Hawaii
1972 - 1982	Associate Professor of Architecture, University of Cincinnati
1965 - 1972	Assistant Professor of Architecture, University of Cincinnati
1964 - 1965	Instructor (part-time), Harvard Graduate School of Design

Current Teaching

23SAID101,102,103	Design Lab (Fall, Winter, and Spring)
23SAID288	Environmental Technologies 2 (Spring and Summer)
23SAID387	Environmental Technologies 3 (Fall and Winter)

Selected Publication, Papers, Projects, and Exhibitions

2007-2008	DAAP Faculty Show
2006	Cincinnati Magazine Design Award Issue [w/ Jim Postell for Wise Chapel]

Selected Academic Grants, Honors, Awards

2008	University of Cincinnati Faculty Service Award
2005	Service Award, DAAP, University of Cincinnati

Selected Academic, Public, and Professional Service

2007 - Present	School of Architecture and Interior Design Curriculum Committee, Chair
2007	Ad Hoc Work Group: University Restructuring
2005 - 2006	Ad Hoc Work Group: Improving Decision-Making, Engagement and Communications at UC
2002 - Present	UC Voluntary TIAA Survivorship Trust Board
2002 - 2003	UC Collegiate Structures Initiative Committee, Chair
2000 - Present	Coordinator of the SAID First Year Design Lab
2000 - 2002	Strategic Enrollment Management Evaluation Committee, UC
1999 - 2004	UC General Education Coordinating Committee [2003 - 2004 Chair / 1999 - 2004 Web-Master]

Professional Practice

1976 - Present

David Lee Smith, Architect

Collaboration with Jim Postell, Architect
award winning redesign of the Wohl Chapel for the
Isaac M. Wise Temple (pro bono) redesign of the lobby, social hall, & board room for
the Isaac M. Wise Temple (pro bono)
Collaboration with Dennis A. Mann, Architect on several residential projects

Architectural Registration

Ohio

Patrick A. Snadon
Associate Professor of Interior Design
Tenured

Education

1988	Doctor of Philosophy in Architecture, Cornell University
1976	Master of Science, Interior Design, University of Kentucky
1974	Bachelor of Science, Interior Design, University of Missouri
1974	Bachelor of Arts, Art History, University of Missouri

Academic Experience

1993-Present	University of Cincinnati Associate Professor with Tenure since 1996
1989-1993	University of Mississippi Associate Professor of Architecture
1980-1989	University of Kentucky Associate and Assistant Professor of Interior Design

Current Teaching

23INTD 327	History of Interior Design I, Elective, Fall and Winter
23INTD 328	History of Interior Design II, Elective, Spring
23SAID 351	Historic Preservation Studio, Elective, Spring

Selected Recent Publications and Scholarly Work

2008	Book: 50 From the 50s: Modern Architecture and Interiors in Cincinnati (with Udo Greinacher, et. al.; Cincinnati: Urban Currents Press)
2006	Book: The Domestic Architecture of Benjamin Henry Latrobe (with Michael Fazio; Baltimore: Johns Hopkins University Press)
2003	Chapter: "Artist Carvers and Connoisseur Clients: Art-Carved Interiors in Cincinnati" (with Walter Langsam; in Cincinnati Art-Carved Furniture and Interiors: Cincinnati: Ohio University Press)

Selected Academic Grants, Honors, Awards

2008	Society of Architectural Historians, Alice Davis Hitchcock Book Award (for The Domestic Architecture of Benjamin Henry Latrobe)
2007	Award for Outstanding Research, College of DAAP
2006	South East Society of Architectural Historians, Annual Book Award (for The Domestic Architecture of Benjamin Henry Latrobe)

Selected Academic, Public, and Professional Service

1998-2008	Interdisciplinary Historic Preservation Certificate Program, Univ. Cincinnati
2005-2008	Board Member, Cincinnati Preservation Association
2002-2008	Board Member and Chair Ludlow, KY Historic Preservation Board

Selected Professional Practice

1987-2008	Preservation Consultant in restoration of Pope Villa, Lexington, KY for Blue Grass Trust for Historic Preservation
1998-2000	Historic Consultant in restoration of Decatur House, Washington, D.C., for National Trust for Historic Preservation
2003-2008	Consultant for multiple historic sites for Center for the Electronic Reconstruction of Historical and Archaeological Sites (CERHAS), University of Cincinnati

Barry Stedman
Associate Professor of Architecture
Tenured

Education

1994	Ph.D. Business, University of Cincinnati
1985	MBA, University of Cincinnati.
1978	M. Arch II, Harvard University, Cambridge, MA.
1975	B. Arch Honors I, University of New South Wales, Australia.
1973	B. Sc. Arch, University of New South Wales, Australia

Academic Experience

1988-Present	Associate Professor of Architecture, University of Cincinnati
1982-1988	Assistant Professor of Architecture, University of Cincinnati

Current Teaching

23SAID201	Immersion Studio (Fall Quarter Required Studio)
23ARCH718	Special Topics in Architectural Theory
23ARCH201	Architecture Studio 2 (Winter Required Studio)
23ARCH736	Special Topics in Professional Practice (Winter Elective)
23ARCH713	Graduate Studio
23ARCH637	Professional Practice Lecture

Selected Academic Grants, Honors, Awards

2007	National Concrete Masonry Association Grant
2006	AIA Practice Academy Grant

Professional Practice

1981	Architect, Graham Gund and Associates Inc. Cambridge, MA.
1975-1980	Architect, New South Wales Dept. Public Works, Australia

Jeffrey Thomas Tilman
Associate Professor of Architecture
Tenured

Education

1998	Ph. D Arch History University of Virginia
1994	M A Arch History University of Virginia
1983	B Arch (Honors) California Polytechnic State University at San Luis Obispo

Academic Experience

2006-Present	Associate Professor of Architecture, University of Cincinnati
2000-2006	Assistant Professor of Architecture, University of Cincinnati
1998-2000	Instructor in Architectural History, University of Virginia

Current Teaching

23SAID228	HTC 2 Classical Tradition (Winter Quarter Required Lecture)
23SAID201	Immersion Studio (Fall)
23SAID322	Adaptive Re-use Studio (Spring)
23ARCH528	Grad HTC Classical Tradition (Winter)
23ARCH625	Techniques of Historic Preservation (Spring)
23ARCH628	Introduction to Historic Preservation (Fall/Winter)
23ARCH710	Research Methods (Summer/Fall)

Selected Publication, Papers, Projects, and Exhibitions

2006	<i>Arthur Brown Jr., Progressive Classicist.</i> New York: W. W. Norton,
2004	"Creating a Model for the National Mall: The Design of the National Museum of Natural History," with Cynthia Field, Smithsonian Institution, <i>Journal of the Society of Architectural Historians</i> 63, no. 1 (March 2004): 52-73.
2004	"Historicism," "City Hall," "Subway," "Panama-Pacific International Exposition," "Exposition Universelle 1900," "Las Vegas." <i>Encyclopedia of Twentieth Century Architecture.</i> New York: Taylor and Francis-Routledge, 2004.
2003	"The Houses of Newmarket Plantation: Five Generations of Building in Virginia," <i>Arris</i> (2003): 33-59.

Selected Academic Grants, Honors, Awards

2005	Digital Reconstruction of the Psalmodi Church and Cloister. Co-principal Investigator with Elizabeth Riorden of the University of Cincinnati. \$10,000 Project funded by the Psalmodi Foundation.
2003	AIA Cincinnati Teaching Excellence Stipend. Awarded to Improve the Delivery of 23ARCH625, Techniques of Historic Preservation. \$1,000 Award.

Selected Academic, Public, and Professional Service

2003-Present	Member, Ohio Historic Sites Preservation Advisory Board Appointed by Governor Taft, 2003.
2006 & 2007	Juror for Preservation Design Awards; Ohio Historical Society, State Office of Historic Preservation
2005-Present	Member, AIA Historic Resources Committee Preservation Education Subcommittee
2007-Present	University Faculty Senate

2000-Present

Several SAID and DAAP Committee assignments

Professional Practice

1998-Present

Historical Consultant

1994-2000

Space Administrator, University of Virginia

Architectural Registration

California

Karl Wallick
Assistant Professor of Architecture
Non- Tenured

Education

2000 M Architecture University of Pennsylvania
1995 B Arch University of Cincinnati

Academic Experience

2005-present Assistant Professor of Architecture, University of Cincinnati
2004-05 Visiting Assistant Professor, University of Cincinnati
2002-04 Lecturer in Architecture, University of Pennsylvania
1997-99 Adjunct Instructor in Architecture, University of Cincinnati

Current Teaching

23ARCH601 002 Structure/Environment/Construction Studio 1
23ARCH602 002 Structure/Environment/Construction Studio 2
23ARCH667 Structure/Environment/Construction Technology 1
23ARCH719 001 Special Topics in Architectural Representation 23ARCH502 001
Graduate Studio: Order & Tectonics in Architecture
23ARCH567 001 Introduction to Issues in Technology
23SAID001 402 Design Studio I-trailer
23SAID362 401 Elective Studio

Selected Publications, Papers, Projects, and Exhibitions

6/2008 ARCC Conference; Copenhagen, Denmark; 3 abstracts accepted.
3/2008 Conference on the Beginning Design Student; Atlanta, GA; 1 paper: "Part to Whole: Section Fragments as Disciplined Studio Devices".
2/2008 Lecture at GBBN; Columbus, OH, "KTA Research Practices".
12/2007 Lecture at NBBJ; Columbus, OH, "Making Research Practiceable".
12/2007 Tectonics 2007 Conference; Eindhoven, Netherlands; 2 papers: "Finishing", "Tectonic Disembodied: Architectural Fragments as Generative Devices in the Studio".
10/2007 ACSA Regional Meeting; Washington DC; 1 paper: "From Provocation to Practice".
5/2007 "Making SmartWrap: From Parts to Pixels", The Green Braid, ed. Kim Tanzer and Rafael Longoria, New York: Routledge, 2007.
2006 Practices 7/8, I was an Associate Editor and also responsible for the interior content graphic concept and layout, I also coordinated publication with the printer. Collaborated with Liz Riorden (UC-SAID), Aarati Kanekar (UC-SAID), 2006.
2006 "Interview : Nader Tehrani", Practices 7/8, Center for the Study of Practice, Ed. Liz Riorden, Aarati Kanekar, Karl Wallick, University of Cincinnati, 2006, p. 111-121.
11/2005 Exhibition: AIA Minnesota Annual Meeting; Minneapolis, Minnesota PoreHouse : C2C Home Competition Entry collaboration with Marc Swackhamer, Blair Satterfield.
10/2005 Lecture at BHDP Architecture; Cincinnati, OH, "Prefabricating SmartWrap".
1/2005 Exhibition: Art Museum of Western Virginia; Roanoke, Virginia
PoreHouse : C2C Home Competition Entry in collaboration with Marc Swackhamer, Blair Satterfield.
2005 "Making SmartWrap: From Parts to Pixels", Proceedings: ACSA National Conference, 2005.
2004 co-author with Stephen Kieran and James Timberlake, "Le nouveau Modular", L'architecture d'aujourd'hui, V. 353, 7/2004, p. 94-101.

Selected Academic, Public, and Professional Service

2007-present	Curriculum Committee; UC, SAID.
2007	UC, DAAP RPT Committee.
2007-present	Graduate Admissions Committee; UC, SAID
2006-present	ACSA Faculty Councilor.
2005-present	Faculty Search Committee; UC, SAID.
2007	Session Moderator for City/Campus, Regional ACSA Conference.
2007	Paper Reviewer for City/Campus, Regional ACSA Conference.
2007	Miami University, Oxford Ohio, Undergraduate studio review.
2007	Ohio State University, Undergraduate studio final review.
2007	University of Pennsylvania, Graduate studio final review.
2004-06	Lecture Committee Chair; UC, SAID.
2004-06	Publication Committee Chair; UC, SAID.

Selected Academic Grants, Honors, Awards

2007	I.D. Magazine Gold Award: best of category, I.D. Magazine, for Drapewall/Drape House submission, consultant with SLV design.
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Professional Practice

2005-present	<u>Drawing Dept LLC</u> ; Cincinnati, Ohio, Founding Collaborator Current projects include Mound Ave Addition (unbuilt), Newtown Lumber (built), Beluga Restaurant Renovation (unbuilt). Collaboration with Rob Busch, Kevin Kluender, Ron Novak.
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Architectural Registration

Ohio

Rebecca Williamson
 Assistant Professor of Architecture
 Non-Tenured

Education

1998	PhD	University of Pennsylvania
1994	MS Arch	University of Pennsylvania
1985	M Arch	Virginia Polytechnic Institute
1982	BFA	Rhode Island School of Design

Academic Experience

2006-Present	Assistant Professor of Architecture, University of Cincinnati
2005-2006	Adjunct Faculty, Master of Urbanism Program "Sciences-Po," Institut d'Etudes Politiques de Paris, France
1997-2005	Assistant Professor, School of Architecture University of Illinois at Urbana-Champaign, Champaign, IL (2001 – 2005 at École d'Architecture de Versailles, France)
1990-97	Adjunct Faculty, Department of Architecture and Department of French and Italian Studies, Temple University, Philadelphia, PA

Current Teaching

Research Methods (M.S. Arch.)
 Thesis (M.Arch.)
 Paris: Reading the City (Honors Seminar)

Selected Publication, Papers, Projects, and Exhibitions

2008	Quand les égouts sont devenus beaux (When Sewers Became Beautiful.) In <i>Le beau dans la ville</i> , ed. P. Chassaing and C. Bousquet, Center for the History of the Modern and Contemporary City, Université François Rabelais: Tours, France. Forthcoming.
2006	The Breath of Cities. In <i>Aeolian Winds and the Spirit of Renaissance Architecture</i> , ed. Barbara Kenda. London: Routledge.
2006	L'architecture comme "Performing Art" (Architecture as Performing Art), interview with Marie Glon and Julie Perrin in <i>Répères</i> , Paris, France.
2004	What's Left Out? <i>Urban Morphology</i> 8 (1), <i>Journal of the International Seminar on Urban Form</i> , ed. J.W.R. Whitehand, School of Geography, Earth, and Environmental Sciences, University of Birmingham, UK.
2007	The Muck of Cities. <i>Proceedings of the 2007 ACSA Annual Meeting</i> .
2003	Some Questions about Plans and Life. <i>The Planned City? Proceedings of the Eighth International Seminar on Urban Form [ISUF] International Conference</i> , pp. 929-32.
2002	The Tainted Mire: A Story of Stagnation and Circulation. <i>Proceedings of the Landscapes of Water Conference</i> , pp. 429-32.

Selected Academic Grants, Honors, Awards

2008	UC Faculty Development Council Grant
2007	UC University Research Council Faculty Summer Grant
2007	UC Faculty Development Council Grant

Selected Academic, Public, and Professional Service

2007-present	<i>DAAP Dean Search Committee (Provost's Appointment)</i>
2007-present	<i>Curriculum Committee and Capstone Subcommittee</i>
2007-present	<i>M.Arch. Admissions Committee</i>
2007-present	<i>Faculty Advisor to CALX, SAID student-run publication</i>
2006-present	<i>Coordinator, École Spéciale d'Architecture–UC Exchange</i>

Architectural Registration

New York

Michael Luther Zaretsky
 Assistant Professor of Architecture
 Non-Tenured

Education

1998 M Architecture University of Oregon
 1990 B Arts University of North Carolina at Chapel Hill

Academic Experience

2006-present Assistant Professor of Architecture, University of Cincinnati
 2004-06 Professor of Architecture, Savannah College of Art and Design
 2004 Adjunct Instructor of Architecture, University of Oregon

Current Teaching

23ARCH503 4+ Graduate Design Studio – The Civic Realm and Public Space
 23ARCH713 Grad Elective Design Studio – Big Box Regionalism
 23ARCH382 Undergrad Elective Design Studio – JCPenney
 23ARCH602 Structures/Environment/Construction Design Studio 2
 23ARCH301 Req Undergrad studio – Northside Eco-Village
 23ARCH201 Req Undergrad Immersion studio – Clifton Library
 23ARCH667 Structures/Environment/Construction Tech 1
 23SAID287 Environmental Technology 1
 23SAID288 Environmental Technology 2

Selected Publication, Papers, Projects, and Exhibitions

2008 The Oxford Conference 2008, Oxford, England - PAPER ACCEPTED
Resetting the Agenda for Architectural Education - "Capturing Daylight in Texas"
 2007 Architectural Research Centers Consortium (ARCC), Eugene, OR
*Green Challenges in Research, Practice and Design Education - "Expo 2005 – Nature's
 Wisdom: An Ecological Pedagogy for Sustainable Transformation"*
 2007 Associated Collegiate Schools of Architecture (ACSA),
 Philadelphia, PA *"Between History and Contemporaneity: A Critical Assessment of Historic
 Review in Savannah, Georgia"*

Selected Academic Grants, Honors, Awards

2007 University Research Council Grant (\$6500)
 2006 Faculty Development Council Grant (\$1600)

Selected Academic, Public, and Professional Service

2007+ Steering Committee for Environmental Sustainability Council for the American College
 and University President's Climate Commitment
 2006+ Faculty advisor for Students for Ecological Design
 2007+ SEC Tech Curriculum Development Committee
 2006-present US Green Building Council, Board-member of Cincinnati chapter
 2004-present Society of Building Science Educators (SBSE)
 2008-2010 SBSE Secretary/Treasurer

Professional Practice

Michael Zaretsky, Architect

2006-present

2005

2000-2003

1998-2000

Sustainable Design Consulting for local Architects and developers

Patano / Hafermann Architects, Seattle, WA

EHDD Architects, San Francisco, CA

Juul and Frost Architects, Copenhagen, Denmark

Architectural Registration

California

4.05

VISITING TEAM REPORT FROM THE PREVIOUS VISIT

SUPPLEMENTAL INFORMATION

University of Cincinnati
School of Architecture and Interior Design

Visiting Team Report

Bachelor of Architecture (6 years)

Master of Architecture (preprofessional + 2 +*n* years)

The National Architectural Accrediting Board
November 6, 2002

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

The architecture program at the University of Cincinnati has held a long standing reputation as the national model for co-operative education and has been consistently ranked among the nation's leading programs. In addition to the examination of the quality of the work the NAAB team identified two major overarching concerns regarding the transitional status of the architectural program...leadership and curriculum transitions.

The issue of transition of leadership is critical as the Director of the program has accepted a new position at another institution. The faculty has clearly worked hard to develop and implement a unique model of shared and distributed leadership which is and should continue to serve the program well into the future.

The issue of curriculum transition from the Bachelor of Architecture to the Master of Architecture is in progress and both programs are currently offered. It is clear from the academic planning and performance material presented that the faculty have thoughtfully developed the new curriculum and the transition process. The new Master of Architecture program offers a clear distinction between undergraduate and graduate education and contains unique research /professional opportunities for students and faculty while enriching the experience through the utilization of advanced information technology with the new eCoop program.

2. Progress Since the Previous Site Visit

Criterion 13: *Understand the ecological impact of buildings and their occupants, including their influence on the renewability of the environment. Previous Team Report: With the ad.*

The team reviewed numerous projects which reflected this criterion in both design and support courses. The condition has been well met.

Criterion 27: *Understand the problems related to the use of hazardous and toxic materials in new and existing buildings. Previous Team Report: Technical course are taught by an exceptional faculty. There is still concern about Criterion #27. Criterion #27 ... is not adequately covered in required courses.*

This criterion is no longer a part of the C&P, however, there was ample evidence that these issues have been covered in the environmental courses and through numerous case study and post occupancy evaluations.

3. Conditions Well Met

- 1. A strong, dedicated and well qualified student body*
- 2. A talented and dedicated faculty and adjunct profession*
- 3. A dedicated School administration and excellent dean*
- 4. An aware and supportive central administration*
- 5. A unique architectural environment campus and city*
- 6. A strong and supportive profession and alumni*
- 7. A nationally recognized Coop Program*

8. *A new curriculum and immersion studio*
9. *A well integrated academic development plan*
10. *A new comprehensive program capstone project*
11. *An emerging /full utilization of information technologies*
12. *A new eCoop program in the Master of Architecture*
13. *A new research / professional base for Thesis Program*
14. *A supportive administration for continued development*

4. Conditions Not Met

All of the conditions and perspectives of the C&P have clearly been met, however, there are areas of continued and potential improvement that will require dedication to their full transitional implementation and that will require focus and dedication for their full ultimate realization.

5. Causes of Concern

All of the causes of concern listed below are actually and emphatically identified by the team as excellent opportunities for the continued development of the programs of the SAID. The School has demonstrated its commitment to their achievement.

1. *Space is adequate but needs examination for max use*
2. *Shop, research facilities / support will need expansion*
3. *Basic equipment and studio desks need refurbishing*
4. *Faculty technology support requires constant upgrades*
5. *Add to student advising and career development*
6. *Refine Coop pattern to permit student org. engagement*
7. *Expand gifts /endowment development opportunities*
8. *Expand faculty support for research and graduate assts.*
9. *Add staff and technical support for the School*
10. *Continue present focus on diversity issues in all areas*
11. *Continue to refine the excellent curriculum opportunities*
12. *Continue focus on administrative continuity, faculty engagement and established collective responsibility.*

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

The University of Cincinnati since 1906 has offered one of the nation's most well established and unique models for professional cooperative education. The institution has also been engaged in one of the most focused campus development efforts featuring internationally recognized architects to create a unique environment for critical analysis. The program is highly regarded within the institution and it provides leadership models for the integration of general education requirements, cooperative education, professional electives and studio experience as well as research /professional opportunities within the metropolitan region and throughout the world through the coop placement program.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

The students are energetic, passionate, assertive and committed. They give credit to the educational model they study within and are largely satisfied with their experiences. The co-op program offers opportunities for a variety of practice based experiences and knowledge that can be applied to academic work that follows. Students are able to build a strong set of problem solving skills, are encouraged to seek out leadership roles and graduate with a sense that they can go anywhere and do anything.

That said, the students identified the lack of a formal academic advising system as an area for possible improvement. There is also an absence of consistent formal roles in the committees and groups that make up the college's governance and decision-making structure.

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

The program expresses a high level of resource for student transition to professional licensure.

This is supported by the program's practice based Co-op emphasis and IDP credit achieved for participation.

There was, however, a student expressed desire to better understand the overall goals and procedures of the IDP structure.

1.4 Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

The professional community is totally engaged in the School through the joint efforts of the AIA and the School in programs and projects such as the film "Voices of Practice, Points of View" and their joint efforts of the sponsorship of the Regional Convention. The "Center for the Study of Practice" is a major resource and connection between the school and the profession. The most significant connection between the school and the profession is how the students are engaged in the practice of architecture in the 565 firms located in the United States and abroad that are engaged in the coop program.

1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

The program is presented as a progression of exposures to societal influences on architecture. This starts with required general education coursework to develop an awareness of the demographic and geographical influences. Additional experience is gained through the program's national and international Co-op outreach.

While strong expression of adjunct community involvement was demonstrated by the student population, the specific evidence of this effort's structure and direction is evolving. The School has a community design center in the heart of the city that has significant potential.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

The self-assessment and strategic plans for the School as expressed in the APR and confirmed during the visit are excellent. It is clear that the faculty and the administration have given extensive thought to the conversion of the curriculum and to the details of its implementation. The APR was extremely open and reflective regarding its self-assessment resulting in an innovative curriculum and administrative organization.

3. Public Information

The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

All of the appropriate notices as required by NAAB were present in the appropriate documents of the School, College and University.

4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

The team observed a faculty and student social environment that can be characterized as supportive, respectful and collegial. The gender and minority make-up of the faculty and student population appears consistent with the college and university population, and has moved well ahead of the regional professional community. Efforts continue in the active and aggressive recruitment of women and minority students and faculty.

It is abundantly clear that hiring successes and retentions demand continued diligence and improvement. The competitive environment of both the academic and professional circumstance demand equally aggressive responses in order to strengthen success rates and provide continued support mechanisms to ensure beneficial associations.

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

The School is served well by a highly qualified and dedicated full time faculty and by engaged professional adjunct faculty. The staff positions for the overall College are being reorganized and improved by the Dean, however, the School is clearly understaffed requiring critical operational tasks to be the responsibility of the administration and faculty. There is a serious need to enhance the staff support especially in light of the new graduate curriculum and the implicit tasks that will come with the increased support requirements for admissions, scholarships, proposals, sponsored research, and the new eCoop research and thesis based program.

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

The stated School, College and University policies regarding development are clearly documented and published. There is also evidence of revisions initiated by the School that are in process of clarifying and strengthening faculty development and student issues.

While financial support is met at a minimum because of national economic trends and budget reductions there is a need to expand the resources to support faculty and student growth through professorships, fellowships and scholarships. An active research / professional based graduate

program will require that these areas of support be increased through institutional resources, sponsored programs, and endowment resources.

The quality of the faculty work is very strong and there is a responsibility of the institution to support their participation at seminars and conferences to share their accomplishments and to engage other faculty in the national and international conversation to enrich continued intellectual development.

7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

The program when complimented by the shared spaces of the newer College facilities such as the lecture halls, galleries, as well as the library and shop areas have enough space to accommodate both the Bachelor of Architecture and the Master of Architecture program. Studio, lecture, seminar, exhibit and office space assigned to the School is adequate although dated. The overall status of student equipment (desks, stools and storage) is also very dated and needs to be reexamined.

The ease and clarity of circulation through the building is difficult at best although it promotes directional conversation and interaction. The major circulation space of the newer College building provides frequent opportunities for academic and social interaction. Maintenance will continue to be a problem that needs to be addressed.

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

The Design Architecture, Art & Planning Library serves the special needs of the entire College including subjects in architecture, visual arts, art history, graphic, industrial, fashion and digital design.

This collection serves students and faculty within architecture and interior design while providing an additional resource through DAAP associated design disciplines.

DAAP is one of 18 branches within the University of Cincinnati Library system. It is also part of the OhioLink system joining access to the architectural collections of Ohio State University, Kent State University, and Miami University.

The DAAP library leadership and staff are highly specialized in the subject knowledge of architecture and the arts. Their particular expertise provides specialized and welcome resource to the user.

The library is also funded by an adequate budget covering the needs for acquisition and day to day operations.

The Visual Resource Collection is positioned adjacent to and within the library and is supervised by library staff. The library is currently seeking a new curator for the Visual Resource Collection to replace a recently retired staff member.

The slide collection within the library reflects an emphasis on the arts and design disciplines beyond architecture and interior design. The specific needs of the architecture and interior design are met via coordinated efforts with faculty on regular basis.

The DAAP facility needs are found to be functionally and spatially adequate. This facility occupied in 1996 provides appropriate space for collection access, growth and storage while providing reader station locations positioned in space adjacent to natural light.

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

The overall financial history and projections are outlined as required in the APR (pp.203-208) and it is clear that like most institutions there are adequate but very limited funds. As previously stated, the staff positions are extremely limited and need expansion.

The School, however, has developed a strong graduate tuition driven financial plan in order to implement the graduate program. This plan in combination with existing institutional resources will provide a projected two million dollar increase to support four new faculty lines, research and teaching assistants and operational enhancements. All of these resources are required to support the implementation of the new Master of Architecture program.

The new dean has already begun an active program of fund raising and clearly understands the critical need for the development of these enrichment funds.

10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

The issues of appropriate institutional accreditation and appropriate institutional administration are all met. The Provost has a long standing working relationship with the College and the School. The College has a new Dean and she has an excellent understanding of the quality of the program and the potential for development as the Master of Architecture is fully implemented.

The critical issue of leadership to fully implement the new graduate program has been very carefully examined by the faculty and administration. The details of the administrative structure are presented in the APR (pp.209-218) as a plan to engage the majority of the faculty in the shared governance process. The faculty clearly demonstrated their full participation in the curriculum revision process and that they are fully vested in the concept of shared governance and responsibility.

11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

The program has made commendable efforts to expand the opportunities students have to build an increasingly diverse body of knowledge. The new Master of Architecture curriculum takes very positive steps in this direction.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to *speak and write effectively on subject matter contained in the professional curriculum*

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.2 Graphic Skills

Ability to *employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process*

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.3 Research Skills

Ability to *employ basic methods of data collection and analysis to inform all aspects of the programming and design process*

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.4 Critical Thinking Skills

Ability to *make a comprehensive analysis and evaluation of a building, building complex, or urban space*

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.5 Fundamental Design Skills

Ability to *apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components*

	Met	Not Met
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B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.6 Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.7 Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.8 Human Diversity

Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.9 Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

	Met	Not Met
B.Arch	[x]	[]

M.Arch [X] []

Visiting Team Assessment

12.10 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.11 Non-Western Traditions

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.12 National and Regional Traditions

Understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.13 Environmental Conservation

Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

The program addresses conservation issues throughout the curriculum and continues to move forward in broadening students' comprehension of these topics. The new Masters program will offer more opportunities in this area.

12.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

The attention paid to accessibility issues is commendable. Beginning early in the curriculum, many course syllabi pay specific detail to requiring integration of universal design principles into projects. Case study research recognizes these principles. Studio projects across the board integrate them. The new Masters curriculum includes a required course title "Universal Design Lecture".

12.15 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and design of a project

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.16 Formal Ordering Systems

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.17 Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems

	Met	Not Met
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B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.19 Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.22 Building Systems Integration

Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.23 Legal Responsibilities

Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.25 Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.26 Building Economics and Cost Control

Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.27 Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.29 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

The work exhibited fully demonstrated the requirements were met and often at year levels below that of the final year work. As a stated goal of the new curriculum the intent is to achieve this level of performance in the fourth year of academic work. This base line level of achievement will then provide the basis for extensive academic and professional level work in the graduate program.

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.31 The Legal Context of Architectural Practice

Awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.32 Practice Organization and Management

Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture

	Met	Not Met
B.Arch	[X]	[]
M.Arch	[X]	[]

Visiting Team Assessment

12.33 Contracts and Documentation

Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.34 Professional Internship

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

The coop program is exceptional in the provision of professional experiences. There is a need, however, to further clarify the specifics of the IDP program.

12.35 Architects' Leadership Roles

Awareness of architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.36 The Context of Architecture

Understanding of the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

12.37 Ethics and Professional Judgment

Awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice

	Met	Not Met
B.Arch	[x]	[]
M.Arch	[x]	[]

Visiting Team Assessment

The professional coop program provides excellent opportunities when combined with the professional practice classes to fully explore these issues.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2002 University of Cincinnati Architecture Program Report:

The first incarnation of the University of Cincinnati was called Cincinnati College, founded along with the Medical College of Ohio by Dr. Daniel Drake in 1819, the same year that the city of Cincinnati received its municipal charter. Serving an urban population of 9,000 citizens, Cincinnati College occupied a building on the corner of Fourth and Walnut Streets. Its inaugural faculty included a president, three professors, and a tutor.

