University of Cincinnati
School of Architecture and Interior Design

Architecture Program Report for 2015 NAAB Visit for Continuing Accreditation

Master of Architecture 1 [Baccalaureate + 117 credits]
Master of Architecture 2 [Pre-professional Baccalaureate + 76 credits]

Year of the Previous Visit: 2009
Current Term of Accreditation: Six Years

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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self-Assessment

I.1.1. History and Mission

The first incarnation of the University of Cincinnati (UC) 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.

An 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 school continued to offer instruction.

Cincinnati 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 state university and its second largest. Today the university serves more than 42,000 students in 14 colleges and divisions on 5 campuses, offering 240 undergraduate programs, master's degrees in 144 disciplines, and doctorates in 87 disciplines (308 total programs).

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-renowned architects, in what is now referred to as a "signature architecture program." The College of Design, Architecture, Art, and Planning (DAAP); the College of Engineering and Applied (CEAS), 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 by the Carnegie Commission as a Research I University (Very High Research Activity). UC, which offers more than 300 degree programs, is one of only three Ohio universities to receive this distinction, and it is ranked as one of America's top public research universities by the National Science Foundation. Professional colleges on the UC Uptown campus include the College of Design, Art, Architecture, and Planning; the College of Medicine, the College of Law, the College of Engineering and Applied Science, the College-Conservatory of Music, the James L Winkle College of Pharmacy, the College of Nursing, the College of Allied Health Sciences, and the Carl H Lindner College of Business. Several of these colleges enjoy national recognition as premier schools in their disciplines.

The freshman class entering UC in the fall of 2014 will be among the largest at more than 6,350 students, and the best qualified in the institution's history, bringing total enrollment to a record level of more than 42,600. The university still strives to be both a world-class, doctoral-granting research institution and an open-access, teaching-focused university that serves a largely urban population that has not traditionally been well served by American institutions of higher education. The university's setting in the heart of a revitalizing post-industrial city offers both opportunities and challenges; every program at the university remains mindful of the institution's commitment to social justice and community engagement, but programs must also operate in the contemporary competitive environment, in which declining resources and demographic changes are forcing many programs to prioritize their research and service initiatives. The mission statement of the University of Cincinnati emphasizes the extremely broad reach of the institution's operations. It reads as follows:

> The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research.
>
> We are committed to excellence and diversity in our students, faculty, staff, and all of our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish.
>
> Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy and enrich our University, city, state and global community.

HISTORY AND MISSION OF DAAP

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 forerunner 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 course work 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. In 1922, Building on the success of this venture, Schneider implemented his longstanding idea of a co-op program in architecture. 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 the first national accreditation review of its Bachelor of Architecture degree in 1946–47.

In 1961, the college was renamed the College of Design, Architecture, and Art (DAA). 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. 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.

As one of the most successful interdisciplinary colleges focusing on design, DAAP's faculty and students believe that high quality design can improve the well-being of society. Rather than perpetuating the myth of the "genius artist," DAAP places an emphasis on design as a collaborative effort in which the complementary skill sets of a number of professionals shape the final product. To that end, the faculty at DAAP seek to develop and extend the aptitudes and skill set of each student through project-based learning. The mission statement of the college states:

> 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 design environment. Through excellence in educational programs, research, creative works, and service to the community, the faculty, the students, and administrative officers of DAAP 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 the 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 effective utilization of technology in academic and professional endeavors.

ARCHITECTURE AT DAAP

In January 2001, the Ohio Board of Regents approved a University of Cincinnati 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 (SAID). The change to graduate level education for the first professional degree acknowledges a national trend and further recognizes the expanding complexities of contemporary practice.

During the six-year transition to the M. Arch. (2001–07), the School of Architecture and Interior Design 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 the post-professional M.S. Arch., serving approximately 15 students. The B. Arch. degree was last granted in 2006, terminating that degree program; the M. Arch. is now the only professional degree in architecture offered by the school. In 2013, the school began a program leading to the PhD in architecture, which allows select post-professional students the opportunity to research issues in architectural history, theory, and design production in greater depth than with the M.S. Arch., and to prepare these students for teaching and governmental roles.

The core mission of the architecture program is to prepare students for critical engagement with practice. Building on more than a century of cooperative (co-op) education experience, our master's degree program allows students to arrange course work 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:

- A 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 two curricular paths:

- M. Arch. 2: UC B.S. Arch. or other B.S. Arch. degree plus five semesters of academic instruction; three semesters of co-op

- M. Arch. 1: Liberal arts undergraduate degree plus eight semesters of academic instruction; three semesters of co-op

The master's program intensifies professional education in two important ways—through classroom instruction and professional experience. Students can organize course work 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 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 reinforces 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.

SAID's Mission Statement encapsulates all of this:

> The School of Architecture and Interior Design (SAID) at the University of Cincinnati prepares students for critical practice. Our students engage with the principles, traditions, and requirements of building in all its aspects, interior and exterior. Our goal is to advance the professions of Architecture and Interior Design by combining ethical judgment, creative research and technical proficiency in pursuit of excellence. We seek to nurture a life-long world view that recognizes the designer's responsibility to the environment, society, and the profession. Students are encouraged to take risks with their design ideas, and develop the skills to communicate them. The faculty and students of SAID strive to advance the discourse of environmental design, to respond effectively to change, and to integrate research with technical expertise.

The M. Arch. program's setting within the University of Cincinnati encourages a symbiotic relationship between the school's faculty and students and the university community and Cincinnati as a whole. The university community has clearly benefitted from the presence of the school—for example, the former director of the school and dean of the college, Jay Chatterjee, proposed and found funding for the university's signature architecture program, which brought Hargreaves and Associates to Cincinnati to develop its master plan for the Uptown Campus, and which has seen important works by Michael Graves, Pei-Cobb-Freed, Frank Gehry, Morphosis, Gwathmey Siegel, and Peter Eisenman be constructed on the campus. This decades-long project transformed the UC Campus, and the Cincinnati architectural community, as each signature commission was required to be shared with a local firm as architect-of-record. The resulting campus is now highly regarded and recently has been termed one of the "25 Most Beautiful Campuses in the United States."

Of course M. Arch. students and faculty benefit the university community in other, more direct ways than simply serving on planning committees. The student body has been a driving force in student activism regarding sustainability and historic preservation at the university. For example, an M. Arch. student became the university's first sustainability coordinator in 2010, a role that has allowed many of the "green" ideals introduced in the classroom to be lived out on campus. Many of the students volunteer with local social service providers, too, as part of the Cincinnatus Scholarship Program. M. Arch. students have been particularly active with the Mill Creek Restoration Project, Habitat for Humanity, and educational programs within the Cincinnati Public School system. In addition, the year-long thesis project has become a great vehicle for students to create a lasting impact on the community, as many service opportunities available to our students began as thesis explorations.

Conversely, the students in the M. Arch. program benefit tremendously from being part of the university. Although students take the vast majority of their courses within the school, the program makes room for a number of elective courses, several of which are required to be taken outside of the college. This allows

students to develop an area of expertise, perhaps related to their thesis, or to pursue an interest that they discovered in their undergraduate program. The most ambitious students might pursue a joint-master's degree program, such as the M. Arch./MBA program, while others take a certificate program or courses in a foreign language to prepare for an international co-op. Others simply take advantage of the resources within the college; many students take a studio art course in painting or sculpture, while others take courses in planning or industrial design in order to develop skills that they expect will help them in the workforce. All of our students are able to take advantage of the exceptional recreational opportunities here in Cincinnati, and most attend at least a couple of performances by students in the university's top-ranked music and drama programs.

The M. Arch. program at the University of Cincinnati is designed to afford students the opportunity to grow intellectually and professionally. The program really has three components that interrelate. There is the course work, which strives to develop the student's artistic, technological, and cultural competencies in envisioning and constructing a designed environment. Then co-op applies this academic preparation in the real world—students are sent to firms around the world, and they are asked to critically assess the structure and organization of the firms they are working for and to define the guiding constraints and critical decisions that have impacted the design of the projects on which they have been working. Finally, the elective courses serve to broaden the students' understanding of their place in the profession and in society as a whole. Students cannot just take architecture courses—they are expected to use the elective opportunities to pursue the other facets of their character. Naturally, as these are true electives, the faculty can only offer guidance as to what courses might be beneficial to the student, but most students think of the elective courses as an opportunity to pursue a passion they might not have time for again.

The faculty and administration of the School of Architecture and Interior Design have spent more than a decade in designing what they believe to be an ideal educational experience that balances theory and practice and the liberal arts with a professional education. The current curriculum is the result of years of iterative change intended to strike this balance while maintaining the program's unique blending of the academy and industry with its cooperative education model.

I.1.2. Learning Culture and Social Equity

The University of Cincinnati "embraces diversity as a core value." The public website of the UC Diversity Office reminds the community of this, and through its active programs, such as the sixth annual UC Diversity Conference in April, 2014, strives to make the institution a fair and just community. The university has been proactive on diversity and social justice for more than a decade. 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. Recently, the School of Architecture and Interior Design received a nod of appreciation from UC Diversity in the form of a 2014 Diversity Incentive Grant to help support the SAID Summer CAMP (more on that outreach effort below). UC Diversity links the user of its website to a wide group of on-campus organizations that address issues of discrimination, harassment and other injustices. This includes the UC Women's Center, which maintains, among other initiatives, a resource website for anyone who has faced sexual assault.

At the University of Cincinnati, the Office of Equal Opportunity and Access (OEOA) is housed under Human Resources and is dedicated to protecting all members of the university community against discrimination and harassment. The full-time faculty have additional measures for grievance procedures, established through the practices of the American Association of University Professors (AAUP) and the UC/AAUP Contract. The OEOA also administers a Sexual Harassment Awareness program; in 2012 all faculty and staff took an hour-long online tutorial, to raise awareness about the issue of sexual harassment. Students have a separate interface with these issues during student orientation.
All students at UC are subject to the Student Code of Conduct, posted on the website of UC's Office of Judicial Affairs (OJA); the current edition was revised by a committee including student representation,

and approved by the Board of Trustees in 2012. The OJA and the Code of Conduct spell out procedures for addressing both academic and non-academic misconduct.

SAID AND 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 Studio Culture Policy document was developed during summer of 2008. It reaches beyond the studio, intending to articulate values and principles for personal behavior, human interaction, and stewardship of our environment.

During Summer Semester 2014, students were polled electronically on many issues including those related to Studio Culture (the latest version of the SAID policy was circulated at that time, included below). The Master of Architecture cohort here at SAID in the summer is the group about to enter its research year, the year that precedes the thesis year. At the beginning of fall semester 2014, we intend to survey the incoming thesis class, and hold a town hall meeting with the students, inviting their input.

The current SAID Studio Culture Policy reads as follows:

> 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 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.
>
> 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 Studio Culture Policy is subject to periodic review. Currently, a section of the policy that described the means by which the school would achieve certain sustainability goals is being rewritten by a student committee, as the previous set of goals referenced a set of objectives that were to be met by 2010. Once this section of the policy is rewritten, and upon its acceptance by the student body and the approval of the faculty, this new set of sustainability goals and standards will be incorporated into a revised Studio Culture Policy.

SOCIAL EQUITY BY EXAMPLE

For several decades now, architecture (meaning leaders in the AIA, the ACSA and others) has proactively dealt with the relative lack of diversity in the profession, and the basic question: what is to be done about it? The problem may be extremely complex, with current economic and social issues hampering efforts to diversify, because, despite this proactive approach, the results are uneven and minimal. However, that should indicate a redoubling of efforts. SAID has not shied away from these efforts, with visible results in two areas: 1) the faculty search process, and 2) promoting awareness of the profession among disadvantaged young people through the SAID Summer CAMP.

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 campus OEOA has control over two points on the process to ensure that every effort is made to recruit qualified under-represented candidates: the OEOA must approve the initial recruitment package, and they must approve the process that leads to the final offers.

At SAID, students elect representatives to serve on every Faculty Search Committee, one of the examples of shared student/faculty governance. The following statistics reveal the results of recent faculty hires.

Gender:
The full-time faculty as of AY2013-2014 is made up of 23 tenure-related (unqualified) members (one of whom is currently a DAAP associate dean), three qualified members whose duties center on teaching, and two members with joint appointments in other academic units, for a total of 28. Of the 28, nine (32%) are female. Of those 26 without joint responsibilities to other units, or DAAP administrative positions, only 27% are female. Since the last NAAB visit in winter 2009, SAID has hired five full-time, tenure-track faculty (including the school director). One of the five is female; however, another highly qualified woman served as a visiting professor for two years during the review period.

Race and Ethnicity:
Of the 27 full-time faculty at SAID in 2014, three are African-American, and another three are Asian: in percentage 22% of the full-time faculty are non-white. Of those 26 without joint responsibilities to other units, 24% are non-white. Since the last NAAB visit in winter 2009, SAID has hired (and retained) five full-time faculty, all tenure-track. Two are African-American males, and two are Asian males. Therefore faculty recruitment since winter of 2009 has had a 100% success rate in recruitment of women (1) and non-whites (4). Compared to the trend prior to 2009, SAID has improved its record in hiring non-whites, but decreased in its rate of hiring women. Future hiring and recruitment of top-rate faculty should address this issue.

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, the most visible of these initiatives, has run each year since 2009. Summer CAMP is a week-long day camp – designed to introduce the profession of architecture to a diverse group of middle and high school students.

Campers experience the architecture of Cincinnati and participate in design studios with local professionals and students and faculty from the University of Cincinnati's College of Design, Architecture, Art, and Planning (DAAP). Summer CAMP hosted an average of 32 students each year from 2010 to 2014. In 2014, SAID's Summer CAMP received a University of Cincinnati "Diversity Incentive Grant" for its efforts in recruiting minority students to the fields of architecture and interior design.

I.1.3. Response to the Five Perspectives

ARCHITECTURAL EDUCATION AND THE ACADEMY
According to Carnegie's latest review in 2010, the University of Cincinnati is one of three Carnegie RU/VH (Research University/Very High [research activity] institutions in Ohio, and one of two Public RU/VH Universities in the state. It is the site of more than 400 degree programs. The College of Design, Architecture, Art, and Planning (DAAP) is one of 14 colleges that compose the University of Cincinnati, including the Graduate School, the Colleges of Medicine and Law, and two satellite campuses in the greater Cincinnati area. The arts are especially well represented at the university, with both DAAP and the College-Conservatory of Music identified as "Ohio Centers of Excellence" by the Board of Regents of the University System of Ohio. Other professional colleges on the UC Uptown campus include the College of Medicine, the College of Law, the College of Engineering and Applied Science, the James L Winkle College of Pharmacy, the College of Nursing, the College of Allied Health Sciences, and the Carl H Lindner College of Business. Whereas several of these colleges (such as the College of Medicine) enjoy a long history of national recognition, others (such as the Lindner College of Business) have made recent strides toward a rapid increase in their national ranking. The College of DAAP is ranked number three in the world by the Business Insider's Global Design Rankings. The North Central Association of Colleges and Schools (NCACS) accredit the University of Cincinnati. 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 most recent NASAD visit took place in winter 2014.

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, and graduate education in the school has increased with the addition of a PhD in Architecture—the first students began in fall semester 2012; as of summer semester 2014, there are 18 students.

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. UC full-time 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, 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. In 2011, a set of revised criteria were approved by the dean and the provost. The 2011 criteria clarify the reappointment process for faculty who are not on the tenure track (for example, those with a specific contract emphasis on teaching) and also strengthen the requirement for junior tenure-track faculty to emphasize research and/or creative work, while maintaining a progressive improvement in teaching and service. Individual faculty, with the advice of the school director, may elect an individualized plan of work. The contract stipulates layered review for reappointment, promotion, and tenure (RPT). Accordingly, RPT dossiers pass through an elected school committee, the school director, an elected college committee, the dean, and the provost.

All of the 24 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, and landscape architecture. Faculty at SAID work individually on scholarship, which includes the activities of writing proposals for grants and books, presenting research at the annual meetings of learned societies, and organizing symposia. Individually and collaboratively, faculty are supported by several college-wide research centers: the Center for the Electronic Reconstruction of Historic and Archeological Sites (CERHAS), the Niehoff Urban Studio, the Center for Design & Innovation, and the Live Well Collaborative. The research centers streamline the process of applying for external funding, and facilitate faculty collaborating on projects that require a team effort. Master of Architecture students at SAID benefit from these activities by having opportunities to work on large projects with grant support. Professor John Hancock has consistently received funding from the National Endowment for the Humanities for his CERHAS projects, and recently in recognition of his accomplishments, he was awarded a university-wide George Rieveschl Jr. Award for Creative and Scholarly Work.

For those faculty, especially junior tenure-track faculty, who seek funding to seed their research or develop a project, the University Research Council (URC) conducts an annual competitive grant submission round for individual faculty. For groups of faculty across two or more disciplines, there are two annual grant rounds. For development of the professional, creative, and scholarly profile of faculty, there are some activities which do not fall within the purview of the URC—for such, funding is available on a competitive basis from the Faculty Development Council (FDC). According to the 2014 AAUP contract, the administration of the Faculty Development funds will be moved from the university level to the individual college level. New tenure-track faculty also receive a Start-up Award of 5K. Table I.2.1.J, under the section "Human Resources," shows, for the period of review, all the internal and external grants awarded to SAID faculty.

Within SAID, the post-professional Master of Science in Architecture degree program has always offered synergies for Master of Architecture students. Since Academic Year 2012-13, SAID was approved to begin accepting PhD students in architecture. Currently there are 18 students enrolled in the M. Sc./PhD track, and it is anticipated that the research being done by these students will provide enrichment and opportunities for the M. Arch. program. Being housed in a research university with a wide range of departments and colleges, allows faculty and students to benefit from cross-disciplinary programs: dual degree programs such as the Master of Architecture/MBA program held in conjunction with the Carl H

Lindner College of Business, or the Historic Preservation Certificate program, which engages faculty members and students in architecture, interior design, history, anthropology, art history, planning, and other areas. Students who complete the Historic Preservation Certificate will have spent one semester in a co-op internship related to preservation.

The University of Cincinnati enjoys a long history of shared governance and SAID faculty regularly serve on school, college and university committees. The Faculty Senate holds ten senate meetings and two all-university meetings each year. Jeff Tilman has continued to serve on the Faculty Senate as an “at-large" senator, and in the Senate Cabinet where he chairs the Planning Committee, and Michael Zaretsky currently serves as the DAAP representative senator. Professor Tilman also serves as an advisor on the University Capital Improvement Committee. Hank Hildebrandt contributes a leadership role in a collaborative program with the local AIA: Architecture by Children, which is prompted by the need to begin early in engaging the general public in the built environment. Aarati Kanekar has served recently on an advisory panel to UC International, which coordinates student global travel experiences. Associate Professor Michael McInturf serves on the university’s Design Review Board that advises the university architect on campus building and landscape design proposals.