Economic downturn forced the closing of the College in 1825, but Dr. Drake revived it ten years later. Its new president, the Reverend William Holmes McGuffey, appointed the first professor of music and oversaw Professor Ormsby Mitchel's construction of the country's first professional astronomical observatory. During this period, Cincinnati's pioneer law school published the *Western Law* journal and legal textbooks. McGuffey's *Eclectic Readers* became standard textbooks in elementary schools across the United States. Cincinnati College closed again in 1845, although the law department continued to offer instruction.

Cincinnati's city council appointed a board of directors for the University of Cincinnati in 1870, making it the first municipal university in the country. Originally located in the Woodward High School building downtown, the new university moved to the homestead site of Charles McMicken in 1875. The new site was close to the Clifton Incline Plane, one of seven inclines that surmounted the steep hillsides surrounding the downtown basin. McMicken's gift of land stipulated the creation of an institution of liberal instruction "in all the higher branches of knowledge except denominational theology." The university moved to McMicken Hall on its permanent site in Burnet Woods in 1895.

Between 1900 and 1910 the University established an engineering college, a teacher's college, a graduate school, and the College of Medicine, which incorporated the original Ohio Medical College. The College of Medicine soon affiliated with the country's first teaching hospital, Cincinnati Hospital, later renamed Cincinnati General, then University Hospital. Programs in pharmacy and nursing strengthened the medical curriculum.

Between 1912 and 1918, the University added three other professional colleges: Commerce, Home Economics, and Law. In 1946, the School of Applied Arts separated from the College of Engineering to become a college of its own. The College-Conservatory of Music, an amalgam of two colleges founded in 1867 and 1878, joined the university in 1962. The Ohio College of Applied Science, founded as the Ohio Mechanic's Institute in 1828, followed suit in 1969.

By 1977, having outgrown the economic resources of the city, the University of Cincinnati became Ohio's twelfth and second-largest state university. By the mid-1990s the university served more than 35,000 students in 17 colleges and divisions on 5 campuses, offering 240 undergraduate programs, master's degrees in 144 areas, and doctorates in 87 disciplines.

2. Institutional Mission

The following text is taken from the 2002 University of Cincinnati Architecture Program Report:

The University of Cincinnati is a public comprehensive system of learning and research. The excellent faculty have distinguished themselves world wide for their creative pedagogy and research especially in problem solving and the application of their discoveries.

The University system is designed to serve a diverse student body with a broad range of interests and goals. It is a place of opportunity.

In support of this mission, the University of Cincinnati strives to provide the highest quality learning environment, world-renowned scholarship, innovation and community service, and to serve as a place where freedom of intellectual interchange flourishes.

3. Program History

The following text is taken from the 2002 University of Cincinnati Architecture Program Report:

In 1869, the McMicken School of Design offered classes in several downtown buildings. Although the school was eventually absorbed by the Cincinnati Art Academy in 1884, it was the forebear of the College of DAAP. The McMicken School was dedicated to the applications of drawing and design to the industrial arts, reflecting the interests of Charles McMicken, who intended the University of Cincinnati to "fit students for the active duties of life." By 1875, the school was one of eleven college-level institutions in the country offering coursework in architecture. The program dissolved when the McMicken School moved to the Art Academy; forty years passed before Cincinnati again offered formal studies in architecture.

In 1906, Dean Herman Schneider overcame the objections of many conservative faculty in the College of Engineering and instituted his unique plan for cooperative education. Cincinnati's rapidly growing industrial base provided an excellent setting for Schneider's experiment. Students were to connect the lessons of one week's classroom instruction with workplace realities the following week. Building on the success of this venture, Schneider implemented his longstanding idea of a co-op program in architecture in 1922. Three years later the Department of Architecture became the nucleus of a School of Applied Arts in the College of Engineering. Courses of instruction were also offered in landscape architecture and interior decoration. Co-op students in the school alternated their work-study terms every four weeks.

The School accumulated several more design programs over the next two decades, and was elevated to a College of Applied Arts in 1946. Dean Ernest Pickering, who had been a faculty member in Architecture since 1925, headed the College for seventeen years. Within three years the College included programs in architecture, landscape architecture, advertising design, ceramic design, costume design, industrial design, interior design, applied art, and art teaching. The architecture program adopted a six-year academic/co-op structure to meet the requirements of its first national accreditation review in 1946-47

The college was renamed the College of Design, Architecture, and Art in 1961. With the University's adoption of an academic quarter format in 1964, co-op programs were at last

on the same calendar schedule as the rest of the University. Since that time, students have alternated three-month school and work experiences. Following a short-lived divisional structure that coupled Architecture with Community Planning, the nine departments of DAA were grouped into five schools in 1979, then into four schools in 1984. Subsequently, the University renamed the College yet again: DAAP now includes the Schools of Design, Architecture and Interior Design, Art, and Planning.

During its six-year transition from its old to its new curriculum (2001-07), the School of Architecture and Interior Design will offer five degrees: the pre-professional B.S.Arch., the professional B.Arch., and the professional M.Arch., together serving approximately 430 students; the B.S.Int.Des., serving approximately 180 students; and post-professional M. S.Arch., serving approximately 15 students.

4. Program Mission

The following text is taken from the 2002 University of Cincinnati Architecture Program Report:

The architecture program at UC prepares students for critical engagement with practice. This critical engagement presupposes sustained evaluation of the principles, traditions, and requirements of building. Our goal is to advance the profession of architecture by combining ethical judgment and technical proficiency in pursuit of excellence, whether the product of our expertise is a physical or intellectual construction.

In view of constantly changing conditions for practice, our program seeks to multiply insights and abilities in every student-sensitivity to the aesthetic and social responsibilities of environmental intervention; the lifelong cultivation of a broad, synthesizing, and humanistic world view; respect for the benefits of research and innovation; deepened commitment to specific lines of inquiry; an advanced understanding of the culture of practice; readiness for licensure; design acumen; advanced graphic skills and technical vocabulary; affection for risk; and love of play.

5. Program Strategic Plan

The following text is taken from the 2002 University of Cincinnati Architecture Program Report:

Based on studies conducted by a planning committee, supported and informed by faculty focus groups, surveys, and editorial reviews, the 1995-2000 Strategic Plan proposed the following six project topics:

- (1) linkage of school programs;
- (2) new academic program options;
- (3) faculty effectiveness;
- (4) coop program development;
- (5) computer technology; and
- (6) public relations and resources.

The 1997 accreditation visit observed and documented significant improvements in the overall quality of academic work and life, in large part due to the implementation of new policies and programs during the early stages of this plan.

A brief summary of the principal objectives and outcomes of its six 11 projects," which follows, helps set the stage for our report on current and ongoing planning initiatives.

1. Linkage of School Programs

Goals: multidisciplinary teamwork, further integration of the teaching, curricula, and administration of our three academic programs; a more School-centered administration; improved program management and administrative efficiency, with increased clarity and accountability; more cross- disciplinary teaching and joint courses; improved academic effectiveness and greater educational richness.

Outcomes: creation of a new associate director position in AY95-96; new student advising systems; development of a double major program between architecture and interior design; an operations budget enhancement from to help fund administrative stipends and support for faculty development; development and faculty approval by the Schoolwide RPT criteria and procedures; and revised procedures for faculty searches; expansion of the mission of the Center of the Study of the Practice of Architecture to include interior design, and subsequent faculty approval for the change of its name to the Center for the Study of Practice (CSP), which opened up further possibilities for joint initiatives in research, publications, and other academic/professional collaboration; increased interdisciplinary course offerings and the creation of a new six-year joint degree curriculum in architecture and interior design: creation of a new sub- disciplinary track within the M.S. Arch. program.

2. Academic Program Options

Goals: explore the risks and dividends of transition to a professional graduate degree program in architecture and interior design; create a course/instructor evaluation system that emphasizes usefulness and accountability of evaluations by students; develop vehicles for tracking the learning patterns of students and recent graduates in ways that that will provide pertinent feedback for curriculum planning.

Outcomes: the faculty approved the exploration three options-(i) a joint undergraduate program with concentration in architecture or interior design that prepares students for a professional master's or a post -professional master's in either discipline, (2) maintenance of the current undergraduate programs with the addition of a first professional master's and a postprofessional master's in both architecture and interior design, and (3) maintenance of the current interior design program, with new options for graduate level work, following which the faculty approved the transition to a professional graduate curriculum in architecture, consisting of a 4-year B.S.Arch. degree and a 2 + n-year M.Arch. degree; the faculty created, reviewed and implemented a reformulation of course evaluation language and format in march 1999.

3. Faculty Effectiveness

Goals: improve the general setting for work in the School; isolate and extinguish animosities between disciplinary specialists and/or individual faculty members; promote better communication, more collaboration and creative exchange, and greater trust between disciplines and individuals; promote equitable representation and opportunities for women and minorities; provide more and better incentives for junior faculty; increase

administrative accountability; increase investments in faculty development; increase personal and administrative accountability;

Outcomes: stronger operative and procedural relationships and communications within the School; extensive use of small focus groups to foster better faculty relations and interdisciplinary trust; increased recruitment initiatives for women and minorities (leading to the appointment of a new, female tenure track assistant professor); increased support for tenure-track faculty (leading to the successful applications for tenure and promotion by five faculty members, three women and two men); a pattern of successful grant applications under for University support under the President's Initiatives on Faculty and Staff Development and Instructional Technology; revision of school bylaws and faculty career development policy (still underway); significant increase in cross- curriculum curriculum communication, (including the restoration of a faculty line to the Interior Design program); quarterly all-School exhibits of student work and SAID-led initiatives for an all-College "best of studio" exhibition of student work.

4. Coop Program Development

Goals: explore new ways to capitalize on the unique advantages cooperative education; increase interactions between academic and Professional Practice faculty around common problems and objectives; study fundamental academic and administrative issues related to the coop program; enhance the connections of coop experiences with the curriculum: identify courses and make the linkages a required part of those curricula; expand international coop opportunities; change of the standard coop calendar to a six-month rotation instead of the current three months; explore new ways to enhance communications between the school and the coop firms.

Outcomes: development of new and improved learning modules to guide, monitor, and maximize the learning potential of co-op employment experiences; regular participation of professional practice faculty in all SAID faculty focus groups and roundtables; assignment of professional practice faculty to key SAID topic committees; collaboration between professional practice and academic faculty on a new graduate co-op curriculum (eCoop), which optimizes distance technology in support of academic enrichment, research, and increased commerce between co-op employers and faculty members.

5. Computer Technology

Goals: increase student exposure to computer use consistent with professional expectations; develop a leadership role in the understanding and utilization of digital technologies; develop a consolidated policy for the introduction of computer technology into instruction and administration; establish agreement on general goals for student and faculty computer literacy; determine required resources for all members of the School community; consider feasible means of implementation, consistent with the goals of the President's Technology Initiative and the College plan for thorough and effective use of new technology to enhance teaching; establish an SAID computer lab; upgrade equipment available to faculty for the creation of instructional materials and the documentation of student work; increase faculty incentives for greater computer utilization in coursework; standardize hardware platform and software at the administrative level for increased efficiency and better coordination between faculty and administrative staff; develop a digital database for student records to improve tracking of students through the programs.

Outcomes: formation of a standing School committee to continue technology planning efforts and to coordinate such efforts with appropriate College and University units; uniform program of equipment and software upgrades for faculty; network connections for studios and faculty offices; successful faculty development grant for faculty software

training workshops; procurement and installation of an SAID server with substantial storage space for large student files; development and implementations of SAID and eCoop websites that include student portfolios, building case studies, and faculty lecture notes and course outlines; greater utilization of centralized digital course listings and syllabi; development of standard operating platform and software bundles for first year instruction, with improved technical support and integrated computer skills lab.

6. Public Relations and Resource Development

Goals: in cooperation with officials from the College, the University, and the UC Foundation, aggressively to develop strategies for improving public relations, research grants, and other resources development; establish a public relations support group that will help develop policies, programs, and procedures for improving relationships with alumni, professional, academic, and community organizations; develop a plan for fund-raising for specific SAID resources and activities; establish a research support group that will help communicate grant information and support the production of grant proposals.

Outcomes: although the School has enjoyed progress in these areas, it is largely due to existing practices-individual effort and achievement in local, regional, and national professional organizations; new and successful projects to the Center for the Study of Practice; and mentoring and guidance by senior professors with strong records of success in grant-writing and grants administration.

Appendix B: The Visiting Team

Team Chair, Representing the ACSA
R. Wayne Drummond, FAIA
University of Nebraska
College of Architecture
210 Architecture Hall
Lincoln, NE 68588-0106
(402) 472-9212
(402) 472-3806 fax
wdrummond2@unl.edu

Representing the ACSA
Cynthia Jara
University of Minnesota
Department of Architecture
89 Church St, SE
Minneapolis, MN 55455
(612) 624-7866
(612) 624-5743 fax
jarax002@maroon.tc.umn.edu

Representing the AIA
L. Duane Grieve, FAIA
Grieve Associates Architects
10 Emory Place
Knoxville, TN 37917-7317
(865) 637-0382
(865) 637-2046 fax
ldgfaia@aol.com

Representing the NCARB
Gordon R. Carrier, AIA, NCARB
Carrier Johnson
1301 Third Avenue
San Diego, CA 92102
(619) 239-2353
(619) 239-6227 fax
DLL@carrierjohnson.com

Representing the AIAS
Lawrence J. Fabbroni
1735 New York Avenue, NW
Washington, DC 20006
(202) 626-7472
(202) 626-7414 fax
president@aianatl.org

Observer
John C. Senhauser, FAIA
John Senhauser Architects

1118 Saint Gregory St.
Cincinnati, Ohio 45202-1724
(513) 381-1669
(513) 381-4504 fax
senhauser@fuse.net

Appendix C: The Visit Agenda

Saturday, November 2

- 12:00-5:00 Team members arrive, check-in
- 6:00-7:00 Team reviews APR
- 7:00 Team dinner and meeting with School Director

Sunday, November 3

- 9:00-9:45 Breakfast
- 10:00-10:45 Orientation - Friedman, Larson, Simmons
- 11:00-12:00 Tour of DAAP - McInturf
- 12:00-2:00 Introduction to UC campus Master Plan – Kull, Friedman
- 2:15-2:45 Team reviews student work
- 2:45-4:45 Team briefing – Friedman, Larson, Simmons
Meet selected Design faculty
- 5:00-6:45 Review of student work
- 7:00 Dinner and Reviews (Team only)

Monday, November 4

- 7:30-8:45 Breakfast with alumni and leading practitioners
- 9:00-9:45 Meet with Dean Koroscik
- 10:00-10:45 Meet with Provost Perzigian
- 12:00-1:00 Meeting with students
- 1:15-2:30 Lunch with faculty
- 2:30-3:30 Team Member 1-Visit Neihoff studio, UCCDC
- Team Member 2-Visit DAAP Library
- Team Member 3-Visit SAID Practicum and DAAP shop
- Team Member 4-Visit Computer Graphics Center
- Team Member 5-Visit Meet foreign study coordinators
- Team Member 6-& Observer-Visit CSP (“Voices Of Practice”)
- 3:30-5:30 Visit Studios, review student work
- 6:00-7:45 Public reception at downtown gallery and faculty exhibition of creative and research / publications
- 8:00 Dinner with Dean Koroscik, Associate Deans, and School Directors

Tuesday, November 5

- 7:30-8:45 Breakfast with SAID Executive committee
- 9:00-9:30 Discuss Foundation curriculum
- 9:30-10:00 Discuss Intermediate curriculum
- 10:00-10:30 Discuss Graduate curriculum
- 10:30-12:00 Meeting with invited student leadership
- 12:00-6:00 Lunch and Team meeting (follow up information)
- 6:30-8:00 Dinner (Team only)
- 8:00-10:00 Prepare report (Team only)

Wednesday, November 6

8:00-9:00 Breakfast (Team only)
9:00-10:00 Exit briefing with the dean and school director
10:30-11:30 Exit briefing with the provost
12:00-1:00 Exit meeting with faculty and students
1:30-5:00 Team departs

IV. Report Signatures

Respectfully Submitted,

R. Wayne Drummond, FAIA
Team Chair

Representing the ACSA

Cynthia Jara
Team member

Representing the ACSA

L. Duane Grieve, FAIA
Team member

Representing the AIA

Lawrence J. Fabbroni
Team member

Representing the AIAS

Gordon R. Carrier
Team member

Representing the NCARB

John C. Senhauser, FAIA
Observer

4.06

ANNUAL REPORTS

SUPPLEMENTAL INFORMATION

SUPPLEMENTAL INFORMATION

4.06

ANNUAL REPORTS

2003

July 15, 2003

DeLon Howell
National Architectural Accrediting Board
1735 New York Avenue, N.W.
Washington DC 20006

Dear Mr. Howell:

I have enclosed our 2003 NAAB Statistical Report.

The Visiting Team report of November 6, 2002, indicated that the University of Cincinnati programs met all conditions and perspectives. The team cited twelve "causes of concern ... actually and emphatically identified by the team as excellent opportunities for the continued development of the programs of the SAID. The School has demonstrated its commitment to their achievement." I include below our progress in responding to the concerns.

Causes of Concern

- 1. Space is adequate but needs examination for maximum use.**
and
- 2. Shop, research facilities/support will need expansion.**

The introduction of our new graduate curriculum, during this interim time when we are also maintaining the B. Arch. curriculum, has resulted in some inefficiencies in space use, which we are certain will resolve themselves. We recently renovated the senior thesis studio to provide a more efficient and pleasant space. The dean is currently working with the University provost and University architect to plan for *additional* space for the College. The upper level administration supports this approach because they want the College to admit more of its excellent students into the University. This summer College administration and faculty will begin planning for future enrollments and space programming.

- 3. Basic equipment and studio desks need refurbishing.**

We intend to apply for funds from an upcoming biennial Ohio Board of Regents Equipment budget, and will also make this need a priority in College development efforts. We want to develop a plan to provide twenty-first-century work spaces for students and faculty, which will undoubtedly involve both new and refurbished furniture, equipment, and work stations.

4. Faculty technology support requires constant upgrades.

We have a system in place that uses a School technology budget line, equipment from the College Computer Graphics Center, and funds from individual faculty grants to provide upgrades in digital equipment and software for faculty members working at the most advanced level or those who have new specific needs. About one-third of our faculty members receive relatively new (less than three years old) equipment each year that is passed down from those at the next level of expertise above them. We also purchase upgrades of software on a regular basis. The College Academic Technology Group prepares a plan each year for updating computer, audio visual, and other equipment.

5. Add to student advising and career development.

We recognize that the introduction of a graduate program entails an even greater need for effective student advising. In 2003-04 we plan to put in place a new graduate advisory committee to coordinate admissions and academic advising for graduate students. Our new eCoop curriculum sequence in the fifth year, involving team teaching and electronic contact with students on co-op, has already improved coordination of joint student advising by our faculty and faculty in the Professional Practice Division and we hope to integrate co-op employers more fully into the career advising process.

6. Refine co-op pattern to permit student organization engagement.

This is a structural question built into our alternating quarters of school and co-op work. The School administration encourages students to participate in School and College organizations and helps them to bridge the communication gaps between school and work quarters. We are open to students' "double-sectioning"—that is, attending school two consecutive quarters to help with continuity.

7. Expand gifts/endowment development opportunities.

Since the arrival two years ago of our new dean, the College has made excellent progress toward putting in place a thorough and coherent development plan, for the first time in our history, in cooperation with University officials. Her priority is to provide more support for the most successful problems in the School of Architecture and Interior Design and the School of Design. Several important donors are asking how they can be helpful. She will immediately begin specific development planning for Architecture and Interior Design with the incoming new school director, Michaele Pride-Wells.

A graduate of our School, as co-chair of the University Foundation board of trustees, will see to the College's interests and is already helping DAAP to raise resources. The University endowment has reached nearly \$1 billion. The Foundation has a new vice-president and a newly configured board of trustees, and we now have a full-time development director in the College.

8. Expand faculty support for research and graduate assistants.

Another priority for the new school director will be to develop a plan to expand the amount of external funding faculty have been able to secure through external and internal grant programs. We intend to re-examine the allocation of graduate research and teaching assistantships within the University and the College. We also need to press the provost's office for enhancement of the School's meager faculty academic travel budgets. In a time of overall budget constraints, we look forward to a new University

president and an administration that will make the hard decisions to reallocate scarce funds to reward successful units and eliminate or cut back marginal ones.

9. Add staff and technical support for the School.

Beginning in the academic year 2002-03, the School utilized one of the four additional faculty lines we funded through the new M.Arch. program to hire a technical support person. Because of its clear and substantial advantages (digital support for faculty members, School web site development and maintenance, and teaching entry computer courses), the faculty agreed to continue to use that position for technical support indefinitely. We would like to negotiate for a separate technical staff person, allowing us to convert this line back to a tenure track faculty position. The College Academic Technology Committee has restructured the administration and operation of the College Computer Graphics Center, which should improve the effectiveness of College technical support.

The School has continued to fund the part-time services of a second clerical person in the School office who contributes primarily to student affairs support.

10. Continue present focus on diversity issues in all areas.

One of the objectives in upgrading our professional degree to a graduate level is to diversify student demographics. We are already seeing this happen, and as we begin to accept a larger percentage of transfers, the students in the School will increasingly represent a richer set of backgrounds and life experiences. Emphasis on diversity in faculty searches has also enhanced the faculty makeup. The most recent five hires in the School have included an Indian woman, an American woman, a woman from Turkey, and a black African man. Our new school director beginning September 1, 2003 will be the first African American woman academic unit head of an architectural school in the country, apart from the traditional black universities. Frances Halsband was a visiting professor during Autumn 2002. Two of our visiting lecturers in this year's lecture program were women.

11. Continue to refine the excellent curriculum opportunities.

After our accreditation visit in the autumn, faculty and students (in rotating curriculum groups and as a committee of the whole) used the Winter and Spring quarters to review and refine new curriculum elements already in place and to make decisions on elements to be offered for the first time in 2003-04. For the undergraduate program we made a more integrated package of studios and lectures in the second, third, and fourth years, including a two-quarter studio called SEC (structure/environment/construction), which forms a capstone experience for the B.S. Architecture program. We improved the organization of a longstanding student mentor program, in which upper class students lead small groups of first-year students in a regular program of discussions, field trips, and other activities.

Learning from successes and struggles in our first graduate thesis year, the faculty agreed upon a more thorough and coherent thesis curriculum that adds a required research methods course and calls for more coordination of the thesis studio with an accompanying colloquium seminar each quarter. We also have developed a more realistic schedule for production and defense of the written portion of the thesis. Finally, the eCoop sequence, in which two academic seminars book end a six-month co-op experience, has been given a more specific research and professional practice content.

Our new administrative structure entails an ongoing discussion and critique of the curricula through the regular meetings of curriculum topic groups and quarterly meetings of the group chairs with the executive committee.

12. Continue focus on administrative continuity, faculty engagement and established collective responsibility.

Following Daniel Friedman's resignation as school director and his departure in January 2003, the College mounted a thorough national search that led to the appointment of Michaela Pride-Wells as the new director of the School beginning September 1, 2003. Between those two dates I am serving as interim director, an appointment approved by the School faculty to provide continuity, since I had previously served a five-year term as director and four other years as acting director.

Implied in the response to the previous item is the fact that every full-time faculty member has remained engaged, individually and collectively, with our continuing curriculum development, a faculty search process, and the school director search. We also approved our first official set of School bylaws and agreed upon a new policy and procedures for the scheduling of faculty and courses.

Please contact me if there are further questions.

Sincerely yours,

Gordon Simmons, AIA
Professor and Interim Director

SUPPLEMENTAL INFORMATION

4.06

ANNUAL REPORTS

2004

University of Cincinnati

School of Architecture and Interior Design
College of Design, Architecture, Art and Planning
PO Box 210016
Cincinnati, OH 45221-0016

September 11, 2004

DeLon Howell
National Architectural Accrediting Board
1735 New York Avenue, N.W.
Washington DC 20006

Dear Mr. Howell:

I have enclosed our 2004 NAAB Statistical Report.

The Visiting Team report of November 6, 2002, indicated that the University of Cincinnati programs met all conditions and perspectives. The team cited twelve "causes of concern ... actually and emphatically identified by the team as excellent opportunities for the continued development of the programs of the SAID. The School has demonstrated its commitment to their achievement." I include below our progress in responding to the concerns.

Since the last accreditation visit, there has been administrative turnover in both the School and the University, as indicated in our 2003 Annual Report. I have now completed the first of a five-year term as Director of SAID and in October, Nancy Zimpher, PhD, began her tenure as UC's 25th president. President Zimpher immediately launched the university and surrounding communities into an intensive Academic Planning Process, which culminated at her inauguration in May, with the unveiling of an ambitious vision for the future, UC|21: Defining the New Urban Research University.

All indications suggest that UC|21 and the President are in great harmony with the goals of the School of Architecture and Interior Design, as well as the College of Design, Architecture, Art and Planning (DAAP). In fact we are already seeing tangible results, some of which address the Visiting Team's concerns and are described below. We are further encouraged by this year's survey of architecture and interior design firms, conducted by *DesignIntelligence*, which ranked UC as number one in undergraduate programs for both architecture and interior design.

Finally, with encouragement and support from the University and the College, we have made a decision to grow, by increasing enrollment in our graduate programs. This growth will enrich the intellectual environment at SAID, by bringing in more students from other backgrounds and disciplines and from other pre-professional architecture programs. Growth also means more resources for the School, as we re-tool the Revenue Model upon which the Master of Architecture program was built. These changes, along with another year of experience with our new curriculum, poise us for increased excellence in our acclaimed architecture programs.

CAUSES OF CONCERN

1. Space is adequate but needs examination for maximum use.

2. Shop, research facilities/support will need expansion.

The issue of overall space continues to challenge the College, but progress is being made. The University Architect's office completed an audit and assessment of the College's facilities and determined that additional space is needed. Initial steps toward expansion of DAAP have already begun, although it may take ten years before an addition will be ready to occupy.

In a parallel and related move, the Dean created a new College-level position, Associate Dean for Facilities and Technology, and appointed SAID Associate Professor Anton Harfmann. In addition to working with the University Architect's office to complete the facilities audit, Professor Harfmann has been working diligently and productively to develop an aggressive plan to optimize DAAP's current space. The first phase of significant improvements was undertaken during the summer and will be operational for the fall quarter, which begins September 22. The plan includes reallocating space among the College's four schools to accommodate enrollment and program growth and reconfiguring space to better serve programs.

3. Basic equipment and studio desks need refurbishing.

At the beginning of September, 350 new desks were delivered to DAAP, most of which are now installed in SAID's freshman and sophomore studios. This is the initial installment of a 5-year plan to replace or refurbish all studio desks in the School. The new desks were designed with BOLD Design, an Ohio company, to achieve two important objectives: 1) accommodate new technology (especially laptop computers required for SAID students) and new ways of working and 2) a slightly smaller footprint will allow us to accommodate enrollment growth in the graduate programs. The worst of the old desks have been replaced by the best, which will be also be refurbished within the next two years.

4. Add to student advising and career development.

During this past year, we have again adjusted our administrative structure to improve service to students. The Graduate Program Task Force was established in June, which charged with creating policy, evaluating curriculum, assessing progress, making recommendations for change and providing advise on individual student cases. The task force has been very effective in just a few months. As a result of their input, we have added Coordinators for both graduate programs—the M Arch and the long-standing MS Arch.

The Program Coordinators will be the primary sources for individual student advising, as well as monitoring and management of their respective programs. We've also added a new staff position—an Administrative Associate for Academic Programs—whose primary responsibilities are student affairs and management. This year, we will begin a national search for a new Associate Director for Graduate Programs, realizing that this is a particularly demanding job and requires dedication of at least 2/3 time. When taken together, these changes increase administrative support for the SAID graduate programs (and students) four-fold.

5. Refine co-op pattern to permit student organization engagement.

Technological advances are further improving our ability to "span the gap" created by the co-op program. This fall, a web-based bulletin board will greatly enhance students' ability to stay in touch with each other and the School. Student organizations have also developed a duplicate leadership system, installing two sets of officers so that, while one set is out on co-op assignments, there is also a set on-campus. The two sets keep in close contact for better coordination and continuity.

2004 NAAB STATISTICAL REPORT

SCHOOL: **University of Cincinnati** Completed by: **Michaele Pride-Wells, Director**

ACSA REGION: **EC** ~~NE~~ ~~SE~~ ~~SW~~ ~~WC~~ ~~W~~ (circle one)

PUBLIC ~~or PRIVATE~~ (circle one)

STUDENT DATA

For Accredited Programs Only

	<u>4 Year</u> **PreProf	<u>B.Arch</u> 5/6-year	<u>B.Arch</u> **PostPreProf	<u>B.Arch</u> ***PostNonProf	<u>M.Arch</u> Six-year	<u>M.Arch</u> **PostPreProf	<u>M.Arch</u> ***PostNonProf
Full-Time Students	259	17			92	5	9
Part-Time Students							
FTE Students	259	17			92	5	9
Arch Design Studio Students	259	17			92	5	9
Students Working Part-Time							
Outside Stud. Serv. by Dept.							
African-American Students		2					
Native American Students*							
Asian/Pacific Isle Students	6	2			6	1	
Hispanic Origin Students					2		
Women Students	126	3			22	1	3
Foreign Students							
Total Degrees Awarded	55	7			44		
Grads. Fin. Estab. No. Yrs.							
Degrees Awarded Women	22	1			12		
Degrees Awarded Afri-Amer							
Degrees Awarded Amer. Ind.							
Degrees Awarded Asi/Pac. Isl.	3				2		
Degrees Awarded Hispanics	1						
Min Req. SAT/ACT/GRE Score	1210/27						
Number of Applicants	500						
Number Accepted	100						
Enrollment Target/Goal	75						
Student Studio/Faculty Ratio	16.61						

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	21,000	
Total Architecture Collection in Departmental Library	84,700	
University Library LCNA or 720-729 Collection	NA	
Total Architecture Collection in University Library	NA	
Departmental Library Architecture Slides	120,000	300,000 digital images
University Library Architecture Slides	NA	
Departmental Library Architecture Videos	1,250	
Staff in Dept. Library	4 full time	plus 3 GA's and various student assistants
Annual Budget for Library Resources	\$195,912	
Number of Computer Stations	75	for entire college
Amount Spent on Information Technology	\$465,000	for entire college
Per-Capita Financial Support Received from University	\$4,000	
Private Outside Monies Received by Source		
Studio Area (Net Sq. ft.)	25,086	(an increase of 875 sf over 2003)
Total Area (Gross Sq. ft.)	66,865	

FULL-TIME FACULTY SALARIES

	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ. Avg.</u>
Professor	8	\$74,442	\$83,774	\$89,452	\$91,888
Associate Professor	13	52,711	65,193	87,000	64,226
Assistant Professor	8	45,100	46,849	47,803	51,303
Instructor					30,660

FACULTY DATA

Department Total

Full-Time Faculty	29
Part-Time Faculty	15
Full-time Equivalent (FTE) Faculty	37
Tenured Faculty	21
Tenure-Track Positions	6
FTE Administrative Positions	2
Faculty Engaged in Service to Comm.	12
Faculty Engaged in Service to Univ.	29
FT Faculty who are U.S. Licensed Registered Architects	12
PT Faculty who are U.S. Licensed Registered Architects	8
Practicing Architects	5
FTE Graduate TAs	10
FT Faculty Avg. Contact Hrs/Wk	15
PT Faculty Avg. Contact Hrs/Wk	8

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	9
D. Arch	0
M.A. or S.	5
Prof. M. Arch	3
B. Arch	1
Post Prof. Masters	10
Other	1

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>	
African-American Faculty	2		1		1	1	<i>includes 1 native a</i>
Native American Faculty*							
Asian/Pacific Island Faculty	1					1	
Hispanic Origin Faculty							
Women Faculty	7				4	3	

*Include Eskimos and Aleuts

6. Expand gifts/endowment development opportunities.

During the year, we've taken the opportunity to assess our current gifts and endowments and develop a plan for increased new and renewed giving. We are working closely with Pattie Charles, the College's Development Officer, to implement this plan and have already begun tapping into latent sources of support. One aspect of the plan will create a substantial endowment pool for scholarships. Another is built on the "sponsored project" concept and ties student scholarships, stipends and co-op placements to academic and extracurricular work on real problems, as developed in collaboration with the sponsor. To date, three major initiatives have been sponsored under this new program.