Students at SAID also have opportunities for shared committee service with the faculty; for example, in 2013, three SAID students were part of the Faculty Search committee, and participated in interviewing finalists, arranging interactions between finalists and students, and in the deliberations of the committee of five faculty and three students. This search, chaired by Professor Liz Riorden, ended in two successful faculty hires to tenure-track, full-time lines.

ARCHITECTURAL EDUCATION AND STUDENTS

While recognizing the importance of fundamental professional knowledge, the master’s program endorses self-structured learning. Electives allow students to develop interests in particular areas such as sustainable building or architectural theory. Of these electives, a minimum of six 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. Thesis is another avenue for independent inquiry available to students. 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 internships, afford students the opportunity 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. One of these is a growing collaboration with l’Ecole Speciale d’Architecture in Paris.

SAID sponsors the following student organizations that provide opportunities for leadership roles:

American Institute of Architecture Students (AIAS)
The objectives of this chapter of the American Institute of Architecture Students are to organize and unite in fellowship the members of the architectural profession; to promote the aesthetic, scientific and practical efficiency of the profession; to advance the science and art of planning and building by advancing the standards of the architectural education, training, and practice; to coordinate the building industry and the profession of architecture to ensure the advancement of the living standards of people through their improved environment; and to make the profession of ever-increasing service to society.

Alpha Rho Chi (APX)
APX is a professional fraternity for students of architecture and the allied arts. It strives to enhance the professional, academic, and social lives of members through a variety of

professional and brotherhood events on the local and national scale. The fraternity gives members a variety of leadership opportunities while also serving as a catalyst for nationwide networking in all design-related fields. Currently, student leaders are working to make a stronger connection with AIAS.

DAAP Cares
DAAP Cares is a service-oriented, interdisciplinary, public interest, design organization that focuses on issues in design for those who are traditionally under-served by the design profession and its affiliated fields. The organization hosts discussions and workshops to educate and empower students to use their skills for good. DAAP Cares also helps host and curate an existing annual event with the same name.

DAAP Tribunal
The purpose of DAAP Tribunal is to enhance the overall educational experience of this college by coordinating student activities and opportunities, which promote social interaction, college unity, and educational improvements within this college and the university.

Digital Fabrication of Responsive Materials (dFORM)
dFORM was established for the express purpose of exploring digital design and fabrication techniques related to architecture and allied arts. Members work with and develop connections with industry partners in the greater Cincinnati area. dFORM also encourages the development of leadership skills as well as an awareness of social responsibilities to encourage students to participate in public affairs.

Graduate Student Governance Association—M. ARCH.
The Graduate Student Governance Association serves as the nodal body for interaction between graduate student associations (GSAs), graduate students, and UC administration. GSGA is committed to make the graduate student experience as beneficial as possible through advocacy, financial and administrative support, and by establishing bonds within and beyond its community.

Students for Ecological Design (SED)
Students for Ecological Design (SED) provides opportunities to learn, share, experience, and create ecological design. The group advocates awareness and solutions to environmentally relevant issues within the university and the surrounding area. SED is also working to increase its outreach by assisting communities in need through partnerships with international service organizations. SED meetings serve as a forum for discussion of pressing issues, existing research, and new ideas pertaining to ecological design. As an organization, SED cultivate a community where interest is fostered for the values of ecologically responsive design, sustainable lifestyles, and the dissemination of knowledge.

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 various causes, on an *ad hoc* basis. The membership is recreational and interdisciplinary, architecture and interior design and anyone from under-graduate, graduate, and faculty levels, who is 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.

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 students.

Architecture for Humanity
A campus chapter of this organization was recently begun by students and faculty at SAID.

Preservation Action Network
A campus chapter of this organization was recently organized by students and faculty (Jeffrey Tilman) at SAID. The organization is an advocacy group devoted to the preservation of the heritage of the city, region, and country.

ARCHITECTURE EDUCATION AND THE REGULATORY ENVIRONMENT
Historical evidence shows a high percentage 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 an awareness of the responsibilities and requirements of the profession.

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, which is taught by faculty at the Division of Professional Practice and Experiential Learning (ProPEL). For M. Arch. 1 students this is during their third semester of the program; for M. Arch. 2 students this is during their first semester of the program. The co-op advisors, both of whom are registered architects, require 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 term. 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 UC is a careful balance of theoretical learning and practical knowledge, of professional and general education. The continuous alternation between classroom and office—the paid employment directly integrated with the 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's curricular experience and is designed to prepare students for 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, evaluation by the supervisor at the professional setting, and by the faculty at ProPEL. Preparation, reflection, and evaluation define the foundation of the co-op program. Students are required to complete a minimum of three semesters 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.

Preparing for Co-op
The preparatory course is intended to ready students for their first co-op assignment by exposing them to a current, thoughtful, critical, and forward-looking view of the architectural profession. By attuning students to critical aspects of the profession, the school believes 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 advice from experienced co-op students and recent alumni. Students also edit their resumes and portfolios with targeted instruction from professionals. Architectural practice is the course

focus; students learn about the many opportunities and career directions within architecture, 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 marketing function, and the process of design, cost analysis, and the economics that affect decision making.

There is additional support to prepare M. Arch. 1 students for co-op. During the summer semester of the first year, M. Arch. 1 students enroll in the JumpStart course, which features seven practitioner-led workshops. Each workshop covers a particular aspect of architectural practice. Targeted for the M. Arch. 1 population, 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.

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

- Review of the student and employer evaluations from co-op
- Review of ISP reporting summary and path to licensure
- Discussion of the student's professional interests
- Introduction to professional organizations and related opportunities

The employers evaluate students on their skills and work habits, and assign a letter grade to their performance. They also list a student's strengths, areas of concern, and offer written advice. The collection of employer evaluations is a valuable record of a student's growth over several work assignments.

Integrating the Co-op Experience:
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 based upon their interests, giving them realistic advice on how they might pursue these goals through co-op, and by suggesting complementary research or academic course work.

With the reworking of the Master of Architecture curriculum, SAID created a course entitled Professional Practice and Ethics. It is offered in the penultimate semester, after the conclusion of the co-op experience, and is intended to allow architecture students a way to integrate ethics and practices of the profession.

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 provides students with a thorough knowledge of opportunities and responsibilities in architecture and related career 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 an introduction to the Intern Development program. Regular meetings with professional practice advisors are devoted to reviews of the prior work quarter, options for future co-op assignments, and general career advising.
The local AIA chapter and SAID have had a long relationship of interaction; for example, SAID Director Williams and three local AIA members recently juried the Maryland State AIA Design Awards (2013) and in both 2013 and 2014 the State of Ohio AIA organized a student competition with entries from the Ohio accredited architecture programs. SAID faculty mentored their students in this competition.

SAID 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 course work is only the beginning of a lifetime of learning. With that in mind, our educational program emphasizes the learning of principles, whose relative stability help 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 two or three different work assignments in various 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 any disadvantages of alternating school terms, such as discontinuity in student organizations.

As students progress through the curriculum, the research year and thesis year foster the emergence of the “critical practitioner.” The upper level professional practice class considers the structure, ethics, and workings of the professional world.

ARCHITECTURE EDUCATION AND THE PUBLIC GOOD
Community connectedness and service are key values held by the University of Cincinnati in its role as a public urban research institution. With the administration of President Santa Ono has come a “Creating our Third Century” plan (the University’s bi-centennial is approaching rapidly). Research is identified as an important path, and there is a stated position that *innovation* will benefit society. Research in the arts and humanities has a clear, ongoing relationship to less tangible, but no less crucial, societal benefits, and thus has an ongoing role in the public good.

At SAID several recent initiatives underscore our professional commitment to the public good. As mentioned above, relative to students at the college (including SAID), the initiative DAAP Cares is also open to faculty and staff, and is intended to raise awareness as well as resources. Another important initiative is Director William D. Williams’ “MetroLAB” which is a Design/Build enterprise bringing SAID students into the community as they engage in hands-on learning. To date, projects have been produced in the Over-the-Rhine neighborhood of downtown Cincinnati (Public Charettes in conjunction with 3CDC, a non-profit urban redevelopment group), and at DAAP. In the near future, SAID plans to expand MetroLAB to offer more opportunities to the M. Arch. students in particular.

Around longer than MetroLAB, the Community Design Center is an offshoot of DAAP that organizes collaborative interdisciplinary community/university partnerships for the research and design of physical improvements that serve the university’s urban area. 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.

I.1.4. Long-Range Planning

Long-range planning is an explicit responsibility of the school director, who is to lead the faculty in envisioning the future of the school and its curricula, to devise the means to achieve that vision, and to communicate the direction of the school to its stakeholders. Each year the school holds an all-day planning retreat off campus in which the primary topic of discussion is long-range planning. The faculty has the opportunity to refine the director’s vision in an extended conversation, and to elect representatives to the school’s advisory council. Typically the school director then writes a long-range planning statement that is shared with the faculty and the dean.

The school director and the faculty look to several sources of data to develop the long-range vision for the

school. Naturally the faculty look to student performance outcomes, such as the success of the thesis classes in the prior years and the results of exit interviews held the previous spring. As local practitioners are heavily involved in the teaching of the M. Arch. curriculum, not only in the ARCH7005 studio each summer, but also as advisors and jury members for the thesis year, their impressions of the students' skills and needs is taken very seriously by the permanent faculty. Other indicators of success, such as ARE scores, are unfortunately lagging indicators that are less helpful in evaluating recent changes in the curriculum.

This year the director was obliged to write his long-range vision statement a bit sooner. As part of his dossier for reappointment as school director, William Williams wrote an essay describing several possible futures for the school, and in particular, for the M. Arch. program. In his introduction to his analysis of the school's position in the academy and in the profession, Williams references the five perspectives as he describes the school's current situation. He writes:

> The challenges we face, as a school, can be understood as disciplinary, pedagogical, and budgetary. Each of these requires a response that is both moral, and cognizant of the importance of design.
>
> Design leadership will be critical over the next few years because the value of design is in and of itself under assault. The value of design can no longer be measured by aesthetics alone. The question of who architects and interior designers are designing for, and what is worthy of their effort, is matched by the larger societal questions of ethics, equity, and sustainability. Moreover, as the number of college age applicants shrinks as a result of the matriculation of the prodigy of Baby Boomers, colleges across the nation are facing declining enrollments, and increasing budgetary constraints. As a result, admissions are more competitive, and the ability to maintain a national profile and high rankings is increasingly dependent on the amount of financial aid and scholarships a school provides. Of course the biggest moral question may be who are we educating and why. Historically the University of Cincinnati has been less concerned with admitting the best students then graduating the best. But as the success of the program continues to draw national attention, the ability to attract better students from across the country is in contrast to the types of students the school has historically served who tended to be from the tri-state area.
>
> Architects and interior designers are poised for tremendous growth over the next decade. Unfortunately this increased demand for their services has not translated into higher starting salaries. This is especially concerning relative to the average student debt upon graduation. There is also a growing gap between the relevance of design, and the relevance of designers. In no point in history has design occupied as privileged a position amongst professionals, and the academy. However, like the term, who considers themselves designer is more diffuse. As a result, many of the problems architects and interior designers were asked to solve are now being taken on by other disciplines, and often by co-option instead of collaboration. The profession has painted itself into a corner of only being aesthetes who have little to offer in the solving of "real problems." For many, design education is an all-too-willing accomplice.

The faculty will be addressing these issues and the school's response to them in more detail at the annual faculty retreat, which is held each fall at the beginning of the academic year. The retreat sets the direction of the school for near and middle term, and lays out the planning initiatives to be undertaken in the coming year. This year the faculty is assessing the success of the semester curriculum, which now has been taught for two years. Armed with the results of our student satisfaction surveys, exit interviews, and the suggestions of visiting critics, co-op employers, and local practitioners, the faculty will be working to refine the curriculum, and to introduce into it more real-world projects and international opportunities.

LONG-RANGE PLANNING AT THE UNIVERSITY LEVEL

There is no doubt that the long-range planning at SAID and DAAP has been guided by the planning initiatives that have been happening at the university level. Since the writing of the last APR, the

university has undergone a series of leadership changes at the highest levels of the administration. In the past six years, four individuals have served in the role of university president, (Nancy Zimpher, Monica Remai, Gregory Williams, and Santa Ono), and three individuals have served as university provost. With each administration there has been a corresponding master planning effort. Fortunately, each of these has built on the efforts of the previous one. In addition, the university completely transformed its curricula in every endeavor as it converted from the quarter calendar to the semester calendar. As a result, SAID has responded to a number of long-range initiatives and has planned for the continued development of the M. Arch. program over the next five years.

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 focused on defining the role of "the new urban research university." Its five strategic goals aligned with those previously developed in the school and the college, and were easily adopted by the School of Architecture and Interior Design. These goals were 1) place students at the center, 2) grow our research excellence, 3) achieve academic excellence, 4) establish a sense of place, and 5) create opportunity. With the interim presidency of Monica Remai, the performance-based budgeting system was introduced to the university. This budgeting strategy, while not a master plan *per se,* placed budgetary accountability on the colleges. For SAID, this meant a centralization of budgetary authority with the college, and a loss of some autonomy. This also meant that faculty lines were no longer immediately replaceable, but rather that a faculty position must be justified by the amount of tuition and research revenue that position might generate.

Gregory Williams called his master plan "UC 2019: Accelerating our Transformation." A primary emphasis of this plan was a set of stretch goals for the university that would enhance its eligibility for the Associations of American Universities, the select group of very high research intensive universities. With the inclusion of Georgia Tech in 2012, the University of Cincinnati is now the institution with the highest research funding not included in the AAU. The metrics set out by UC 2019 included some ambitious goals that were particularly important to SAID. These included growing the network of co-op employers, increasing the number of out-of-state students in the undergraduate and graduate student body, and increasing the number of students participating in some sort of study abroad experience. A primary focus of the Williams administration was semester conversion, which formally occurred with the advent of the autumn semester in 2012. Although a steering committee studied the feasibility of converting to the semester calendar as early as 2007, it wasn't until 2009, that planning for the conversion began in earnest. It was intended from the beginning that this mandated switch in calendar be transformative; every degree program and every course within that degree program was to be rethought. A set of learning objectives was identified for each degree program. In the case of the Master of Architecture program, the student performance criteria from NAAB formed the foundation for these learning objectives, although they are expressed in a more expansive manner. In addition, each course in the curriculum was also redefined, and a new set of student learning objectives was developed for each course. Both the degree program and the courses within it were subject to rigorous review at the school, college, and provostal level.

With the new academic calendar came a new president. Two days before the start of the first autumn semester at UC in sixty years, President Williams abruptly resigned. The provost, Santa J. Ono, was immediately appointed interim president and confirmed by the UC Board of Trustees as permanent president in October 2012. President Ono's strategic plan is called "Creating Our Third Century," the title acknowledging that UC will be celebrating its 200th year in 2019. This plan extends the vision of UC2019 by emphasizing the resource strategies that might make the stretch goals articulated in 2010 possible. The visioning document centers on five principal goals: 1) investing in faculty and staff, 2) leveraging research, 3) reimagining the student experience, 4) excelling in e-learning, and 5) building the resource base. These five goals align well with SAID's long-range planning.

SEMESTER CONVERSION

In a large research university of more than 40,000 students, changing from a long-entrenched quarter system to a semester system is an extremely difficult, time-consuming, and expensive task. The change to a semester system was particularly impactful due to the long history and importance of the cooperative education program at UC, and the long-established sequence of alternating quarters of co-op and school. Cooperative education was invented at the University of Cincinnati more than 100 years ago, and UC has remained in the forefront internationally. However, it is clear that the benefits of the new semester-based curriculum were numerous, and this change presented us with a unique opportunity to review and revise our curriculum in substantial ways.

The semester system provides numerous challenges to this model since the year doesn't break up into an even number of terms. In effect, semester-based systems are composed of three terms: fall, spring, and summer. In most universities, the summer term is a shortened one. Because of our need to make all terms equal for students in our mandatory cooperative education (co-op) programs, UC has embraced a three-semester academic year in which all semesters are of near-equal length. This new semester system actually provides some significant advantages over the old alternating quarter system. An entire student cohort stays together in the semester system, rather than being split into opposite sections, which had resulted in students in opposite sections not seeing each other until their final term. Now we can provide "like" experiences for all students, and having an entire cohort together provides more opportunity for unique teaching approaches.

Along with the obvious advantages of a new structure of longer terms (15 weeks for semester vs. 10 weeks for quarter) and single cohorts of students, there was a unique opportunity "imposed" by the mandate to change the curricular structure to semesters. The university strongly encouraged all units to completely rethink their curricula, and provided workshops, expert guidance, and assistance to help with the transition. DAAP embraced the opportunity and took a leading role within the university to develop the calendar structure, creatively design the co-op sequence, and visualize the whole process. Our design and art faculty worked incredibly hard to analyze existing curricula, evaluate the needs of the professions, and establish innovative curricular structures to accomplish their goals.

Programs began by developing models of the curricular structure. A key part of the process was the development of student learning outcomes (SLO) for each program as well as for every course. By determining the scope of each program and course, and establishing clearly articulated student outcomes, our programs were able to ensure that they are meeting the needs of the students, the profession, the university's General Education Program, and professional accreditation standards.

THE CURRENT PLANNING ISSUES AT SAID

The architecture program at UC is more than ninety years old. Its founding principles continue to serve as its strength: the productive relationship between academic studies and cooperative 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: further diversifying the faculty and student body; establishing graduate culture in a historically undergraduate college while developing more interdisciplinary opportunities and dual-degree programs; developing sufficient graduate student funding to compete with better-endowed regional competitors; and meeting the expectations of the high performing, advanced-level graduate students that the program attracts.

The student satisfaction surveys that SAID has been conducting have allowed the faculty to discern what the students believe to be the strengths and weaknesses of the instruction they have been receiving. The surveys also ask students to identify where they hope to be professionally in the next five and ten years, and more importantly, they ask students to think about where the profession of architecture will be in ten years, and what SAID can do to prepare its students for that future. It is clear from the surveys that the students expect practice to be international in scope, or hyper-local. A majority of the faculty, too, believe

that the generalist practice for which many of them were trained may become a rarity as practices become more and more specialized. As the faculty looks to the long-range direction of the curriculum, it is clear that programs that support our international co-op opportunities, such as foreign language training and international business courses, would build on the single most attractive element of the UC curriculum. Also, many of our students expect to work in urban remediation, so the expansion of the MetroLab and the further development of SAID's offerings in urban design and historic preservation will make the most of the school's location in "recovering rust-belt" Cincinnati.