7. Expand faculty support for research and graduate assistants.

The more aggressive and structured fundraising campaign mentioned above will simultaneously build a pool of funds to support graduate and teaching assistantships. Our goal is to be able to provide each full time faculty member with 4-16 hours per week of assistance. Furthermore, the revised Revenue Model for the M Arch program provides additional funding for student support, faculty travel, equipment and software.

8. Continue present focus on diversity issues in all areas.

We continue to address the issue of diversity on multiple fronts. As noted, recent faculty positions, including School Director, have been women and/or ethnic minorities. In addition to the new director, two full time faculty joined SAID in the fall of 2003—a Turkish woman and an African man. As we embark upon searches for four tenure track and two visiting faculty this year, diversity will continue to be one of our priorities.

Diversifying the SAID student body is a major theme for this year. While we have achieved a 50-50 gender balance in the school, our students remain largely white, suburban and middle-class. There are several factors that contribute to this outcome: 1) highly selective admissions criteria, 2) our reputation for excellence in academic and cooperative education, 3) a "rolling" admissions process and 4) limited enrollment. The combination of these factors have led to increasing numbers of applications from academically gifted, well-resourced high school students and, as a result, our undergraduate architecture program closed in the first week of November last year. We realize that this trend is problematic and have taken on the task of revising our admissions process, as a part of a larger diversity initiative. Our new procedures and modified criteria will go into effect for the fall 2004 admissions season.

Finally, we are part of a larger initiative to diversify the architecture profession in the Cincinnati metropolitan region, in partnership with AIA Cincinnati, NOMA and the Cincinnati Public Schools. Together, we form the AIA/NOMA Task Force and have forged programs for outreach to targeted, local middle schools, targeted recruiting for minority students for both undergraduate and graduate programs and active promotion of Cincinnati as a good place to live, work and learn for minority professionals and aspiring architects.

Please contact me if I can be of further assistance.

Sincerely yours,

Michaele Pride-Wells, AIA
Associate Professor and Director

SUPPLEMENTAL INFORMATION

4.06

ANNUAL REPORTS

2005

2005 NAAB STATISTICAL REPORT

SCHOOL: **University of Cincinnati** Completed by: **Michaele Pride-Wells, Director**

ACSA REGION: **EC** ~~NE~~ ~~SE~~ ~~SW~~ ~~WC~~ ~~W~~ (circle one)

PUBLIC or ~~PRIVATE~~ (circle one)

STUDENT DATA

For Accredited Programs Only

	4 Year **PreProf	B.Arch five-year	B.Arch **PostPreProf	B.Arch ***PostNonProf	M.Arch Six-year	M.Arch **PostPreProf	M.Arch ***PostNonProf
Full-Time Students	268	15				108	25
Part-Time Students	8	2					
FTE Students	275	16					
Arch Design Studio Students	268	15				108	25
Students Working Part-Time Outside Stud. Serv. by Dept.							
African-American Students	2	2				1	
Native American Students*							
Asian/Pacific Isle Students						3	2
Hispanic Origin Students	2	1					1
Women Students	111	4				34	8
Foreign Students	3	1				5	0
Total Degrees Awarded	59	10				24	1
Grads. Fin. Estab. No. Yrs.							
Degrees Awarded Women	18	1				6	?
Degrees Awarded Afri-Amer	0	1					
Degrees Awarded Amer. Ind.	0	0					
Degrees Awarded Asi/Pac. Isl.	0	0				2	
Degrees Awarded Hispanics	1	0				1	1
Min Req. SAT/ACT/GRE Score	1170/26	n/a					
Number of Applicants	662	n/a				74	20
Number Accepted	108					53	14
Enrollment Target/Goal	75					60	15
Student Studio/Faculty Ratio	18.09	n/a					

416

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	22,736
Total Architecture Collection in Departmental Library	87,830
University Library LCNA or 720-729 Collection	NA
Total Architecture Collection in University Library	NA
Departmental Library Architecture Slides	120,000 <i>plus 300,000 digital images</i>
University Library Architecture Slides	NA
Departmental Library Architecture Videos	1,300
Staff in Dept. Library	4 full time <i>plus 3 GA's and various student assistants</i>
Annual Budget for Library Resources	\$195,912
Number of Computer Stations	75 <i>for entire college</i>
Amount Spent on Information Technology	\$607,948 <i>for entire college</i>
Per-Capita Financial Support Received from University	\$4,000
Private Outside Monies Received by Source	
Studio Area (Net Sq. ft.)	25,086
Total Area (Gross Sq. ft.)	66,865

SCHOOL: University of Cincinnati

Completed by: Michaele Pride-Wells, Director

faculty data include all faculty for the School of Architecture and Interior Design, which had a total of 570 students enrolled in 2003-04 (387 in architecture)

FULL-TIME FACULTY SALARIES

	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ. Avg.</u>
Professor	8	\$74,442	\$83,774	\$89,452	\$91,888
Associate Professor	13	52,711	65,193	87,000	64,226
Assistant Professor	8	45,100	46,849	47,803	51,303
Instructor					30,660

FACULTY DATA

Department Total

Full-Time Faculty	28
Part-Time Faculty	16
Full-time Equivalent (FTE) Faculty	36
Tenured Faculty	19
Tenure-Track Positions	5
FTE Administrative Positions	4
Faculty Engaged in Service to Comm.	14
Faculty Engaged in Service to Univ.	28
FT Faculty who are U.S. Licensed Registered Architects	12
PT Faculty who are U.S. Licensed Registered Architects	8
Practicing Architects	5
FTE Graduate TAs	10
FT Faculty Avg. Contact Hrs/Wk	15
PT Faculty Avg. Contact Hrs/Wk	8

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	8
D. Arch	0
M.A. or S.	2
Prof. M. Arch	12
B. Arch	1
Post Prof. Masters	10
Other	2

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>	
African-American Faculty	3		1		1	2	<i>includes 2 na</i>
Native American Faculty*							
Asian/Pacific Island Faculty	1	1					
Hispanic Origin Faculty		2					
Women Faculty	6	8	3		3	3	

*Include Eskimos and Aleuts

SUPPLEMENTAL INFORMATION

4.06
ANNUAL REPORTS

2006



**Design, Architecture, Art, and Planning
School of Architecture and Interior Design**
University of Cincinnati
PO Box 210016
Cincinnati, OH 45221-0016

UC College of DAAP
2624 Clifton Ave
(513) 6424

November 21, 2007

Cathleen Ryan, AIA
Associate Executive Director
National Architectural Accrediting Board
1735 New York Avenue, N.W.
Washington DC 20006

Subject: NAAB Report for Academic Year 2006, from the University of Cincinnati

Dear Ms Ryan:

I have sent our 2006 NAAB Statistical Report previously, but also attach it herewith.

The Visiting Team report of November 6, 2002, indicated that the University of Cincinnati programs met all conditions and perspectives. The team cited twelve "causes of concern ... actually and emphatically identified by the team as excellent opportunities for the continued development of the programs of the SAID. The School has demonstrated its commitment to their achievement." I include below our progress in responding to the concerns.

As suggested in our 2004 report, we have increased enrollment in our M Arch program, with all growth coming from other disciplines, schools and/or pre-professional programs. This growth of about 12% overall and 50% in the M Arch (from 106 in 2003-04 to 155 in 2005-06) has been accompanied/supported by a 25% increase in our general operating budget to about \$3 million, including about \$230k in additional stipend support for graduate students.

We embarked on an ambitious faculty search in 2004-05, bringing six new faculty to SAID in the fall of 2005, including an Associate Director for Graduate Programs, Patricia Kucker, whose primary role is leading recruitment, advising and curriculum development in the M Arch program. Other new faculty include Marshall Brown, Brian Davies, and Karl Wallick, tenure track; Ericka Hedgecock and Vincent Sansalone, visiting. These faculty have made important contributions to our programs and the intellectual life of the school, while also bringing greater flexibility in teaching assignments for all faculty.

CAUSES OF CONCERN

**Space is adequate but needs examination for maximum use.
Shop, research facilities/support will need expansion.**

Progress continues to be being made to improve facilities in the College of DAAP, albeit incrementally. Associate Dean Harfmann has been working diligently and productively to optimize DAAP's current space and identify and secure additional space for the College. Unfortunately, this means finding space outside of the collected space and resources of DAAP, which students and faculty alike have bemoaned. Furthermore, reallocations and reconfiguration have been outpaced by enrollment growth throughout the College.

Basic equipment and studio desks need refurbishing.

In 2004, 350 custom-designed desks were delivered to DAAP, with the promise of a five year plan to replace or refurbish all studio desks in the School. Budget and other problems have stalled the program and no further orders have been made. However, we continue to refurbish the old desks and get rid of the worst.

Add to student advising and career development.



The Assistant Director Academic (ADA), a full time staff position created in 2004-05, is now the primary source for routine student advising in architecture, with additional academic and special advising be provided by three program coordinators, who also conduct most of the recruiting activity for each of the School's degree four programs. In fall 2005, we also filled an additional staff support position—Records Management Officer—whose primary responsibility is fielding and directing student inquiries and maintaining student files. These two full time staff (and increase from one in 2003-04), along with the M Arch Graduate Program Director, have greatly increased access to assistance and consistent information for students. We've instituted quarterly group advising sessions for each student cohort, in addition to increased availability of individual advising meetings. The tangible outcome is less confusion, fewer complaints, greater consistency and fewer graduation problems. Additional advising help in the College office has also helped students monitor their progress and navigate challenges of University processes.

Refine co-op pattern to permit student organization engagement.

Students are finding the duplicate leadership system and improved internet technology to be essential components to bridge the leadership gap for their organizations. Evidence may be found in the sustained activity in all organizations—renewed commitment to AIAS and APX, and the emergence of new student organizations, the Organization of Student Interior Designers (OSID) and Students for Ecological Design (SED). And the UC Chapter of AIAS hosted a very successful Forum in December 2005!

Expand gifts/endowment development opportunities.

We've experienced change in the fundraising environment for the College and, therefore, the School. A staff change resulted in full time development support for DAAP, compared to the previous part time arrangement. We've initiated a new, annual recognition event that brings together and celebrates both donors and the students for whom they provide scholarship support. This started as an SAID event in 2005 and grew to a College-wide event in spring 2006. This helps demonstrate the impact of the donors' gifts and we've already seen renewed giving as a result. We've developed a sub-account specifically earmarked for diversity projects. Endowment accounts earned about \$78k in 2005-06 and about \$68k of this was distributed in scholarship awards. We have almost \$1.2 million on deposit in endowed funds and \$40k in gift accounts.

Expand faculty support for research and graduate assistants.

The Revenue Model for the M Arch program has increased funding for student activities, faculty travel, equipment and software, in addition to support for graduate assistantships. This year (FY 2006) we provided \$275k in student support, including 44 GA/RA/TA-ships for one or more quarters. This represents substantial expansion from just 14 GA/RA/TA-ships granted in FY 2004. With this growth, we've been able to provide all junior faculty with 10 hours/week of GA/RA/TA support, as well as similar support for more senior faculty teaching large lecture classes and/or actively engaged in research projects.

Continue present focus on diversity issues in all areas.

We continue to address the issue of diversity on multiple fronts. Of the six new full time faculty brought onboard in fall 2005, two are women and one African-American male. The School's administrative leadership team now includes three women (of five faculty administrator positions). Earmarked support from the Provost's office helped SAID meet the salary demands of the one African-American in a very competitive market.

Diversifying the SAID student body continues to be a concern in SAID. Despite small gains, our students still represent suburban Ohio—largely white, suburban and middle-class. Our reputation for excellence in academic and cooperative education continue to attract hundreds of applications for about 75 seats in the freshman architecture class (BS Arch). Though our admissions criteria are still highly selective, the admissions process that we implemented in 2004 allows us to see all of the qualified applications and select for a class that is diverse in background. We've offered admission to every ethnic minority applicant that meets our academic criteria, but with few exceptions, have failed to get them to enroll, largely due to lack of sufficient financial aid.

We have been more successful, however, in recruiting minority students to the M Arch program, at least in part because of the University's Yates Fellowship, which fully funds excellent minority students during their first full year of graduate study. We've also been able to establish two scholarship gift funds earmarked for ethnic minorities and secure an ongoing commitment of support for two new minority students per year from the University's Darwin T. Turner Scholarship program. We need to launch a more strategic recruitment plan to find Ohio residents to take advantage of these new funding sources.

2006 NAAB STATISTICAL REPORT

SCHOOL: **University of Cincinnati** Completed by: **Michaele Pride, Director**

ACSA REGION: **EC** ~~NE~~ ~~SE~~ ~~SW~~ ~~WC~~ ~~W~~ (circle one)

PUBLIC or ~~PRIVATE~~ (circle one)

STUDENT DATA

For Accredited Programs Only

	4 Year **PreProf	B.Arch five-year	B.Arch **PostPreProf	B.Arch ***PostNonProf	M.Arch Six-year	M.Arch **PostPreProf	M.Arch ***PostNonProf	TOTAL
Full-Time Students	295					128	40	463
Part-Time Students	8							
FTE Students	275							
Arch Design Studio Students	295					128	40	
Students Working Part-Time Outside Stud. Serv. by Dept.								
African-American Students	3					2		5
Native American Students*	1							1
Asian/Pacific Isle Students	11					1	2	14
Hispanic Origin Students	4						1	5
Women Students	118					40	11	169
Foreign Students	7					10	0	17
Total Degrees Awarded	55				48	24	1	128
Grads. Fin. Estab. No. Yrs.								0
Degrees Awarded Women	20				17	6	?	43
Degrees Awarded Afri-Amer	1							1
Degrees Awarded Amer. Ind.	0							0
Degrees Awarded Asi/Pac. Isl.	1				3	2		6
Degrees Awarded Hispanics	1					1	1	3
Min Req. SAT/ACT/GRE Score	1170/26	n/a						0
Number of Applicants	693	n/a				74	20	787
Number Accepted	81					53	14	148
Enrollment Target/Goal	75					60	15	150
Student Studio/Faculty Ratio	20.13	n/a						

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	23,736
Total Architecture Collection in Departmental Library	88,830
University Library LCNA or 720-729 Collection	NA
Total Architecture Collection in University Library	NA
Departmental Library Architecture Slides	120,000 <i>plus 300,000 digital images</i>
University Library Architecture Slides	NA
Departmental Library Architecture Videos	1,300
Staff in Dept. Library	4 full time <i>plus 3 GA's and various student assistants</i>
Annual Budget for Library Resources	\$195,912
Number of Computer Stations	75 <i>for entire college</i>
Amount Spent on Information Technology	\$607,948 <i>for entire college</i>
Per-Capita Financial Support Received from University	\$4,000
Private Outside Monies Received by Source	
Studio Area (Net Sq. ft.)	25,086
Total Area (Gross Sq. ft.)	66,865

SCHOOL: University of Cincinnati

Completed by: Michaela Pride-Wells, Director

faculty data include all faculty for the School of Architecture and Interior Design, which had a total of 570 students enrolled in 2003-04 (387 in architecture)

FULL-TIME FACULTY SALARIES

	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ. Avg.</u>
Professor	8	\$74,442	\$83,774	\$89,452	\$99,033
Associate Professor	16	52,711	65,193	87,000	68,213
Assistant Professor	5	45,100	46,849	47,803	53,748
Instructor					NA

FACULTY DATA

Department Total

Full-Time Faculty	29
Part-Time Faculty	10
Full-time Equivalent (FTE) Faculty	36
Tenured Faculty	19
Tenure-Track Positions	5
FTE Administrative Positions	4
Faculty Engaged in Service to Comm.	14
Faculty Engaged in Service to Univ.	28
FT Faculty who are U.S. Licensed Registered Architects	12
PT Faculty who are U.S. Licensed Registered Architects	8
Practicing Architects	5
FTE Graduate TAs	10
FT Faculty Avg. Contact Hrs/Wk	15
PT Faculty Avg. Contact Hrs/Wk	8

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	8
D. Arch	0
M.A. or S.	2
Prof. M. Arch	12
B. Arch	1
Post Prof. Masters	10
Other	2

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>	
African-American Faculty	3		1		1	2	<i>includes 2 na</i>
Native American Faculty*							
Asian/Pacific Island Faculty	1	1					
Hispanic Origin Faculty		2					
Women Faculty	6	8	3		3	3	

*Include Eskimos and Aleuts

We continue to support a larger initiative to diversify the architecture profession in the Cincinnati metropolitan region, in partnership with AIA Cincinnati, NOMA and the Cincinnati Public Schools. In the summer of 2006, we conducted our first Summer CAMP (Cincinnati's Architecture Mentoring Program), an exposure program that brought 24 rising 8th and 9th graders to SAID studios for a week of design projects and tours. Of these, 13 were ethnic minorities and 11 were female. The program was made possible and affordable by gifts from local architecture and engineering firms. The Summer CAMP was a success, and we plan to repeat the program in future years.

Please contact me if I can be of further assistance.

Sincerely yours,

A handwritten signature in blue ink that reads "mpride". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.

Michael Pride, AIA, NOMA
Associate Professor and Director

SUPPLEMENTAL INFORMATION

4.06

ANNUAL REPORTS

2007



**Design, Architecture, Art, and Planning
School of Architecture and Interior Design**
University of Cincinnati
PO Box 210016
Cincinnati, OH 45221-0016

UC College of DAAP
2624 Clifton Ave
(513) 6424

December 13, 2007

Cassandra Pair
National Architectural Accrediting Board
1735 New York Avenue, N.W.
Washington DC 20006

Subject: NAAB Report for Academic Year 2006-07, from the University of Cincinnati

Dear Ms Pair:

The Visiting Team report of November 6, 2002, indicated that the University of Cincinnati programs met all conditions and perspectives. The team cited twelve “causes of concern ... actually and emphatically identified by the team as excellent opportunities for the continued development of the programs of the SAID. The School has demonstrated its commitment to their achievement.” I include below our progress in responding to the concerns.

In 2004, we began increasing enrollment in the M Arch program, with all growth coming from other disciplines, schools and/or pre-professional programs. To date, this initiative has resulted in 16% overall growth in three years and 55% in the M Arch (from 106 in 2003-04 to 165 in 2006-07) has been accompanied/supported by a 25% increase in our general operating budget to \$3 million, including \$250k in stipend support for graduate students.

A faculty search in 2005-06, brought three new tenure track faculty to SAID in the fall of 2006, including one who had been in a Visiting Faculty position in the prior year and two who are new to UC. These faculty have made important contributions to our programs and the intellectual life of the school, while also bringing greater flexibility in teaching assignments for all faculty.

In the background of this growth and change within the School, SAID graduates continue to succeed and prove themselves in the workplace. In the 2006 Design Intelligence survey, the M Architecture program moved up to number two in the national rankings (up from number six in 2003), behind only the Harvard GSD, and the Interior Design program was ranked number one for the eighth straight year.

CAUSES OF CONCERN

**Space is adequate but needs examination for maximum use.
Shop, research facilities/support will need expansion.**

Space reallocations and reconfiguration have been outpaced by enrollment growth throughout the College. Though the quantity of space allocated to the School of Architecture and Interior Design has not grown, the quality of equipment and facilities in the College of DAAP has been improving steadily.

Our relationships with key industry partners, e.g., Apple Computer and General Motors, have led to substantial equipment upgrades in two shared labs—the Computer Graphics Center (CGC) and the Rapid Prototyping Center (PRC). Newly established and dedicated Graduate Assistantships mean increased hours and staff support in the PRC. These improvements also help improve support for two key research centers in the College—the Center for the Electronic Reconstruction of Historic and Archeological Sites (CERHAS) and the newly established Center for Design Research and Innovation (CDRI).

In January 2007, the Niehoff Urban Studio and Community Design Center (DAAP’s interdisciplinary urban research and service initiatives) moved from downtown Cincinnati to newly refurbished facilities in the Corryville neighborhood, within two blocks of campus. This beautiful new facility preserves a historic structure on Vine Street and includes smart classrooms and well-lit, well-equipped studio space.



Basic equipment and studio desks need refurbishing.

Our extensive cooperative education program means four full academic quarters each year, leaving little time between terms for basic maintenance and refreshing. Reduced budgets and a smaller full time facilities staff exacerbates the challenge to keep up. However, we continue to refurbish the old desks and replace the worst of them. New desks purchased in 2004-05 helped upgrade some studios and accommodate more students in less space. A mandatory student laptop program has now been fully implemented and the College is now a fully wireless internet environment.

Add to student advising and career development.

The Assistant Director Academic (ADA), added in fall 2004, continues to serve as the primary source for routine student advising in architecture, with additional academic, career and special advising provided by three program coordinators, who also conduct most of the recruiting activity for each of the School's degree four programs. In spring 2005, we added a staff support position—Records Management Officer—whose primary responsibility is fielding and directing student inquiries and maintaining student files. These two full time staff, along with the M Arch Graduate Program Director (hired in fall 2005) and special advising staff in the College office, have greatly increased access to assistance and consistent information for students.

In 2006, one and a half new faculty were assigned to Architecture in the Professional Practice Division—including one dedicated to M Arch students—providing additional and tailored advising for students the coop years and beyond. In winter 2006, we held an architecture career fair in the College, in cooperation with AIA Cincinnati, our Professional Practice Division, and the UC Career Development Center. About twenty local firms participated, introducing themselves to students as both potential co-op and full time employers. The event closed with a panel discussion on making employment choices and was well-received by employers and students alike. Based on the success of this program, we plan to repeat this program in coming years.

Refine co-op pattern to permit student organization engagement.

Students continue to use duplicate leadership teams and improved internet technology as essential components to bridging the leadership gap for their organizations. Though energy for AIAS may have waned in the wake of Forum 2005, there is good news and activity to be found in other organizations—APX continues to increase membership and take on meaningful projects and Students for Ecological Design (SED) continues to grow and become more visible and influential in the College. The Organization of Student Interior Designers (OSID) became a student chapter of the professional organization, International Interior Design Association (IIDA), and a new organization, DAAP Students of Culture (SOC) provides peer support for students (and spaces) of diverse backgrounds and lifestyles.

Expand gifts/endowment development opportunities.

The fundraising environment for the College and the School has continued to evolve under new leadership implemented in 2005. In honor of a deceased architecture alumnus, the Carl Monzel Professorship fund was initiated in 2007 with a seed gift of \$100,000, which was then matched by the Dean. This endowment will support visiting faculty, workshops and research in the important area of sustainable design. Endowment accounts earned about \$78k in 2006-07 and about \$68k of this was distributed in scholarship awards. We have \$1.3 million on deposit in endowed funds and \$40k in gift accounts.

Expand faculty support for research and graduate assistants.

The Revenue Model for the M Arch program increased funding for student activities, faculty travel, equipment and software, in addition to support for graduate assistantships. This year (FY 2007) we provided over \$500k in student support, including 60 GA/RA/TA-ships for one or more quarters, compared to \$275k and 44 assistantships in FY2006. We continue to provide all junior faculty with 10 hours/week of GA/RA/TA support, as well as similar support for more senior faculty teaching large lecture classes and/or actively engaged in research projects.

Continue present focus on diversity issues in all areas.

We continue to address the issue of diversity on multiple fronts. Of the two new full time faculty brought onboard in fall 2006, one is female. The third tenure-track hire is an African-American who held a visiting faculty position in

2005-06. The School's administrative leadership team continues from last year, with includes three women (of five faculty administrator positions). We expect to embark upon another faculty search in 2007-08.

Diversifying the SAID student body continues to be a concern in SAID. Despite small gains, our students still represent suburban Ohio—largely white, suburban and middle-class. Our reputation for excellence in academic and cooperative education continue to attract hundreds of applications for a limited number of seats in the freshman architecture class (BS Arch). Though our admissions criteria are still highly selective, the admissions process that we implemented in 2004 allows us to see all of the qualified applications and craft a class that is diverse in background...and to see that the number of minority applicants continues to be quite small. We've offered admission to every ethnic minority applicant that meets our academic criteria, but with few exceptions, have failed to get them to enroll, largely due to our inability to offer competitive financial aid.

We have been more successful, however, in recruiting minority students to the M Arch program, at least in part because of the University's Yates Fellowship, which fully funds excellent minority students during their first full year of graduate study. We've also been able to establish two private scholarship gift funds earmarked for ethnic minorities and secure an ongoing commitment of support for two new minority students per year from the University's Darwin T. Turner Scholarship program. We are incrementally building a strategic recruitment plan to find Ohio residents to take advantage of these new funding sources.

We continue to support a larger initiative to diversify the architecture profession in the Cincinnati metropolitan region, in partnership with AIA Cincinnati, NOMA and the Cincinnati Public Schools. In the summer of 2007, we conducted our second Summer CAMP (Cincinnati's Architecture Mentoring Program), an exposure program that brought 32 rising 8th–11th graders to SAID studios for a week of design projects and tours (this represents a 33% expansion from 2006). Of these, 13 were ethnic minorities and 11 were female. The program continues to be underwritten by gifts from local architecture and engineering firms. The Summer CAMP was a success; we are already planning for 2008!

Please contact me if I can be of further assistance.

Sincerely yours,

A handwritten signature in blue ink that reads "mpride". The signature is fluid and cursive, with the first letter 'm' being particularly large and stylized.

Michael Pride, AIA, NOMA
Associate Professor and Director

4.07

SCHOOL CATALOG

SUPPLEMENTAL INFORMATION

College of Design, Architecture, Art, and Planning



Bulletin 2008-2009

Academic Calendar* (Tentative)

*These dates are subject to change pending approval of the Board of Trustees.
Consult the OneStop Web site for the registration time period for each quarter.

Note: Saturday and Sunday examination dates are used for courses which meet on Saturday and Sunday.

2008-09

Fall Quarter 2008

Classes begin	September 24
Holiday, Veteran's Day	November 11
Thanksgiving Holiday	November 27-30
Classes end	December 7
Examinations	December 8-13
Fall Quarter ends	December 13

Spring Quarter 2009

Classes begin	March 30
Holiday, Memorial Day	May 25
Classes end	June 5
Examinations	June 6-11
Spring Quarter Ends	June 13
Commencement	June 13

Winter Quarter 2009

Classes begin	January 5
Holiday, Dr. Martin L. King's Birthday	January 19
Classes end	March 16
Examinations	March 16-22
Winter Quarter ends	March 22

Summer Quarter 2009

Classes begin	June 22
Holiday, Independence Day	July 3
Classes end	August 28
Examinations	August 29-September 3
Summer Quarter ends	September 3

2009-10

Fall Quarter 2009

Classes begin	September 23
Holiday, Veteran's Day	November 11
Thanksgiving Holiday	November 26-29
Classes end	December 6
Examinations	December 6-11
Fall Quarter ends	December 11

Spring Quarter 2010

Classes begin	March 29
Holiday, Memorial Day	May 31
Classes end	June 4
Examinations	June 5-10
Spring Quarter Ends	June 12
Commencement	June 12

Winter Quarter 2010

Classes begin	January 4
Holiday, Dr. Martin L. King's Birthday	January 18
Classes end	March 14
Examinations	March 15-21
Winter Quarter ends	March 22

Summer Quarter 2010

Classes begin	June 21
Holiday, Independence Day	July 4
Classes end	August 27
Examinations	August 28-September 2
Summer Quarter ends	September 2

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No information contained herein shall be deemed to amend or modify in any respect any provision of the Rules of the University, which are available for your examination at www.uc.edu and in the

Office of the Secretary of the Board of Trustees and the Office of the Secretary of State in Columbus, Ohio. This *bulletin* is up-to-date at the time of printing. The university reserves the right to make changes in policy, regulations, requirements, and fees, as circumstances dictate, subsequent to publication. *Students are expected to check with their college or department office or Web site for the most up-to-date information regarding their chosen course of study*, and to have knowledge of the information presented in this *bulletin* and in other university communications, including its Web site.

College of Design, Architecture, Art, and Planning

Administrative Officers

Robert Probst, GD, U. of Essen, Germany, College of Design,
Basel, Switzerland, *Dean*
5470N Aronoff (556-9808)

Karen Monzel, MA, *Associate Dean*
5470J Aronoff (556-0261)

Craig Vogel, BA, MID, *Associate Dean*
5420 Aronoff (556-1346)

Anton Harfmann, MArch, *Associate Dean*
5470D DAAP (556-0487)

Amberly M. Miller, MEd, *Assistant Dean*
5470A DAAP (556-1514)

Vanessa Strickley, MA, *Assistant Director of Student Affairs*
5470B Aronoff (556-3920)

Kathy Weimer, MEd, LSW, *Assistant Director and Academic
Advisor*, 5470 Aronoff (556-2764)

Patricia Rogers, *Program Coordinator, Records*
5470 Aronoff (556-4020)

Linda Phillips, *Director of Business Affairs*
5470F Aronoff (556-1203)

Laura Johnson Durl, BSBA, *Director of Development*
5470P Aronoff (556-1211)

Priscilla Mrozek, BS, *Assistant Director of Development*
5470G Aronoff (556-3446)

Elizabeth Meyer, *Interim Department Head*
5480 Aronoff (556-0279)

DAAP Galleries
5275C Aronoff (556-3210)

Academic Offices

The mailing address for all academic schools is as follows:

School Name

College of Design, Architecture, Art, and Planning

University of Cincinnati

P.O. Box 210016

Cincinnati, OH 45221-0016

Fax: 513-556-3288

www.daap.uc.edu

Dear Students:

It is my pleasure to officially welcome you to the College of Design, Architecture, Art, and Planning, known as DAAP. The entire DAAP family is pleased that you have chosen to study here. Please make yourselves comfortable and commit yourselves fully. At the end of your time here, we are confident that you will be conscientious agents of change and responsible global citizens.