The most challenging element of any master planning is the need to identify how the resources necessary to implement the vision might be obtained. As will be discussed in the program assessment, the greatest threat to the success of the M. Arch. program is the limited amount of graduate student funding available to the school. In addition, the amount of money available for faculty support and activities, such as the lecture series, has been steadily reduced since the introduction of performance-based budgeting. Since the last NAAB visit, DAAP and SAID have become much more aggressive with its development activities. Fundraising is ongoing to support a chair in architectural design named for esteemed Professor Emeritus of Architecture David Niland. The school director has been making several development trips a year, often in the company of the dean. All of these activities have ensured that the budget for the school has remained relatively level, even as the university has required more of the college's tuition revenue for its operations.

The school's development efforts have resulted in a bequest that will be truly transformational once it occurs. An eight-figure gift is promised to the college and the school at the death of the donor. Given his very advanced age, the donor's vision for a "Center for Urban Futures" will likely be realized before the next NAAB visit. The administration and faculty are in the initial visioning phase of planning for this gift. As no one knows the precise timing of the gift, its eventual amount, or how the funds will be apportioned to the various purposes for which it is intended, it is difficult at this time to do more than lay the groundwork for a dramatic increase in available funds for graduate student stipends, faculty research support, and community outreach projects.

I.1.5. Program Self-Assessment

The architecture program at UC is more than ninety years old. Its founding principles continue to serve as its strength: the productive relationship between academic studies and cooperative 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: further diversifying the faculty and student body; establishing graduate culture in a historically undergraduate college while developing more interdisciplinary opportunities and dual-degree programs; developing sufficient graduate student funding to compete with better-endowed regional competitors; and meeting the expectations of the high performing, advanced-level graduate students that the program attracts.

The curriculum itself is in a constant state of evaluation at SAID. Every term, the graduate studio work is reviewed by most of the faculty, as the faculty participate on reviews several times a semester. Even those faculty members who teach primarily at the undergraduate level participate in graduate-level studio reviews, and all faculty are involved with the thesis project, as students are expected to seek out members of the faculty to serve on their thesis committee. The thesis itself is defended before a panel of faculty and guest critics, who typically report on their impressions of the work to the program director. DAAPWorks, the year-end show, is a juried exhibition that is evaluated by faculty and local-area practitioners; both groups award prizes to the best projects, and the program director collects the reviewers' thoughts in order to improve the thesis for the next year.

Support courses are reviewed by the topic groups described in section I.2.2., Administrative Structure and Governance. The topic groups usually meet a few times each year, and they typically discuss the content of each course and the ways in which that content is delivered to the students. For example, members of

the HTC topic group have been discussing how contemporary theory could be further integrated into the Thesis Prep course, so that this material might help the students situate their thesis within the contemporary discourse.

Aspects of the student experience that fall outside of the course work, such as international study or studio culture, are generally addressed first by the Advisory Council, and then considered by the faculty as a whole. Students feel free to bring their concerns about the program to the attention of the program director and the school director; this is sometimes done *ad hoc*, but the school's chapters of the AIAS and APX also act as a formal vehicle for relaying concerns with the curriculum and the day-to-day operations of the school.

The SAID M. Arch. prepares students for professional practice, both as it exists now, and as it will evolve in the future. The assessment process considers the five perspectives in that light—every proposed change has to improve the student's preparation for his or her career. Obviously there are sometimes contradictory forces to be resolved; the profession's need for practice-ready co-op students must be balanced against the collaterals' desire that graduates have a well-rounded general education, for example, and all must be weighed against the university's budget constraints and political realities. The faculty are also committed to serving the Cincinnati community; many recent changes to the curriculum have been made to allow for more service-learning opportunities throughout the students' time at SAID.

ASSESSMENT OF THE CURRICULUM AND STUDENT EXPERIENCE IN 2014-15
The current assessment of the M. Arch. program should be set in the context of the transition to the semester calendar, which required that every course in the program be reconceptualized. Because of the transitional courses put in place to bridge into the new calendar, many courses within the semester curriculum have only been taught once or twice at this time. Thus, the assessment activities of the past year have focused on the delivery of material in their new format.

SAID has initiated a number of surveys of the M. Arch. population and has also considered the students' course evaluations in assessing the quality of the instruction students are receiving and in discerning general student satisfaction with the program. The most recent graduate survey revealed that many of the changes made to the M. Arch. program through the semester conversion process have strengthened the program tremendously, but that there are still areas where the curriculum might be improved.

In general, the M. Arch. 1 students are quite happy with the studio instruction in the new studio courses designed just for them. When asked which studio course was the most effective, students were equally split between the two introductory studios, ARCH7001 and ARCH7002. The students also felt that the studio sequence was paced well—a full 50% thought the pacing was "just about right," while only 15% felt things were moving too quickly. When asked to give examples of what they learned in the foundation studio sequence, M. Arch. 1 students listed digital skills as a primary focus of the experience, followed by design methods and time management skills. A number of students also listed working with precedent and the importance of learning the unique vocabulary of architectural design.

All of the M. Arch. students were queried as to which skills were of most importance to them, and not surprisingly, they rated digital communication, knowledge of building materials and construction techniques, and basic design concepts as the three most important. When asked about the quality of instruction they have received in these core skills, they again ranked these skills, and building composition, as the best taught skills at SAID. However, hand drawing skills was the lowest ranked category among those skills listed. The emphasis on digital skills comes in part from a concern on the part of the faculty that our students be "co-op ready" within a year. For the M. Arch. 1 students, this means they need to learn a number of digital drafting, modeling, and rendering applications in a relatively short period of time. In part to correct this imbalance, the Computer Graphics Center and the Rapid Prototyping Lab are creating e-learning units that students will be able to take throughout their foundation year in the program. In time, most of the digital applications training that now occupies a great deal of the foundation-year skills work will be delivered online, freeing class time for hand skills and compositional instruction. On the more general question of balance between the technical and professional course work required by

the M. Arch. program and elective course opportunities, two-thirds of the students surveyed felt that the degree program balances the two very well.

SAID has also asked its graduate students about their reasons for choosing UC rather than another university. In the most recent survey, two-thirds of the students said that the co-op program was the single most important factor in their decision—this is not unexpected, as students see the co-op as an equalizing factor when they consider UC, given SAID's inability to match other program's financial aid packages. However, over a quarter of the students identified the year-long thesis project as the primary reason they came to UC. The thesis experience, which begins in the research year, allows a student to pursue a topic or question for an extended period of time. Ideally students take elective courses that support the thesis investigation, and many find a co-op that gives them experience in a firm whose work somehow touches on the thesis question. This year has seen a significant improvement to the thesis experience—at long last, the studio itself has been completely renovated, and new furniture and equipment are being installed into the space. The studio will take on a much more professional character, typical of what the students are used to in their co-op assignments. There will still be space for model building, and each student will have lockable storage, but the new space layout will allow for several breakout spaces where students can gather with their advisor and discuss their work without having to traipse downstairs to a seminar room.

A recent survey of both the graduate and undergraduate students found that most think highly of the college's facilities. The library, Computer Graphics Center, and wood and metal shops were particularly noted for their accessibility and quality. The Rapid Prototyping Center (RPC) was acknowledged as an important resource, but many students were frustrated by the fact that students themselves cannot operate any of the equipment there—every project is processed by a staff member. The administration shares the student's frustrations, and it is expected that several new 3-D printers will be installed on the studio floors in the coming academic year. Several new routers are also expected to be installed at the RPC in a student-run auxiliary facility, but these may be installed in the summer of 2015.

The life in the studio remains an important focus of SAID's reworking of the curriculum. The program's Studio Culture Policy is less known to the M. Arch. students than the undergraduates--just 50% reported knowing that SAID had one. More troubling, only 20% of the graduate students surveyed had actually read the document. The school has tried to remedy this situation by emailing each student a copy of the policy this past summer. As the policy focuses on health, personal safety, and a just community, the school polled students on their experiences in the studio. As might be expected, nearly all students reported not taking optimal care of themselves during the final push on a project. All but one student reported staying throughout the night in the studio, and nearly 75% reported that they had forgotten to eat for over half a day. Fortunately, only one student reported passing out in the studio, and no one reported being seriously injured in the studio. Crime can still be a problem on an urban campus, but the university's aggressive funding for public safety seems to have borne fruit. Only one incident of theft was reported by the M. Arch. community, and only two students reported feeling unsafe at any time while in the DAAP Building. Of course, no student should feel insecure at any time while at school, but these numbers reflect a great improvement in the perceived safety of the facility over previous years.

ASSESSMENT AT THE UNIVERSITY OF CINCINNATI

The University of Cincinnati now requires an assessment plan for each degree program at the university. The assessment rubric asks each program to map the degree program's learning objectives (PLOs) against the course work required of the degree, much like the NAAB requires programs to map their course work against the student performance criteria. However, UC's assessment schema asks programs to identify the course when a particular PLO is introduced in the curriculum, the courses in which the SLO is developed, and the terminal course in which the PLO is assessed. The program learning objectives for the M. Arch. program intentionally parallel the NAAB student performance criteria. They are as follows:

1. Students will become proficient in translating abstract concepts and ideas into concrete design proposals.

2. Students will communicate design intentions and concepts through writing, oral presentations, graphic communication, and digital and physical modeling.
3. Students will construct for themselves an understanding of the impact the built environment has on the Earth and human society; they will analyze how natural forces act upon a given site and influence architectural design choices, and will synthesize these forces in an appropriate architectural response.
4. Students will engage with human social, economic, and political forces that impact architectural design; will learn to design for a wide range of human populations; and will synthesize these human factors into appropriate architectural responses that respect the legal, social, and professional obligations of the designer.
5. Students will understand the history of architecture as developed across world cultures; they will employ precedent as a means of understanding and developing a design problem; and they will engage with the rich discourse of architectural theory and apply theoretical positions to their design work.
6. Students will demonstrate competence in contemporary construction and will understand and utilize the fundamental principles of the environmental sciences and engineering practice.
7. Students will synthesize their knowledge of the various forces acting upon architectural work into a comprehensive architectural product.
8. Students will identify their place within the design professions through paid engagement with the professional community of designers; and they will develop a personal philosophy and set of ethics as emerging members of the architectural profession.

The university assessment requirement also asks programs to identify how the various PLOs are assessed. At SAID this occurs in a variety of ways, as is appropriate in a design education. Naturally, assessment occurs with examinations and term papers, but also at reviews and exhibitions. At semester's end, too, the faculty gather to review the work of the students, and the faculty teams that have delivered the studio consider how they might improve the studio in the following year.

OPPORTUNITIES AT SAID

The constant evaluation of the culture and curriculum at SAID means that the school is always seeking ways to improve its curriculum and expand its reach into the profession. 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 and the MCP, the MBA and the theory-based M.S. Arch. Since 2009, DAAP and the College of Engineering and Applied Science (CEAS) have been creating a joint program with the Department of Civil Engineering in which students will earn a five-year Bachelor of Structural Engineering degree (eight semesters plus co-op) and then the M. Arch. degree in three years. The students will achieve this savings in time-to-degree by taking architectural history, drawing, and studio courses as electives within the BS CE, and then move to the M. Arch. with the equivalent of the B.S. Arch. The first class of this new program will graduate from their undergraduate degree in April 2015.

In support of this new initiative with CEAS, a new interdisciplinary hiring initiative is permitting the colleges to make a "cluster-hire" of three building science engineers. One of these hires will reside with SAID, and the others will be housed in the Department of Civil Engineering, where they will support their programs in structural engineering and construction management. Together, these hires will finally allow both units to offer the same course work in basic structures, construction, and environmental science to students in all programs, reducing course redundancy and improving the faculty's ability to cover these essential courses while at the same time creating a core of faculty whose research should benefit from a larger building science community.

SAID's ongoing commitment to community service is another example of how SAID is transforming the M. Arch. curriculum in response to assessment data. SAID's work with DAAP's Community Design Center,

the Niehoff Urban Studio, and the MetroLab project have all focused our students' and faculty's design and research skills on the underserved neighborhoods near the Uptown Campus. Since the last NAAB visit, teams of students have executed service-learning projects in Walnut Hills, Avondale, Corryville, East Price Hill, and Over-the-Rhine; many of these projects have created space in which new businesses or social service organizations have thrived, generating a true economic return for the community. Data from the student surveys suggests that many students choose Cincinnati because they want to become involved in remediating the disinvestment that plagues Rust Belt cities. The MetroLab pilot program has been a very rewarding experience for the students, and a successful recruiting vehicle for the school. The school is working to develop the MetroLab studio into a standard component of the graduate curriculum, where each student will become involved in a design-build service-learning project, either within Cincinnati, or in communities of need in the region or elsewhere in the world.

The School of Architecture and Interior Design has been continuously improving the M. Arch. curriculum since its inception. Most of these changes have been made in response to changes in the university's leadership and budget formulas, prompted by feedback from students and practitioners, and incited by changes occurring in the profession.

I.2. Resources

I.2.1. Human Resources

FACULTY/STAFF
The matrices (Tables I.2.1.A-G) at the end of this section identify the faculty teaching the curriculum during the last two academic years, as well as fall semester 2014. The one-page course descriptions and faculty resumes are found in the Supplemental Information.

Teaching in the Master of Architecture Program
The SAID faculty is somewhat unusual in that individual members often teach in different degree programs, among those offered by SAID. In addition to the Master of Architecture we offer a B.S. Arch., a B.S. Interior Design, an M.S. Arch., and a PhD. Our teaching assignments allow great flexibility, and we avoid redundancy because faculty members are not appointed exclusively to any single degree program. The standards established for teaching loads are a general guide, with an expectation that full-time faculty teach a six-credit studio and a three-credit lecture/seminar every fall and spring semester. Summer semester teaching is an additional, and mostly optional, teaching appointment, outside the normal contract, and involving extra compensation. The contractual amount of summer teaching compensation is spelled out in the UC/AAUP Contract. Since the conversion to semesters, there has been some negotiating that would allow a full-time faculty member to switch either fall or spring teaching for summer, thus reducing the burden of extra compensation. Summer teaching notwithstanding, a certain amount of flexibility is allowed in the overview of teaching assignments: the loading might not be even across semesters, for example, therefore opening up time with less teaching where faculty members might pursue service to the school or their own research. This is decided in discussions with the school director.

During the academic year 2013-14, there were 26 full-time faculty, and two additional faculty (Adrian Parr and Virginia Russell) with partial appointments in other academic units. The 26 full-time faculty members include Patricia Kucker, who currently is serving as the associate dean for faculty affairs; her appointment to that position will continue for several years. Adjuncts are employed to teach at SAID, but in the M. Arch. program they are there because of special expertise offered. The Division of Professional Practice and Experiential Learning also has responsibility for the section of the curriculum related to the Co-op Internship Program—and its faculty are dedicated to the various degree programs—so in this case Alex Christoforidis is dedicated to the Master of Architecture, and his resume is also included in the Supplemental Information, under faculty resumes.

Fall 2012

Faculty member	Summary of expertise, recent research, or experience	ARCH 7001	ARCH 7004	ARCH 7012	ARCH 7021	ARCH 7031	ARCH 7054	ARCH 7061	ARCH 7062	ARCH 7072	ARCH 8009	ARCH 8041	PD 7021
G. Thomas Bible	Experienced educator able to integrate structural engineering with design								x	x			
Terry Boling	Award-winning designer and teacher; interested in material, making and processes; design-build		x						x				
Robert Burnham	SAID Emeritus professor with a long career in design pedagogy		x										
Alex Christoforidis	Experienced in practice, with service to the profession and professional education												x
Udo Greinacher	Expertise in urban design and architecture; research on cinema, urbanism and architecture						x						
John Hancock	Award-winning researcher: historic material in multi-media, museum installations; expert on Phenomenology and place										x		
Anton Harfmann	Expert on integrated building and design technologies; grants awarded for research on green systems							x					
Aarati Kanekar	Frequently published on aspects of cultural studies and architecture, most recently in *Prospecta*, on migrant experiences										x		
Michael McInturf	Recognized practitioner of critical design; since 2010 Graduate Program Director in SAID										x	x	
Victoria Meyers	Published and award-winning practitioner; most recent book on Sound and Architecture										x		

Elizabeth Riorden	Expert on ancient and medieval architecture; work on ancient Troy exhibited worldwide				x								
Stephen Slaughter	Research on architecture for crisis, integration of digital design with humanitarian concerns		x										
Ming Tang	Experienced in teaching advanced digital skills integrated to design studios; 2014 book on Parametric Design	x		x									
Jeffrey Tilman	Published scholar of architectural history and also an architect and preservationist		x										
Bryan Wright	Advanced degree in Social Geography with interest in theory; pursuing PhD					x							
Michael Zaretsky	Recent publications on Sustainable Design; expert on passive systems; experience in building for humanitarian concerns								x				

Spring 2013

Faculty member	**Summary of expertise, recent research, or experience**	**ARCH 7002**	**ARCH 7013**	**ARCH 7022**	**ARCH 7031**	**ARCH 7036**	**ARCH 7071**	**ARCH 8001**	**ARCH 8009**	**ARCH 8011**
G. Thomas Bible	Experienced educator able to integrate structural engineering with design	x					x			
Terry Boling	Award-winning designer and teacher; interested in material, making and processes; design-build					x		x		
Edson Cabalfin	Active scholar with interests in gender studies, design representation and theory					x				
Udo Greinacher	Expertise in urban design and architecture; research on cinema, urbanism and architecture					x		x		

John Hancock	Award-winning researcher: historic material in multi-media, museum installations; expert on Phenomenology and place								x	x
Hank Hildebrandt	Experienced educator; national leader in Interior Design pedagogy					x				
Dominic Iacobucci	Practicing designer with research interests in the Future of Work							x		
Aarati Kanekar	Frequently published on aspects of cultural studies and architecture, most recently in *Prospecta*, on migrant experiences								x	
Michael McInturf	Recognized practitioner of critical design; since 2010 Graduate Program Director in SAID							x	x	
Victoria Meyers	Published and award-winning practitioner; most recent book on Sound and Architecture					x			x	
Vincent Sansalone	Practice in both architecture and art; design pedagogy and curricular development					x				
Ming Tang	Experienced in teaching advanced digital skills integrated into design studios; 2014 book on Parametric Design		x							
Jeffrey Tilman	Published scholar of architectural history and also an architect and preservationist			x						
William D. Williams	Experienced educator in architecture; School Director	x								
Rebecca Williamson	Expertise on urban issues and architecture; co-editor of award-winning volume on the history of architectural pedagogy in North America					x				
Bryan Wright	Advanced degree in Social Geography with interest in theory; completing PhD				x					

Summer 2013

Faculty member	Summary of expertise, recent research, or experience	ARCH 7005	ARCH 7014	ARCH 7036	ARCH 7051	ARCH 7081	ARCH 7082	PD 7022
Kory Beighle	Combines architecture and engineering; currently pursuing PhD						x	
Alex Christoforidis	Experienced in practice, with service to the profession and professional education							x
Michael McInturf	Recognized practitoner of critical design; since 2010 Graduate Program Director in SAID	x						
Virginia Russell	Member FASLA, expert on Green Roofs; Head of DAAP Horticulture Program; developing M. Landscape Architecture Program				x			
Stephen Slaughter	Research on architecture for crisis, integration of digital design to humanitarian concerns			x				
Ming Tang	Experienced in teaching advanced digital skills integrated to design studios; 2014 book on Parametric Design		x					
Michael Zaretsky	Recent publications on Sustainable Design; expert on passive systems; experience in building for humanitarian concerns			x		x		

Fall 2013

Faculty member	Summary of expertise, recent research, or experience	ARCH7001	ARCH 7004	ARCH 7012	ARCH 7021	ARCH 7031	ARCH 7036	ARCH 7054	ARCH 7061	ARCH 7062	ARCH 7072	ARCH 8009	ARCH 8041	PD 7021
G. Thomas Bible	Experienced educator able to integrate structural engineering with design										x			
Ann Black	Career in teaching Interior Design, with many award-winning students; current research in overlap of design and medicine						x							
Terry Boling	Award-winning designer and teacher; interested in material, making and processes; design-build		x							x				
Robert Burnham	SAID Emeritus professor with a long career in design pedagogy		x											
Alex Christoforidis	Experienced in practice, with service to the profession and professional education													x
Udo Greinacher	Expertise in urban design and architecture; research on cinema, urbanism and architecture							x				x		
Edson Cabalfin	Active scholar with interests in gender studies, design representation and theory						x							
John Hancock	Award-winning researcher: historic material in multi-media, museum installations; expert on Phenomenology and place						x					x		
Anton Harfmann	Expert on integrated building and design technologies; won grants for research on green systems								x					
Aarati Kanekar	Frequently published on aspects of cultural studies and architect-ture, most recently in *Prospecta*, on migrant experiences											x		

Michael McInturf	Recognized practitioner of critical design; since 2010 Graduate Program Director in SAID											x		
Victoria Meyers	Published and award-winning practitioner; most recent book on Sound and Architecture		x											
James Postell	Accomplished practitioner and educator; expertise in furniture, both design and published research		x				x							
Elizabeth Riorden	Expert on ancient and medieval architecture; work on ancient Troy exhibited worldwide				x									
Tim Sharp	Practitioner with background in both law and architecture; extensive career in regional planning												x	
Stephen Slaughter	Research on architecture for crisis, integration of digital design with humanitarian concerns	x					x							
Ming Tang	Experienced in teaching advanced digital skills integrated to design studios; 2014 book on Parametric Design			x										
Rebecca Williamson	Expertise on urban issues and architecture; co-editor of award-winning volume on the history of architectural pedagogy in North America					x								
Michael Zaretsky	Recent publications on Sustainable Design; expert on passive systems; experience in building for humanitarian concerns						x							

Spring 2014

Faculty member	Summary of expertise, recent research, or experience	ARCH 7002	ARCH 7013	ARCH 7022	ARCH 7036	ARCH 7037	ARCH 7071	ARCH 8001	ARCH 8009	ARCH 8011
Aaron Betsky	Scholar with international profile; published author; design critic							x		
G. Thomas Bible	Experienced educator able to integrate structural engineering with design						x			
Terry Boling	Award-winning designer and teacher; interested in material, making and processes; design-build				x			x		
Lucie Fontein	Career in both practice and studio teaching; published on design & theory	x								
Udo Greinacher	Expertise in urban design and architecture; research on cinema, urbanism and architecture				x				x	
John Hancock	Award-winning researcher: historic material in multi-media, museum installations; Phenomenology and place					x			x	x
Hank Hildebrandt	Experienced educator ; national leader in Interior Design pedagogy				x					
Aarati Kanekar	Frequently published on aspects of cultural studies and architecture, recently in *Prospecta*								x	
Mara Marcu	Emerging scholar on overlap of parametric design, biomorphism, sustainability and culture				x					
Michael McInturf	Recognized practitioner of critical design; since 2010 Graduate Program Director in SAID							x	x	
Victoria Meyers	Published and award-winning practitioner; most recent book on Sound and Architecture				x					

James Postell	Accomplished practitioner and educator; expertise in furniture, both design and published research							x		
Ming Tang	Experienced in teaching advanced digital skills integrated in design studios 2014 book on Parametric Design		x							
Jeffrey Tilman	Published scholar of architectural history; architect and preservationist			x						
William D. Williams	Experienced educator in architecture; School Director	x								
Michael Zaretsky	Recent publications on Sustainable Design; expert on passive systems; experience in humanitarian design							x		

Summer 2014

Faculty member	**Summary of expertise, recent research, or experience**	**ARCH 7005**	**ARCH 7014**	**ARCH 7036**	**ARCH 7051**	**ARCH 7081**	**ARCH 7082**	**ARCH 8037**	**PD 7022**
Kory Beighle	Combines architecture and engineering; pursuing PhD						x		
Terry Boling	Award-winning designer and teacher; interested in material, making & processes; design-build	x							
Alex Christoforidis	Experienced in practice, with service to the profession and prof. education								x
John Hancock	Award-winning researcher: historic material in multi-media, museum install-ations; Phenomenology and place							x	
Michael McInturf	Recognized practitioner of critical design; since 2010 Graduate Program Director in SAID	x							

Virginia Russell	Member FASLA, expert on Green Roofs; Head of DAAP Horticulture Program; developing M. Landscape Architecture Program				x				
Ming Tang	Experienced in teaching advanced digital skills integrated to design studios; book on Parametric Design		x						
Michael Zaretsky	Recent publications on Sustainable Design; expert on passive systems; experience in humanitarian design			x		x			

Fall 2014

Faculty member	**Summary of expertise, recent research, or experience**	**ARCH 7001**	**ARCH7 004**	**ARCH 7012**	**ARCH 7021**	**ARCH 7031**	**ARCH7 036**	**ARCH 7054**	**ARCH 7061**	**ARCH 7062**	**ARCH 7072**	**ARCH 8009**	**ARCH 8041**	**PD 7021**
G. Thomas Bible	Experienced educator able to integrate structural engineering with design		x								x			
Terry Boling	Award-winning designer and teacher; interested in material, making and processes; design-build		x							x				
Nnamdi Elleh	Frequently published on African architecture, cultural studies and contemporary theory					x								
Alex Christo-foridis	Experienced in practice, with service to the profession and professional education													x
Udo Greinacher	Expertise in urban design and architecture; research on cinema, urbanism and architecture							x						
John Hancock	Award-winning researcher: historic material in multi-media, museum installations; expert on Phenomenology and place						X					x		

Anton Harfmann	Expert on integrated building and design technologies; grants awarded for research on green systems								x					
Aarati Kanekar	Frequently published on aspects of cultural studies and architecture, most recently in *Prospecta*, on migrant experiences											x		
Michael McInturf	Recognized practitioner of critical design; since 2010 Graduate Program Director in SAID											x		
James Postell	Accomplished practitioner and educator; expertise in furniture, both design and published research		x				x							
Elizabeth Riorden	Expert on ancient and medieval architecture; work on ancient Troy exhibited worldwide				x									
Tim Sharp	Practitioner with background in both law and architecture; extensive career in regional planning												x	
Stephen Slaughter	Research on architecture for crisis, integration of digital design with humanitarian concerns	x					X							
Ming Tang	Experienced in teaching advanced digital skills integrated to design studios; 2014 book on Parametric Design			x										
Michael Zaretsky	Recent publications on Sustainable Design; expert on passive systems; experience in building for humanitarian concerns		x							X				

EQUAL OPPORTUNITY AND ACCESS

The University of Cincinnati is a public institution of the State of Ohio, and states its position on equal opportunity and access as follows:

> We offer a challenging, yet nurturing intellectual climate with a respect for the spectrum of diversity and a genuine understanding of its many components — including race, ethnicity, gender, gender identity and expression, age, socio-economic status, family structure, national origin, sexual orientation, disability and religion — that enrich us as a vibrant, public, urban research university for the 21st century.
> (from the home page, University of Cincinnati Office of Diversity).

The Office of Diversity provides access and information on institutional policies and guidelines, how to report a bias incident, and many programs including those of the Office of Equal Opportunity and Access, which ensures compliance with Title IX. The university-wide policy on faculty hiring (see Part I.1.2, Social Equity) involves oversight by the Office of Equal Opportunity and Access.

Beyond this, the School of Architecture and Interior Design, together with the State AIA, have for years recognized the lack of minority participation in the profession of architecture, and have worked together to create initiatives that reach out to pools of minority youth. The SAID Summer CAMP is described in Part I.1.2, Social Equity, but there are other outreach programs in SAID. For example, SAID has a program with Hughes High School, a Cincinnati Public School adjacent to campus, whereby SAID students tutor Hughes students in design and drawing. In addition, School Director William D. Williams not only attends the annual meetings of the National Organization of Minority architects, but he has also given presentations at the NOMA meetings in Atlanta (2011) and Indianapolis (2013). SAID's leadership and contacts with local minority members of the profession are aiding the establishment of an additional scholarship fund (SAID Diversity Scholarship).

FACULTY SUPPORT

Several initiatives at SAID have targeted keeping its faculty abreast of technology. Partnering with Autodesk allowed the faculty to get training in Revit, especially important because many employers in the co-op program want co-op students to have proficiency in Revit. Now, faculty teaching studios where Revit might be used have a greater understanding of this software's use.

SAID encourages faculty to attend the annual meetings of AIA and ACSA, where they have access to many presentations on the profession and its pedagogy. Faculty who give peer-reviewed presentations or are performing service to the school, receive financial support to attend these meetings. For example, in April 2014, Director Williams and eight faculty (a record 30% of the total full-time faculty) attended the Annual Meeting of ACSA in Miami, Florida. In addition, the Pogue-Wheeler Traveling Fellowship is a DAAP competitive award (to faculty in planning, interior design or architecture) given once a year to fund faculty travel which supports teaching and research. Along with the University Research Council Grants and the Faculty Development Council Grants (all competitive, as described in Part I.1.3.A.), the Pogue-Wheeler provides support for teaching and research. Table I.2.1.B. shows faculty success at winning grants since the last period of review.

Another way that the school supports faculty research is through the granting of sabbaticals. Since the last period of review, the following faculty have been granted sabbaticals: Udo Greinacher, John Hancock, Elizabeth Riorden, Nnamdi Elleh, Brian Davies, Ann Black, and Rebecca Williamson. The regulations and policies that govern sabbatical and leave (paid and unpaid) are laid out in the UC/AAUP Contract. The layered procedure for reappointment, promotion, and tenure (RPT) of faculty is also spelled out in the UC/AAUP Contract and the SAID Criteria for RPT, as is discussed in Part I.1.3.A., the Perspective of Architecture Education and the Academic Community. The AAUP Contract and the SAID Criteria for RPT will both be available in full in the Team Room, at the time of the NAAB visit.

Table I.2.1 B—Faculty Research Support 2009-2010 to 2013-2014

Research Grant Funding--AY2009-10 to AY2013-14							
	Internal Funding					External Funding	
Name of Faculty	URC type: amount:	FDC type: amount:	UC Forward	Pogue-Wheeler Traveling Fellowship	Other Internal	Direct grantor: amount:	Sponsored grantor: amount
Boling, Terry				X			
Elleh, Nnamdi							Fulbright
Greinacher, Udo		Individual 2.8K, 1K		X		Cincinnati Preservation Association	
Hancock, John						US National Park Service 26.6K	National Endowment for the Humanities
Hancock, John						Cincinnati Museum Ctr and Village of Newton	National Endowment for the Humanities
Hancock, John						Jefferson's Poplar Forest 25K with Ben	
Hancock, John						Hamilton County Parks District 15K	
Hancock, John						Ohio Humanities Council 15K	
Harfmann, Anton	Collaborative 25K	Collaborative 10K				Battelle 25K	
Hildebrandt, Henry				X		Signage Foundation 55K	
Kanekar, Aarati	Individual 8K	Individual 3.77K		X			
Marcu, Mara		Individual 1.6K					
Marcu, Mara		Collaborative 18.2K					
Riorden, Elizabeth						Institute for Aegean Prehistory (INSTAP) 5K	
Russel, Virginia	Collaborative 25K, 25K	Collaborative 14K				Audubon Society of Cincinnati/Mill Creek Restoration Project 10K	
Russell, Virginia		Individual 4K, 4K, 1.9K					
Snadon, Patrick					DAAP Tavel 2K		
Tang, Ming	Collaborative 18.1 K	Individual 2.7K, 1.7K	Collaborative 10K, 9.2K		Faculty Abroad .5K		
Tang, Ming		Collaborative 2.69K			Education Abroad 2.5K		
Williamson, Rebecca			Collaborative 10K/year x 3 years				BRAUP 100,000 Euros
Zaretsky, Michael		Individual 3.8K, 1.44K			DAAP Signage 4.5K		
Zaretsky, Michael		Collaborative 19.86K					

VISITING LECTURERS AND CRITICS

SAID invites at least six practitioners and scholars to speak to the student body each semester. These lectures are typically scheduled for Wednesday evenings, and are preceded by a brown-bag lunch with students at noon. At least once a year, the school also hosts a regional or national conference, which affords the student body the chance to hear a number of speakers on an emerging topic in practice. At the end of the year, a select group of theorists and practitioners are assembled to serve as the jury for the thesis class.

AY2008-09

Master of Architecture Thesis Jury: Ray Mann, Craig Barton, Karl Daubman, Peter Mackeith, Jason Young, Maurizio Sabini, Christopher Fannin, David Biagi

AY2009-10

Visiting Lectures/Special Presentations by: Craig Curtis of Miller/Hull (Seattle); Nnamdi Elleh of SAID; Odile Decq of Studio Odil Decq (Paris, France); Phil Freelon (Durham, NC); Gyo Obata, founding principal of HOK.

2010 Master of Architecture Thesis Jury: Isabella Gould, Mahesh Senegala, Maurizio Sabini, Wendy Redfield, MaryBen Bonham, Terry Welker, John Humphries, Mark Farlow

AY2010-11

Visiting Lectures/Special Presentations by: Gyo Obata, founding principal of HOK; Udo Greinacher of SAID; Nataly Gattegno; Ted Shelton and Tricia Stuth of Curb; Stephen Slaughter of Phat (now at SAID); Robert Brugemann; Julie Bargman of DIRT; Charles Waldheim; and a round-table discussion with Aaron Betsky, Michael Speaks and Ben Nicholson.

2011 Master of Architecture Thesis jury: Ed Mitchell, Jay Chatterjee, Joshua Coggeshall, Greg Lewis, Lisa Henry Benham, Michale Poris, Annie Chu, Aaron Betsky, Jon Disbrow, Beth McGrew, Jim Cheng, Maurizio Sabini, Steve Sendelbeck, Michael Schuster

AY2011-12

Visiting Lectures/Special Presentations by: Bryan Bell of Auburn Rural Studio; John Folan, Sergio Palleroni and John Quale at a symposium on design-build; Dan Rockhill; Bret Terpeluk; John Nastasi; Patrick Tighe; E.B. Min + Jeffrey Day; Adam Yarinsky; Lisa Iwamoto; and Mario Gooden.

2012 Master of Architecture Thesis jury: Chris Paytek, Susanne Shindler, Chris Ramonos, Mark Lee, Ed Mitchell, Sony Devabhakuni, Menaleaos Triantafillou, Eric Inglert, Joshua Coggeshall, William Taylor, Terry Welker, Chris Schoonover, David Malda, John Disbrow

AY2012-13

Visiting Lectures/Special Presentations by: J. Kent Fitzsimons; Victoria Meyers; Daan Roggeveen; Walter Hood; Hagy Belzberg; Mel Chin; Petra Blaisse; Lauren Rottet; Nader Tehrani; Peter Walker; Eric Howeler; Steve Dumez; Joseph Rykwert

2013 Master of Architecture Thesis jury: Luke Bulman, Kiel Moe, Mara Marcu, Raveevarn Choksombatchai, Aaron Betsky, John Senhauser, Joshua Coggeshall, Jim Cheng, Jose Garcia.

AY2013-14

Visiting Lectures/Special Presentations by: Carlos Jimenez;Martin Chenot, Marion Vaconsin, and Xavier Wrona in the French Landscape Architects Symposium; Anuradha Mahur, Dilip da Cunha; Alphonse Sarthout, Hugo Haas; Mabel Wilson; David J Lewis; Yolande Daniels; numerous presenters/participants of the Future Cities Symposium; Ann Hamilton; Giorgio Borruso; Jessica Walsh; Daphne Spain; Michael Pyatok; Stanley Saitowitz; Don Murphy; Benjamin Ball, Gaston Nogues; Roberto de Leon, Ross Primmer; Sylvia Lavin; Julie Eizenberg

2014 Master of Architecture Thesis Jury: Adam Yarinsky, Stephen Cassells, Ed Mitchell, Robin Dripps, Lucia Phinney, Joshua Coggeshall, Jim Cheng, Eric Puryear, Beth Mc-Grew, Lucie Fontein, Victoria Meyers, Danilo Palazzo

AY2014-15
In the upcoming academic year, we will we visited by the following speakers: Daphne Spain, Ed Ford, and Catie Newell; Erik Verboon, Matt Herman, and Steven Baumgartner from Buro Happold; Ghislaine Vinas, Evan Douglis, Neil Denari, Marlon Blackwell, Julie Snow, Craig Dykers, Nicholas de Monchaux; and Kee Poh Lam, PhD RIBA, Professor at Carnegie Mellon University

PUBLIC EXHIBITIONS
As one of the four schools within the College of DAAP, SAID has the privilege of having a permanent gallery and gallery director, Aaron Cowan. The gallery director ensures that there are always exhibits of high quality that stimulate the intellect within the walls, for the benefit of students, faculty, and staff. The Dorothy W. and C. Lawson Reed Jr. Gallery (Reed Gallery for short) is immediately off the DAAP atrium. Another gallery on campus also welcomes exhibits from DAAP: the Philip M. Meyers Jr. Memorial Gallery in the Steger Student Life Center.