Within DAAP, you'll have the opportunity to work with students, faculty and professionals in all of our disciplines. Each day, you'll be exposed to a broad range of creative activities. Within your classes, you will collaborate with both academic and industry leaders across the spectrum of design, architecture, art and planning. Additionally, the university at large will offer you an even greater range of possibilities as professionals in science, business, engineering and other disciplines across campus seek the input of our faculty and students to engage in interdisciplinary efforts dedicated to improving the quality of life through innovations in art and design. Many of our programs include cooperative education. Within paid professional practice, you will gain real-world experience, expanding your education while building impressive resumes and professional networks.

DAAP is consistently ranked among the nation's and the world's elite art and design schools.

- ID (International Design) magazine lists UC among the globe's Top Ten design schools — the only public institute to make that list.
- BusinessWeek magazine similarly ranks UC's design programs as among the best in the world.
- National survey of employers by DesignIntelligence has ranked UC's interior design program as best in the national for nine straight years. Other programs — industrial design and architecture — ranks as high as No. 2 and No. 5 in the nation
- Industry publication Planetizen ranks the graduate planning program as among the region's and nation's best.
- UC art faculty are internationally celebrated, one having recently been awarded a Guggenheim Fellowship and others exhibiting in acclaimed galleries like the Tate Modern in London and the Whitney in New York City.

Our accolades are accompanied by a great responsibility to our students. We are dedicated to living up to our acclaim by working carefully with you to assure that DAAP is a world-class art and design institution – a place where students are engaged, involved, concerned and prepared for lifelong practice in their respective fields.

Sincerely,



Robert Probst

Dean

About the College

The college is organized into four schools reflected in its title:

- School of Design
- School of Architecture and Interior Design
- School of Art
- School of Planning

Degree programs include:

- Digital Design
- Fashion Design – Design Track
- Fashion Design – Product Development Track
- Graphic Design
- Industrial Design – Design Track
- Industrial Design – Transportation Track
- Architecture
- Interior Design
- Art History
- Fine Arts
- Art History plus Visual Arts Teacher Licensure
- Fine Arts plus Visual Arts Teacher Licensure
- Urban Planning
- Urban Studies

COLLEGE MISSION STATEMENT

The College of Design, Architecture, Art, and Planning at the University of Cincinnati is charged with undergraduate and graduate education in the design, environmental and art disciplines. It is committed to: responsible change and development in those disciplines; excellence in teaching and learning, research and creative works; and sharing the benefits of these activities with the university, the allied professions and the general community.

The college shares the universal concerns of higher education: the discovery, identification, preservation and dissemination of knowledge; the education of people in search of a rich and meaningful existence; and the creation, study, integration and interpretation of design and art. These concerns are implemented through works and studies which are academically rigorous, aesthetically superior, technically sound and socially responsible.

The college is unique in this country. Since the turn of the century, programs have grown in quality and diversity. Today, the excellence and range of curriculum, the professional practice (co-op) experiences, the quality of students, and the scholarly and creative achievements of faculty are and will continue to be the college's major strengths. Graduate degrees are offered in design, architecture, art education, art history, fine arts, community planning and regional development planning (PhD). Undergraduate degrees are offered in digital design, fashion design, graphic design, industrial design, architecture, interior design, art history, fine arts, urban planning and urban studies.

The college anticipates, identifies and catalyzes change in areas of special concern to the professional with which it is allied. Participation in local, regional, national and international forums provides an agenda to structure the substantive aspects of teaching, research and creative endeavors in the College of Design, Architecture, Art, and Planning.

FACILITIES OF THE COLLEGE

The college is housed in the Aronoff Center for Design and Art, a 164,000-square-foot addition, which opened in 1996 and linked together the previously existing Alms, DAAP and Wolfson buildings. Designed by renowned architect Peter Eisenman, the Aronoff Center has generated much national and international critical attention. The expanded facility has enabled all of our programs to be housed together under one roof for the first time in our over 75-year history.

Many of the college's classrooms are equipped with state-of-the-art video projection systems. In addition to studios, workshops, laboratories, lecture and seminar rooms, the college has a number of specialized facilities which support its programs. Among these are:

The **DAAP College Library**, part of the University of Cincinnati library system, has an outstanding collection of books, periodicals and visual resources supporting architecture, planning, design, art history and related subjects. The library supports the curriculum for all of the college's programs and provides enrolled students and faculty with current information through journal subscriptions, acquisition of recently published books and exhibition catalogues. Access to library holdings is provided by the automated online catalogue, UCLID (University of Cincinnati Library Information Database), which provides access to UC's collection and, through the OhioLINK system, the holdings of other academic libraries throughout Ohio.

The library has a seminar room for course-related library instruction and video viewing, a group study room, and a special area for copy photography. The Visual Resources Center, part of the DAAP library, provides access to the library's image collections, as well as slide-viewing facilities for students and faculty. In addition, flatbed and slide scanners are available for student use.

Reference assistance and instruction is provided by professionally trained staff. (Refer to The University's Libraries, page 49.)

The **DAAP Computer Graphics Center** is a state-of-the-art university facility with hardware that includes PCs, Apples and various peripherals such as scanners, plotters and digital video editing suites. The center is a place where university researchers have access to sophisticated graphics equipment and high levels of technical support for computer visualization, advanced computer graphics and virtual reality. To augment the use of laptops in classrooms, three computer graphics instructional studios provide hands-on instruction labs for individual classes.

Scanning, digitizing and other research and instructional support activities take place in the multiplatform open lab area. Various additional resources are provided through satellite components such as animation studios and an industrial shop for milling 3-D models. All computing equipment is linked by high-speed ethernet to facilitate access across the university campus.

DAAP Bookstore, a branch of the University of Cincinnati Bookstore, provides convenience-store services for DAAP students. Art supplies, computer software and film developing are available in the Aronoff Center for Design and Art.

A **Cafe/Food Court** in the central atrium provides on-site food service, giving students an informal opportunity to gather and discuss design and art concepts in the college's central "living room."

The college supports a **Rapid Prototyping Center**. It is the home of a state-of-the-art Tarus 5-axis milling machine that is capable of designing full-size automobiles and other consumer products. Other machines available in this facility include a three-axis Bridgeport mill, a Beam laser machining center, two Z Coup plaster printers and a Kuomo CNC Router. The center is intended for use by students in the industrial design, graphic design, fashion design, architecture, fine arts and sculpture majors to create large-scale design.

Other facilities which support the college's programs include **photolabs** and a **wood and metal shop**.

ACADEMIC CENTERS

The college is home to a number of academic centers for faculty and student research. Among these are the following:

Joint Center for GIS and Spatial Analysis conducts training and research in the application of GIS and spatial analysis in environmental studies, urban and regional planning, and locational analysis for government and business, and coordinates GIS-related activities at the university.

The Center for Urban Imaging focuses on both research and applications with the goal of merging Geographic Information Systems (GIS) with 3-D visualization technologies to create applications for urban design, planning, infrastructure development, traffic analysis and sustainable environments.

The Community Design Center organizes collaborative interdisciplinary community/university partnerships for research, design and public education on physical improvements that serve the university's urban area.

The Center for the Study of Practice sponsors lectures and events, conducts research and publishes the occasional journal, *Practices*, in order to explore critical issues of professional practice in architecture and interior design and their relationships with education.

CERHAS, the Center for the Electronic Reconstruction of Historical and Archaeological Sites, conducts research and produces educational outcomes (including disc, video, internet and exhibits) that visualize and interpret cultural heritage sites using interactive multimedia technology.

The Center for Design Research Innovation undertakes industry- and grant-funded research and experimental design initiatives and coordinates interdisciplinary projects with other colleges, departments and centers in the university around questions of design.

Undergraduate Programs

The College of Design, Architecture, Art, and Planning offers four major plans of study leading to baccalaureate degrees:

1. Full-time, four-year degree programs: art history, fine arts and urban studies
2. A professional practice degree program requiring four years: architecture
3. Professional practice degree programs requiring five years: digital design, fashion design – design track, fashion design – product development track, graphic design, industrial design – design track, industrial design transportation track, interior design and urban planning; and
4. Five-year, PK-12 visual arts teacher licensure programs: art history plus visual arts teacher licensure and fine arts plus visual arts teacher licensure.

Transfer students may be able to complete their degrees in shorter periods of time.

Admission to the College

General information and admission requirements for all undergraduate divisions of the university are published in the University of Cincinnati viewbook. Prospective students may apply online at www.admissions.uc.edu. Since admission requirements are subject to change, prospective students should contact the University Office of Admissions for application information and admission counseling. On-campus conferences usually are not required, but often prove helpful to the prospective student.

Office of Admissions
University Pavilion
University of Cincinnati
Cincinnati, Ohio 45221-0091
513-556-1100
www.admissions.uc.edu

Interest in accommodations in university residence halls should be indicated on admission application forms. Provided all admission requirements have been met (including student confirmation of acceptance), students may reserve campus housing online at www.uc.edu/housing.

Prospective students may obtain specific program information by visiting the DAAP Web site at www.daap.uc.edu, or by contacting the school offering the discipline of their choice.

School of Design	513-556-6828
Digital Design	
Fashion Design – Design Track	
Fashion Design – Product Development Track	
Graphic Design	
Industrial Design – Design Track	
Industrial Design – Transportation Track	
School of Architecture and Interior Design	513-556-6426
Architecture	
Interior Design	
School of Art	513-556-2962
Art History	
Fine Arts	
Art History plus PK-12 Visual Arts Teacher Licensure	
Fine Arts plus PK-12 Visual Arts Teacher Licensure	
School of Planning	513-556-4943
Urban Planning	
Urban Studies	

Freshmen and Transfer Students

A candidate for admission must submit the following:

Freshman applicant – completed application for admission, including the student’s personal statement and list of co-curricular activities, \$40 (nonrefundable) application fee, official secondary school transcript, and results of the SAT or ACT examination.

Transfer applicant from another college or university – completed application for admission, \$40 (nonrefundable) application fee, official secondary school and college transcripts, and results of the SAT or ACT examination (if taken while in high school).

Intra-university transfer applicant – completed Application for Change in College and Program. Obtain form in your current college office, and submit the completed form to the college that you want to transition into.

Former student returning to UC – completed Application for Change in College and Program/Application for Readmission, if you are seeking to reenter your previous college after a period of absence. Students who have been enrolled at another college or university since last enrolling at UC must apply for admission through the UC Office of Admissions, University Pavilion.

The College of Design, Architecture, Art, and Planning at the University of Cincinnati seeks to attract, enroll and graduate academically talented students of diverse backgrounds and life experiences. Success in our program largely depends on sound academic preparation. At the same time, in our multidisciplinary programs, students’ insight and perspective are greatly enhanced by exposure to students with different histories, geographies and co-curricular interests. We have designed an admissions process to support these goals. Please consult the college Web site at www.daap.uc.edu, for specific application requirements, procedures, and timelines.

Enrollment in DAAP’s programs is controlled, and therefore admission is selective. Each program has enrollment targets; when those targets are met, admission to those programs are closed. For admission at the beginning of the academic year (fall quarter), students are advised to apply for admission as soon as possible after August 1 for assured consideration, since some of our programs close admission for further applicants in early fall.

Depending upon the availability of spaces, transfer admission in winter, spring, or summer quarter is sometimes possible in the School of Art and the School of Planning. Applications must be submitted by the third week of the preceding quarter. Contact the college office of admissions for information as to whether a particular program is open.

Transfer students *must* enter the cooperative education programs early enough to complete at least four professional practice work quarters. (See Advanced Standing page 8.)

ACADEMIC STANDARDS FOR ADMISSION

Freshmen*

Graduation from an accredited high school or preparatory school, rank in upper 50 percent of high school class for some programs (higher for most), high school grade average of 75 percent or C average (higher for most), completion in high school of at least 16 admission units (years) in the following subjects:

Number of units (years) required for admission (16-17 total):

4 units of college-prep English
 3 units of college-prep math*
 1 unit of history
 2 units of science*
 2 units of social science
 2 units of a single foreign language
 1 unit of fine arts (art or drafting recommended if available), music, etc.
 1-2 additional units in any of the above
 Total: 16-17

Specific program requirements:

For *architecture and interior design applicants*, 4 units of college prep math up to calculus (calculus recommended, not required) and 1 unit of physics are required.

For *industrial design applicants*, second-year algebra, trigonometry and/or advanced geometry is required. Physics and mechanical drawing are recommended.

- * Admission requirements are subject to change. Please consult with the office of admissions for admissions counseling. Visit the DAAP Web site at www.daap.uc.edu, for specific application requirements, procedures, and timelines.

Architecture and Interior Design

Freshmen in these programs share a common first-year curriculum.

The academic credentials of the pool of applicants seeking admission to architecture vary each year. Architecture is a highly selective program and has a limited number of spaces available.

Freshman class profile for architecture based on the middle 50 percent of the 2008 entering freshman class:

- GPA: 3.72-4.00 (4.00 scale)
- ACT score: 28-32
- SAT score: 1270-1370 (critical reading and math only)
- Average class rank: top 10 percent

Transfer Applicants: Students seeking to transfer from other colleges and programs at UC or another regionally accredited university or college must have at least a 3.25 cumulative grade point average in previous college work to be assured of admissions consideration. All applicants must have completed the equivalent of the fourth year in college prep math (pre-calculus, calculus or advanced math) and one unit of physics. If offered admission, transfer applicants from other architecture or design programs seeking advanced standing must also submit a design portfolio directly to the college for review.

The academic credentials of the pool of applicants seeking admission to the interior design program vary each year. The program is highly competitive and has a limited number of spaces available.

Freshman Class Profile for Interior Design based on the middle 50 percent of the 2008 entering freshman class:

- GPA: 3.57-4.00 (4.00 scale)
- ACT score: 26-29
- SAT score: 1170-1290 (critical reading and math only)
- Average class rank: top 15 percent

Transfer Applicants: Students seeking to transfer from another regionally accredited university or college must have

at least a 3.25 cumulative grade point average in previous college work to be considered for admission. All applicants must have completed the equivalent of the fourth year in college-prep math (pre-calculus, calculus or advanced math) and one unit of physics. Transfer applicants are encouraged, but not required, to submit a design portfolio directly to the School of Architecture and Interior Design for admission consideration. If offered admission, transfer students from other architecture, art or design programs seeking advanced standing must submit a design portfolio directly to the college for evaluation.

Fine Arts

On a rolling admission (first-come, first-served) basis, applicants to fine arts will be reviewed for automatic admission if they submit a complete application for admission. Consideration of the applicants' ACT/SAT test scores, class rank/GPA, personal statements and statements of co-curricular activities will be factored into the admissions decisions. The academic credentials of the pool of applicants seeking admission to fine arts vary each year.

Freshman Class Profile for Fine Arts based on the middle 50 percent of the 2008 entering freshman class:

- GPA: 3.10-3.68 (4.00 scale)
- ACT score: 22-26
- SAT score: 1040-1220 (critical reading and math only)
- Average class rank: Top 30 percent

If offered admission, we recommend that fine arts applicants submit a portfolio for review. While it is not critical to the admissions decision, it is useful in determining recipients of several scholarship opportunities. Specific instructions for portfolio submission are posted on the college Web site.

High school applicants to fine arts who are not accepted will be considered for admission to pre-art.

Pre-Art: The pre-art program provides an alternative means for possible entry into the fine arts program. Students do not apply directly to pre-art; they are placed in the program on the strength of their application and academic credentials.

All students offered admission into pre-art **must submit a portfolio** of their work for admission. The Office of Admissions will send specific instructions regarding portfolio submission with the acceptance packet. A student may be moved from the pre-art option into fine arts on the strength of their portfolio.

Final admission to pre-art is contingent upon a successful portfolio review. Pre-art applicants who fail to submit a portfolio will have their offer of admissions rescinded. Pre-art students take the same curriculum as students in the fine arts program. At the end of the first year, they must qualify for admission into fine arts on the basis of their academic performance, and they must successfully pass a portfolio review.

Transfer Applicants: Admission is on a rolling admission (first-come, first-served) basis. Students seeking to transfer to fine arts from another regionally accredited university or college must have at least a 2.50 cumulative grade point average in previous college work to be considered for admission. Applicants with prior college level studio course work may be asked to submit a portfolio for awarding of advanced standing credit.

Art History

On a rolling admission (first-come, first-served) basis, applicants to art history will be reviewed for automatic admission if they submit a complete application for admission. Consideration of the applicants' ACT/SAT test scores, class rank/GPA, personal statements and statements of co-curricular activities will be factored into the admissions decisions. The academic credentials of the pool of applicants seeking admission to art history vary each year.

Freshman Class Profile for Art History based on the middle 50 percent of the 2008 entering freshman class:

- GPA: 3.10-3.68 (4.00 scale)
- ACT score: 22-26
- SAT score: 1040-1220 (critical reading and math only)
- Average class rank: top 30 percent

Transfer Applicants: Students seeking to transfer to art history from another regionally accredited university or college must have at least a 2.50 cumulative grade point average in previous college work to be considered for admission.

Urban Planning

On a rolling admission (first-come, first-served) basis, applicants to urban planning will be reviewed for automatic admission if they submit a complete application for admission. Consideration of the applicants' ACT/SAT test scores, class rank/GPA, personal statements and statements of co-curricular activities will be factored into the admissions decisions. The academic credentials of the pool of applicants seeking admission to urban planning vary each year.

Freshman Class Profile for Urban Planning based on the middle 50 percent of the 2008 entering freshman class:

- GPA: 2.96-3.84 (4.00 scale)
- ACT score: 26-29
- SAT score: 1060-1300 (critical reading and math only)
- Average class rank: top 30 percent

Transfer Applicants: Students are guaranteed admission into the bachelor of urban planning program within certain enrollment limits, if they complete the associate degree in pre-urban professions at a community college that has a transfer agreement with the UC School of Planning. Students who have not earned the associate degree and who are seeking to transfer from another regionally accredited university or college must have at least a 2.60 cumulative grade point average in previous college work to be considered for admission. Transfer students are encouraged to apply for admission to the urban planning degree program up

through the beginning of the third year. More advanced transfer applicants will be considered on a case-by-case basis and should contact the School of Planning office, at 513-556-4943.

Urban Studies

On a rolling admission (first-come, first-served) basis, applicants to urban studies will be reviewed for automatic admission if they submit a complete application for admission. Consideration of the applicants' ACT/SAT test scores, class rank/GPA, personal statements and statements of co-curricular activities will be factored into the admissions decisions. The academic credentials of the pool of applicants seeking admission to urban studies vary each year.

Freshman Class Profile for Urban Studies based on the middle 50 percent of the 2008 entering freshman class:

- GPA: 2.96-3.84 (4.00 scale)
- ACT score: 26-29
- SAT score: 1060-1300 (critical reading and math only)
- Average class rank: Top 30 percent

Transfer Applicants: Students seeking to transfer into urban studies from another regionally accredited university or college must have at least a 2.50 cumulative grade point average in previous college work to be considered for admission. Transfer students are encouraged to apply for admission to the urban studies degree programs up through the beginning of the third year. More advanced transfer applicants will be considered on a case-by-case basis and should contact the School of Planning office, at 513-556-4943.

School of Design

The process for admission consideration to the programs in digital, fashion design – design track and fashion design – product development track, graphic, industrial design – design track, and industrial design – transportation track is as follows:

The academic credentials of the pool of applicants seeking admission to the School of Design vary each year. The design programs are highly competitive and have a limited number of spaces available.

Freshman Class Profile for the School of Design based on the middle 50 percent of the 2008 entering freshman class:

- GPA: 3.55-4.00 (4.00 scale)
- ACT score: 26-29
- SAT score: 1150-1310 (critical reading and math only)
- Average class rank: top 20 percent

Transfer Applicants: Students seeking to transfer from other colleges and programs at UC or another regionally accredited university or college must have at least a 3.00 cumulative grade point average in previous college work to be considered for admission. For priority consideration, complete transfer applications should be received by March 1 for the following fall quarter.

A common foundation-year program has been instituted for studio courses required of freshmen in the School of Design. Although a common foundation makes it more feasible to transfer from one program to another within the School of Design with minimum loss of credit, incoming students are urged to be selective in making their initial selection. Currently the number of students seeking admission as transfers exceeds established quotas, and acceptances as transfers are on the basis of academic record and promise, as determined by the program coordinator.

Due to competition for the limited openings available, accepted transfer students in the School of Design normally have a cumulative average in previous college work of over 3.0 (on a 4.0 scale). Transfer students to the School of Design programs generally are admitted to the foundation-year program (first year).

Transfer Students

1. Satisfy requirements for freshmen noted above or satisfactorily complete college-level work in deficient areas.
2. Candidates for admission must be in good standing in both conduct and scholarship in the college or university from which they are transferring; they cannot be on suspension or probation.
3. Must have a 2.5 (C) on a 4.00 scale. Due to intense competition for admission to some programs, a higher average may be necessary.
4. Occasionally a student with an average above 2.0 but below 2.5 may be granted probationary admission, contingent upon earning an agreed-upon minimum average of 2.5 or above during the first quarter(s) of enrollment. (This usually occurs when a student has shown improvement but has not yet attained a 2.5 or when a student did poorly in a vastly different program.)
5. Transfer applicants are required to submit a high school transcript. Architecture, urban planning and all design transfer applicants may be required to submit standardized test scores for up to five years after graduation.
6. Some DAAP programs may have special admissions criteria (i.e. portfolio requirements). See the program descriptions for this information.
7. The above requirements apply as well to students who wish to change programs within DAAP.

All admission requirements are subject to change. Please contact the school office for updated criteria.

READMISSION

A student being readmitted to his or her DAAP program will be expected to fulfill the requirements of the program in effect at the time of readmission. Exceptions must be approved by the faculty of the appropriate school.

COLLEGE-RELATED FEES AND EXPENSES

The university assesses a \$105 information technology and instructional equipment (ITIE) fee of all students each quarter. This fee finances the provision of network, server and peripheral support to all students.

Supplies needed in studio courses must be purchased by students from a retailer of their choice. Costs are usually heaviest in the first year and will vary widely according to the program of study and individual choices of materials. Students in some programs should anticipate spending at least \$1,500 for materials, books and supplies during the first year.

To assist students in acquiring materials that are not readily available or are best purchased in bulk, the college has instituted a consumable supplies fee. This fee varies by program.

Late in the first year, students in some programs must anticipate the expense of a camera.

STUDENT COMPUTER REQUIREMENTS

All incoming undergraduate students – will be expected to own or have access to a personal laptop computer for general use and will be required to bring the laptops into the classroom on a regular basis. DAAP has selected specific systems that are compatible with the required software and college infrastructure. These systems are eligible for limited technical support by college IT technicians. Detailed information about computer requirements, including special purchase pricing, is available at the following URL: <http://daap.uc.edu/compreq>. This site contains the information on the computer requirements (by program), required software and recommended accessories. Please review this information before you acquire a computer. Students eligible for financial aid will have the cost of the computer factored into their financial aid budget.

STUDENT FINANCIAL AID

See page 46 of this bulletin for details and deadlines of federal and state aid.

The Kurt Nelson Rockwood Student Emergency Loan Fund. Provides emergency funds to students of DAAP who may require funds for transportation, housing, books, supplies, legal fees, dental and medical fees or other similar emergencies. No loan is to exceed \$1,000; no more than one loan per year per student, as funds permit.

Also refer to the scholarships section on page 13.

ADVANCED PLACEMENT PROGRAM

In accordance with policies that vary slightly in the different colleges, incoming students may receive placement and credit on the basis of advanced placement program courses and the respective AP tests taken in secondary schools.

UNIVERSITY HONORS PROGRAM

The university honors program invites about ten percent of the incoming freshman class to participate in its distinctive curricular and co-curricular learning opportunities. With an emphasis on experiential learning, these learning opportunities focus on the program's four themes:

- Leadership
- Community engagement
- Global studies
- Research and creative arts

ADVANCED STANDING FOR TRANSFER STUDENTS

Official transcripts of all courses taken at college level and course descriptions must be submitted to the Office of Admissions for evaluation by the appropriate program coordinator/chair. Delay in submitting course descriptions may delay the award of advanced standing. A statement of applicable advanced standing granted will be forwarded to the student, usually during the first quarter of registration.

A student may also apply, through the Division of Professional Practice, for professional practice quarter advanced standing for previous relevant work experience of at least six consecutive months, or for earned credit from another cooperative education program.

AWARD OF ADVANCED STANDING

1. Advanced standing is granted when transfer students present courses from another accredited college or university, with earned grades of C or better, which are deemed to be equivalent to required courses or acceptable electives at the University of Cincinnati. Advanced standing for a D grade or better is granted for students transferring within the University of Cincinnati and for students transferring with the appropriate associate degrees. Credit for courses from nonaccredited institutions is subject to approval by the program coordinator/chair.
2. The program coordinator/chair *may* require submission of a portfolio to determine proper advanced standing credit for studio work.
3. The program coordinator/chair *may* waive a required course upon submission of evidence of satisfactory mastery of the course through other means; the required credit

hours must still be obtained by completion of an elective course.

NOTE: In this college, one quarter hour credit in studio courses requires two or three clock hours of classroom time. Therefore, equal studio experience is required in order to receive advanced standing credit.

College Regulations

STUDENT STATUS

Full-time matriculated students in the College of Design, Architecture, Art, and Planning must be enrolled in a program leading to a bachelor's (or graduate) degree. Therefore, to continue in the college, they must carry the regular required courses each quarter. Exceptions are made for students with advanced standing credit. Failure to register for, or withdraw from, a required course subjects the student to automatic official withdrawal from the college. Any student deviating from the prescribed curriculum of any program must first receive the approval of the program coordinator/chair.

With the approval of the program coordinator/chair and the assistant dean of student affairs, a student may be given permission to register as a matriculated part-time student, i.e., one who is working toward a degree, but who is carrying less than 12 credit hours. Permission is granted *only* for reasons of health or other extenuating circumstances acceptable to the chair and the assistant dean.

Students not maintaining the requirements of the status in which they were admitted automatically incur official withdrawal from the college. Students who fail to register for the regular academic or work quarter automatically incur official withdrawal from the college. Permission may be granted for a co-op student to enroll in two consecutive academic quarters or two consecutive work quarters for sufficient reason. Obtain permission form at the DAAP student affairs office.

CLASSES OPEN TO NON-MAJORS OR NON-DAAP STUDENTS

Please refer to the University of Cincinnati Bulletin course descriptions (available online at www.uc.edu/academics), or view the schedule of classes, at www.onestop.uc.edu, to determine those courses that are open to students outside their specific program or to students from another University of Cincinnati college.

Nonmatriculated students, i.e., those not working toward a degree, may enroll in certain courses in the college when space exists and prerequisites are met. Matriculated students have priority in all required courses.

SCHOLASTIC STANDING REQUIREMENTS

Grading System

The grading system, uniform in all colleges, may be found in the General University Information section of this bulletin. Procedures for appealing academic grades are contained in the DAAP Undergraduate Student Handbook.

COLLEGE MINIMUM STANDARDS

Probation: Students, no matter how many credit hours they are carrying, incur academic probation when the quarter quality point average (QPA) is below 1.75 for students in the first or second year of a DAAP program and 2.00 for all other students in a DAAP program.

Students on probation are not in good standing and are not eligible to hold office in any undergraduate student organization or activity or to take part in or act as a representative of a University of Cincinnati student organization or activity.

The probationary period will extend through the next academic quarter.

Suspension: Students are subject to suspension when a total of three probations are received or the college cumulative quality point average is less than 1.75 for students in the first and second year of a DAAP program and 2.00 for all other students in a DAAP program. The DAAP College Student Affairs Committee will review the student's record to determine whether any extenuating circumstances exist, that would exempt the student from suspension.

- (1) For all students, except those in architecture, suspension becomes effective at the end of the academic quarter following the quarter in which the student incurred the unsatisfactory grade record and is generally for a period of two quarters.
- (2) For architecture students, suspension becomes effective at the end of the academic quarter following the quarter in which the student incurred the unsatisfactory grade record and will last four quarters.
- (3) During suspension, students are withdrawn from their programs and the College of Design, Architecture, Art, and Planning. With written authorization from the assistant dean, suspended students may register as nonmatriculated students. Students may not carry more than nine credits per quarter unless authorized in advance of registration by their program coordinator. Students enrolling for more than their authorized credit load will be administratively withdrawn from all courses that quarter.
- (4) Students who have been suspended must reapply to the College of DAAP for readmission. Readmission is neither automatic nor guaranteed.

Dismissal: Students who have been suspended once, have been readmitted, and whose records are such as to cause them to be placed on probation again, will be dismissed from the college. Once students are dismissed, readmission to the college is not permitted.

Academic probation, suspension and/or dismissal will not be reversed or nullified based on a grade earned in any course that is repeated.

All students in the College of Design, Architecture, Art, and Planning must maintain a minimum annual 2.00 cumulative average in designated courses in their areas of concentration. Failure to maintain this average subjects the student to appropriate academic action.

DEAN'S LIST

Students who have a quality point average of 3.40 or better and pass all courses in a quarter during which they earned at least 12 quarter credits shall be placed on the dean's list as evidence of superior performance. The permanent record of the student will carry a notation for each quarter during which such distinction is earned.

Complete details about these and related matters are available to students in DAAP Undergraduate Student Handbook, issued by the dean's office.

Requirements for Graduation

Bachelor's degrees are awarded to those students in the College of Design, Architecture, Art, and Planning who satisfactorily complete the required and elective courses for specified degrees. The student must obtain a minimum overall average of 2.00 and, in addition, must have a 2.00 average for the senior year to be eligible for graduation.

The undergraduate curriculum includes a general education program that embraces the traditional subjects normally required of educated persons that form the shared intellectual heritage of our diverse culture. Beginning with students entering in fall quarter 2001, all undergraduates completing a baccalaureate degree will take courses or complete experiences as a regular part of their degree requirements that promote development of the four baccalaureate competencies: critical thinking, effective communication, knowledge integration and social responsibility. For further information, students should consult with their advisor or school office.