Every summer the Reed Gallery displays the “Director’s Choice” exhibition of outstanding student projects from that year’s graduating class—including architecture, of course. The rest of the year there are curated temporary exhibits; from time to time Master of Architecture students assist in curating and installing these exhibitions. The following is a list of exhibits mounted since the last NAAB visit:

2009-10
Fall
- ID Chairs (Reed)
- Tarrance Corbin Show (Meyers)

Winter
- Urban Interventions (Reed)
- Florence Knoll: Defining Modern (Reed)

Spring
- DAAP Faculty Show (Reed)

2010-11
Fall
- Text Included (Reed)

Winter
- Creative Conscious: The Unconstrained Mind of Donald Deskey (Reed)
- Video Sculpture (Reed)
- Tommy Hartung (Meyers)

Summer
- Panoramia (Meyers)

Fall
- Intimacy Issues (Reed)
- Victory City (Meyers)

2011-12
Fall
- Napoli Untitled (Reed)
- Faculty Exhibition (Meyers)

Winter
- Charley Harper (Reed)
- Informed (Meyers)

Spring
- Faux Real (Reed)
- Faking it (Meyers)

Summer
- Struggling Cities (Meyers)

2012-13
Fall
Fotogenus (Reed)
The Forest: Santeri Tuori (Meyers)
Winter
Envision Cincinnati (Reed)
New Faculty Exhibition (Meyers)
Spring
Dry Run (Reed and Meyers)
William McGee (Reed)
Rise and Fall: Monumental Duct Tape Drawings (Meyers)
Summer
All Fall Down (Meyers)

2013-14
Fall
Martin Tucker: Remembered (Reed)
Les Albums des Jeunes Architectes et des Paysagistes (Meyers)
Winter
Independent (Reed)
Two Kinds of Funny (Meyers)
Spring
Dry Run (Reed and Meyers)
Hollis Hammonds: Worthless Matter (Reed)
Hal Lasko: The Pixel Painter (Meyers)
Summer
Coming Apart at the Seems (Meyers)

STUDENTS
Each year, several hundred students apply to the Master of Architecture program (both tracks). They apply through the university's online interface, which includes a customized process for applicants to submit an online portfolio. The admissions process is described in full in Part II, Section 3.

SAID has a dedicated staff for graduate student advising: Ellen Guerrettaz, who has been doing this work since 2004. She has both an M. Arch. degree and an M.S. Arch. (from SAID). Michael McInturf is the Master of Architecture program director, and he advises students on the degree program. For internship (co-op) placement, the Division of Professional Practice and Experiential Learning provides a dedicated professor, Alex Christoforidis. During a student's trajectory through the M. Arch. program, each student meets one-on-one with Alex at least six times, twice for each of three co-op experiences. The wider university context also offers support services to students for non-curricular related issues, as well as opportunities for extra-curricular activities and interest groups. Some of the SAID or DAAP centered student organizations in which M. Arch. students participate are listed in Part I, Section 1.3.

Because many of the Master of Architecture students at SAID do travel widely for co-op, there is less need (and also less time available) for them to travel as part of their UC experience. During the break between the two thesis semesters, and sometimes in the break between their last co-op and the beginning of thesis, there is grant funding available to each thesis student who applies, to support travel and research related to the thesis. Usually, this grant does not cover all related costs, but it is a subsidy that encourages students to intensify the research process. Students may also apply to UC International for individual grants that are awarded for well-described, research-related travel. Others elect to join in faculty directed travel (diverse faculty in this case), and in that case the UC International subsidy is given as a block to the travel leader, and then distributed to each participating student. The student body at SAID is small enough that students feel welcome to inform the school director about worthy opportunities and to request some financial assistance to take part in such. For example, in the 2013-14 academic

year, SAID afforded the opportunity for a thesis student, who was an active student leader, to attend the conference “Critical Mass.”

Co-op allows SAID architecture students the chance to have a self-directed, independent, and real-life experience of direct relevance to the profession. While on campus, many students also participate in faculty research, as research assistants or through independent studies. These experiences allow students to learn skills complementary to those learned on co-op. Some of the faculty who have worked with students are John Hancock, Terry Boling, Aarati Kanekar, Michael Zaretsky, Elizabeth Riorden, and Rebecca Williamson. These faculty gave students opportunities to create virtual worlds from new archaeological data, to travel to Tanzania to build a clinic, to travel to France to experience different urban conditions, and to make or curate unique designs.

Finally, at SAID graduate students in the professional degree program do not hesitate to compete, and at a high level. Many get involved in extra-curricular competitions. University of Cincinnati students often place highly and even win regional and national competitions; occasionally one wins a major prize, as in the case of Pavlo Kryvozub, who won the SOM Traveling Fellowship (50K stipend) in 2012.

I.2.2. Administrative Structure & Governance

The University of Cincinnati is a public institution of higher education that is overseen by a Board of Trustees that ensures that operations are consistent with the university’s mission. University-wide policies are established by the Rules of the University and the agreement between the University of Cincinnati and the AAUP. The Administrative Council and the Academic Councils of the university approve the university’s academic and administrative policies. Both faculty and deans are nominated to serve a determined term on the councils. Additional policies are developed as needed to guide decision making at every level of the college and university.

The Master of Architecture program is administered by the School of Architecture and Interior Design, which in turn is part of the College of Design, Architecture, Art, and Planning (DAAP), a constituent unit of the university (figure I.2.2A). As its name implies, four schools compose the college, and each school grants degrees in several related disciplines. Dean Robert Probst is responsible for all operations in the college, and he reports directly to Provost Beverly Davenport, who in turn answers to President Santa Ono and the University of Cincinnati Board of Trustees. Under the PBB budgeting plan, all financial and human resource responsibility lies with the deans of the colleges. Dean Probst has chosen to maintain much of the operational control of the college at the college level; financial oversight and development, student services and advising, facilities configuration and maintenance, and interdisciplinary research are all performed at the college level. Nonetheless, the four school directors make many operational decisions independently, and also consult regularly with the dean. The college has an executive committee for discussion of college-wide issues and for implementation of executive decisions. Other college committees have responsibilities that are consistent with the mission of the college. Each school has a set of faculty in partial administrative roles that assists the director in decision making and implementation. Additionally, each school has committees with specific charges related to its mission. This layered structure for inclusive governance ensures that universally held values are consistently brought to bear on educational and artistic decisions.

The School of Architecture and Interior Design (SAID) offers five degree programs in two disciplines. The school offers undergraduate Bachelor of Science degrees in architecture and in interior design, (the B.S. Arch and BSID, respectively), two master’s degrees, the M. Arch. and the post-professional M.S. Arch.; and the PhD in architecture, an academic research degree. The school has received approval from the

Ohio Board of Regents to offer the Master of Interior Design degree (M. ID), and will begin offering this degree in 2015.

SAID operates under a set of bylaws that emphasize shared governance between the school director and the faculty. As the name implies, the School of Architecture and Interior Design offers programs in two distinct, but interrelated, disciplines. The bylaws are very conscious of this, and nearly every body of the governance structure is required to be composed of members from both disciplines. The head of the school is the director, who reports directly to the dean; this post is currently held by William Williams. The director is assisted by a chief administrative staff person (currently Kim Lawson) and two associate directors, Liz Riorden and Jeffrey Tilman (figure I.2.2B). These associate directors have intertwining responsibilities that encompass the day-to-day operations of the school, such as human resource management, course scheduling and delivery, and curriculum development and assessment. Each academic discipline also has a program coordinator; these individuals oversee the management and delivery of the academic program, in the case of architecture, both undergraduate and graduate. The three program coordinators are Brian Davies for Interior Design; Nnamdi Elleh for the interdisciplinary, post-professional M.S. Arch. and PhD degrees; and Michael McInturf for architecture. To allow these individuals the time necessary to perform their duties, they are granted course releases throughout the academic year. The school director gets a 50% release from the standard 3-3 course load, while the associate directors and program coordinators get a 33% release. The associate directors and program coordinators also receive an annual administrative stipend of $2500, which is paid over the course of twelve months.

The bylaws of the school clearly state that the only legislative body of the school faculty is the committee of the whole. The faculty meet as a body several times a semester to approve new policies, curriculum initiatives, and committee slates. The more mundane issues that come up during the course of the term are handled by the director's Administrative Council (AC), which meets biweekly during the academic year. This body is composed of the director, the associate directors, the program coordinators, and two disciplinary representatives elected by the faculty, The AC acts as a liaison between the faculty and the director, while also acting as an extension of the director's executive authority. Members of the AC are active managers in their sphere, but they may also be called upon to assist with special projects, such as accreditation efforts or the hosting of a national conference.

The faculty is also represented in administrative efforts in the two standing committees of the school, the Reappointment, Promotion & Tenure (RPT) and Faculty Search committees. All members of these committees are elected by the entire faculty, but seats on each committee are reserved for each of the two disciplines. Each of these committees elects its own chair, who schedules the meetings of the committee and divides the tasks among its members. The RPT committee operates within the bounds set for it by the AAUP contract, and the standard for review for reappointment, promotion, and/or tenure is the school's RPT criteria, a formal document that has been approved by both the dean of the college and the university provost. In general, the RPT Committee's process is guided by the AAUP Contract, and the Committee's evaluations are governed by the criteria. The committee's letter regarding an RPT case is advisory to the provost and the board of trustees, but it is also the primary assessment of a candidate's portfolio of evidence. The other levels of review, by the school director, the college RPT Committee, the dean, and the provost, are intended to be an evaluation of the process that ensures that the school's RPT criteria are being correctly applied, and that all of the evidence available about the case was evaluated impartially. Given this emphasis on uniformity and fairness, few RPT cases have been contentious since the advent of the AAUP contract. Although the standards for promotion and tenure remain high, the

standards are well described in the RPT Criteria, and candidates generally know whether their case is ready to go forward long before their contract is set to expire.

The Search Committee is elected for overlapping three year terms, with the membership so structured as to ensure representation by both disciplines at all times. Student members representing the graduate and undergraduate student body are elected by the student body in years in which an active search is ongoing. The committee acts within guidelines set by the university's Department of Human Resources and the Associate Vice-Provost Diversity's Office of Equal Opportunity, and the Access Equal Opportunity Office. The committee writes and gains approval for search advertisements, collects and reviews applications, arranges the logistics of finalists' visits to the campus and the on-campus interviews, and writes a report of recommendation to the school director and the dean. The school director in conjunction with the dean determines the ranked list of finalists to be hired, and negotiates the terms of the initial offer letters to the successful candidates. However, all tenure-track appointments are officially made by the board of trustees, which ratifies a roster of initial-term appointments brought to them by the university provost.

Additions and changes to the curriculum are initiated at the school level, but are subject to approval by the college's Curriculum Committee, the faculty of the college, and the provost of the university. At the School of Architecture and Interior Design, minor changes to the curriculum, such as breadth of knowledge designations, course titles, and the wording of the official learning objectives, are initiated by the program director most nearly responsible for the course. More significant changes, such as curricular structure, credit values, or the creation of a new course, are initiated by curricular topic groups and passed on to the College Curriculum Committee by the school faculty as a body of the whole. The curricular topic groups are a subset of the faculty tasked with managing the content of the course work in a particular area. There are six topic groups at SAID:

1. Architectural Design, responsible for the studio course work
2. Interior Design, which encompasses all of the Interior Design courses offered in the BSID program
3. Skills, which looks at the drawing and representation courses within the curricula of both disciplines
4. Theory and Criticism, which looks at all of the history and theory courses within all SAID curricula, including the MS Arch and PhD programs
5. Building Technology, which focuses on the building science, engineering and construction course work in the professional degree programs
6. Professional Practice, which looks at the professional readiness course work and the interface of the academic work with the co-op program. The faculty of the Division of Professional Practice and Exploratory Learning who work with SAID students are members of this topic group.

As part of the semester conversion effort that was completed in 2012, the Office of the Provost created a standardized database of university degree programs and courses called e-curriculum. This digital archive of curricular documents ensured that a thorough review process was followed as each degree program and course were recreated for the semester calendar and approved at several levels of review, ultimately by the provost's office. The e-curriculum interface means that every course's description and learning objectives are immediately available to the faculty and staff; faculty are encouraged, in fact, to list the learning objectives directly on the course syllabus, and to review their course material for adherence to the stated objectives as they prepare the course.

Student views are sought and their needs accounted for in multiple ways at the school level. Students register concerns through conversations with faculty instructors and advisors, and faculty seek the views of students on an ongoing basis. Primary academic advisors are located in the college offices and serve as both advisors and an impartial ear for student complaints and observations. School directors in each school keep an open door policy and serve as an official first stop for complaints or problems. Formal means for valuing student views include student representation on search committees, student meetings with all faculty candidates, student and alumni surveys, and exit interviews. The School of Architecture and Interior Design also holds an informational all-school meeting at the beginning of each semester. Because the conversion to semesters was a multi-year (2008-12) overhaul of the entire curriculum, it was difficult to have a consistent student role in the process. Now that the curriculum is finally in place, students have been involved in the evaluation of the curriculum through their feedback in course evaluations, their responses to our annual surveys of student opinions, and town hall meetings.

Student organizations also have played a role in the evaluation of the curriculum. The leadership of the local chapter of the AIAS discuss the curriculum with the program coordinator and the director with some frequency. However, the graduate student body itself does not have an independent organization to voice its concerns about the M. Arch. program exclusive of the B.S. Arch. One means by which the school could improve its communication with the M. Arch. population would be to create a formal organization that would represent the graduate students independently of the more numerous undergraduates.

Figure I.2.2A—University of Cincinnati Organizational Chart

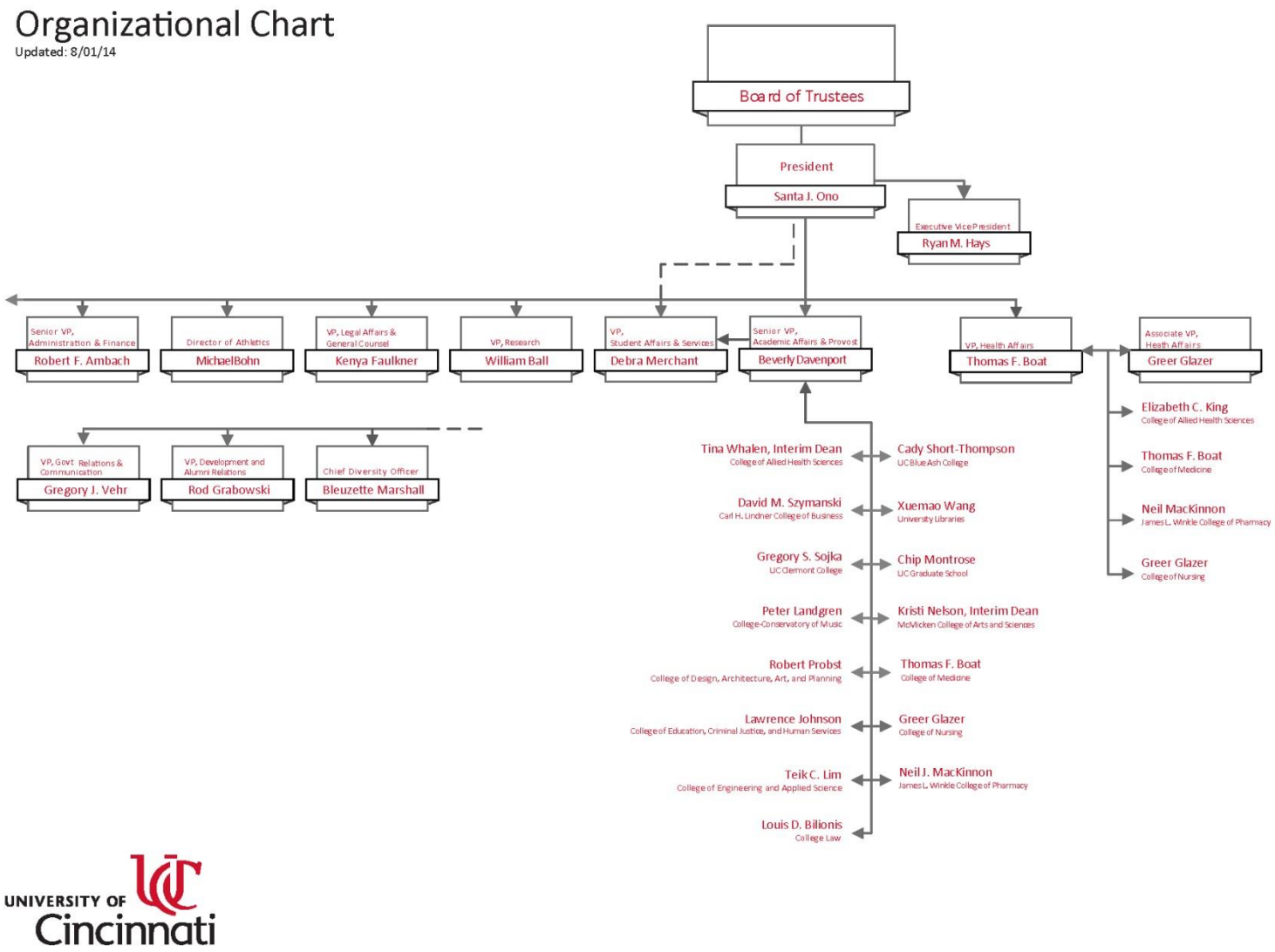
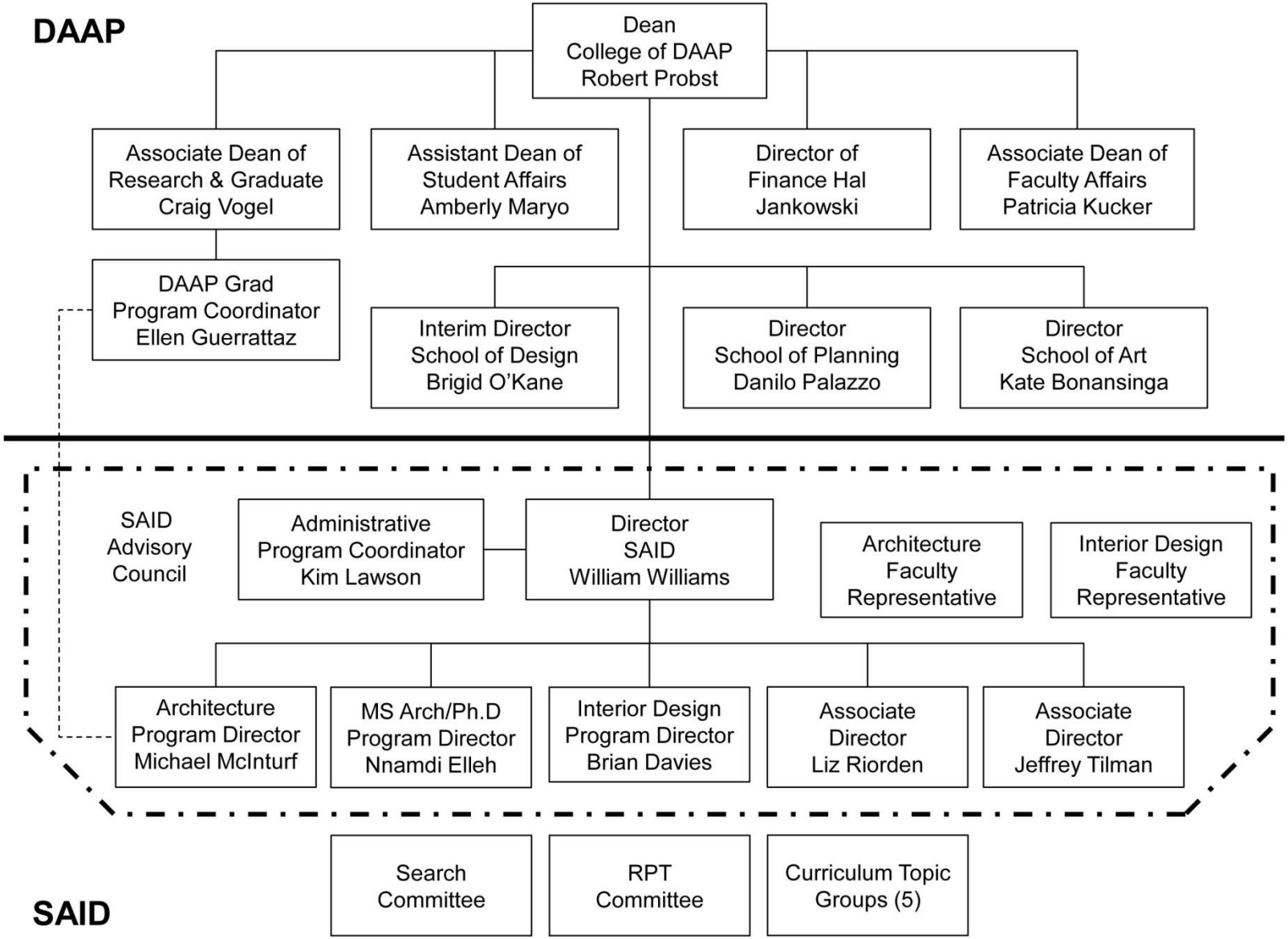