The student must be in residence (that is, be enrolled in all of the required courses of the particular program) during at least the last academic year. In order to be eligible for graduation with honors, a student must have earned at least a 3.6 university grade point average.

In addition to other requirements, a student in the professional practice program who is a candidate for a degree must receive a satisfactory (S) for all required work quarters. Six work quarters are required of students in the five-year design and urban planning programs and for students in the four-plus-two-year architecture program; or all remaining quarters following the point of admission into the program for transfer students with a minimum of four quarters required. (See Advanced Standing, page 8.)

Each candidate must file a formal application for a degree in the College of Design, Architecture, Art, and Planning student records office before February 15 of the senior year for spring graduation.

Professional Practice Program

The professional practice program offers students an opportunity for selected practical experience purposefully intermingled with a gradually expanding academic background. This unique college program originated at the University of Cincinnati in 1906.

Undergraduate students enrolled in the following programs are required to participate in the professional practice program: architecture, interior design, digital design, fashion design – design track, fashion design – product development track, graphic design, industrial design – design track, industrial design – transportation track, and urban planning.

Basically, this program provides three months of carefully planned professional practice assignments alternating with three-month study periods. The year-round schedule permits students who are majoring in architecture, the design programs and urban planning to have six quarters of meaningful professionally related experience before graduation. The professional practice assignments assist each student in developing an understanding of human relationships and in learning to work with others as a team. Students' individual growth during this practice experience is enhanced by the realization that, in addition to demonstrating theoretical knowledge, they are learning to become an integral part of the working community and developing an awareness of the interrelationship between the academic and professional worlds. Thus, during the college years, students obtain firsthand knowledge of professional practices, expectancies and opportunities. At the same time they are offered a realistic test of their career interests and aptitudes. Participation in the program enables students to make more intelligent selections of postgraduate positions. As graduates, their professional practice experience makes them more valuable to employers and increases their qualifications for more responsible career opportunities.

A typical year consists of 21 weeks of study, 26 weeks of correlated experience, and five weeks of vacation. Full-time

classroom attendance is scheduled for three quarters in the freshman year and for the first two quarters of the sophomore year. Students with satisfactory scholastic records begin the practice phase in either spring or summer quarter of the sophomore year. Once students initiate the practice phase of the professional practice program, they are required to complete, on a regular alternating basis, all scheduled practice quarters until graduation. Students are placed on professional practice assignments by members of the professional practice faculty and meet with their co-op faculty advisor in a series of individual conferences. Through regular reports, employers evaluate students and students evaluate their work experiences. These evaluations are used as a basis for counseling and advising students and to assess and guide student's learning from their experiences.

Professional practice assignments are made in over 1,300 businesses, industries, research organizations and governmental agencies located throughout the United States. The heaviest concentration of assignments tends to be in the Midwest. Students, while on the job, are subject to all regulations of the company by which they are employed, and all applicable labor and tax laws. Earnings of students are usually determined by location and type of work experience and are received by students directly from their employers. The university makes no guarantee as to practice assignments or earnings, but does make every effort to place students to their best educational advantage.

An achievement certificate for excellence of performance on the professional practice assignments is awarded to those students who satisfactorily complete the maximum number of professional practice quarters available. A certificate of performance on professional practice assignments is awarded to those students who complete, in a satisfactory manner, all remaining practice quarters at the time of entrance into the program, but fewer than the maximum number.

REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL PRACTICE PROGRAM

To qualify for admittance to the program a student must be in good academic standing and be willing to accept assignments to any geographic location within the continental United States, to either a section I or section II schedule, and be free of any deficiencies or restrictions, academic or other, that would interfere with such an assignment. Students in the professional practice program are required to continue the alternation of academic quarters with professional practice quarters until graduation. Students transferring into the program must satisfactorily complete all remaining quarters on an alternating basis and must be available for a minimum of four professional practice quarters.

Students desiring to participate in the professional practice program must complete the professional development (co-op)

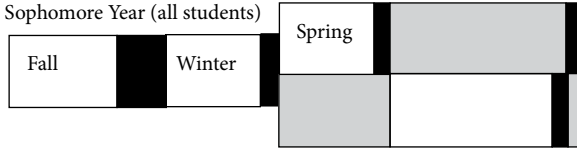
The Professional Practice Calendar

For Design Majors and Urban Planning Majors
Five-Year Degree Program

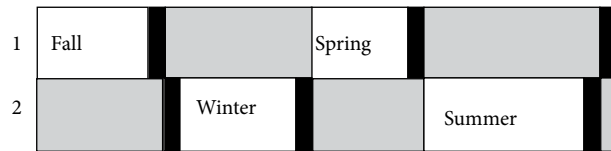
Freshman Year (all students)



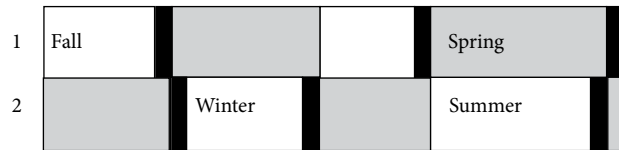
1 Sophomore Year (all students)



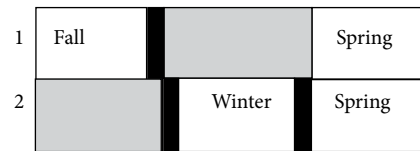
Pre-Junior Year



Junior Year



Senior Year



- period of school
- period of vacation
- period of work

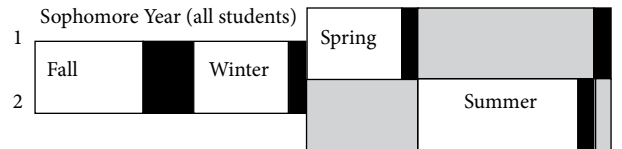
The Professional Practice Calendar

For Architecture Majors
4-Year Degree Program

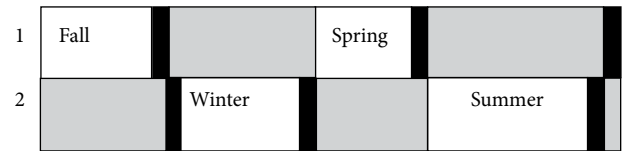
Freshman Year (all students)



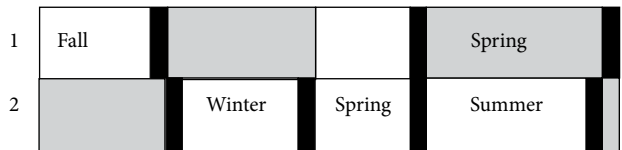
1 Sophomore Year (all students)



Junior Year



Senior Year



- period of school
- period of vacation
- period of work

course as designated on their major-field schedules as prerequisite for participation in the program. Transfer students who have not previously completed the professional development course must enroll in the professional development course in the earliest possible school section when it is offered.

Charts on the previous page graphically depict this explanation of the cooperative plan.

Student Activities and Organizations

The College of Design, Architecture, Art, and Planning encourages participation in student activities insofar as they contribute to the student's personal and social development and supplement academic and professional education.

STUDENT GOVERNMENT

Membership in the DAAP Union is open to all undergraduate DAAP students. The union serves to stimulate, coordinate and sponsor various student activities. It also provides liaison with the student senate of the university and with the college faculty and administration through representation on many college committees.

DAAP STUDENT AMBASSADORS

DAAP Student Ambassadors is an organization created to provide student representation at a variety of public relations and recruitment activities held on behalf of the college. Ambassadors are selected through an interview process and receive extensive training about college functions and the new facility. DAAP students interested in membership should contact the student affairs office for an application.

PROFESSIONAL ORGANIZATIONS

Membership in the student branches of chapters of the following professional organizations is open to undergraduate students in specific fields of professional education:

Alpha Rho Chi This is a co-educational professional fraternity for students enrolled in architecture and the allied arts. The goals of the organization are to create a richer college experience for its members through advancing their professional experiences and through social and community events.

American Institute of Architectural Students (AIAS)

A student chapter is maintained in the College of Design, Architecture, Art, and Planning to provide early association with the professional parent group, and permit participation in architectural activities on both a local and national basis.

Lectures by practicing architects and designers, discussion groups visits to conferences, exhibitions and important building sites are some of the chapter's yearly activities.

American Institute of Graphic Arts (AIGA) The AIGA student group is an organization comprised of ambitious designers who are focused on promoting design awareness and excellence. The group's obtainable objectives are creating a design mentoring program, as well as hosting prominent designers from across the country to lecture at the University of Cincinnati.

American Planning Association (APA) The APA has a student chapter of the national professional organization in the School of Planning. It is devoted to activities in, and discussion of, aspects of contemporary professional planning and sponsors a number of activities and field trips. This organization serves as liaison to the Student Representative Council of the American Planning Association.

Fashion Appreciation Society Fashion design students join the Fashion Appreciation Society to promote social and professional activities with students at UC and in other schools, to sponsor programs and lectures, and to participate in community and professional activities.

Fine Arts Association (FAA) The Fine Arts Association is an artists' organization structured specifically to give undergraduate School of Art students a forum for the exploration and exhibition of their individual and shared expression. The FAA offers opportunities for development as an artist through the exchange of ideas as well as a chance for young artists to show their work. Through association sponsorship, the FAA provides a means for students to see shows at a distance from Cincinnati.

Industrial Designers Society of America (IDSA) Students in industrial design have an opportunity to join a student chapter of their national professional organization. The purposes of this student group are to further professional knowledge, to encourage contact (social and professional) with fellow students at the University of Cincinnati and other schools, and to sponsor programs and industrial design activities not otherwise provided in the classroom.

The International Interior Design Association (IIDA) UC The International Interior Design Association (IIDA) UC is a professional organization for students in the interior design program. An annual membership fee allows students to be included in the professional world of interior design, with access to special events and scholarship competitions, extra information of specific areas of design, and publications sent out to affiliates in the design world. Being involved in IIDA is especially helpful in strengthening relationships between upper- and lower-level students who can offer advice and encouragement to each other.

Planning Student Organization (PSO) This organization provides better communication among students in the School of Planning, and gives students a vehicle to participate in planning events on both a local and national level.

Students for Ecological Design (SED) SED was created to bring together and transmit knowledge among a collective of people interested in the education, promotion and implementation of environmentally focused design. Specific goals include: promoting sustainable design education, sponsoring student participation in workshops and conferences, and playing an active role in applying these ideas throughout the community.

Student Scholarships and Awards SCHOLARSHIPS

Cincinnatus Scholarship Competition. Prospective freshmen who meet specified admission requirements will be invited to compete for scholarship awards ranging from \$2,000 to an estimated \$15,000. Complete applications for admission to the university must be filed before December 15 to be eligible. Contact the office of admissions for further information.

The AIA/AAF Scholarship Program. Architecture students in their fourth or fifth year are eligible. Awards range from \$500 to \$2,000 and are based on academic performance, recommendations and need. Applicants are selected by SAID administration.

The AIA Ohio Foundation Scholarship. Architecture students in their fourth year and beyond are eligible for this \$1,000 award. Applicants must be Ohio residents. For information contact the SAID office.

Alumni Association-Pella Scholarship. Sponsored by the DAAP Alumni Association and the Pella Corporation, this scholarship is available to pre-juniors and juniors enrolled full-time in DAAP programs. Applications are available in the student records office.

The American Institute of Architects Minority Disadvantaged Scholarship. A scholarship program for members of minority groups who otherwise would not have the opportunity to begin professional architectural studies. Students who have completed high school (or its equivalent), and students in junior colleges or technical schools are eligible. Information is available by contacting AIA Minority Disadvantaged Scholarship Program, The American Institute of Architects, 1735 New York Avenue, N.W., Washington, D.C. 20006.

American Structurepoint Fellowship Fund. The American Structurepoint Fellowship Fund has been established through the generosity of American Structurepoint. The purpose of this funding is to provide meaningful scholarship support for Masters in Architecture students, in order to encourage student consideration of American Structurepoint as a professional practice experience.

Architecture Class of 1984 Scholarship. Provides scholarships for architectural students and finances visiting distinguished professors or lecturers in the School of Architecture and Interior Design.

Baxter, Hodell, Donnelly, Preston Endowed Scholarship Fund. This fund has been established to attract and retain deserving students of high academic achievement and merit who intend to pursue, or who are currently pursuing, a degree in architecture. Students who are eligible to apply may do so by forwarding a letter of application and a portfolio of activities to the School of Architecture and Interior Design (SAID) office. Minority candidates are strongly encouraged to apply. Selection is made by the SAID Faculty Scholarship Committee.

The E. Mildred Breen Memorial Scholarship. Provides scholarships in fashion design. Selection of recipient is made by the fashion design faculty in concurrence with the dean of the college, and is determined by May 15 of the year preceding the award.

Lois Lynn Budde Scholarship and Educational Travel Fund. The Budde family has requested that this award be given in recognition of Lois Budde Dougherty's graduation from the fashion design program in 1986, and her untimely death in 1994. With this award, the family wishes to remind students that AIDS is one of the fastest growing preventable causes of death among heterosexual women in their twenties and thirties. The award is made to worthy female students in fashion design who show promise and who need assistance with tuition or educational travel expenses.

DaimlerChrysler Corporation Fund Scholarship. The DaimlerChrysler Corporation has made available funds to aid students in industrial design – transportation track who have attained a grade point average of at least a 3.2, and who have a strong interest in the field of transportation design. Application forms are available in the School of Design office.

City Blue Scholarship. The Cleveland Chapter of AIA makes this scholarship available to students enrolled in an architecture program in an accredited school in Ohio. Applicants must be of sophomore standing or above and demonstrate financial need and academic achievement.

Cleveland Women's League and A.I.A. Scholarship. Architecture students in their second year and beyond are eligible for this \$1,000 award. Applicants must be residents of counties in northeastern Ohio and demonstrate need, performance and ability in the field of architecture.

The Frances D. and Stanley Cohen Scholarship Fund. Provides awards for students in fashion, graphic or industrial design who are of good character, have shown enthusiasm, desire to succeed in their fields, and have attained a grade point average of at least 3.0. Students must have demonstrated financial need. Students may submit letter of application to the student records office.

Jean Tatgenhorst Conrad Travel Fellowship. Awarded annually to a fine arts or art history student for the opportunity to enhance their educational experience by traveling to see first hand exhibits, collections and architecture. Students are eligible to apply in the junior or senior year if planning to attend graduate school, and as first-year graduate students.

Richard and Jean Coyne Family Foundation Scholarship Fund. This scholarship fund was established to provide scholarship support for students with financial need, preferably students from an underrepresented population, participating in the graphic design program in DAAP.

Digital Design First-Year Scholarship. This scholarship provides an award to first-year, full-time students entering the digital design program, with an excellent academic background and demonstrated financial need. Special priority will be given to female and minority students, populations which are currently underrepresented in the college.

The Earls Family Endowment. The Earls Family Endowment was established for the benefit of the students and faculty of the School of Architecture and Interior Design. This fund provides several scholarships for SAID students each year. Contact the SAID office for further information.

The George Fabe Endowed Scholarship Fund in Architecture. This fund provides scholarship awards to worthy graduate students in architecture. Contact the SAID office for further information.

The Robert Fabe/Cook-Trane Fine Arts Scholarship. This award assists students in the bachelor of fine arts program who do not participate in the co-op option. The number and amount of awards vary according to available funds. For further information, contact the School of Art office. An award is given each year to the student(s) judged to have submitted the best portfolio for undergraduate review.

Jane and Philip Foster Scholarship. Any student in the College of Design, Architecture, Art, and Planning is eligible for this award. This scholarship is based upon need.

Harris Forusz/Ido deGroot Scholarship. This scholarship in memory of two DAAP faculty, Harris Forusz and Ido deGroot, provides scholarships to undergraduate and graduate students enrolled in architecture, urban planning and community planning.

The Macy's Scholarships Endowment in Memory of Rudolph V. Javosky. Macy's, Inc. (formerly Federated Department Stores, Inc.) have made scholarships available to students enrolled in the following DAAP programs: digital design, fashion design, graphic design, architecture and interior design. These funds are intended to encourage students to consider retail design as a future profession.

Furniture Library Association Scholarship. This \$500 scholarship is available to students enrolled in the upper levels of the interior design program. Applicants must submit a letter indicating financial need and intentions for use of the funds.

General Motors Scholarship. The General Motors Corporation has made funds available to pre-juniors and juniors in industrial design, fashion design (with an interest in textile design), and fine arts (with a concentration in sculpture). Applicants should be women and/or under-represented minorities, have a strong interest in automotive design, and have maintained a 3.0 GPA. Application forms are available in the School of Design office.

The Mark P. Herschede Scholarship. Provides tuition scholarships to students in the colleges of Arts and Sciences; Business; Design, Architecture, Art, and Planning; Engineering; and Law. The student recipient should excel in scholarship and possess enthusiasm and respect for the university. Contact the School of Design office.

HIXSON Architecture Engineering Interiors Scholarship Fund in Honor of Harry J. Bothwell. This annual scholarship is intended for outstanding first- through fourth-year undergraduate students enrolled in the architecture program in DAAP, who are in good academic standing and who have demonstrated financial need.

Knoll, Inc. and Contract Interiors of Cincinnati Scholarship. Knoll, Inc. and Contract Interiors of Cincinnati make a scholarship available annually to a student enrolled in the third or fourth year of interior design.

Dr. Howard B. Leighton Scholarship. Awards an undergraduate scholarship for the benefit of a full-time Ohio resident attending in the College of DAAP, who has demonstrated talent and excellence in his or her chosen major.

The Lenore Cunix Levy Endowment Fund. The Lenore Cunix Levy Endowment Fund has been established by the family and friends of Lenore Cunix Levy and Lawrence B. Levy, MD, to provide meaningful scholarship support for students in the School of Architecture and Interior Design. Scholarship recipients will be selected on the basis of academic merit and personal qualities of integrity and leadership.

The J. Clifford McDaniel Scholarship. Awarded annually to students in the third, fourth or fifth year in architecture on the basis of academic achievement. Students are selected by the chair of the program and the director of SAID.

The John S. Mazula Scholarship Fund. The goal of this scholarship fund is to provide meaningful scholarship support for architecture students with demonstrated financial need. Contact the SAID office for further information.

The NAMS National Association of Men's Sportswear Buyers Association awards a scholarship annually to a fashion design student for menswear garment design.

NAWIC Founders' Scholarships. The NAWIC Founders' Scholarship Foundation makes available a number of awards to architecture students in their first through fifth years of the program. Students are considered on the basis of financial need, academic and extracurricular achievements, and employment experience.

Niland/Senhauser Award Established by Joan Cochran Rieveschl. Joan Cochran Rieveschl established this award to honor David Nieland and John Senhauser, in recognition of their demonstrated skill as outstanding modernist architects and for their extensive service to advance quality architecture at the university, the Greater Cincinnati community and beyond. Contact the SAID office for further information.

Paradise Scholarship. The University of Cincinnati chapter of the American Association of University Professors makes available to UC students scholarships of up to \$1,000, to be awarded on the basis of the nominees' commitment to community service, concern for others and willingness to defend civil liberties and human rights.

Lewis Franklin Palmer and Marjorie Stewart Palmer Scholarship Fund for DAAP. Several scholarships are available to DAAP students who are sophomore level and above. Qualified applicants will have demonstrated academic ability with a 3.0 or higher cumulative average and financial need. Contact the Student Records Office.

The CoraBelle Reoch Scholarship. Established in memory of Corabelle Reoch, this fund provides scholarships available to undergraduate DAAP female students with need, aptitude and promise. Confirm availability in the student records office.

The John and Norma H. Richards Scholarship Fund. This fund provides scholarships for architecture students in the College of Design, Architecture, Art, and Planning. For information, contact the SAID office.

The Louis G. Rockwood Fellowship for the Production of Film/Video. A \$1,000 fund available annually on a competitive basis to advanced level students who are concentrating in electronic arts. For further information, contact the School of Art office.

The Elise L. Sambur Memorial Scholarships. Scholarships are awarded annually to outstanding seniors in industrial design as determined by the faculty on the basis of past performance and need.

Charles Frederick Schweinfurth Scholarship. The Cleveland AIA makes available \$1,800 to students who are third- and fourth-year architecture students, to be used for travel and study. Eligible students must be permanent Ohio residents and demonstrate need.

The Ladislav and Vilma Segoe Scholarship Fund. Provides scholarships to urban planning, community planning and doctoral regional planning students. Contact the School of Planning office.

Vashti Swan Minority Undergraduate Scholarship. Established in honor of Ms. Vashti Swan on the occasion of her retirement as coordinator of promotions and marketing for DAAP, this fund provides scholarships for a minority freshman or sophomore in DAAP in good academic standing (2.5 or better) and qualifying for financial need. Contact the student records office.

The Newton Tebow Scholarship. Awarded annually to a student in the third, fourth, or fifth year in architecture on the basis of academic achievement. The student is selected by the Architecture faculty. For information, contact the SAID office.

The T.H. Jenkins Cross-Boundary Research and Study Award. Given originally by Thomas H. Jenkins, professor emeritus, who taught planning in DAAP and sociology in the McMicken College of Arts and Sciences, this award recognizes an outstanding boundary-crossing student paper. The purpose of this award is to encourage students to think and write beyond the scope of their specific major area of study, and to facilitate interdepartmental academic activities between the School of Planning and the Department of Sociology. Interested students may confirm the availability of the award with the School of Planning office. Applications are available in both departments.

Thomas B. Persons Scholarship Fund. This scholarship fund has been established to provide one or more scholarships each year for students enrolled full-time in DAAP, who are majoring in interior design.

Preiser Universal Design Scholarship Fund. This fund was developed to provide scholarships to students in either architecture or interior design who are in good academic standing and have an interest in the study of universal design. Contact the SAID office for further information.

The Dr. Jonathan Riess Memorial Scholarship. This scholarship was established to honor the legacy of Dr. Jonathan Riess, a longtime professor of art history in DAAP, and to provide a scholarship for undergraduate art history majors. Students are invited to apply if they demonstrate academic excellence, commitment to the field, leadership and service. Contact the School of Art office for further information.

Smith/Wildermuth/Winkler. This endowment fund was established by Donald C. Smith, Gordon Wildermuth and John H. Winkler, for the benefit of the School of Architecture and Interior Design. This fund provides several scholarships annually. Contact the SAID office for further information.

The Carl Strauss and Raymond Roush Scholarship Fund. This fund has been established to provide one or more annual scholarship awards to students studying architecture. Contact the SAID office for further information.

The Tristate Masonry Institute Fund. Provides incentive awards to architecture students for the creative use of masonry in studio design projects.

The United States Shoe Corporation Nick Gardner Memorial Scholarship Award. Award of \$1,000 annually to a pre-junior or junior in fashion design.

Thomas E. and Susan Wagner Scholarship Fund. Awarded to undergraduate minority students in the School of Planning. Contact the School of Planning office.

The Isabel Meta Wolfstein Foundation Fine Arts Freshmen Scholarships. Scholarships are available annually to entering freshmen in the bachelor of fine arts program. The scholarships are awarded on the basis of portfolio review. For further information, contact the School of Art office.

The Isabel Meta Wolfstein Foundation Fine Arts Freshmen Scholarships for Underrepresented Students. Scholarships are available annually to entering freshmen in underrepresented groups in the bachelor of fine arts program. The scholarships are awarded on the basis of portfolio review. For further information, contact the School of Art office.

The Ludwig and Anna Woseczek Scholarship. Provides annual scholarships or fellowships to outstanding junior, senior or graduate students enrolled in the College of Design, Architecture, Art, and Planning or in the College of Engineering who show promise of excellence in industrial, mechanical, electrical, commercial, architectural or other design fields having practical use or application.

Molly Zilliox Memorial Scholarship. Molly Zilliox's former co-op employer, Horney Toad, Inc. of Chicago, and her family and friends established this scholarship in memory of Molly Zilliox, who died suddenly in June, 2000. It benefits a sophomore student in fashion design or product development/merchandising.

Miscellaneous Scholarships

A number of companies, foundations, national societies, and various other organizations annually award scholarships in design, architecture, art and planning to outstanding high school seniors irrespective of the student's choice of institution. High school principals are normally advised of the availability of such scholarships by the sponsors.

New scholarships may be offered after this publication's deadline. Availability and amounts of scholarship awards may vary at the discretion of the donor.

Updated scholarship information is published by the Student Affairs Office each November for the following year. Students may obtain copies in the college and school offices.

PRIZES AND AWARDS

In recognition of outstanding achievement, a number of prizes and awards are made to superior students. Some of these are:

AICP Outstanding Student Award
 AICP Student Project Award
 Alpha Rho Chi Medal
 American Institute of Architects School Certificate
 American Institute of Architects School Medal
 American Planning Association Certificate
 Architects Society of Ohio Medal
 Burlington Industries Award
 Bruce Cook Award
 Cincinnati Chapter of Ohio Planning Conference Award
 Cincinnati Enquirer-Cincinnati Post Award
 Dalton Industries Award
 The Fashion Group International Award
 Fine Arts Award
 Industrial Designers Society of America Student Merit Award
 Kraemer Award
 Lazarus Award
 Professional Achievement Recognition Awards
 School of Planning Student Achievement Awards
 Seasingood Summer Internship
 Shapely, Inc. Award

FELLOWSHIPS

The Judith Smith Koroscik Graduate Fellowship Endowment Fund. The Judith Smith Koroscik Graduate Fellowship Endowment Fund was established through the generosity of Lynn C. and Eva L. Maddox and other donors, in honor of the service of Judith Smith Koroscik, Dean of the College of DAAP from 2001 to 2007. Proceeds of this fund will be used to provide scholarships support to deserving graduate students enrolled in the college. The award will rotate annually among the four schools.

The Erwin S. Wolfson Fellowship. Awarded to a graduate of DAAP college for graduate study in environmental design at DAAP. Awarded on basis of talent, ability and need.

The Isabel Meta Wolfstein Foundation Traveling Fellowships. One traveling fellowship of \$2,500 and one of \$1,000 are available each year, and are awarded on a competitive basis to either juniors or first-year graduate students in fine arts, for national or international travel. The fellowships are awarded based on submission of travel itineraries and statements of relevance by qualified applicants.

	Fifth Year		
<i>Lecture Courses</i>	Aut.	Win.	Spr.
Career Design and Personal Development (23INDL581,582)	3		3
Psychology OR Anthropology Elective	3		
Business Practice Elective			3
Humanities or Literature Elective		3	
Free Elective		3	
Studio Courses			
Seminar: Social Issues in Design (23IDTR531)	3		
Trans. Capstone Studio (23IDTR501,2,3)	3	3	3
Trans. Design Communications (23IDTR511,2,3)	<u>3</u>	<u>3</u>	<u>3</u>
Total	15	12	12

Students should choose free electives in consultation with their adviser.

Guide to Elective Areas of Concentration

Communications Elective:

(One one-quarter course required.)

This elective is interpreted freely to encourage development of language skills according to special interests and needs of the student. Select from offerings outside the College of Design, Architecture, Art, and Planning following consultation with an adviser.

Social Science Electives:

(Three one-quarter courses required.)

Courses in this area should be coded under the social sciences category in the general education "Breadth of Knowledge requirements" including selections from the following areas: cultural anthropology, economics, human geography, planning, political science, psychology and sociology.

Studio Electives: (Three one-quarter courses required.)

Studio courses should be selected to broaden the student's base of visual experience. Offerings include introductory ceramics, drawing, painting, printmaking and sculpture; advanced courses in these areas and other studio courses may also be taken if approved by the advisor and with the instructor's permission.

Business Practice Electives:

(Four one-quarter courses required.)

Courses in this area are intended to broaden the student's awareness of the relationship between business, economics, and industrial design. Course opportunities are varied and numerous including economics, marketing, management, industrial relations, accounting, finance, information systems, business law, consumer affairs, etc. Industrial design majors should select first from offerings in the College of Business, but appropriate electives are also available in McMicken College of Arts and Sciences.

School of Architecture and Interior Design

Michaele Pride, MArch UrbDes, Harvard, Director and Associate Professor of Architecture

7210 DAAP Building

Phone: 513-556-6426

Fax: 513-556-1230

www.said.uc.edu

The School of Architecture and Interior Design offers professional degrees in architecture and interior design and a post-professional master of science in architecture. Both professional programs participate in the university's unique cooperative education system, in which students rotate academic quarters of study on campus with quarters of salaried work experience in professional offices. The master of architecture degree at the University of Cincinnati is accredited by the National Architectural Accrediting Board (NAAB). The Council for Interior Design Accreditation (CIDA) accredits the interior design program.

FACULTY

Vasso Apostolides, MS, *Field Service Associate Professor*
George Thomas Bible, MA, MArch, MArch, MCE, Rice U.,
Associate Director for Graduate Programs and Associate Professor

Ann Black, MA, The Ohio State U., *Associate Director of Undergraduate Studies; Associate Professor*

Terry Boling, BArch, U. of Cincinnati, *Field Service Assistant Professor*

James Bradford, BA, MA, U. of Cincinnati, *Adjunct Assistant Professor*

Samiran Chanchani, PhD, Georgia Institute of Technology, *Adjunct Instructor*

Jay Chatterjee, AICP, MRP, M. Arch Urb. Des., Harvard U., *Professor*

Alexander Christoforidis, MArch, MCity and Regional Planning, BSArch, Ohio State U., *Assistant Professor of Professional Practice*

Randal Coral, BArch, U. of Cincinnati, *Adjunct Instructor*

Brian Davies, MA, Cornell U., *Associate Professor*

Nnamdi Elleh, BA, MArch, PhD, Northwestern, *Assistant Professor*

Rebekah Sigfrids, BS in Interior Design, U. of Cincinnati, *Adjunct Instructor*

Elizabeth Glazier, BSDes, U. of Cincinnati, *Adjunct Instructor*

Udo Greinacher, MArch, U. of California-Berkeley; Dipl. Ing.