Figure I.2.2B—DAAP & SAID Organizational Chart



I.2.3. 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). These are supplemented by two raked-seating lecture halls for 70 students each, a 90-seat lecture room 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, and the recently renovated/expanded café and arts supply store. The primary spaces in the Aronoff Center open into a dramatic, sky-lit atrium, which energizes public life in DAAP—and serves as space for informal gatherings, refreshments, and special events.

Enrollment growth experienced several years ago in both the graduate and undergraduate programs at SAID and in the college continues to put space at a premium. All SAID studio spaces and all SAID faculty offices are located in the DAAP complex of interconnected buildings (Aronoff, 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 fifth year interior design students receiving 70 – 80 square feet per student. Other studios (in particular the undergraduate 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.

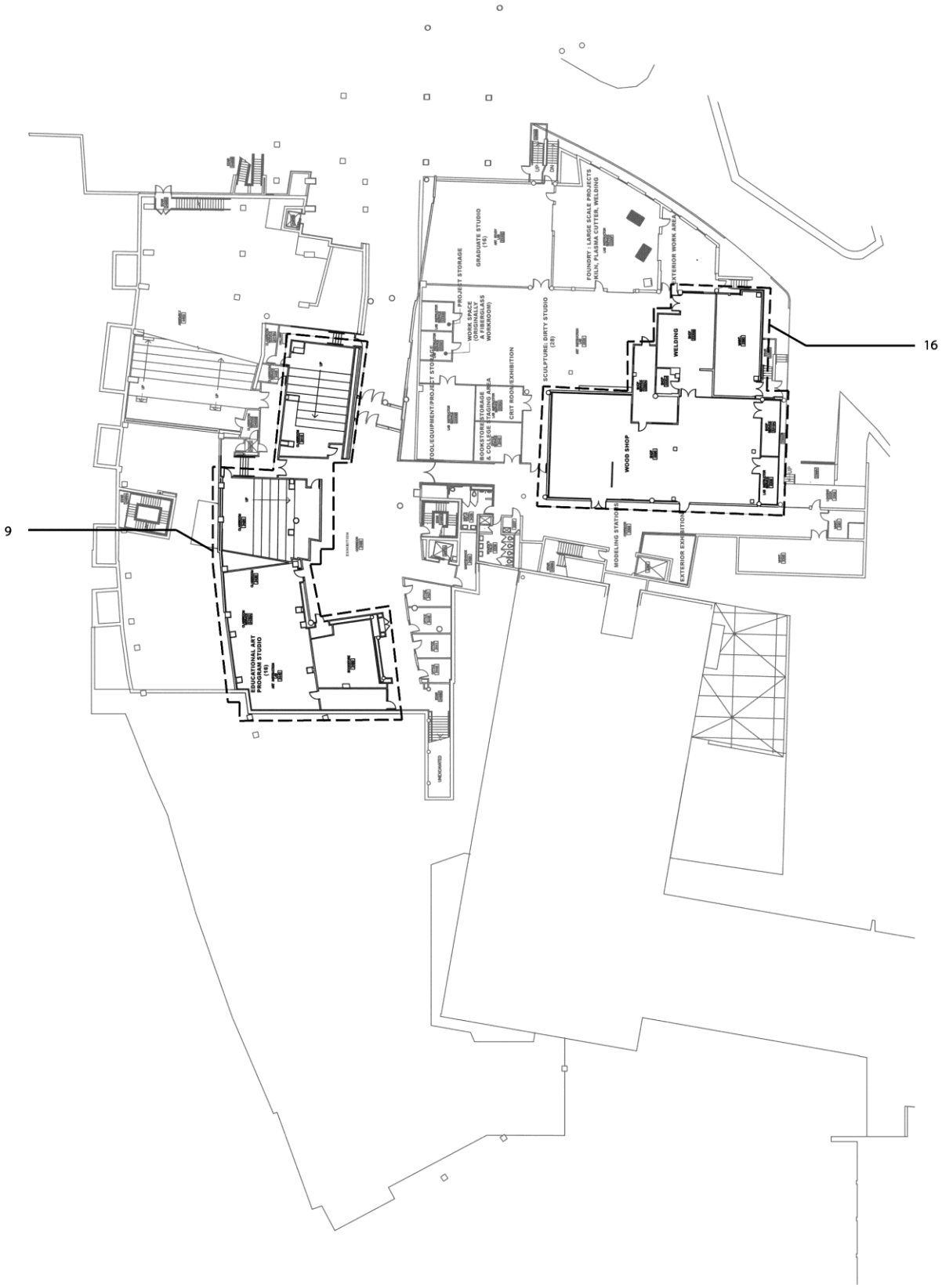
All SAID studio spaces are on the 7000 and 8000 levels of the DAA and Alms Buildings. M. Arch. thesis students are always located in 7100, and enjoy access to a balcony overlooking the courtyard. In the fall of 2014, the M. Arch. thesis students will enjoy a renovated 7100 thesis studio with new lighting and furniture, as well as an overhaul of the surfaces in the studio. Aside from the unique, dedicated studio for the M. Arch. students, there is no distinction between graduate studio spaces and undergraduate studio spaces in SAID. Consequently, studio space assignment can vary semester to semester and is allocated primarily on section size not location or level of the studio.

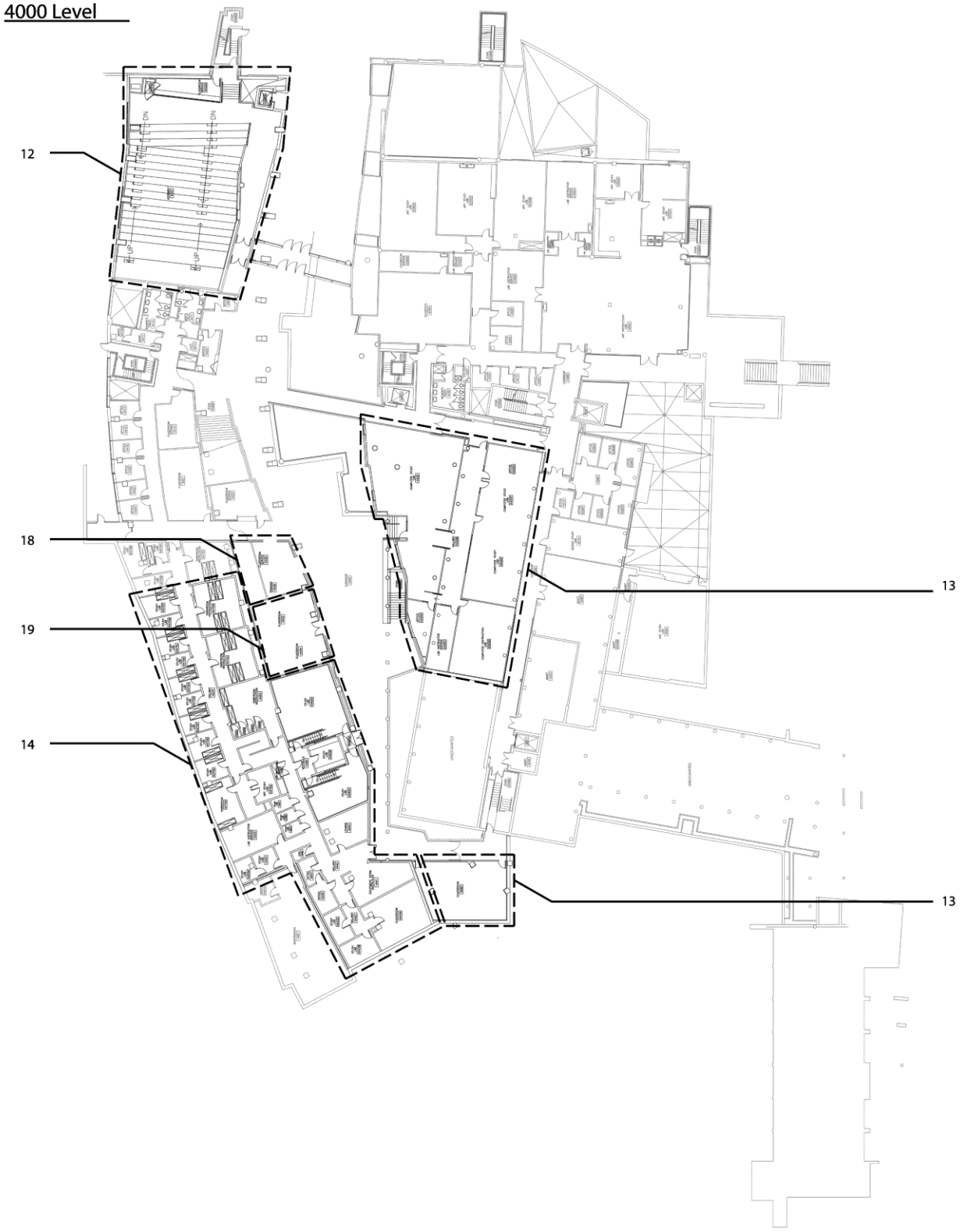
The Niehoff Urban Design Studio at the Community Design Center in nearby Corryville is an additional resource available to SAID, and collaborative studios are taught in that studio. While SAID does not control scheduling of the space and facility, the studio is often the site of an elective studio offering for architecture and planning students.

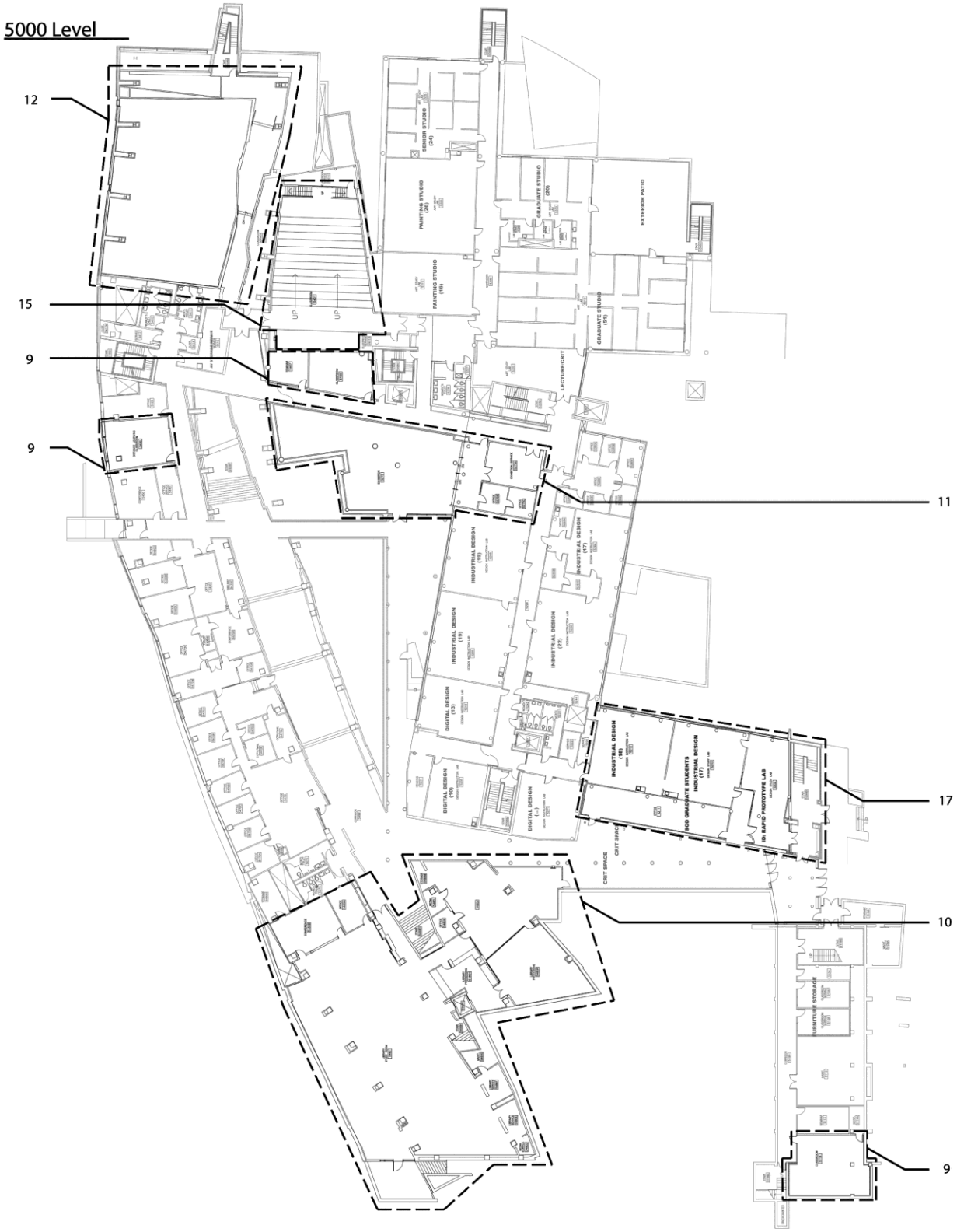
SAID student organizations have recently been granted office space, and as of the transmission of this report, all full-time faculty members now occupy private offices.

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.

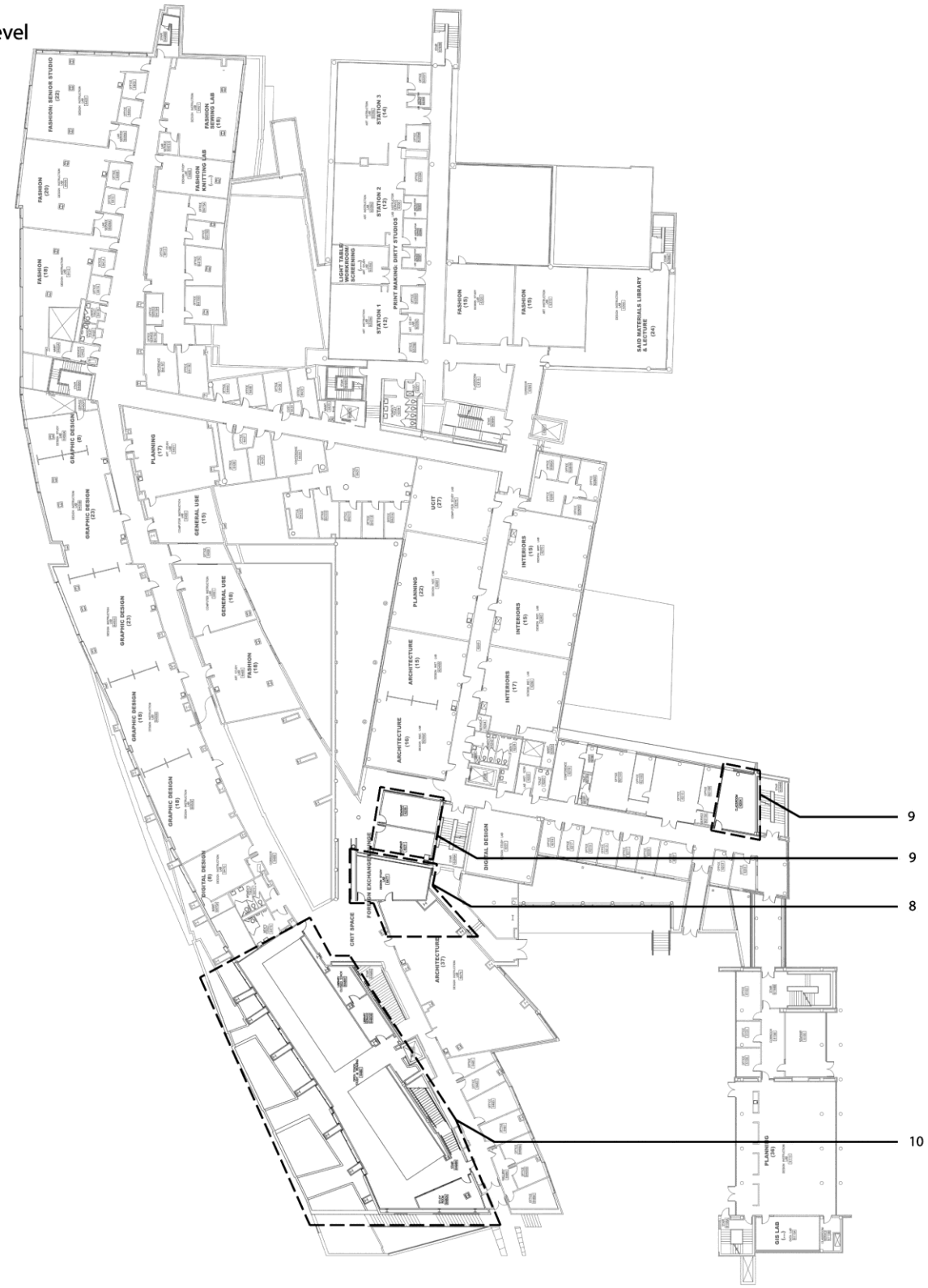
3000 Level


16
9
GRADUATE STUDIO (16)
FOUNDRY - LARGE SCALE PROJECTS KILN, PLASMA CUTTER, WELDING
EXTERIOR WORK AREA
WELDING
SCULPTURE: DIRTY STUDIO (28)
WOOD SHOP
MODELING STATIONS
EXTERIOR EXHIBITION
CRIT ROOM/EXHIBITION
EDUCATIONAL ART PROJECTS STUDIO (16)