FH, FHT Stuttgart, Germany, *Associate Professor*

Ellen Guerrettaz, MArch, U. of Cincinnati, BArch, BA, Ball State U., *Assistant Director, Academics*

John Eliot Hancock, MArch, McGill U., *Professor*

Anton Harfmann, BSArch, MArch, SUNY Buffalo, *Associate Dean, DAAP; Associate Professor*

Hank Hildebrandt, MArch, Kent State U., *Professor*

James S. Howell, BSDes, U. of Cincinnati, *Field Service Associate Professor of Professional Practice*

Aarati Kanekar, DipArch, MSArch, PhD, Georgia Institute of Technology, *Associate Professor*

José M. Kozan, MSArch, U. of Cincinnati, *Adjunct Instructor*

Patricia Kucker, MArch, U. of Pennsylvania, *Associate Director of Graduate Programs*

Gerald R. Larson, BA, MArch, U. of Michigan, *Associate Professor*

Dennis Alan Mann, BSArch, MArch, U. of Pennsylvania, *Professor*

Michael McInturf, BED, MArch, U. of Illinois Chicago, *Associate Professor*

David L. Niland, BA, BArch, MArch, Yale U., *Emeritus Professor*

Adrian Parr, BA (1st Class Honors), MA, PhD, Monash U., *Visiting Associate Professor*

James Postell, MArch, U. of Pennsylvania, *Associate Professor*

Wolfgang F.E. Preiser, BArch, MSArch, MArch, PhD, Pennsylvania State U., *Professor Emeritus of Architecture*

Tracey L. Priest, BSDes, U. of Cincinnati, *Adjunct Assistant Professor*

Elizabeth Riorden, BA, MArch, Columbia, *Associate Professor*

Virginia Russell, BSLA, MLA Ohio State U., *Associate Professor*

David G. Saile, Dip.Arch, MArch, PhD, Newcastle upon Tyne, UK, *Professor*

Vincent Sansalone, MArch, Cranbrook Academy of Art, *Field Service Assistant Professor of Architecture*

Gordon Simmons, BArch, MAArch, U. of Florida, *Professor of Architecture*

David Lee Smith, BA, MArch, Harvard Graduate School of Design, *Professor*

Patrick Snadon, PhD, Cornell U., *Associate Professor*

Barry N. Stedman, BS, BArch, MArch, MBA, PhD, U. of Cincinnati, *Associate Professor*

Melanie M. Swick, BSDes, MArch, U. of Pennsylvania, *Adjunct Assistant Professor*

Jeffrey T. Tilman, BArch, MA, PhD, U. of Virginia, *Associate Professor*

Michael Toombs, BA, MA English, Ohio State University, *Adjunct Assistant Professor*

Karl Wallick, MArch, U. of Pennsylvania, *Assistant Professor*

Rebecca Williamson, PhD, MSArch, U. of Pennsylvania, MArch, Virginia Polytechnic Institute, *Assistant Professor*

Michael Zaretsky, BA, U. of North Carolina-Chapel Hill, MArch, U. of Oregon, *Assistant Professor*

ARCHITECTURE

Six-Year Professional Practice Program

Degrees: Bachelor of Science in Architecture (Years 1-4)
Master of Architecture (Years 5-6)

Architecture is the culturally responsible design and production of buildings that are useful, durable, meaningful, inspiring and responsive to their physical and social contexts. Architecture is an art, a technical craft, and an ethical practice. Closely related fields include interior design, urban planning, engineering, landscape architecture and construction management.

The pre-professional architecture program is primarily intended for individuals who wish to go to a graduate level professional program and become practicing architects. It teaches understanding of the social, technical and symbolic content of the natural and built environments, the skills to modify those environments, and the judgment to assess the value of modifications. The program can also be beneficial in preparing students for many related fields that require an ability to solve problems and increase values in complex situations by creating appropriate order and supportive structure.

The curriculum in architecture is comprehensive from the beginning. Because architects must be able to integrate myriad practical, technical and aesthetic factors in designing buildings, students are introduced immediately to that challenge. They become practiced over the extent of the program in giving coherence to increasingly complex and demanding situations. Other educational opportunities include organized travel quarters and student exchange programs in England, Germany and Denmark. Many architecture students also pursue joint degrees and certificate programs within the college and the university.

The curriculum awards a pre-professional bachelor of science in architecture degree after four years; students who are accepted to the graduate program then enter the professional master of architecture curriculum.

The four-year, pre-professional bachelor of science in architecture curriculum incorporates four primary elements:

1. A core program of required architectural lectures, seminars and studios that introduces students to fundamental professional knowledge and skills. The core begins with a four-quarter foundation curriculum shared with interior design students and extends through the fourth year.
2. A series of elective courses in general education. These electives allow students opportunities to develop some breadth or depth in their education.
3. Beginning at the end of the second year, four quarters of salaried cooperative work experience in a wide range of professional firms all over the country and overseas.
4. A capstone fourth-year project in which students demonstrate their acquired knowledge and skills.

The National Architecture Accrediting Board (NAAB) has accredited UC's professional degree in architecture continuously since 1948. Most states require that an individual intending

to become a licensed architect hold an accredited degree. Two types of degrees are accredited by NAAB: 1) the bachelor of architecture, and 2) the master of architecture. The Master of Architecture at UC is accredited by NAAB. A complete description of the Master of Architecture program can be found in the UC Graduate Division Bulletin.

The curriculum is listed next. These courses must be taken when indicated. Exceptions for special situations must be approved by the faculty. Curriculum is subject to change.

The Bachelor of Science Program

	First Year		
	Cr. Per Qtr.		
<i>Lecture Courses</i>	Aut.	Win.	Spr.
Freshman English (15ENGL101,2)	3	3	
Art and Society I,II,III (23SAID127,8,9)	3	3	3
Elective			3
<i>Studio Courses</i>			
Design Lab I (23SAID101)	6		
Design Lab II (23SAID102)		6	
Design Lab III (23SAID103)			6
Document Lab I,II,III (23SAID104,5,6)	3	3	3
Computer Skills I,II,III (23SAID191,2,3)	3	3	3
Total	18	18	18
	Second Year		
<i>Lecture Courses</i>	Aut.	Win.	Spr./Sum.
Intermediate Composition: Writing and the Disciplines (23ENGL289)			3
History/Theory: Precedent (23SAID227)	2		
Construction I,II (23SAID267,268)	2		3
Environmental Technologies I,II (23SAID287,288)	2		3
Structures I (23ARCH277)		3	
History/Theory: Classical (23SAID228)		3	
Interior Technology (23SAID237)	2		
History/Theory: Modern (23SAID229)			3
Co-op for Architecture (36PD223)	1		
**Electives		3	3
<i>Studio Courses</i>			
Immersion Studio (23SAID201)	6		
Representation Skills (23SAID204)	3		
Computer Skills (23SAID294)		3	
Architecture Studio II (23ARCH202)		6	
Elective Studio (23SAID3XX)	—	—	6
Total	18	21	21

**Electives may be substituted with prior academic credit to reduce credit hour amount to 18 hrs.

Third Year		
<i>Lectures Courses*</i>	Aut./Win.	Spr./Sum.
Structures II	3	
Site Systems (23ARCH357)	3	
Electives	3	12

<i>Studio Courses</i>		
Architecture Studio III (23ARCH301)	6	
Elective Studio (23SAID3XX)	—	6
Total	18	18

Fourth Year		
<i>Lecture Courses*</i>	Aut./Win.	Spr.
History/Theory: Modern Architecture (23ARCH627)	3	
Electives	9	9
Capstone		3

<i>Studio Courses</i>		
Architecture Studio IV (23ARCH401)	6	
Architecture Studio V (23ARCH402)	—	6
Total	18	18

Summary of BSArch Curriculum Requirements*

	Cr. Hrs.
Required courses	135
Total electives	42
Minimum electives outside of SAID	27
Interior design elective	3
Min. natural science	6
Min. social science	6
Min. humanities	6
Min. business	6
Open electives	6
(Minimum of 18 of the 42 elective hours must be at 200-level and above.)	—
Total Credits	186

*See College Minimum Standards on page 9.

INTERIOR DESIGN

Five-Year Professional Practice Program

Degree: Bachelor of Science in Interior Design

The interior design profession concerns itself with the interior spaces of buildings, emphasizing the physical, psychological and social needs of people at work and leisure. Interior designers must understand a client's interactions within society and be capable of translating this understanding into appropriate and inspiring designs for interior environments.

In practice, interior designers execute projects for the whole spectrum of human activities. Examples include business and

commercial establishments (offices and shops); places for recreation and hospitality (hotels, restaurants and resorts); health and cultural institutions (hospitals, schools, theaters, museums and places of worship); and residential interiors. In preparation for this wide range of design opportunities, the interior designer needs an academic grounding in basic problem-solving, formal design skills and pertinent historical and technical knowledge.

The curriculum includes professional and general education courses. Each level of the student's education engages knowledge and skills in problem discovery and resolution, critical and imaginative thinking, communication and technology. After the two foundation years, interior design content studios provide students with opportunities to develop further their creative abilities through design projects for a variety of human activity settings. Interior design students complete six quarter-long co-op work experiences during years two through five. Culminating the curriculum is a capstone senior project in which students exercise their acquired knowledge and skills in a two-quarter design project of their own choosing.

The interior design curriculum forges strong links with the architecture program, starting with a common curriculum in the first four quarters. Interior design students can combine their bachelor of science in design degree with a master of architecture or a master of science in architecture. In addition, a certificate in historic preservation is available. (See pg. 42.)

Foreign Study. Over the past few years, school faculty have organized quarter-long academic programs in Denmark, Austria, Germany, Finland, Greece, Italy, England and the American Southwest. Students who pursue these programs often connect them with an organized travel quarter as a substitute for one of their co-op quarters.

The curriculum is listed next. These courses must be taken during the indicated quarter. Exceptions for special situations must be approved by the faculty. Curriculum is subject to change.

First Year			
Lecture Courses	Cr. Per Qtr.		
	Aut.	Win.	Spr.
Freshman English (15ENGL101,2)	3	3	
Art and Society I,II,III (23SAID127,8,9)	3	3	3
Elective			3
Studio Courses			
Design Lab I (23SAID101)	6		
Design Lab II (23SAID102)		6	
Design Lab III (23SAID103)			6
Document Lab I, II, III (23SAID104,5,6)	3	3	3
Computer Skills I,II,III (23SAID191,2,3)	<u>3</u>	<u>3</u>	<u>3</u>
Total	18	18	18

Second Year			
Lecture Courses	Aut. Win. Spr./Sum.		
	History/Theory Precedent (23SAID227)	2	
Construction I,II (23SAID267,8)	2	3	
Environmental Technologies I,II (23SAID287,8)	2		3
History/Theory Classical (23SAID228)		3	
History/Theory Modern (23SAID229)			3
Place/Dwelling (23INTD217)		3	
Interior Design Materials and Construction (23INTD269)			3
Co-op for Interior Design (36PD223E)	1		
Interior Technology (23SAID237)	2		
Studio Courses			
Immersion Studio (23SAID201)	6		
Representation Skills (23SAID204)	3		
Design Studio (23INTD202,203)		6	6
Computer Skills IV (23SAID294)	—	<u>3</u>	—
Total	18	18	15

Third Year			
Lecture Courses	Aut./Win. Spr./Sum.		
	Intermediate Composition: Writing and the Disciplines (15ENGL289)	3	
History of Interior Design I,II (23INTD327,8)	3		3
Millwork (23INTD364)			3
Interior Design Fibers (23INTD366)	3		
Electives			6
Studio Courses			
Interior Design Studio III Hospitality (23INTD301)	6		
Elective Studio			6
Graphic Representation III (23INTD304)	<u>3</u>		—
Total	18		18

Fourth Year			
Lecture Courses	Aut./Win. Spr./Sum.		
	Furniture Design (23INTD414)	3	
Lighting (23INTD487)	3		
Interior Design Programming/Research (23INTD439)			3
Electives	3		9
Studio Courses			
Interior Design Studio IV: Retail (23INTD401)	6		
Elective Studio			6
Total	15		18

	Fifth Year	
<i>Lecture Courses</i>	Aut./Win.	Spr.
Professional Practice II (23INTD537)	3	
Electives	9	9
Interior Specifications (23INTD565)		3
 <i>Studio Courses</i>		
Interior Design Senior Project (23INTD501,2)#	<u>6</u>	<u>6</u>
Total	18	15
Total Credits Required for Graduation*		207

Summary of Elective Requirements:

Open Electives	39
Of the 39 electives, the following credits are required:	
Natural sciences	6
Social sciences	9
Humanities	9
Business	9
Fine art studio	3
Open elective	3

Courses in physical education, performance and ROTC are not accepted as elective credits toward degree requirements.

Interior Design Content Studio Elective

In spring and summer quarters, third- and fourth-year interior design majors may select from quarterly SAID elective studio offerings without regard to year level and may, with faculty approval, substitute up to two (2) design studios from another discipline of the appropriate level. Students are limited to one studio each year level and must receive approval from the program coordinator before enrolling.

* See College Minimum Standards on page 9.

** **Double D Policy:** If a student receives two D grades in consecutive design studios, the second studio in which a D is received must be repeated before the student can progress further in the studio sequence. This policy applies to students from the second through the fifth years. The repeated studio must be a studio in interior design.

Students must have completed all core curriculum course requirements through the fourth year before being allowed to enter Senior Project Studies (23INTD501).

School of Art

Mark Harris, PhD, Goldsmiths College, University of London, England, *Director and Professor Fine Arts*

6431 Aronoff Center for Design and Art

Phone: 513-556-2962

Fax: 513-556-2887

www.art.uc.edu

The School of Art offers undergraduate degrees in art history and fine arts under the guidance of their respective faculties, with an option for visual arts teacher licensure for those majors with an interest in public school teaching.

Visual arts teacher licensure may be elected in either degree program, the BA in art history or the BFA in fine arts. In both cases, the licensure option requires a fifth, post-baccalaureate year to complete. Special study requirements are described separately for art history and fine arts in the following sections of the *bulletin*.

As part of the College of Design, Architecture, Art, and Planning, the art history program and fine arts program are accredited by the National Association of Schools of Arts and Design (NASAD).

FACULTY

Flavia Bastos, PhD, Indiana U., *Director of Graduate Studies, Art Education; Associate Professor of Art Education*

Benjamin Britton, MA, MFA, San Francisco Art Institute, *Associate Professor of Fine Arts*

Denise Burge, MFA, Virginia Commonwealth U., *Associate Professor of Fine Arts*

Kimberly Burleigh, MFA, Indiana U., *Director of Graduate Studies for Fine Arts; Professor of Fine Arts*

Tarrence Corbin, MFA, U. of Cincinnati, *Associate Professor of Fine Arts*

Cindy Damschroder, MSArch, MArts, *Adjunct Associate Professor of Art History*

Linda Einfalt, MFA, San Jose State U., *Associate Professor of Fine Arts*

Wayne Enstice, MA, U. of New Mexico, Albuquerque, *Professor of Fine Arts*

Frank Herrmann, MFA, U. of Cincinnati, *Professor of Fine Arts*

Mikiko Hirayama, PhD, U. of Pittsburgh, MA, BA, International Christian U., Tokyo, Japan, *Associate Professor of Art History*

Donald W. Kelley, MFA, Claremont Graduate School, *Professor of Fine Arts*

Jodi Kushins, PhD (ABD), Ohio State U., MS in Art and Art Education, Pratt Institute, *Visiting Assistant Professor of Art Education*

Theresa Leininger, PhD, Yale U., *Associate Professor of Art History*

Matthew Lynch, MFA, Syracuse U., *Associate Professor of Fine Arts*

Transfer Agreements

Students are **guaranteed admission** into the bachelor of urban planning or the bachelor of urban studies program within certain enrollment limits, if they complete the associate degree in pre-urban professions at a community college that has a transfer agreement with the UC School of Planning. Students who have not earned the AA degree, who wish to transfer, must have a cumulative grade point average for all college-level work of 2.6.

Current Transfer Agreements with Guaranteed Admission

UC Clermont College
 UC Raymond Walters College
 Cincinnati State Technical and Community College
 Columbus State Community College
 Cuyahoga Community College
 Kentucky Community and Technical College System
 Sinclair Community College

Certificate Programs**CERTIFICATE IN ART HISTORY**

The School of Art offers this special program of studies in art history. The program is open to any student enrolled in good academic standing in a baccalaureate degree program at the University of Cincinnati. The certificate is awarded concurrently with a baccalaureate degree upon satisfactory completion of the following requirements:

- A. Completion of 42 credit hours of identified study, with a minimum earned 2.0 GPA in certificate course work:
- | | |
|---------------------------|----|
| History of Art I,II,III | 9 |
| Approaches to Art History | 3 |
| Seminar for Seniors | 3 |
| Art History Electives | 27 |
- B. No more than 20 credit hours of previous study in certificate-related course work will be allowed towards completion of the certificate at the time of admission.

Applicants should submit an application and tentative course schedule and secure the approval of their department or college. Application/approval forms are available from the School of Art office.

CERTIFICATE IN FINE ARTS

The School of Art offers this special program of studies in fine arts. The program is open to any student in good academic standing enrolled in a baccalaureate program at the University of Cincinnati. The certificate is awarded concurrently with a baccalaureate degree upon satisfactory completion of the following required 57 credit hours of identified study, with a minimum earned 2.00 GPA in certificate course work:

Foundation Studies:	Cr. Hrs.
Basic Drawing	12
Sculpture/Ceramics	4
Photography/Electronic Art	4
Painting/Printmaking	4
History of Art I,II,III or Art History Electives	9

Concentration:

2D Drawing, Painting, Printmaking	
3D Sculpture, Ceramics	
Media, Photography, Electronic Arts	<u>24</u>
Total	57

No more than 22 credit hours of previous study in certificate-related course work is allowed toward completion of the certificate at the time of admission.

Applicants submit an application and tentative course schedule and secure the approval of their department or college. Application/approval forms are available from the School of Art office.

CERTIFICATE IN GEOGRAPHIC INFORMATION SYSTEMS (GIS)

The College of Design, Architecture, Art, and Planning and the McMicken College of Arts and Sciences jointly offer a certificate program in geographic information systems (GIS), to help meet the needs of this rapidly growing industry. The program is open to both degree and nondegree candidates from any program in the university and may be awarded concurrently with a bachelor's or masters degree upon satisfactory completion of a 15-credit hour program of courses. It is designed to meet the needs of both novice and experienced GIS professionals and combines the theory and technology of GIS in its curriculum.

To obtain a GIS certificate, students must complete five required courses: two at an introductory level, two at an intermediate level, and one at the advanced level, with a minimum grade of C in each course. The certificate will be awarded upon application, payment and satisfactory completion of the required courses.

I. Introductory Level

Two introductory courses are required:

- 1) One out of the following courses:
 - i. 15 Geography 574: Introduction to Computer Cartography
 - ii. 15 Geography 576: Introduction to Remote Sensing
- 2) One out of the following courses:
 - i. 15 Geography 580: Introduction to GIS
 - ii. 23 Planning 580/780: Introduction to GIS

II. Intermediate Level

Two intermediate courses are required out of the following courses:

- i. 15 Geography 581: GIS Modeling and Environmental Applications
- ii. 15 Geography 582: GIS Urban-Economic Applications
- iii. 23 Planning 581/781: GIS Planning Applications

Prerequisite of these courses: Introduction to GIS

III. Advanced Level

One advanced course is required out of the following courses:

- i. 15 Geography 693: Advanced GIS
- ii. 23 Planning 583/783: GIS Project Management and Formulation

Prerequisite of these courses: any one of the intermediate level courses.

Further information and course descriptions are available at www.ucplanning.uc.edu.

CERTIFICATE IN HISTORIC PRESERVATION

The College of Design, Architecture, Art, and Planning and McMicken College of Arts and Sciences collaborate in offering this special program of studies in historic preservation. The program is open to degree candidates *in any program* in either college. The certificate is awarded concurrently with a bachelor's degree upon satisfactory completion of the following requirements:

- A. Completion of a minimum of 24 credits in required courses in historic preservation and closely related topics offered by various programs in the two sponsoring colleges. This includes completion of an approved internship. (Students enrolled in the professional practice program will coordinate internship with one professional practice quarter.)
- B. Completion of a minimum of 13 credits in additional courses chosen from a list of electives.
- C. In addition, candidates for the bachelor of science in architecture and bachelor of science in interior design degree must take at least one appropriate studio in historic preservation. Candidates for the bachelor of urban planning degree must select a senior problem topic dealing with some planning aspect of historic preservation.

Specific course requirements and additional details about the program are available in the college office or from historic preservation advisers in the School of Architecture and Interior Design or in the School of Planning.

CERTIFICATE IN PLANNING

For undergraduate students not matriculated in the urban planning program of the School of Planning, a special 27-quarter credit hour certificate program is available. A proficiency in basic statistics is required at the time of admission or shortly thereafter. Each student enrolled in the certificate program will be assigned a faculty adviser in the School of Planning, to provide guidance in course selection and monitor progress.

Planning is a generic activity practiced by all individuals and organizations seeking to guide their transition into the future in an orderly and systematic manner. Planning is a particular way of thinking – essential in business, industry, public service and the arts. As a problem-solving activity, effective planning results from development of specific skills and is grounded in specific theory. The certificate program in planning provides intensive exposure to these skills and theories.

This program is, in effect, a formalized academic minor. Students enrolled as a major in any undergraduate program may enroll simultaneously in this program. In most undergraduate curricula, sufficient elective time is available to complete the certificate program before graduation. The certificate in planning is awarded upon satisfactory completion of the required 27 undergraduate credit hours, either at the time of graduation or afterward. (A student must be admitted to the program while enrolled as an undergraduate student.)

<i>Courses</i>	Qtr. Cr.
Intro to Urban Planning (23PLAN151)	3
Organization Theory (23PLAN375)	3
Theory of Planning (23PLAN563)	3
Mediation Skills (23PLAN592)	3
Any Environmental Planning Course (23PLAN603, 606, 609)	3
Housing Systems (23PLAN630)	3
Urban Course Elective (any PLAN urban course)	3
Planning Electives (any PLAN course)	6

Students interested in this certificate program should contact the undergraduate coordinator at 513-556-4943.

CHANGES TO CURRICULA

Curricula are subject to change without notice. Class schedules, issued at registration, constitute official curricula.

Specific course descriptions for programs described in this Bulletin as well as pre-requisite and corequisites are found in the separately published University of Cincinnati bulletin, Course Descriptions.

Graduate Programs

The college offers graduate work representing the requirements for several advanced degrees awarded by the Division of Research and Advanced Studies. They are listed below with the contact person for information:

Master of Design

Mike Zender, BSDes, MFA
Field Service Associate Professor of Design, School of Design
College of DAAP
Cincinnati, OH 45221-0016
Phone: 513-556-1072
Fax: 513-556-0240

Craig Vogel, BA, MID
Professor of Design, Director of the Center for Design
Research and Innovation
College of DAAP
Cincinnati, OH, 45221-0016
Phone: 513-556-6828
Fax: 513-556-0240

Master of Architecture

Patricia Kucker, MArch, U. of Pennsylvania
Associate Director of Graduate Programs
College of DAAP
Cincinnati, OH 45221-0016
Phone: 513-556-6426
Fax: 513-556-0240

Master of Science in Architecture

David Saile, Dip. Arch, MArch, PhD
Program Coordinator
College of DAAP
Cincinnati, OH 45221-0016
Phone: 513-556-6426
Fax: 513-556-0240

Master of Arts in Art Education

Master of Arts in Art History

Master of Fine Arts

Mark Harris, PhD
Director, School of Art
College of DAAP
Cincinnati, OH 45221-0016
Phone: 513-556-2962
Fax: 513-556-2887

Master of Community Planning

Doctor of Philosophy (PhD) in Regional Development Planning

David J. Edelman, AICP, MRP, PhD
Director, School of Planning
College of DAAP
Cincinnati, OH 45221-0016
Phone: 513-556-4943
Fax: 513-556-1274
Web: ucplanning.uc.edu



GENERAL UNIVERSITY INFORMATION

THE UNIVERSITY OF CINCINNATI IN BRIEF

The University of Cincinnati traces its origins to 1819, the year of the founding of the Cincinnati College and the Medical College of Ohio. In 1870, the city of Cincinnati established the University of Cincinnati, which later absorbed the earlier institutions. UC became a state university in 1977.

The University of Cincinnati has established a continuing reputation for excellence in graduate and undergraduate education, cultural services and basic and applied research. Since its 1819 founding, UC has been the source of many contributions to society, including the oral polio vaccine, the first program of cooperative education, the first electronic organ, the first safe anti-knock gasoline and the first antihistamine. In recent years, UC has gained international attention for studies on the vibration analysis of structures, the chemistry of surfaces and laser brain surgery.

Located on five campuses, the University of Cincinnati today serves more than 37,000 students through 17 colleges and divisions offering hundreds of degree programs from the associate to the doctoral level.

UC boasts the first – and still one of the nation’s largest – cooperative education or “professional practice” program. Established at UC in 1906, co-op allows students to alternate academic quarters of classroom instruction with salaried, on-the-job experience. Today, almost 4,000 UC co-op students work in 34 states and nine foreign countries for 1,500 employers.

The University of Cincinnati is a stimulating environment that has produced some exceptional people. Among past or present faculty and alumni are: President and later Chief Justice William Howard Taft; prima ballerina and ballet director Suzanne Farrell; Nobel Peace Prize recipient Charles G. Dawes; Albert Sabin, developer of the oral polio vaccine; Doris Twitchell Allen, founder of Children’s International Summer Village; Cleveland

Abbe, whose work at UC led to the National Weather Service; opera stars Kathleen Battle, Barbara Daniels and Mark Oswald; authors Thomas Berger (*Little Big Man, Neighbors*) and Jonathan Valin (*The Lime Pit, Final Notice*); Eula Bingham, environmental scientist and head of OSHA; Marylin Gaston, assistant surgeon general; sports greats Sandy Koufax, Oscar Robertson, Jack Twyman and Tony Trabert; architect Michael Graves; artist Tom Wesselman; Tony Award winner Faith Prince; actor David Canary; and Broadway stars Lee Roy Reams and Michelle Pawk.

UC is accredited by the North Central Association of Colleges and Schools. It is a member of the National Commission on Accrediting and is recognized by the Ohio State Department of Education.

Colleges and Academic Units

- College of Allied Health Sciences
- College of Applied Science
- McMicken College of Arts and Sciences
- College of Business
- Clermont College
- College-Conservatory of Music
- College of Design, Architecture, Art and Planning
- College of Education, Criminal Justice and Human Services
- College of Engineering
- The Graduate School
- College of Law
- College of Medicine
- College of Nursing
- College of Pharmacy
- Division of Professional Practice
- Raymond Walters College
- School of Social Work

Board of Trustees and Administrative Officers

Board of Trustees

Listed below are the names of present members of the Board of Trustees of the university, with the date of expiration of each trustee’s term.

Phillip R. Cox, 2008
Anant R. Bhati, 2009
Jeffrey L. Wyler, 2010
H.C. Buck Niehoff, 2011
Sandra W. Heimann, 2012
Gary Heiman, 2013
Margaret E. Buchanan, 2014
C. Francis Barrett, 2015
Thomas H. Humes, 2016

Officers of the Board of Trustees

Phillip R. Cox, Chairperson
Jeffrey L. Wyler, Vice Chairperson
Anant R. Bhati, Secretary

Administrative Officers

Nancy L. Zimpher, PhD, *President*
Joseph A. Steger, PhD, LHD, EdD, *President Emeritus*
Henry R. Winkler, PhD, LittD, LHD, LLD, *President Emeritus*
Jane E. Henney, MD, *Senior Vice President and Provost for Health Affairs*
James D. Plummer, MA, *Vice President for Finance*
Anthony J. Perzigian, PhD, *Senior Vice President and Provost for Baccalaureate and Graduate Education*
Monica Rimai, JD, *Senior Vice President for Administration and Finance*
Michael W. Carroll, President, *UC Foundation*
Sandra Degen, PhD, *Vice President for Research*
Mitchel D. Livingston, PhD, *Vice President for Student Affairs and Services*
Frederick H. Siff, PhD, *Vice President for Information Technology and Chief Information Officer*
Michael J. Thomas, MS, *Director of Athletics*
Gregory J. Vehr, BA, *Vice President for Governmental Relations and University Communications*
Mitchell D. McCrate, JD, *Interim General Counsel*

University Mission

The University of Cincinnati is a public comprehensive system of learning and research. The excellent faculty have distinguished themselves worldwide for their creative pedagogy and research, especially in problem solving and the application of their discoveries.

The university system is designed to serve a diverse student body with a broad range of interests and goals. It is a place of opportunity.

In support of this mission, the University of Cincinnati strives to provide the highest quality learning environment, world-renowned scholarship, innovation and community service and to serve as a place where freedom of intellectual interchange flourishes.

ADMISSION

The University of Cincinnati offers admission opportunities in a wide range of academic, professional and career education programs. The university requires that students who graduated from high school in 1986 and thereafter who wish to earn a baccalaureate degree present the following high school units. Additional science and/or math units are required by some programs.

4 units of college-preparatory English
3 units of college-preparatory mathematics
2 units of science
2 units of social science
2 units of a single foreign language
1 unit of fine arts
2 additional units of any of the above

Students who have been admitted with deficiencies in the above requirements will be notified of that fact in acceptance materials sent to them by the Office of Admissions.

Further information regarding admission may be found in the front of this *Bulletin* and the separately published viewbook.

TRANSFER

The Ohio Board of Regents, following the directive of the Ohio General Assembly, developed a statewide policy to facilitate students' ability to transfer credits from one Ohio public college or university to another in order to avoid duplication of course requirements. To learn more about the Ohio Board of Regents Articulation & Transfer Policy, visit www.regents.ohio.gov/transfer/.

Transfer and Lifelong Learning Center

The Transfer and Lifelong Learning Center (TLLC) serves students with diverse educational backgrounds and goals, including:

- degree-seeking students transferring directly from other colleges and universities to complete bachelor's degrees
- professionals enrolling in certificate programs or individual classes to enhance their skills, earn credentials, or maintain licensure in their field
- returning students who postponed college or took a break
- intellectually curious people of all ages, taking college courses for personal growth

Academic advisors in the TLLC are available to help: 513-556-2247 or transfer@uc.edu.

Acceptance of Transfer Credit

Here are some general points to understand about transfer credit:

- In order for transfer credit to be awarded, institutions you have attended must be accredited by one of six national accrediting agencies:
 - Middle States Association of Colleges and Schools
 - North Central Association of Colleges and Schools
 - New England Association of Schools and Colleges
 - Northwest Association of Schools and Colleges
 - Southern Association of Colleges and Schools/Commission on Colleges
 - Western Association of Schools and Colleges
- You can check your school's accreditation online at www.chea.org.
- General education requirements such as math, English, history and so on will usually transfer to a direct equivalent UC course.
- In most cases, a grade of C- or better is required for UC credit to be granted. (Exception: In compliance with Ohio Board of Regents requirements, for courses taken prior to fall 2005, students who have earned an associate of arts (AA) or an associate of science (AS) degree, with a cumulative GPA of 2.00 or higher, will receive credit for transfer courses with a D grade. For courses taken in fall 2005 or later, students will receive credit for all D grades earned.)
- Your GPA from other institutions does not transfer to UC. Your UC GPA is based only on course work completed at UC.
- If you have already earned a great many credits at another institution, you still have to meet UC's residency requirements, which usually means at least two years of course work. To receive a bachelor's degree from UC, around 65 credits must be earned here.
- UC operates on a quarter academic calendar. One semester credit equals 1.5 quarter credits. For example, 10 semester credits transfer as 15 quarter credits.

Responsibilities of Students

In order to transfer with maximum applicability of transfer credit, prospective transfer students must plan a course of study to meet the requirements (both academic and non-academic) of the institution they wish to transfer into. Planning for transfer should begin as early as possible. Delays in developing and following an appropriate plan or changing one's plan (e.g. changing majors) may reduce the applicability of transfer

credit to the degree program ultimately selected. To view the complete list of student responsibilities, visit the transfer Web pages at: www.admissions.uc.edu/transfer. An abbreviated list is provided below.

You can monitor the progress of your course review and print a copy of your Credit Evaluation Report (CER) by visiting the following Web site: www.admissions.uc.edu/cer.

The University of Cincinnati accepts credit for examinations such as Advanced Placement (AP), College-Level Examination Program (CLEP) and International Baccalaureate (IB) when minimum scores, established by UC, are earned for each exam.

The University of Cincinnati accepts military credit based on a course by course evaluation.

If you think your transfer credit evaluation is wrong, contact the Office of Admissions and explain your concern. Occasionally, courses may be evaluated incorrectly due to a lack of information about the course, or because the course content has changed. We may require a copy of the current course description and/or syllabus for re-evaluation.

The prospective transfer student should:

- Seek out program/degree and transfer information and an adviser
- Be aware that a change in major will most likely reduce the number of credits that can be applied to the new major
- Understand the policies and procedures of the transfer institution, including application fees, transfer admission, course transfer, financial aid, scholarship, housing and related deadlines.

Appeals Process

The appeals policy, in compliance with Ohio Board of Regents (OBR) Articulation & Transfer Policy, provides transfer students the ability to appeal, at multiple levels within the university, when disagreement occurs regarding the application of transfer credit toward degree requirements. To view the written policy and appeals form, visit the transfer Web pages at: www.admissions.uc.edu/transfer.

FRESH START POLICY

The purpose of the Fresh Start policy is to permit a student who performed poorly upon initial enrollment at UC to have an opportunity for a fresh cumulative grade point average.

This policy applies to UC undergraduate students who, after completing no more than four quarters, had a cumulative GPA of less than 2.0, and then were readmitted to the university

after an absence of at least three years. These students may petition the deans of their college to have their former courses treated in accordance with the college's advanced standing policy. Upon the approval of a Fresh Start, the student's cumulative grade point average is initiated from the date of reentry. The credit granted for prior work is subject to the age of credit limits and degree requirements established by the student's college at the time of readmission.

A request for a Fresh Start must be submitted within one year of readmission and applies only to courses taken at UC before readmission. Fresh Start will not be reviewed or approved prior to completion of one quarter. An academic Fresh Start is not automatic and it is not guaranteed. Academic units may impose additional criteria, such as requiring a plan of study. The Fresh Start option may be effected only once during a student's academic career.

NOTE: Approval of a Fresh Start will be recorded on the transcript. However, students should be aware that the previous academic record will appear on the transcript and that most graduate and professional schools, as well as potential employers, may average all academic records together.

Applications for a Fresh Start may be obtained from the office of the student's degree-granting unit and will be considered in accordance with procedures and any additional guidelines of that unit. Degree-granting units may not grant a Fresh Start to any student who fails to satisfy the above criteria. If a request for a Fresh Start is denied by the student's college, the student may file an appeal with the University Grading Appeals Panel through the Office of the Registrar. If a request for a Fresh Start is supported by the college but the student fails to meet one or more of the minimum criteria, the college may refer the application to the advisory committee.

UNIVERSITY HONORS SCHOLARS PROGRAM

Designed to emphasize experiential learning, the honors scholars program engages the top 10 percent of University of Cincinnati students in curricular and co-curricular opportunities within the program's four themes:

- leadership
- community engagement
- global studies
- research and creative arts

While following any academic program at the university, students can focus their honors course work and experiential learning projects in one theme or broadly explore all areas. Students can fulfill honors requirements through experiential learning programs with reflective components, such as:

- international study
- research
- creative/arts projects or performances
- internships, clinicals or cooperative education
- service learning or long-term community service
- leadership positions and programs

The first-year experience includes a leadership retreat (prior to the beginning of classes), English composition classes with an emphasis on civic engagement and Honors 101. In Honors 101, students create a personal development plan that will guide their academic and personal growth within the honors program and throughout their college career. Throughout the honors program, students document their learning experiences in an e-portfolio to be shared with peers, faculty, the campus community and potential employers.

All first-time freshmen admitted to a baccalaureate college at the university are automatically considered for admission to the honors scholars program; they do not need to submit a separate application. Current UC or transfer students who are interested in participating should complete the honors scholars application.

Students admitted to honors as freshmen typically have:

- a high school rank in the top 10 percent
- an unweighted high school GPA of 3.8
- an ACT score of 31 or higher
- an SAT score 1360 or higher (combined verbal and math)

When a student completes the requirements of the honors program, the designation *Honors Scholar* is placed on the student's final transcript and diploma.

For information: 513-556-6254; honors@uc.edu; www.uc.edu/honors.

FEES AND FINANCIAL ASSISTANCE

Fees

Fees are assessed on the basis of a student's college and program, the level of the classes (graduate or undergraduate), the student's residence classification and the number of enrolled credit hours. Students registering for fewer than 12 quarter credit hours (10 quarter credit hours for graduate students) will be assessed student fees on a credit-hour basis; those who enroll for 12 quarter credit hours or more (10 hours for graduate students) will be assessed full-time instructional fee. All students will be assessed the general fee, the information technology and instructional equipment (ITIE) fee, and the nonresident surcharge, as applicable. Full-time fees normally cover up to 18

credit hours per quarter, except where the college curriculum specifies an academic load in excess of 18 hours, exclusive of military or air science credit hours. Fees for hours over 18 will be assessed at the part-time credit-hour rate.

Fees are payable at the beginning of each academic quarter. They are published online at www.onestop.uc.edu and are also available from the Office of Admissions, One Stop Student Services and the individual college offices.

Financial Aid

Students who attend the University of Cincinnati are encouraged to apply for financial aid. The Student Financial Aid Office is committed to making education as affordable as possible. Every effort will be made to identify university, federal and state resources to assist both undergraduate and graduate students in fulfilling their educational goals.

The Free Application for Federal Student Aid (FAFSA), available from any high school or UC's One Stop Student Services, is used annually to apply for all work-study, loan and undergraduate grant programs. The Web-based FAFSA, as well as a status check once you apply, is available at www.financialaid.uc.edu. Complete the FAFSA as soon after January 1 as possible. Because some aid programs are awarded on a first-come, first-served basis, an early application receives priority consideration for limited funding sources.

Freshmen with exemplary high school academic records may be eligible to compete in the Cincinnati Scholarship Competition. Information about the competition is available from the Office of Admissions. Students (new, returning and graduate) should review the information in this Bulletin concerning college scholarship programs. Scholarships are also available from the State of Ohio, high schools, churches and civic groups.

Specific information about financial aid programs, a scholarship search and the aid process is available online at www.financialaid.uc.edu. If you need more information, contact:

Student Financial Aid Office
University of Cincinnati
PO Box 210125
Cincinnati, OH 45221-0125

Phone: 513-556-1000 (One Stop Student Services)
Fax: 513-556-9171
E-mail: financeaid@uc.edu
Web site: www.financialaid.uc.edu

ORIENTATION

All students enrolling for the first time are required to attend a New Student Orientation, which allows students to take required placement tests, receive academic advising and register for their first quarter classes. Orientation also provides important information about university resources and opportunities. New students are also required to attend New Student Convocation and College Day activities that are a part of a comprehensive Welcome Week, which begins the week before fall quarter. Details about these programs will be mailed at the appropriate time.

REGISTRATION

To attend classes and receive course credit, students must officially register for classes and must pay all associated tuition and fee charges. Students should register online through the One Stop Student Service Web site at www.onestop.uc.edu. Registration dates and tuition payment deadlines are listed on the Registrar's Office Web site at www.uc.edu/registrar.

Early Registration

Early registration by appointment for continuing students opens in April for the fall quarter, October for the winter quarter and February for the spring quarter. Generate a degree audit and contact your adviser *prior* to early registration.

Enter the One Stop Student Service Web site at www.onestop.uc.edu.

- To obtain your appointment time each quarter, click the designated link under "Announcements and Reminders" and follow the instructions.
- Click "review registration information" for important registration policies and procedures.
- Click "view class offerings" to open the online Schedule of Classes search application. Select the appropriate quarter, enter your preferred class criteria and click "Search." The online Schedule of Classes enables you to search by college and discipline, meeting days and times and by mode of instruction. Search results include class locations and class availability, and will provide links to online course descriptions.
- Once you have recorded a list of potential classes, return to the One Stop Student Service main page. Click "register for classes." Log in to the registration system. Enter your selections.

Open Web Registration

Following early registration, Web registration is open to all students through the One Stop Web site at www.onestop.uc.edu. Class requests are processed while the student is online, and schedules are available online immediately following Web transactions. Students can view their schedule and bill on the One Stop Web site at any time from 6 a.m. until midnight.

In-Person Registration

This is the walk-through phase of registration that begins concurrently with open registration. Registration after calendar day seven of the quarter is possible only with college and instructor permission. Late registration fees are assessed beginning with the first day of the quarter. New students and continuing students who need to register or adjust their schedules should obtain registration forms from their college offices, seek advising on class selection and present their class requests in person in one of the registration offices. The class requests are processed by registration staff members or university service associates, and students know immediately their schedules and fees. Students registering or adjusting their schedules (add/drops) during in-person registration may obtain a schedule/bill as they leave the registration offices.

GENERAL EDUCATION

Integrated Core Learning (ICL)

The phrase “Integrated Core Learning” describes the University of Cincinnati’s signature approach to undergraduate education. ICL was developed as the thoughtful integration of all aspects of the undergraduate experience, including the General Education core, major course work, experiential learning, co-curricular activities, and faculty-guided reflection. ICL underscores the University of Cincinnati’s strengths and places them within a holistic framework for student learning from the first undergraduate year through graduation. ICL envisions the purposeful weaving of high-impact practices and experiences with high-quality, rigorous instruction.

ICL is built around three touch-points in the undergraduate experience to provide all students with key opportunities to develop, review, and act upon a learning plan for degree completion. It begins with a significant first-year experience as its cornerstone and continues with opportunities for self-reflection and on-going support through mid-collegiate coursework and experiences. Culminating with a senior-year experience, ICL will provide students with the necessary tools to transition to a profession or graduate program and continue to assume ownership for life-long learning, civic engagement, and social responsibility.

ICL relies heavily on experiential education as a way of demonstrating the linkages between the curriculum and inquiry, practice, creativity and social responsibility. Broadly defined, this approach seeks theory-practice integration, contextual complexity, and community engagement to foster learning that is self-directed, integrative, and transformational. From professional development, field projects, and study abroad to service learning and student research, experiential learning permeates every program on campus.

UNDERGRADUATE GRADING SYSTEM

At the end of each academic quarter, the Office of the University Registrar posts an official grade report for each student to the One Stop Student Services Web site. UC uses the following grading system for undergraduate courses:

Grading and Point System

Grade	Description	Grade Points
A	Excellent	4.0000
A-		3.6667
B+		3.3333
B	Good	3.0000
B-		2.6667
C+		2.3333
C	Satisfactory	2.0000
C-		1.6667
D+		1.3333
D	Poor	1.0000
D-		0.6667
F	Fail	0.0000
P	Pass	N/A
U	Unsatisfactory	N/A
T	Audit	N/A
I	Incomplete ¹	0.0000*
I/F	Failure ²	0.0000
W	Withdrawal (Official)	N/A
WX	Withdrawal (Official) – no participation ³	N/A
UW	Unofficial Withdrawal	0.00
X	Unofficial Withdrawal – no participation ⁴	0.00
SP	In Progress – Satisfactory ⁵	N/A
UP	In Progress – Unsatisfactory ⁵	N/A
NP	Not Proficient ⁶	N/A
NG	No Grade Reported (see instructor)	N/A

¹The *I* grade does not carry quality points (i.e., none) during the quarter immediately following the quarter in which the *I* was assigned. Thereafter, the *I* grade carries zero (0.0000) quality points and is calculated into the cumulative grade point average like the *F* grade.

²If the *I* grade remains on the student's record at the end of one (1) year following the end of the quarter, the *I* will change to *I/F* (Failure).

³The *WX* grade is displayed as a *W* grade on all grade reports and transcripts.

⁴Instructors will record an *X* for students who never attended classes and did not submit any assigned work. The *X* will appear on the transcript and will carry zero (0.00) quality points. It is calculated into the GPA like the *F* grade.

⁵Courses approved by college committees for extended grading periods are labeled *SP* or *UP*. If the *SP* or *UP* grade for a class remains on a student's record at the end of one year following the end of the quarter, that grade will change to *I/F* (Failure).

⁶The *NP* grade is used only for 103-level and below English courses that both require a level of proficiency to move through the sequence and are approved by the appropriate college committees.

Explanation of Grades

The *P* (Pass) grade is used to indicate passing work in classes graded under the pass/fail system, as well as for non-credit classes.

The *U* (Unsatisfactory) grade is used to indicate failure in noncredit courses. The *F* grade is the appropriate grade to indicate unsatisfactory work in classes graded under the pass/fail system.

The *I* grade is assigned when a class grade has not been finalized and the instructor has contracted with the student for later completion of class requirements. The *I* grade cannot be removed by repeating the class. The *I* grade will carry no quality points for one quarter after it is incurred. Following that period, the *I* grade will carry "0.0000" quality points. An *I* grade automatically will be changed to *I/F* on the permanent record after one year if no other change of grade is submitted.

The *SP* and *UP* grades are temporarily assigned only in courses approved by designated college committees for work to be completed later. These *SP* and *UP* grades automatically will be changed to *I/F* on the permanent record after one year if no other change of grade is submitted.

The *UW* and *X* grades denote unofficial withdrawals. The *UW* grade indicates that the student discontinued class attendance but neglected to withdraw officially from the class by means of either online withdrawal or submission of the paper withdrawal form. Either the faculty member or the Office of the University Registrar may assign this grade. The *X* grade indicates that the student never attended or participated in the class. Both grades carry "0.0000" quality points and are calculated into the grade point average like the *F* grade.

The *W* grade denotes an official withdrawal from the class. Students may "drop" one or more classes through the 15th calendar day of the quarter. Dropped classes are not recorded on the student's permanent academic record. Beginning with the

16th calendar day of the quarter, students can no longer "drop" a class but must officially *withdraw* from that class. Withdrawn classes are recorded on the student's permanent academic record with the *W* grade. Each instructor should include in the class syllabus the his or her policy for withdrawing from that class. A student seeking to withdraw from the class must follow the instructions included on the syllabus. Students may then withdraw from the class either through the registration system housed on the One Stop Student Services Web site at www.onestop.uc.edu/ or by obtaining the instructor's signature on a completed drop/add form and submitting that form to the One Stop Student Service Center (University Pavilion, 2nd floor). For all colleges, the last day to withdraw from a class is the 58th calendar day of the quarter. Students also have the option to request a complete withdrawal, which is a withdrawal from all classes for which the student is enrolled that quarter. A complete withdrawal must be initiated by the student in writing through the college office.

Note: Dropping or withdrawing from classes should not be done lightly. Financial aid funds are intended to assist students in completing course work. Federal aid recipients therefore are subject to refund and repayment obligations that may differ from university withdrawal policies. In addition, a student's receipt of aid is contingent upon proof that the student participated in course work. Upon the student's withdrawal from a class, the class instructor will submit participation information for review by the Office of Financial Aid. Failure to attend/participate in classes can limit the student's aid eligibility. For additional information, consult the Office of Financial Aid Web site at www.financialaid.uc.edu/aid_recalculation.html

The pass/fail option should be indicated at the time of registration. The student cannot change this option after the 7th calendar day of the quarter. If the student fails a pass/fail class, the *F* grade will be recorded, impacting the cumulative grade point average.

The *T* grade (audit) is assigned when a student has registered as an auditor rather than for credit. The faculty member and the student should agree on the conditions of the audit, as the *T* grade may not be awarded automatically.

Grades and transcripts will not be released to a student with a financial obligation to the university.

Computing a Grade Point Average

Each student's UC grade point average (GPA) is determined by dividing the total number of quality points earned by the total number of UC credit hours carried. Classes for which the grades of *W*, *P*, *T*, *SP*, *UP*, *NP*, and *NG* have been earned should be excluded from the calculations. Advanced standing credit is not included in the calculation of the UC cumulative quality point average.

Example: A student completes four courses during the quarter. Each course is allotted three credit hours. The student receives grades of A, B, and C. The student's GPA is calculated as follows:

Step 1. Substitute grades with their assigned values (quality points).

A=4 B=3 C=2

Step 2. Multiply the assigned value of each grade by the credit hours allotted each course, and total them.

A = 4 x 3 = 12

B = 3 x 3 = 9

B = 3 x 3 = 9

C = 2 x 3 = 6

Total = 36

Step 3. Divide the sum by the number of hours enrolled. $36 \div 12 = 3.0$ GPA

Deadline for Changing Grades

For the first year following the completion of a class, the class instructor alone has the responsibility to change grades reported for that class, even if that year extends beyond the student's certification for graduation. After one year, and for three additional years or until graduation (whichever comes first), the instructor may change undergraduates grades only with college approval. Any grade changes requested after this period requires the approval of a seven-member panel convened by the University Registrar.

Grade Replacement Policy

UC policy requires a student repeating a course to re-register for the course and pay tuition. Instructors may not allow a student to repeat a course without re-registering and later submitting a form to change a grade of I or other grade previously reported. Unless a student completes and submits a grade replacement application to the appropriate college office within the first 58 days of the quarter, the grades awarded for both the original class *and* the repeated class will be calculated into the UC cumulative grade point average.

Undergraduate students may re-enroll in up to five courses (no more than 15 total credit hours) for a recalculated GPA using the most recent registration. The original grade(s) will remain on the student's permanent record with a symbol indicating repeated enrollment.

STUDENT GRIEVANCE POLICY AND PROCEDURES

Philosophy

All members of the University community are expected to interact with civility and respect, recognizing at the same time the unique tradition of the University to provoke thought, stimulate discussion, and examine dissent. The University encourages the resolution of complaints in a fair and collegial manner. This document establishes a policy and process for undergraduate students to request review and resolution of certain complaints.

Complaints may be resolved informally between the individuals or with the aid of their department head, college office, or the University Ombuds. However, the student may proceed through the Formal Resolution stage.

Applicability

This document supersedes all former individual college grievance procedures. It is to be used by any UC student except those who are admitted to and enrolled in a graduate degree, MD, or JD program.

These procedures are applicable when:

1. a student believes that he/she has been subjected to an academic evaluation which is capricious or biased.
2. a student believes he/she has been subjected to other improper treatment.

Exceptions

Allegations described below will be handled as outlined.

1. Complaints alleging violation of privacy. Allegations of a violation of privacy as set forth under the Family Educational Rights and Privacy Act (FERPA) will be handled by the University Registrar in accordance with current practice.
2. Complaints regarding incompetency of instruction. Allegations of incompetent instruction will be handled according to the agreement between UC and the AAUP.
3. Complaints alleging discriminatory treatment. Allegations of discriminatory treatment based on age, race, sex, sex orientation, disability, national origin, or religion will be handled according to the UC Discrimination procedure administered by the Office of Equal Opportunity. If the complaint involves a faculty member, it will be handled according to the agreement between UC and the AAUP. Copies of the process for complaints alleging discriminatory treatment involving a faculty member may be obtained at the Ombuds Office, the Office of the Vice President for Student Affairs and Services, and the Office of Equal Opportunity.

General Guidelines

To use these procedures, a student may initiate an informal complaint in the University Ombuds Office (607 Swift Hall) or the College Office in which the course is offered no later than the end of the quarter following the quarter in which the activity that gave rise to the complaint occurred. A student registered for cooperative education through the Division of Professional Practice will receive an extension of one quarter upon his/her request. All complaints shall be heard without unnecessary delay.

Complaints regarding a course will be in the jurisdiction of the college offering the course. If the course is offered in a different college than the student's home college or school, the complainant's college representative will sit as an ad hoc member of the College Grievance Review Committee (CGRC) (see Step 3).

Two or more students with the same complaint may join in a group action. A single statement of complaint shall be submitted and processed in the manner described herein for individuals, but all those joining in such a group action must sign the statement. The University Ombuds shall determine whether, in fact, all of the students have the same complaint. If it is found that they do not, they will be divided into two or more subgroups. One individual may represent the entire group but all complainants may be required to meet with the University Ombuds or the CGRC.

Procedures

Step 1 – Informal Resolution. The parties involved must first attempt to resolve the complaint informally.

- A. First the student must talk with the faculty member about his/her complaint. A faculty member must be willing to meet with a student for discussion.
- B. If the complaint is not resolved, the student must talk with the faculty member's department or unit head or a college representative designated by the Dean, who will attempt to resolve the complaint.
- C. If the complaint is not satisfactorily resolved through A and/or B, a student may proceed to Step 2, Mediation, or Step 3, Formal Resolution, no later than the end of the following quarter.

Step 2 – Mediation. Mediation shall be requested of and conducted by the Office of the University Ombuds. The University Ombuds (UO) shall consult with the College and shall meet with the individuals separately and/or together to attempt to reach a solution (written) which is agreeable to and signed by all parties to the dispute. All individuals directly involved shall receive a copy of the signed resolution. No written records, other than the final resolution, shall be retained by the UO. Original documents shall be returned to their source or to another site as agreed in the signed resolution. All other notes shall be destroyed. If the complaint is not resolved through mediation, the UO shall immediately notify the Chair of the CGRC in the college in which the dispute originated and inform all affected parties in writing.

Step 3 – Formal Resolution. Following the receipt of the notification that the complaint was not resolved informally through Mediation (Step 2), the student(s) may file a grievance with the Chair of the CGRC. The Chair, who is appointed by the College Dean, shall schedule a grievance review meeting. The CGRC shall be composed of two faculty selected from a pool of four elected from the faculty of the college, two students from a pool of four selected by the College Tribunal or student government, and the Chair.

Any party to the complaint may challenge the participation of any committee member on the grounds of conflict of interest. Challenges must be submitted in writing to the Chair of CGRC within two (2) days after the parties have been notified of the CGRC composition. If the Chair is challenged, the appointing Dean shall determine the validity of the challenge and either replace or retain the Chair. The challenge must specify reasons that would prevent the individual from being unbiased with respect to the grievance. Any faculty member directly involved in the grievance shall not participate as a member of a CGRC.

A student may withdraw a grievance from further consideration at any time by submitting a written statement to the Chair of the CGRC. No reason needs to be given for withdrawal of the grievance. The Chair of the CGRC will notify all individuals involved in writing that the grievance has been withdrawn and that the grievance process is terminated.

Committee Procedures

1. The CGRC shall hold a grievance review meeting at which all parties shall have the opportunity to present to the CGRC any written and/or oral information relevant to the complaint.
2. The CGRC may also request information (within FERPA regulations) from other sources.
3. Copies of written material provided to the Committee shall be made available, upon written request, to persons directly involved in the formal resolution of the grievance.
4. Signed written statements may, when necessary, be submitted by individuals and witnesses if unable to attend.
5. The student and faculty member may elect to have an advisor present who may counsel but not actively participate as a spokesperson or vocal advocate.
6. Either party may request testimony from witnesses. However, the physical presence of witnesses shall be restricted to those invited by the Committee (except as noted above in #5).
7. If the student or faculty member chooses not to attend the meeting, his/her written statements shall be reviewed in their absence.
8. The meetings shall be tape recorded and the tape shall be maintained in accordance with University records policy.

Following the grievance review meeting, the CGRC shall issue a report to the College Dean. The CGRC's report shall contain:

1. relevant information including, but not limited to, documentation of written and oral information presented to the CGRC;
2. relevant University rules and policies;
3. decisions and the reasons therefore.

The College Dean shall notify both parties in writing of the CGRC's decision. Either party may appeal the decision of the CGRC in writing to the College Dean within ten (10) days following notification. Grounds for appeal shall be limited to procedural error or new information not available at the time of the hearing. The College Dean shall have the authority to accept and implement or modify the decisions of the CGRC. If the grievance alleges capricious or biased academic evaluation and the CGRC finds in favor of the grievant, the College Dean may exercise his/her authority to alter the grade. Decisions of the College Dean shall be final.

[Written June 1, 1992]

Please note: There are separate University Grievance Procedures for graduate students and employees. Graduate Student Grievance Procedures are available from the Graduate School. Employee Grievance Procedures are available in union contracts or in the Human Resources Policies & Procedures Manual.

THE UNIVERSITY'S LIBRARIES

University of Cincinnati libraries are nationally ranked, offering access to an outstanding research library collection of over 3.4 million volumes, more than 69,000 serial subscriptions and a wide range of services to help students with their research needs. Libraries at UC include the Walter C. Langsam Library, the archives and rare books library, nine college and departmental libraries, the law library and libraries at Clermont College and Raymond Walters College. The libraries' Web site, at www.libraries.uc.edu, provides access to the university's own resources and serves as a local gateway to OhioLINK, a statewide library consortium that includes a central library catalog of over 46 million items from 90 other library collections across Ohio, as well as thousands of journals, almost 100 databases, and numerous digitized books, images and newspapers.

GRADUATION WITH HONORS

Students who are candidates for a degree and who have met the college's residency requirement may be recognized by award of the following honors based on their university Grade Point Average (GPA).

<i>Cum Laude</i>	3.6000–3.7499
<i>Magna Cum Laude</i>	3.7500–3.8999
<i>Summa Cum Laude</i>	3.9000–4.0000

The university Grade Point Average (GPA) is based on all undergraduate course work taken at the University of Cincinnati. To be eligible for university honors, students must meet all residency requirements for their respective colleges.

STUDENT AFFAIRS

The Division of Student Affairs provides programs and services which complement and support the learning environment of the university and enhance the quality of student life. It traditionally provides campus-wide information and referral for students, faculty and staff.

Details regarding admissions, registration and student financial aid are located separately in this *Bulletin*.

African American Cultural and Research Center

The African American Cultural and Research Center enhances the entire university community by serving as a resource for individuals to become more enlightened about the African American experience. The center also aids in the retention of the African American student population by specifically addressing their academic, social, spiritual and cultural needs.

Career Development Center

The Career Development Center offers career guidance, internship and job search assistance, and referral services to students and alumni. Career fairs, professional development classes, on-campus recruiting and interviewing workshops are among the services offered quarterly. Additionally, the career navigator program specifically assists undecided students with career exploration and special topics in career decision-making classes.

Counseling Center

The Counseling Center offers individual, group and couple's counseling for UC students. We are available Mondays through Fridays 8 a.m. to 5 p.m. for urgent care on a walk-in basis (no appointment necessary). We also provide consultations for faculty, staff, family and friends concerned about a student. Our workshops and other outreach programs are available upon request and include such topics as balancing multiple demands, building and maintaining satisfying relationships, and communication skills. A limited number of assessments for learning disabilities and attention deficit hyperactivity disorder is available only by referral from UC's Disability Services Office. Urgent care, groups, consultation, and outreach are free; for

other counseling we accept Student Health Insurance and some other insurances, and we use a sliding fee scale. Contact us at 513-556-0648.

Disability Services

Students with disabilities who need academic accommodations or other specialized services while attending the university should contact the Disability Services Office, located in Suite 210, University Pavilion. Qualified students will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. The University of Cincinnati is strongly committed to maintaining an environment that guarantees students with disabilities full access to its educational programs, activities and facilities. In order to ensure timely implementation of academic accommodations, requests for accommodations or services should be made at least eight weeks in advance of the beginning of each quarter or as soon as possible after a disability has been confirmed. Requests for interpreters or real-time captioning for special programs or events should be made at least two weeks prior to the event. Contact the Disability Services Office at 513-556-6823 or (TTY) 513-556-3277.

Ethnic Programs and Services

Ethnic Programs and Services offers cultural and educational programs specifically for and about students of color, as well as financial assistance through the prestigious Darwin T. Turner scholarship program, short-term counseling and academic advising.

Judicial Affairs

The mission of the Office of University Judicial Affairs is to support the mission of the University of Cincinnati, through the implementation of the Student Code of Conduct (the university code of behavior), educational programs/sanctions, interventional programs and a due process judicial system. The Office of University Judicial Affairs is committed to promoting a safe, orderly, civil and just community by utilizing the Student Code of Conduct to hold students accountable for decisions and behavior that impact the university community.

The Office of University Judicial Affairs:

- Adjudicates all alleged violations of the University of Cincinnati Student Code of Conduct
- Promotes students' rights, responsibility and a just community
- Promotes responsibility and ethical behavior by the university community
- Protects the opportunity for students to attain their education
- Protects the physical and mental health, safety and welfare of the university community members
- Protects individual property rights

Contact the Office of University Judicial Affairs at Suite 745 Steger SLC, PO Box 210193, Cincinnati, Ohio, 45221-0193, or 513-556-6814, fax 513-556-1458, e-mail daniel.cummins@uc.edu, Web site: www.uc.edu/studentlife/conduct

McNair Scholars Program

The McNair scholars program provides assistance to disadvantaged or underrepresented students preparing for doctoral studies through a variety of student support, scholarly and research activities.

New Student Orientation Office

The New Student Orientation Office coordinates all orientation and placement testing for incoming first-year and transfer students as they transition into UC.

One Stop Student Services Center

Cross-trained staff in the One Stop Student Services Center provide in-person, Web and phone service for issues related to registration, financial aid and billing.

Pre-Professional Advising Center

The Pre-Professional Advising Center helps students prepare for admission to medical school, law school and other professional schools.

Resident Education and Development

Resident Education and Development (RED) is responsible for the staffing, programming and quality of life in the seven undergraduate residence halls – Calhoun, Campus Recreation Center, Dabney, Daniels, Schneider, Siddall, and Turner. RED staff members include the desk operations staff for service and security features, a resident advisor (RA) for each floor community, an assistant residence coordinators (ARC) for each hall or unit, a public inquiries assistant (PIA), who is a full-time receptionist in each hall or complex, as well as staff members in the central RED administrative office. RED works collaboratively with Housing and Food Services and Physical Facilities to manage and maintain residence hall operations. RED staff advise student organizations in the halls, provide leadership development training, mediate conflicts, support university policies, and assist students and parents in identifying and using other university resources. RED provides activities to complement the in-class experience and enhance student learning, to foster students' adjustment to university life, to encourage a sense of community and connection to campus, and to promote students' growth and independence. For assistance, contact the front desk of any residence hall, or the central RED office in 422 Dabney Hall, 513-556-6476.