4000 Level
12
18
19
14
13
13


5000 Level
12
15
9
9
11
17
10
9
SENIOR STUDIO (24)
PAINTING STUDIO (20)
PAINTING STUDIO (16)
GRADUATE STUDIO (20)
GRADUATE STUDIO (15)
EXTERIOR PATIO
LECTURE/CRIT
INDUSTRIAL DESIGN (19)
INDUSTRIAL DESIGN (15)
INDUSTRIAL DESIGN (22)
INDUSTRIAL DESIGN (16)
INDUSTRIAL DESIGN (7)
DIGITAL DESIGN (15)
DIGITAL DESIGN (15)
DIGITAL DESIGN (...)
100 GRADUATE STUDENTS
ID: RAPID PROTOTYPE LAB
CRIT SPACE
CRIT SPACE
FURNITURE STORAGE

6000 Level



7000 Level

8000 Level


INTERIOR DESIGN (20)
INTERIOR DESIGN (17)
INTERIOR DESIGN (22)
INTERIOR DESIGN (17)
DRAWING: STILL LIFE (19)
DRAWING: LIFE DRAWING (15)
SENIOR STUDIO (19)
ARCHITECTURE (64)
4
5
6
7
4
2

SCHOOL OF ARCHITECTURE AND INTERIOR DESIGN SPACES

1. M. Arch. Thesis Studios	3,963 sf
2. Architecture Studios	12,155 sf
3. SAID Administrative Offices	1.724 sf
4. SAID Faculty Offices (7000, 6000 levels)	3,504 sf
5. SAID First Year Studios (room 8265)	5,600 sf
6. Interior Design Studios	2,413 sf
7. Interior Design Materials Lab	1,178 sf
8. MS Arch/PhD Lounge	445 sf
TOTAL SAID Space (sf)	30,982 sf

Note: there was an error in reporting the total space in the previous APR that double counted some of the architecture studios resulting in a false reporting of square feet.

SAID did suffer a small loss of space due to the reassignment of space to accommodate significant enrollment increases in the School of Design. These losses include the following:

Room 4270	520 sf
Room 5335	1,432 sf
TOTAL SAID Loss	1,952 sf

COMMON COLLEGE FACILITIES

9. Lecture and Seminar Spaces	9,363 sf
10. Library and Resources Center	13,900 sf
11. Reed Gallery	2,500 sf
12. Performance Auditorium (350 seats)	4,970 sf
13. Computer Graphics Center	3,474 sf
14. Photography and 2-D Output	5,446 sf
15. Large Lecture Hall (200 seats)	2,825 sf
16. Wood and Metal Shop	4,263 sf
17. Rapid Prototyping Center	2,747 sf
18. DAAP Café	570 sf
19. Bookstore	855 sf

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. The CGC is equipped with two full-service computer labs and an open lab, with more than 75 computers, scanning stations, and self-serve document and wide format printing/plotting. 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. Users with computer issues can call or stop by the Help Desk in the CGC.

The staff of the CGC also maintains all classroom technology and administers deliveries of support equipment (chairs, mobile tack boards, mobile projection equipment, etc.) The DAAP complex also enjoys 100% high-speed wireless coverage throughout the building with more than 100 wireless access points in the complex.

In addition to the main computing facilities in the college, the CGC has a partnership agreement with UC Libraries to jointly provide a scanning and image-processing lab in the DAAP Library. This joint agreement provides access to additional resources for the DAAP community, tripling the number of

scanners available to students.

Lab 4425E (Windows Lab)

47 – HP Z600 Workstation E 2.8Ghz Quad Core Intel Xeon Processors, 8GB RAM 32GB Hard Drive, Super Drive (CD-RW/DVD-R)

26 – iMac 27" Apple Mac Pro Workstations Dual 2.5 GHz Quad-Core Intel Processors 8 GB RAM 1 TB Hard Drive SuperDrive (CD-RW/DVD-R) run Mac OS X and Windows.

LAB 4480 (Apple LAB)

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

Scanners

There are four tabloid-size 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

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Plotting

The CGC provides printing and plotting services through three 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 semester.

Information Technology Support and Development
The Computer Graphics Center is also the center for Information Technology and Support for the faculty and staff. A full staff is available to immediately repair staff equipment and provide technical support to the electronic classrooms. In addition the following information technology resources are available for faculty:

- All faculty have a computer with a full complement of software in a centrally managed environment.
- Lecture Halls 5401 and 4400 have new "smart" podiums and new projection systems.
- There are six 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, an online student gallery for archiving work is available. Currently 4000 images of student work are available at https://www.daapspace.daap.uc.edu/webgallery/student.

The Rapid Prototyping Center (RPC)
The Rapid Prototyping Center is a 2,800 square foot lab located in room 5212 of the DAAP building near the south entrance. Additional information is available at https://www.daapspace.daap.uc.edu/rapidlab/. 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 three full-time employees and several part-time student employees. Laser-cutting, 3D printing, and CNC machining are available.

Laser Cutting

BEAM Dynamics Laser Machining Center 4’ x 4’ bed Universal Laser Systems XL 2’ x 3’ bed Epilog 36EXT Laser Engraver

3-d Printing
2- ZCorp 650 powder printers
uPrintSE ABS Extrusion Printer

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

I.2.4. Financial Resources

The school operated with a budget of $3.8 million in the 2013-14 fiscal year. The school’s annual budget is derived from three primary sources:

- General funds, which is an allocation to the college based on the college’s performance under the university budget model, performance-based budgeting, as well as allocations to fund a portion of graduate/professional student support. A further discussion of performance-based budgeting (PBB) follows.
    - General funds are made up of state support as well as tuition and fees charged to students in each program. In recent years, state support has seen an almost universal decline; however, with the stabilization of the economy, state budgets are beginning to recover and state support of higher education has begun to stabilize. There are no significant anticipated changes to state support during the next two years; the greater risk is pressure on tuition and fee revenues as the effects of the recent recession continue to play out in higher education as well as the architecture discipline.
    - General funds are managed in total at the college level; additional ongoing expenditures (e.g. full-time faculty or staff) are requested by the school director and balanced against priorities in other schools or at the college level before being authorized and allocated to the school. Approximately 73% 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 fiscal year 2014 total approximately $99,000. The endowment principal totaled approximately $1.5 million which generated approximately $65,000 in net spendable earnings.
- Sponsored projects (from sources external to UC) generates a return of indirect cost, a portion of which is returned to the school.

Together, these sources totaled approximately $3.8 million in the fiscal year ended June 30, 2014.

General Funds Allocation, Fiscal Years 2009-2014

	2009	2010	2011	2012	2013	2014
Sponsored Research	3,720	(3,242)	5,677	(126)		
Faculty Salaries	(2,385,020)	(2,569,634)	(2,252,264)	(2,308,627)	(2,283,434)	(2,227,411)
Graduate Administration Salaries	(63,236)	(65,603)	(68,243)	(68,243)	(57,283)	(67,847)
Graduate Salaries	(172,349)	(155,509)	(177,802)	(195,829)	(201,936)	(220,199)
Graduate Student Scholarships	(374,661)	(393,036)	(380,473)	(331,083)	(397,258)	(488,448)
Faculty Development	(25,892)	(17,873)	(43,309)	(17,059)	(23,327)	(9,886)
Other Student Support	3,296	(435)		(350)	(732)	(2,194)
Other Student Scholarships	(3,000)	(71,724)	(61,880)	(26,096)	(966)	(61,141)
All Other / Discretionary	(250,993)	(140,115)	(184,299)	(184,987)	(325,767)	(170,016)
	(3,268,134)	(3,417,172)	(3,162,592)	(3,132,401)	(3,290,704)	(3,247,143)

Designated Funds, Fiscal Years 2009-2014

	2009	2010	2011	2012	2013	2014
Beginning Fund Balance	141,915	127,648	91,999	52,911	58,102	33,030
Tuition and Fees		4,650	(1,000)	2,450	4,550	2,450
Sponsored Research	43	(1,980)				
Sales & Services Income	16,000		(16,000)			
Miscellaneous Income				8,209		
Total Sources	*157,958*	*130,318*	*74,999*	*63,570*	*62,652*	*35,480*
Faculty Development	(11,340)	(5,141)	(3,174)		(3,543)	(1,544)
Other Student Support	(2,503)					
Other Student Scholarships	(36,170)	(330)			(6,026)	
All Other / Discretionary	19,703	(32,848)	(18,914)	(5,468)	(20,053)	(15,127)
Total Uses	*(30,310)*	*(38,319)*	*(22,089)*	*(5,468)*	*(29,622)*	*(16,671)*
Ending Fund Balance	127,648	91,999	52,911	58,102	33,030	18,810

Spendable Endowment Proceeds, Fiscal Years 2009-2014

	2009	2010	2011	2012	2013	2014
Beginning Fund Balance	68,636	103,908	143,751	159,192	150,564	156,561
Gifts	2,500	2,500		3,430		
Investment Income	135,950	122,423	112,039	100,094	94,824	92,733
Total Sources	*207,086*	*228,832*	*255,789*	*262,715*	*245,388*	*249,294*
Faculty Development	(161)				(4,213)	
Other Student Scholarships	(69,520)	(47,064)	(59,438)	(62,509)	(54,624)	(44,741)
All Other / Discretionary	(33,496)	(38,017)	(37,159)	(49,642)	(29,991)	(29,711)
Total Uses	*(103,177)*	*(85,081)*	*(96,597)*	*(112,151)*	*(88,828)*	*(74,453)*
Ending Fund Balance	103,908	143,751	159,192	150,564	156,561	174,841

Current Gifts, Fiscal Years 2009-2014

	2009	2010	2011	2012	2013	2014
Beginning Fund Balance	47,135	61,209	88,340	56,790	40,368	60,508
Tuition and Fees			1,831			250
Gifts	49,878	58,188	61,988	37,047	72,176	173,578
Miscellaneous Income				(66)	1,027	
Internal Cost Recovery Income			1,650			7,483
Total Sources	*97,012*	*119,397*	*153,808*	*93,771*	*113,571*	*241,819*
Faculty Salaries	(1,200)	(2,400)	(2,397)	(4,800)		(33,579)
Graduate Salaries	(2,800)	(2,000)	(2,800)	(800)		(4,200)
Faculty Development	(312)		(5,140)	(420)	(8,610)	(27,001)
Other Student Support	(1,402)		888		(4,157)	
Other Student Scholarships	(9,634)	(17,701)	(62,150)	(43,170)	(15,755)	(17,573)
All Other / Discretionary	(20,455)	(8,956)	(25,420)	(4,213)	(24,541)	(59,873)
Total Uses	*(35,803)*	*(31,057)*	*(97,019)*	*(53,403)*	*(53,063)*	*(142,226)*
Ending Fund Balance	61,209	88,340	56,790	40,368	60,508	99,593

Comparative Data with Other Professional Programs

		2010	2011	2012	2013	2014
Pharmacy	Fall/Autumn Enrollment	447	456	463	471	457
	Total General Fund Expenses	5,592,483	5,807,453	6,056,382	5,375,659	5,758,217
	Direct Expense/Headcount	12,511	12,736	13,081	11,413	12,600
Law	Fall/Autumn Enrollment	393	412	409	393	359
	Total General Fund Expenses	8,202,929	8,356,909	8,005,162	8,315,970	8,130,318
	Direct Expense/Headcount	20,873	20,284	19,573	21,160	22,647
Architecture*	Fall/Autumn Enrollment	181	185	191	167	185
	Total General Fund Expenses	3,417,172	3,162,592	3,132,401	3,290,704	3,247,143
	Direct Expense/Headcount	18,879	17,095	16,400	19,705	17,552

* Graduate Enrollment only; since the School of Architecture and Interior Design does not account for expenses separately by program or level, total school expenses are shown for comparison

PERFORMANCE-BASED BUDGETING

In the 2009-10 fiscal year, the university introduced a new budget allocation model called performance-based budgeting. In this model, permanent budgets are initially constant, but budget reallocations are identified at the beginning of the budget process by determining how much revenue the university expects to earn and subtracting all budgeted expenses including institutional priorities. The shortfall is the budget reallocation, shared more or less equally amongst the revenue producing instructional units of the university. Units have the opportunity to grow out of their budget reallocation by increasing core enrollment or enrolling more students from outside of their own units. Units may also reduce their permanent budgets, or employ some combination of the two strategies. Units that grow out of their budget reallocation are permitted to keep a portion of the excess revenue as a one-time or permanent increase to their budgets, with the remaining portion reverting to the university. Units that cannot meet their budget reallocation must submit multi-year funding plans including strategies for budget reduction or enrollment growth that demonstrate how they will meet their projected obligations.

Performance-based budgeting sets the measurable unit at the college level with the objective of investing in growth, encouraging entrepreneurship, seeking out more external funding, and identifying operational efficiencies. Performance is measured as attributable revenue to the college, though information about the relative performance of each program is available which drives decisions at the college level regarding the funding priorities. While there can be no one-to-one adjustments to program budgets because of personnel commitments and short-term variability in enrollments and enrollment mix, long-term trends do influence permanent budget allocations. In recent years, when cuts were necessary because the college did not collectively meet its revenue expectation, the college made every attempt to insulate the schools by reducing administrative reliance on general funds, reallocating college support staff, returning college reserves, and planning to use prior year surpluses to cover future year deficits. In effect, while school budgets have not been permitted to grow in aggregate, they have generally been spared from across the board cuts.

Attributable Revenue under Performance-Based Budgeting

	2009	2010	2011	2012	2013	2014
Budget Reallocation/Growth	Baseline	Unavailable	9.3%	9.4%	4.5%	1.5%
Architecture	4,878,679	4,607,419	4,819,626	5,267,552	5,137,303	6,436,944
Graduate	2,282,163	2,595,786	2,613,861	2,909,969	2,248,805	3,239,484
Undergraduate	2,596,516	2,011,633	2,205,765	2,357,583	2,888,498	3,197,460
Historic Preservation					3,335	5,684
Architecture and Interior Design		10,559	22,701	25,099	24,242	54,936
Interior Design	1,819,019	1,514,768	1,440,798	1,623,469	1,726,421	2,324,517
Grand Total	6,697,698	6,132,745	6,283,125	6,916,121	6,891,300	8,822,081

Changes in revenue are attributed to one of four items:

1. Change in tuition rate
2. Change in total enrollment
3. Change in student population (i.e. in-state/out-of-state)
4. Change in program specific fees.

The primary reason for across the board variance in attributed revenue is the change in tuition rate. However, fiscal/academic year 2013 saw a substantial dip in revenue in the graduate architecture programs due to declining total enrollment. Overall, 2013 revenue declined due to the conversion to semesters, which resulted in many students graduating a term early and in a shortened summer term that correspondingly produced less revenue than would have been generated under either the prior quarter system or the subsequent semester system. Significant revenue increases have been seen in 2014, because of a full summer term compared to the prior year, a rebound in graduate architecture enrollment, and the implementation of a more substantial program fee for incoming students. Enrollments and revenue should be stable in the immediate future, through efforts with the provost to address the challenges that enrollment growth presents to studio instruction and cooperative education programs.

FUNDING FOR CREATIVE/SCHOLARLY/RESEARCH PROJECTS

Faculty generally have three sources for funding of their creative/scholarly/research projects: 1) competitive internal grants; 2) external grants and sponsored projects; and 3) private contracts.
All faculty represented by the local chapter of the AAUP are entitled to compete for grants from the Faculty Development Council and the University Research Council. With the advent of the 2014-15 academic year, faculty will now receive monies for equipment and conference travel directly from the college through a streamlined award process. Larger requests will still be awarded from a university-wide committee, and interdisciplinary or collaborative projects will also be funded at the university level.

The current AAUP contract calls for $1.2 million in Faculty Development awards for the 2014-15 academic year. For the 2009-14 review period, 8 architecture faculty received 11 individual grants totaling $29,700 and 6 collaborative grants totaling $87,500. The University Research Council continues to fund research projects guided by represented faculty, typically these awards are used as start-up packages for new junior faculty or to fund initial costs for collaborative research projects. In the 2009-14 review period, four architecture faculty won five URC grants totaling $75,100. A third internal funding source for collaborative instructional and research projects was launched in 2011. The UC Forward program supports creative, interdisciplinary instructional initiatives that have a substantial real-world impact; at

SAID these courses have always dovetailed with the instructor's creative and research interests, and so we consider these projects internal research support. Since the founding of the program, two architecture faculty have won three UC Forward grants totaling $49,200. One final internal funding source sponsor is the Pogue-Wheeler Travel Grant. This award underwrites faculty research travel during the summer term and is limited to faculty from the School of Planning and the School of Architecture and Interior Design. Architecture faculty have won the award in four of the past six years, for a total funding amount of $8,000.

The faculty of the School of Architecture and Interior Design also pursue external funding for their research projects, and have been fairly successful in the review period. Five faculty have won major grants of $5000.00 or more, and several other grant proposals may be funded by the time of the spring site visit. (See the chart in Section I.2.1) Typically, the school has had its greatest success in winning awards in the field of heritage management and interpretation, as several faculty members have expertise in this area. A second area of funded expertise is in the improvement of the post-industrial urban environment, where several faculty members have won grants related to the study of and interventions to the stressed industrial neighborhoods of Cincinnati.