Calhoun Hall 556-8596	CRC Hall 558-3031/556-6484
Dabney Hall 556-6484	Daniels Hall 556-0676
Sawyer Hall 556-2022	Schneider Hall 556-3925
Siddall Hall 556-8281	Turner Hall 556-3925

Student Activities and Leadership Development Office

An important resource for UC students who want to be involved, the Student Activities and Leadership Development Office provides leadership and direction for the more than 300 student organizations, as well as a full range of activities and cultural programs for students. Located in the Steger Student Life Center on the 400 and 600 levels, the office provides programs with an educational component, specifically leadership development and citizenship. For more information, call 513-556-6115.

Student Health Insurance

The University of Cincinnati offers an excellent, low-cost, health insurance plan to all eligible students and their eligible dependents. The coverage insures UC students and their insured dependents at home, at school, and while traveling, 24 hours a day, anywhere in the world.

UC policy requires all students who register for six or more credit hours (including co-op students) have health insurance. International students holding *F* and *J* visas are required to have health insurance if they are registered for one or more credit hours.

These students are billed automatically for single student coverage. Students with private insurance wishing to be excluded from UC's student health insurance plan must complete an online insurance waiver form no later than the third Friday of the term or semester. The insurance must be equal to or greater than that offered by the university and must have a U.S.-based claims administrator and a U.S.-based underwriter. Students may also waive coverage through the One Stop Student Services Web site.

Graduate students enrolled in less than six credit hours may purchase coverage and should contact the Student Health Insurance Office for more information regarding the necessary forms and requirements, and due dates.

All insurance transactions, enrollments and waivers, must be received by the Student Health Insurance Office by the close of business on the third Friday of the term or semester. For information regarding benefits, enrollment or waivers, please see the student health insurance newsletter, available at the Onestop Student Services Center, college offices, or call the Student Health Insurance Office at 513-556-6868, Room 112, Varsity Village.

University Health Services

University Health Services clinics, located on the 300 level of Varsity Village and the first floor of the Holmes Building, provide primary care and gynecology and mental health services to all University of Cincinnati students. The clinics are staffed by physicians with specialty boards in internal medicine, family medicine, preventive medicine and occupational medicine; a nurse practitioner; registered nurses; nursing assistants; laboratory and radiology technologists; and pharmacists. Students are seen by appointment for primary care and gynecological services. Students are referred to specialty clinics at UHS or the Health Alliance for dermatology, mental health and other specialty appointments. The UHS pharmacy in Varsity Village on the 300 level offers reduced prices on the pharmaceuticals in its formulary.

Students with UC Student Health Insurance are not charged for their UHS primary care clinic visits: they are charged for vaccines, vaccine titers, orthotics, prescriptions and mental health care. Students with other health insurance may be seen at UHS, but they will be charged for their care.

UC Wellness Center

The UC Wellness Center provides resources and opportunities, disseminates information and educates the university community about health and wellness in order to create an environment that promotes, encourages and supports health decisions, behaviors and lifestyles. The Wellness Center provides workshops, programs and individual sessions free to the entire UC community on a variety of health and wellness issues. The center is located at 675 Steger Student Life Center, and can be reached at 513-556-6124.

UC Women's Center

The UC Women's Center (UCWC), located in 571 Steger Student Life Center (513-556-4401), is dedicated to meeting the diverse needs and interests of women and lesbian/gay, bisexual, transgender and questioning (LGBTQ) students at the University of Cincinnati. The center offers a wide range of programs and opportunities, including:

- Safe Zone – faculty, staff and student leader training on LGBTQ issues
- Women's History Month (March)
- Sexual Awareness Month (April)
- Body Acceptance Week (April)
- Visibility Week (April)
- The C-Ring Award – the highest distinction award for a graduating senior woman
- Student Choice, Woman of the Year Award – awarded to an outstanding female faculty or staff member exemplifying qualities of leadership

The center also offers a peer education and peer advocate program and a library of more than 600 books, videos and publications.

In addition, the UC Women's Center supports a sexual assault response program with trained professionals available to provide 24-hour on-call support, advocacy and referral to survivors of acquaintance and stranger assault, stalking and harassment. The 24-hour crisis line (513-218-9531) provides emergency support and referral to *any* UC student, faculty, staff member or visitor.

JUST COMMUNITY

The University of Cincinnati is a public comprehensive system of learning and research that serves a diverse student body with a broad range of interests and goals. The faculty of the university produces world-renowned scholarship and nurtures innovation in and out of the classroom. Faculty, staff and administration also support an educational setting of excellence, opportunity and service. In embracing our roles within this learning community, we subscribe to the defining purposes, traditions and diversity of the University of Cincinnati. Through our actions, we will strive to make the University of Cincinnati a more caring and just community.

As members of this community we will:

- **Pursue learning and scholarship** by building on successes, learning from mistakes, and pursuing quality in teaching, research and creative endeavors
- **Strive for excellence** by aspiring to achieve our fullest potential in our educational and personal pursuits
- **Celebrate the uniqueness of each individual** by respecting individual differences and promoting common interests
- **Practice civility** by extending to those we meet the same respect, cooperation and caring that we expect from others
- **Embrace freedom and openness** by working to create an environment that is safe and affirming, one that nurtures independent thinking and the free and open expression of ideas
- **Seek integrity** by aspiring to the highest moral and ethical standards
- **Promote justice** by working to build a learning environment that offers everyone an equal opportunity to grow, flourish and contribute
- **Accept responsibility** by striving to build a learning community committed to these common values and principles

UC INTERNATIONAL SERVICES

UC International Services Office is responsible for all international students, faculty and visiting scholars and researchers at the University of Cincinnati. The office is in charge of issuing the Certificate of Eligibility (I-20A-B for F-1 status, or DS 2019 for J-1 status) only to applicants who have submitted all the necessary documents and have been admitted to the university. These services meet the requirements of the Department of Homeland Security, the Department of State and the governments of the countries whose students and faculty come to the University of Cincinnati for study, training and research. The university is authorized under federal law to enroll non-immigrant alien students and scholars as well as visiting faculty through the services of this office.

The staff of UC International Services is available to assist all internationals with their general welfare and guide them in their relations within the university community so that they can pursue their academic goals most successfully. The office provides advising on financial needs, cultural adjustment and personal concerns, as well as information regarding immigration and visa regulations. All international students are required to purchase the University of Cincinnati student health insurance plan unless they have insurance equal to, or greater than, the UC plan. The insurance must be provided by an American insurance carrier. For more information regarding the insurance requirement, see the Student Health Services section of this *Bulletin*. For more information about the university, address correspondence to UC International Services, University of Cincinnati, PO Box 210640, Cincinnati OH 45221-0640, or call 513-556-4278, fax 513-556-2990 or Web site: www.uc.edu/international/services.

RESERVE OFFICERS TRAINING CORPS

Air Force

The Air Force ROTC program prepares you for life after college and duty as an Air Force officer. AFROTC teaches students the basics of leadership as well as teamwork and offers them many outstanding opportunities for personal growth and development. In short, it helps prepare students for life in the "real world." Students with at least two years of college remaining may enroll in the ROTC program. To initially enroll, register for one of the Aerospace Studies courses and the Leadership Laboratory. Course information can be found online on the One Stop Web site (www.onestop.uc.edu/learningopp/qtr.asp) in the McMicken College of Arts and Sciences section, under the disciplinary heading "Aerospace Studies" and "Air Force ROTC."

The introductory classes of the General Military Course (GMC) are offered during the first two years of college. Freshmen and sophomores are not obligated to the military in any way unless they are on scholarship.

Scholarships for undergraduate and limited graduate studies are available on a competitive basis. They range from as low as \$3,000 annually to full tuition, books and associated fees.

Students make the decision to pursue the Professional Officer Course (POC) during their second year. If they choose to continue in the POC they attend summer field training encampment after their second year. Students who complete all the GMC courses have a four-week training encampment; those who start their ROTC program with POC, or who do not complete all the GMC courses, attend a slightly longer session.

All cadets on scholarship, and all in the POC, receive a monthly stipend ranging from \$300–\$500 depending upon year in school. There are no additional costs associated with ROTC classes. Textbooks and uniforms are provided.

In the POC, students concentrate on leadership, management and the United States' defense policy. In addition, they have various positions of responsibility within the corps, enabling them to test and practice the leadership skills they have learned.

Upon graduation, cadets go on active duty as second lieutenants. They will serve four years, gaining invaluable experience along the way. Those in flying careers will have a longer commitment.

There are numerous opportunities available to all types of students in Air Force ROTC, including five-year co-op students. To learn more, call 513-556-2237.

Army

Army ROTC provides great opportunities for leadership education, and military and adventure training, along with numerous possibilities for scholarships and financial incentives. High school seniors through graduate students are eligible to participate in the Army ROTC program and receive scholarships and financial benefits. The scholarships and financial incentives are worth in excess of \$100,000 at the University of Cincinnati. Each scholarship covers tuition, fees, books and stipends ranging from \$300 to \$500 monthly. Additionally, scholarship winners also receive free room and board their freshman year. Special scholarships are available for nurses, Army Reserve and National Guard soldiers, current active duty soldiers, and any individual with a solid background in academics and physical fitness.

Any student in any major is welcome to participate in the Army ROTC program without any military obligation. Those that decide to officially join ROTC can choose to fulfill their military obligation either full time in the active Army or part time in the Reserve components. The Reserve components in conjunction with Army ROTC offer a dual membership program that allows cadets to gain valuable military experience along with substantial financial incentives worth up to approximately \$3,000 monthly.

Enrollment in Army ROTC is no different than enrollment in any UC class. All Army ROTC courses are listed online under the disciplinary heading "Army ROTC" in the McMicken College of Arts and Sciences section (www.onestop.uc.edu/learningopp/qtr.asp). Additional paid educational and training opportunities are available in the summer through the Army ROTC program. Students who are military veterans or members of the Reserve components automatically qualify for advanced standing in the ROTC program.

Changes in Army policies and training philosophy have resulted in a dynamic Army ROTC program that provides young leaders with the skills to serve in the Army or private industry in the 21st century. Students are encouraged to try out the program and gain valuable life skills. Army ROTC can be contacted at 513-556-3664 or on the Web at www.uc.edu/armyrotc.

Note: The ROTC programs at the University of Cincinnati may not fully comply with university nondiscrimination policies due to the selective process of military service. However, the ROTC programs are in compliance with national nondiscrimination policies and the guidance and policies of the respective military services and Department of Defense.

VA EDUCATIONAL BENEFITS

Veterans, Reserve/Guard Members and Dependents of Veterans

The University of Cincinnati is approved for the education and training of veterans, reservists/guard members and dependents of veterans under several assistance laws. The VA will pay a monthly stipend to eligible applicants based on the number of applicable credit hours of enrollment in an approved program. Since these monthly checks are paid to the student after the month has ended, students need to make their own arrangements to cover tuition, books and fees. Disabled veterans authorized by VA for Vocational Rehabilitation (Chapter #31) benefits are the only ones the DVA (Department of Veteran Affairs) will fully cover for educational charges. Receipt of VA Educational Benefits does not necessarily exclude students from receipt of other forms of financial aid, so students are encouraged to apply for those monies.

In order for eligible students to be certified for VA “Chapter” Educational Benefits at UC they must apply for official admission to a UC college and matriculate in an approved degree major within that college. They can only receive these VA benefits for classes that are required for their current official degree program. Students certified for these benefits are responsible for promptly notifying the appropriate university offices of all changes in their status, in compliance with DVA regulations and university policy. They are required to make satisfactory progress, as defined by DVA and their college, toward their degrees in order to continue receiving VA educational benefits. Applicants for VA “Chapter” benefits will have pertinent regulations and policies explained to them at an information session, as part of the initial process, before being certified for VA “Chapter” educational benefits at UC.

For more information concerning eligibility, contact the DVA 1-888-442-4551 with your social security number (or, in the case of dependents, the veteran’s social security number). Students eligible for VA “Chapter” educational benefits who have applied to UC for admission should contact the UC Veterans Certification Office 513-556-6811 as early as two to three months before classes begin in order to start the benefit process. Students who have applied online with the VA will also need to complete a university application for benefits.

Dependents of a Deceased Veteran

Dependents of a veteran with a service-connected death prior to 8/13/81 may be eligible for additional VA benefits under the Restored Entitlement Program for Survivors (REPS). The surviving spouse must not be remarried and may apply when their youngest child reaches age 16 and ends when the child reaches age 18. A dependent child may be eligible between the ages 18 and 22 if attending a postsecondary school full time. Obtain an application and more information on the VA Web site: www.gibill.va.gov (form #21-8924), or by phoning the VA at 314-552-9803.

War Orphans

Dependents of disabled veterans may be eligible for a scholarship from the Ohio Board of Regents, located in Columbus, Ohio. For more information and an application, call 888-833-1133.

Standards of Progress for VA Pay Purposes

If a student accumulates more than 15 credit hours of *F, Y, I, X* and *UW* grades (including *IP, SP* and *UP* grades at the undergraduate level) on their UC transcript, VA benefits will be interrupted due to “unsatisfactory progress” status. Any student suspended or dismissed from the University of Cincinnati for unsatisfactory conduct or academic reasons will have their VA educational benefits interrupted. If the “unsatisfactory progress”













status or suspension/dismissal occurred at UC prior to receipt of VA benefits or, if the student was reported in “unsatisfactory progress” status to VA by their previous school, additional items are required before the application for VA benefits at UC may be processed.

NONDISCRIMINATION POLICY

The University of Cincinnati actively supports University Rule 3361:10-13. Discrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, disability, status as a disabled veteran or veteran of the Vietnam era shall not be practiced in any of its programs or activities. Furthermore, where past or present discrimination continues to have an adverse impact upon protected class members such as minority groups, women, disabled, Vietnam-era veterans or disabled veterans, the university will take affirmative action in carrying out its policy of nondiscrimination and equal opportunity for all. Questions concerning this policy should be addressed to the Director, Office of Equal Opportunity, Suite 250, University Hall, University of Cincinnati, PO Box 210214, Cincinnati, OH 45221-0214, 513-556-5503.

Campus Map

Fall 2008

-  Admissions Office
-  MainStreet Information
-  Parking Garages/Lots
-  Shuttle Stops
-  Bicycle Racks
-  Wireless Locations
-  Help Phones
-  Wall Mounted Help Phones
-  Libraries
-  Dining
-  Shoppers
-  ATM/VTS



College of Design, Architecture, Art and Planning

University of Cincinnati

PO Box 210016

Cincinnati, OH 45221-0016



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APPENDICES

A.01

WEBSITE SCREENSHOTS

APPENDIX

Master of Architecture

http://daap.uc.edu/said/march/

Apple (89) Amazon eBay Yahoo! News (594)

COLLEGE OF DESIGN, ARCHITECTURE, ART, AND PLANNING

Master of Architecture

M Arch FALL OPEN HOUSE : October, 2008.

Please contact Kim Lawson to receive an invitation.

- School visits are on Fridays over the summer, please contact [Kim Lawson](#) to schedule a visit.

Mission

Architecture is the culturally responsible design and production of buildings that are useful, durable, meaningful, inspiring, and responsive to their physical and social contexts. Architecture is a useful art, a technical craft, and an ethical practice. The Master of Architecture at Cincinnati, a professional, co-op, design-centered program, prepares graduates for licensing and a critical engagement with the realm of practice. This critical spirit means the tendency not simply to accept presumptions and practices at face value but to examine their provenance and consequences with a wary eye and an open mind. The Master of Architecture program seeks to promote leadership, collaboration, intellectual depth, flexibility, and teamwork. It

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ARCHITECTURE AND INTERIOR DESIGN

- Master of Architecture
- NAAB Accreditation**
- Co-op and Career Opportunities
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UNIVERSITY OF Cincinnati

NAAB Accreditation

http://daap.uc.edu/said/march/naab

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COLLEGE OF DESIGN, ARCHITECTURE, ART, AND PLANNING



NAAB Accreditation

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 three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. Students with an undergraduate degree in disciplines other than architecture may also seek an accredited Master's degree. The pre-professional undergraduate degree is not, by itself, recognized as an accredited degree. (From 2004 NAAB Conditions for Accreditation.)

Accreditation of the Master Degree in Architecture at the University Cincinnati

The School of Architecture and Interior Design offers the Master of Architecture (M. Arch) as the professional degree accredited by the NAAB. The Bachelor of Science in Architectural Studies (BS Arch) is a pre-professional degree and is not accredited by the NAAB. The two-year MS. Arch program is an unaccredited research based program. Beginning with incoming class of Fall 09, the nomenclature for students studying architecture for the first-time will be the M Arch 1 program. Students coming from other schools will join the M Arch 2 program. The School of Architecture received a full 6-year accreditation in 2003. The next NAAB visit is scheduled for 2009. Faculty members and students may access the NAAB Conditions for Accreditation (including the Student Performance Criteria) on the [NAAB website](#).

Contact Us : College of DAAAP : 5470 Aronoff Center, PO Box 210016 Cincinnati, OH 45221-0016
 College Information: 513 556 1376 : University Information: 513 556 6000
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ARCHITECTURE AND INTERIOR DESIGN

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A.02

M ARCH PROGRAM INFORMATION PACKAGE

APPENDIX

Master of Architecture

School of Architecture and Interior Design

College of Design Architecture Art and Planning

Architecture is the culturally responsible design and production of buildings that are useful, durable, meaningful, inspiring, and responsive to their physical and social contexts. Architecture is a useful art, a technical craft, and an ethical practice. The Master of Architecture at Cincinnati, a professional, co-op, design-centered program, prepares graduates for licensing and a critical engagement with the realm of practice. This critical spirit means the tendency not simply to accept presumptions and practices at face value but to examine their provenance and consequences with a wary eye and an open mind. The Master of Architecture program seeks to promote leadership, collaboration, intellectual depth, flexibility, and teamwork. It aims to elevate professional esteem and multiply career opportunities for graduates.

PROGRAM OVERVIEW

Program Description

The Master of Architecture program builds on Cincinnati's Bachelor of Science in Architecture, whose curriculum engages fundamental knowledge and skills, emphasizes comprehensive design and accomplishes the bulk of the architectural accreditation requirements. Architecture graduates encounter a continually changing, information-intensive professional world where they regularly encounter situations that demand critical and imaginative thinking. The Master of Architecture program engages fundamental knowledge and skills, and emphasizes comprehensive design while affording students the opportunity to expand horizons with a flexibility to experiment; to try new things, take risks. It offers the opportunity for guided investigation of realms of architecture that hold special interest for the individual student. The program intensifies intellectual rigor and skill development through an approach to graduate teaching and learning that emphasizes mentoring, coaching, advising.

The critical spirit sustains our central curricular objective to help students cultivate the practice of *informed design*. Careful textual and precedent research contributes legitimacy to architectural design solutions. Master of Architecture students tailor course work to their learning objectives, and work with faculty members one-on-one and in small groups around design topics selected by students. Graduate elective studios require students to conduct independent research to support their design; students learn to articulate clearly their theoretical position, methodology, and design intentions. A cluster of 24 elective credit hours allows self-directed study within architecture and in disciplines across the university.

Crossing back and forth between the academic and commercial worlds of architecture is a great strength of the curriculum. *eCOOP* extends and enriches the co-op emphasis of our undergraduate program by introducing learning that operates between these two traditional sites of instruction. It brings our 700-firm network directly into the exchange of graduate studies. The *eCOOP* module sequences a 26-week graduate co-op experience between two professional practice seminars within a single framework of study that includes a research project related to the thesis topic.

A design thesis culminates the Master of Architecture curriculum: with the help of faculty advisers, students define a thesis topic as an area of inquiry of special interest within an area of academic concentration. It begins with preparing a proposal in the thesis research class. In the final three quarters of thesis classes, all students produce a written and graphic design investigation document and an in-depth design project of their choosing.

Curriculum Tracks

Students enter one of three curriculum tracks based on their prior academic and professional experience.

4+2 Curriculum for Bachelor of Science in Architecture graduates from the University of Cincinnati. It includes five academic quarters, a six-month co-op work assignment, and an Option Quarter; **73** quarter credit hours.

MArch 2 includes seven academic quarters and four quarters of co-op work experience; Students placed in this track normally include:

Students with a B.S. in Architecture or equivalent degree that partially fulfills NAAB requirements and may have less than a year of architecture-related work experience; degree credits range from 79-109 credits.

MArch 1 is for students with an undergraduate degree in other than an architecture discipline. This track includes eleven academic quarters, four co-op work quarters, and an Option Quarter; 173 total quarter credit hours including advanced standing credits.

Of Special Interest

Cooperative education. Co-op gives special character to architectural education at the University of Cincinnati, which invented the concept 100 years ago and is still the largest cooperative education institution in the country. Salaried professional experience, arranged from a roster of over 700 firms all over the U.S. and overseas, complement students' understanding of the discipline. Our graduates' advanced professional experience and self-reliance makes them singularly valuable to employers. Moreover, state licensing boards grant credit toward the three years of internship that are required to take the architectural registration examination. At the graduate level, we aspire to heighten integrative learning between the classroom and practice through the four-quarter *eCOOP* sequence.

Option Quarter. Students in the 4+2 and MArch 1 programs select their own Option Quarter activity. They might organize, for example, an itinerary for educational travel; they might register for more academic study at Cincinnati or another US or overseas school; they can expand their practical work experience with summer employment in construction or other occupations related to architecture; they can volunteer for service/community participation such as Habitat for Humanity; or

they can propose individual educational projects. Students encounter new educational experiences, after which they reflect on those experiences in written and visual reports.

Academic/research centers. Since 1988 the School's *Center for the Study of Practice* has undertaken research projects on a variety of practice-related topics. Sponsored conferences, documentaries, publications, and lecture series have helped disseminate ideas that enrich the discourse on practice. *CERHAS* (Center for the Electronic Reproduction of Archaeological and Historical Sites), founded in 1995, is an interdisciplinary research/production laboratory in the College of DAAP. It is dedicated to research in advanced multimedia and digital imaging of vanished or otherwise inaccessible cultural resources, sites, or landscapes. The *CDRI* (Center for Design Research and Innovation) undertakes industry- and grant-funded research and experimental design initiatives in an interdisciplinary environment, with the aim of advancing knowledge in the College's fields of inquiry. Full or partial assistantships may be available to graduate students in the research centers connected with the School.

Faculty in the School of Architecture and Interior Design have come to Cincinnati from excellent universities all over the country as well as from England, Germany, India, Nigeria, Australia, and Turkey. Most of the faculty members are registered professionals and several complement their university teaching with design practice. Research areas include historic preservation, sustainable design, digital media, building morphology, historical and contemporary theory, post-occupancy evaluation, universal design, building science, environmental technology, community design, urban design, interior design, archaeology, and post-colonial modern architecture. Teaching and research assistantships with faculty are available to graduate students.

The College of DAAP supports a multidisciplinary design and art culture, with programs in architecture, interior design, graphic design, digital design, industrial design, fashion design, art history, fine arts, urban planning, and urban studies.

Local architecture. The central basin and surrounding hills of Cincinnati are populated with fine examples of nineteenth- and early twentieth-century architecture, many of them brick structures erected by German immigrants in the 1840s to 1880s. Scores of individual buildings and whole districts are listed on historic registers. Local neighborhoods serve our teaching programs as excellent sites and laboratories for architectural, interior design, urban design, and historic preservation projects.

Notable architects who built in Cincinnati during that early period include Daniel Burnham, H.H. Richardson and Isaiah Rogers (whose Chamber of Commerce Building and Burnet House Hotel both burned long ago), John Russell Pope, Cass Gilbert, Ernest Flagg, as well as Cincinnati's own Samuel Hannaford and James McLaughlin. Engineer John Roebling

managed to get a truss-suspension bridge constructed across the Ohio River in 1876. Nationally-known architects who have left more recent marks on the city: Zaha Hadid, Michael Graves, Cesar Pelli, Gordon Bunshaft, RTKL, SOM, Hardy Holzman Pfeiffer, and Kohn Pederson Fox. Frank Lloyd Wright designed three houses here, Philip Johnson one.

The University of Cincinnati's campus master plan designed by landscape architect George Hargreaves features new buildings and urban landscapes by Frank Gehry, Thom Mayne, Michael Graves, Gwathmey Siegel, Machado and Silvetti, David Childs with SOM, Henry Cobb with Pei Cobb Freed, Liers Weinzapfel, Cambridge Seven, Moore Rubell Yudell, and Bernard Tschumi. Peter Eisenman's internationally-acclaimed Aronoff Center for Design and Art houses the School of Architecture and Interior Design and the three other schools within the College of DAAP.

CAREER OPPORTUNITIES

Most graduates work in architectural firms, which often employ other design professionals as well. While the great majority of architectural offices have fewer than 10 employees, who typically assume a wide range of responsibilities, architects in large firms may focus on more specialized roles such as design, technical support, business management and marketing, facility programming, or historic preservation. An architectural degree can also lead to a career in interior design, urban design and planning, engineering, construction, real estate development, or university teaching.

INFORMATION

Campus Tours

University Admissions runs tours of the UC campus according to the following schedule:

October-May

M-F, 10am and 2pm

Saturdays, 10am (except holiday weekends and admissions event days)

June-September

M-F, 10am and 2pm

Call 513.556.1100 or visit <http://www.admissions.uc.edu> to reserve.

The architecture of the University of Cincinnati campus has been widely acclaimed and is published in national and international design and architecture journals and magazines.

School Information Sessions

The School of Architecture and Interior Design is housed within the College of Design, Architecture, Art and Planning in a State-of-the-Art faculty designed by Peter Eisenman. Most workshop facilities serve the multiple disciplines within DAAP. Tours of the building are typically offered on Mondays and Fridays at 10:00am. Although a personal interview is not required, we encourage candidates to learn more about the school in an information session in conjunction with a tour of the DAAP building. Call the School office at 513.556.6426 to make an appointment. A recommended visit includes the 10:00 college tour with and 11:00 meeting with the Graduate Program Director. It is possible to have an on-campus lunch and meet the 2:00 campus tour.

General Information on Graduate Architectural Education

For helpful information on the modes of architectural education, graduate programs in North America, and architectural careers, see the Information for Students page at www.acsa-arch.org

ADMISSIONS

Requirements

The School bases admissions decisions on a balanced consideration of the following indications of excellence:

1. A baccalaureate degree from a recognized college or university
2. Official transcripts from previous college coursework. Successful candidates have earned, on average, a GPA of 3.30 (based on a 4.00 scale)
3. A bound portfolio of creative work

We encourage applicants to consider that the portfolio is an opportunity to demonstrate your imaginative and critical thinking talents. Creativity occurs in all fields so the content does not have to be architectural. Please send us a bound paper copy of work; please do not send CD's or original work.

4. Three letters of recommendation from persons who are in a position to evaluate your abilities and your potential for success as a graduate student. There is no form for these letters. They must be on professional or academic letterhead.
5. A brief résumé of your academic and professional experiences.
6. A one- or two-page statement of the candidate's interests in graduate study in Architecture. Your résumé should indicate both educational and professional accomplishments. The statement of interest should be a concise, articulate presentation of (1) academic and career goals and (2) specific interests in architectural topics for graduate research and design and can include prior intellectual and professional engagement with these topics.
7. The Graduate Record Exam (GRE). Successful candidates have earned the following average scores: verbal 500; quantitative 650; analytic 4.5
8. Applicants whose native language is not English should achieve at least 600 (paper version) or 250 (computer version) on the Test of English as a Foreign Language (TOEFL).

University of Cincinnati B.S. in Architecture graduates whose GPA is at between 2.8 and 3.2 should submit a resume, letter of interest, and portfolio for consideration. UC students with a 3.2 GPA or above should apply through the seamless admission program.

All candidates benefit from having a liberal arts education that includes coursework in Art History, Physics and Drawing or Studio Art.

Application

The application process is two-part, and begins with an on-line application to the Grad School. Applications and all supplemental materials are due January 1.

Please be sure to visit the Graduate School website: <http://www.grad.uc.edu>.

Make the on-line application: <http://www.grad.uc.edu/admissions/app/>.

MArch 1 students enter the program in the Autumn (mid-September); MArch 2 students enter in the Summer. Cincinnati B.S. in Architecture graduates enter in Summer quarter, with half the class in academic work and half in the Option Quarter.

The second part of the admissions process is the supplemental material that is submitted directly to the School of Architecture and Interior Design. Mail your portfolio, recommendation letters, statement of interest, transcripts, GRE and TOEFL scores to:

Kim Lawson, Records Manager
School of Architecture and Interior Design
College of Design, Architecture, Art and Planning
University of Cincinnati
Cincinnati, OH 45221-0016

International students should refer to the International Student Services Office web site at <http://www.isso.uc.edu> for University admissions information and requirements. Applicants are typically notified in late March and April, but the admissions process can extend into May and June.

SCHOLARSHIPS AND FINANCIAL AID

For general information go to www.financialaid.uc.edu.

The School of Architecture and Interior Design extends scholarship and graduate assistantship offers to new students entering the graduate program on the basis of merit demonstrated in the application materials. No formal application is necessary.

The School offers a limited number of graduate assistantships (for teaching and research assistants) to continuing students who are entering the Research (penultimate) Year. The College grants the Wolfson Fellowship annually to a graduate student whose undergraduate degree is from SAID or the School of Design. For all of these awards students submit applications as requested during the school year. All awards are made on an annual basis and as such do not continue from year to year. Applications are made in the Spring Quarter.

Awards range in amount, however financial awards over the last few years are characterized with an average award to all Master of Architecture students totaling \$3,000 per student.

University of Cincinnati B.S. in Architecture graduates will continue to receive University Cincinnati Scholarship funding for four graduate quarters.

Tuition, Living and Other Expenses

The School encourages applicants to develop and understand their financial profile. To help our applicants, total program costs for the degree-tracks have been projected for both Ohio residents and non-residents. The total program costs include

tuition and fees, living expenses and supplies. The student's co-op wages are also projected and are included as income against these education expenses.

CONTACT INFORMATION

Please direct all appointment inquiries to Kim Lawson.

Patricia Kucker
Graduate Program Director and M.Arch. Program Coordinator
DAAP 7210A
patricia.kucker@uc.edu

Ellen Guerrettaz
Assistant Academic Director
DAAP 7210C
ellen.guerrettaz@uc.edu

Kim Lawson
Office Records Manager
DAAP 7210, 513.556.6426
kim.lawson@uc.edu