Finally, creative work is often funded through the faculty's own practices, whether these be in the production of art, in architectural design, or in historic preservation. At least five faculty members have active practices at this writing, and several other faculty members have collaborated with practitioners within the review period. As these professional activities are private contracts between the faculty member and the client, we cannot report on the dollar value of this work. However, students are typically exposed to these projects through course work, and several faculty members have hired students to work on these projects during their co-op terms.

STUDENT FINANCIAL AID
The school holds approximately $1.5 million on deposit in endowment gift accounts, potentially yielding about $65,000 per year in net earnings, most of which is dedicated to scholarships for SAID students. Approximately another $50,000 has been available from private gift accounts each year. While only a small number of these funds are earmarked exclusively for graduate students, the school has generally been able to divide funds equally between graduate and undergraduate students. Combined with graduate school support, the school has been able to provide more than $500,000 to graduate students each year and $50,000 to undergraduate students. Undergraduate students are also eligible for the University's Cincinnatus Scholarship Program, which generally provides substantial additional funds to SAID and DAAP students each year.

I.2.5. Information Resources

The Robert A. Deshon and Karl J. Schlachter Library for Design, Architecture, Art, and Planning (The DAAP Library) is one of ten libraries which constitutes the University of Cincinnati Libraries (UCL) system, the second largest academic research library system in Ohio. UCL is a member of the Association of Research Libraries (ARL), an organization representing 120 of North America's premier research libraries (arl.org). OhioLINK, a consortium of 89 Ohio college and university libraries, plus the State Library of Ohio, work together to provide Ohio students, faculty, and researchers with the information they need for teaching and research. OhioLINK includes 16 public/research universities, 23 community/technical colleges, 50 independent colleges, and the State Library of Ohio. Together, DAAP, UC, and the OhioLINK member libraries provide UC and DAAP affiliates with access to more than 40 million books, 800 electronic research databases, millions of electronic journals, 80,000 e-books, 50,000 theses and dissertations, and a large number of images, videos, and audio recordings.

Students and faculty have access to a large collection of digital images from a variety of sources. ARTstor provides access to over 1.3 million images; more than 400,000 of those are related to architecture and interior design. UCL's digital collections include the Archivision Research Library, which contains 72,000 images of architecture, urban design, archaeological sites, landscapes, gardens, and works of art in

public places. The DAAP Library's Architecture and Urban Planning collection contains more than 6,000 images of Cincinnati architecture and urban planning as well as images from all over the world.

The library has 14 Mac computer stations, and the library is a wireless environment, so 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 125 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. That budget is determined by the library administration in consultation with the DAAP head librarian.

LIBRARY AND INFORMATION RESOURCES COLLECTIONS

1. Goals:

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 committees. Various committees and task forces review technical and computer related issues to anticipate future needs. The DAAP Library Committee provides input into DAAP policies, and the staff of the library meets frequently to review policies, acquisitions, de-selection opportunities, services, instruction needs, and to generally plan for the future.

Departmental plans as well as individual activity reports are prepared on an annual basis. Librarians attend 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.

2. Collection Description:

a. 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, sustainable architecture, practices, 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, horticulture, graphic, industrial, fashion, design as well as all aspects of the visual arts and art history. A written collection development policy is available 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, the 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, economic development, 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; DAAP students and faculty also use these collections. Available at the Langsam Library, are collections in history, literature, aesthetics, education, business, theatre, economics, government documents, and reference. The Classics Library of the university is considered one of the finest in the world, and their collection of ancient through medieval art and architecture directly support the SAID curriculum. Also, 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 are the vast 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 historical documents and photographs relating to Cincinnati design and architecture.

Ohio has 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.

UC Libraries has a detailed collection development policy that 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. Historical materials requested by faculty for graduate and faculty research are collected as the budget allows. Back runs of journals have been purchased to support those that are frequently 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 their 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 (*Arts and Humanities Citation Index, ISI Web of Science*, *Sanborn Historic Maps,* census maps, and loose-leaf services). Some older architectural journals are also on microfilm. Many journals and books are oversized or elephant folio oversized.
>
> 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. Historical materials 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 oversized or elephant folio oversized, 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, although 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 compose the main purchases for the collection. Historical materials on architecture, art, and 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 informative 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 the materials directly support programs in the schools. There is emphasis in most programs on American and western European materials. Aesthetics, interdisciplinary arts materials, and historical and cultural materials are collected to provide a context for study.

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.

Students and faculty have access to a large collection of digital images from a variety of sources. ARTstor provides access to more than 1.3 million images; more than 400,000 of those are related to architecture and interior design. UCL's digital collections include the Archivision Research Library, which contains 72,000 images of architecture, urban design, archaeological sites, landscapes, gardens, and works of art in public places. The DAAP Library's Architecture and Urban Planning collection contains more than 6,000 images of Cincinnati architecture and planning as well as images from all over the world, and it continues to grow.

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. UCL provides access to electronic theses and dissertations at the University of Cincinnati, OhioLINK institutions, and international institutions.

b.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. UCL provides access to major indexes in art and architecture as well as an extensive electronic journal collection. The DAAP Library also 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*.

c. Indexes:
The library has access to many architecture-related indexes that provide information on the discipline and allied subjects including but not limited to the following: *Avery Index to Architectural Periodicals*, *Bibliography of the History of Art*, *Social Sciences Index*, and *Ergonomics Abstracts*.

d. 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 include: the Architecture and Urban Planning Collection, the DAAP Digital Image Teaching Collection, ARTstor, OhioLINK Digital Media Center, Archivision Research Library, Terrace Plaza Hotel Collection, Alice Weston Great Houses in Cincinnati, and historic Cincinnati subway and street images.

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 more than one hundred twenty thousand 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 more than 1800 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.

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

SERVICES
1. Reference:
Library personnel provide knowledgeable, professional, and personal guidance in the use of library collections. Reference questions are answered in person, through email, and by telephone. Many LibGuides have been developed to assist students with reference queries and are available on the library website. 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.

2. Information Literacy:
DAAP librarians 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 an overview of the library and collections as well as tours of the facility. Faculty arrange library orientations and research methodology classes with the librarians. The freshman 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 catalog, and an introduction to electronic resources. Library staff work closely with faculty to design and promote instructional programs. For example, librarians provided classroom instruction sessions to over 903 DAAP students in the 2012-2013 academic year.

3. Current Awareness:
Regular updates on new services and specialized resources are provided to faculty through email; flyers and notices are also 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 website provides updates to current services and new resources.

4. Access to Collections:
a. 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 and digitize materials consistent with national standards.

b. Library users have access to print collections during all open hours. Availability and locations of library resources are available through the library catalog. The DAAP Library website lists the written circulation policy as well as library hours, links to email, and telephone reference help. Students are able to request materials from remote storage, which are ready 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 librarians.

UC Libraries utilizes an online circulation system, and appropriate written loan policies are available for library users. The library catalog provides users with the option to view “My 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 a.m. to 10 p.m., Friday from 8 a.m. to 5 p.m., and Saturday from 1 to 5 p.m., and Sunday from 1 to 10 p.m.

c. Some reserves are available to students electronically through Blackboard. 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.

5. Cooperative Agreements:
The UC Libraries collection 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 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, millions of electronic journals, 800 electronic research databases, 80,000 e-books, 50,000 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 including 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 History Library and Archives, and the Cincinnati Art Museum Library. The History Library and Archives 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 Department of Photographs and Film contains approximately 70,000 photographs, films, videos, and sound recordings that document the history of Cincinnati. The Cincinnati

Art Museum Library's vertical file resource of area artists and auction catalogs provides 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 local architecture.

STAFF

1. Structure:

The DAAP head librarian reports to the associate dean of library services humanities social science, who reports to the dean and university librarian. The head librarian works with the associate dean for collections 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, and directs and formulates policies for the activities of the DAAP Library. The librarian is also responsible for developing and maintaining the library collections, providing reference services, and planning and providing 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 branch libraries, to ensure awareness of procedures, services, and collections within the library system.

2. 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.

3. Support Staff:

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

4. 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 and university librarian. Additional funds are available for work-related training programs and administrative appointments. Staff may apply for professional development funds.

FACILITIES

1. 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 principal spaces include an entrance vestibule, an information service desk, offices and related spaces, reference resources, a periodical display, a reading room, book stacks, a seminar room, three group study rooms, a lab and printing room, and Special Collections.

2. 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. Additional Knoll furniture was added in the last three years, such as comfortable chairs, coffee tables, side tables, and three new conference tables. The library is arranged within one security envelope, thus ensuring 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

3. Equipment:
The library has 14 Mac computers available for searching the library catalog and accessing electronic resources. Mac computers have MS Office suite and Adobe Creative suite for research, writing, and high-level art and design work. The environment is wireless, and students who bring their laptops to the library are able to access all resources.

Other equipment includes one black and white photocopier providing enlargement and reduction copying on 8 ½ x 11 and 11 x 17 paper. Two DVD players and three VCRs are available in the library. The library provides ten flatbed scanners and one slide scanner.

BUDGET, ADMINISTRATION, AND OPERATIONS
1. Funds:
The DAAP Library allocation is determined on a formal budget administered by the associate 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 FY2014 is $190,455, which includes $27,000 for student assistants. The present funding of the DAAP Library collection is sufficient to maintain the present level of collection depth and services. UC Libraries funds ARTstor (a licensed digital image collection of over 1.3 million 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.

2. Efficiency of Operations and Services:
The library provides efficient and reliable user-centered services.

3. Participation of Faculty and Students:
The DAAP Library Committee provides formal input to the head librarian. As previously mentioned, this committee is composed of a faculty representative from each school as well as a student.

I.2 Institutional Characteristics

I.3.1 Statistical Reports

Comparative Data for Students

I. Total Enrollment Compared to the Time of the Last Visit (full academic year)

	2013									2009								
Ethnicity	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	3	4	7	0	0	0	3	4	7	2	5	7	1	0	1	3	5	8
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	3	3	0	0	0	0	3	3	1	0	1	0	1	1	1	1	2
Hispanic/Latino	4	0	4	0	0	0	4	0	4	0	3	3	0	0	0	0	3	3
White	77	34	111	0	0	0	77	34	111	77	51	128	10	2	12	87	53	140
Two or more races	2	0	2	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0
Nonresident alien	4	10	14	0	0	0	4	10	14	4	5	9	0	1	1	4	6	10
Race and ethnicity unknown	8	7	15	0	0	0	8	7	15	3	4	7	0	0	0	3	4	7
TOTAL	98	58	156	0	0	0	98	58	156	87	68	155	11	4	15	98	72	170

II. Qualifications of Students Admitted	As reported in the 2013 ARS	As reported in 2009
SAT:		
Critical Reading		
25th percentile SAT score	490	490
75th percentile SAT score	620	610
Mathematics		
25th percentile SAT score	510	500
75th percentile SAT score	640	630
Writing		
25th percentile SAT score	490	470
75th percentile SAT score	600	590
ACT:		
25th percentile ACT score	22	21
75th percentile ACT score	28	27
Graduate Record Examiniation		
Verbal (200-800)	500	551
Quantitative (200-800)	630	650
Analytical (0.0-6.0)	3.8	4.3

III. Time to Graduation	As reported in the 2013 ARS	As reported for the academic year in which the last visit took place
Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree	8 Sem or 5 Sem	11 Quart. Or 7 Quart. Or 5 Quart.
Percentage of students who completed in normal time	85.70%	84.20%
Percentage of students who completed in 150% of normal time.	90.20%	86.00%

I. Full-time Instructional Faculty Compared to the Time of the Last Visit (full academic year)

2013

Ethnicity	Professor - Male	Professor - Female	Professor - TOTAL	Assoc. Professor - Male	Assoc. Professor - Female	Assoc. Professor - TOTAL	Ass't. Professor - Male	Ass't. Professor - Female	Ass't. Professor - TOTAL	Instructor - Male	Instructor - Female	Instructor - TOTAL	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	1	1	1	0	1	0	0	0	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	1	0	1	0	0	0	1
Black or African American	0	0	0	2	0	2	1	0	1	0	0	0	3
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0	0
White	4	0	4	8	4	12	1	1	2	0	0	0	18
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	4	0	4	10	5	15	4	1	5	0	0	0	24

As reported for the academic year in which the last visit took place

Ethnicity	Professor - Male	Professor - Female	Professor - TOTAL	Assoc. Professor - Male	Assoc. Professor - Female	Assoc. Professor - TOTAL	Ass't. Professor - Male	Ass't. Professor - Female	Ass't. Professor - TOTAL	Instructor - Male	Instructor - Female	Instructor - TOTAL	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	1	1	1	0	1	0	0	0	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	1	0	1	0	0	0	1
Black or African American	0	0	0	2	0	2	1	0	1	0	0	0	3
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0	0
White	4	0	4	8	4	12	1	1	2	0	0	0	18
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	4	0	4	10	5	15	4	1	5	0	0	0	24

II. Faculty Promotions	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Faculty in the accredited program					
Assistant to Associate Professor	0	1	1	1	0
Associate to Full Professor	1	1	0	0	0
Faculty in the institution--UC Main Campus					
Assistant to Associate Professor	31	27	34	37	34
Associate to Full Professor	34	24	21	26	21

III. Faculty Receiving Tenure	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Faculty in the accredited program	1	2	1	1	0
Faculty in the institution--UC Main Campus	23	34	43	42	42

IV. Registration in U.S. Jurisdictions	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Faculty receiving 1st time licenses	0	0	0	0	0
Faculty receiving reciprocal licenses	0	0	0	0	0
Faculty renewing licenses	3	2	3	2	4
Faculty receiving NCARB Certificates					
Foreign-educated	0	0	0	0	1
Foreign-licensed	0	0	0	0	0
Broadly Experienced Architects	0	0	0	0	0

I.3.2. Annual Reports

UNIVERSITY OF Cincinnati

I certify that the data supplied by the Office of Institutional Research for the NAAB Annual Report Submission was obtained from the official University of Cincinnati Data System and is accurate and consistent with data sent to the National Center for Education Statistics and the Ohio Board of Regents Higher Education Data System.

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I.3.3. Faculty Credentials

As mentioned above (see I.2.1. – Human Resources) the faculty at SAID is organized, in a way atypical of many schools of architecture, with specialists in the history or technology curriculum, for example, who also teach design studios. Likewise, faculty specialize in neither undergraduate nor graduate teaching. This has continued as a general pattern. However, greater flexibility, facilitated in great measure by the conversion from quarters to semesters, now appears in teaching assignments. This flexibility allows for several contingencies: 1) expansion to more graduate programs – the PhD, for example, 2) to allow faculty more release time for research and scholarship, 3) to allow faculty to engage in interdepartmental teaching such as for honors classes, or UC Forward (a campus-wide teaching initiative - see Table I.2.1.J), and 4) to allow faculty to teach more than one required course per semester in his or her area of interest. Both students and faculty benefit from this flexibility. For example, when faculty have more time for research, more Master of Architecture students can participate in this research, as either research assistants with stipends, or through independent studies for three credit hours.

As a result of this generalist and fluid approach, many faculty have taught at least one course in the Master of Architecture program during the last six semesters (see Tables 1.2.1.A-G). More information about those faculty members appears in the supplemental section of this document, but the picture is actually much fuller. Because an independent thesis is a required component of the Master of Architecture, all SAID faculty may from time to time serve on a thesis committee. In particular, Professor Patrick Snadon has made great contributions here, although he will not appear in the above-mentioned tables.

Table 1.3.3., shown here, gives an overview of the entire SAID faculty during the last five and a half academic years. As shown, since 2009, four professors and one associate professor have retired. Two associate professors have left for positions in other states.

Two associate professors were promoted to full professors since 2009. Two tenure-track assistant professors were promoted to the rank of associate with tenure. Three professors who are represented in the AAUP bargaining unit, in tandem with the tenure-track faculty, had their titles and rank clarified from various types (visiting, field service, annualized adjunct) to [Qualified] professors of practice—currently Terry Boling is at the rank of associate, and Vincent Sansalone and Melanie Swick at the rank of assistant. The new SAID criteria for this last group of qualified faculty greatly facilitated the clarification of their roles in SAID. Lastly, to describe the transitions of the last five plus years, three separate faculty searches since 2008, resulted in the hiring of four new tenure-track professors, all at the rank of assistant; a director search in 2010, resulted in the hiring of William D. Williams as school director.

Finally, there are two required courses in the Master of Architecture curriculum that are taught by Assistant Professor Alex Christoforidis, in the Division of Professional Practice and Experiencial Learning. The new administrative/financial structure of the university requires stricter boundaries between departments, for faculty issues such as promotion or voting. However, Professor Christoforidis and his two colleagues in professional practice who work primarily with SAID students, are essential non-voting members of the SAID community.

Table I.3.3—Faculty Credentials

Name	Title	1st prof. degree	2nd prof. degree	Other degree	Licensure (Arch., unless otherwise noted)
Burnham, Robert	Professor Emeritus	B.Arch	M.Arch		NCARB
Chatterjee, Jay*	Professor and Director	B.Arch	M.Arch	MRP	
Hancock, John	Professor	B.Arch	M.Arch		OH, 1979
Hildebrandt, Hank***	Professor	B.Arch	M.Arch		NCARB
Larson, Gerald	Professor	M.Arch			
Mann, Dennis*	Professor	B.Arch	M.Arch		OH, 1971
Parr, Adrian****	Professor and Director of the Taft Center			PhD	
Postell, James	Professor	B.Arch	M.Arch		OH, 1988
Saile, David*	Professor	Dipl. Arch		PhD	United Kingdom
Smith, David Lee*	Professor	M.Arch			OH, 1967
Bible, G. Thomas	Associate Professor	M.Civil Eng			OH, CA: P.E.
Black, Ann***	Associate Professor	BS Int Design		MA Design	NCIDQ, 1989
Boling, Terry	Associate Professor of Practice	B.Arch			OH, 1996
Davies, Brian***	Associate Professor			MA Int Design	
Elleh, Nnamdi	Associate Professor	M.Arch		PhD	
Greinacher, Udo	Associate Professor	Dipl. Arch	M.Arch		
Harfmann, Anton******	Associate Professor and Associate Dean	M.Arch			NY, 1985
Kanekar, Aarati	Associate Professor	Dipl. Arch		PhD	
Kucker, Patricia*****	Associate Professor and Associate Dean	B.Arch	M.Arch		PA, 1986; NJ, 1988
McInturf, Michael	Associate Professor	M.Arch			NCARB
Pride, Michaele**	Associate Professor and Director	B.Arch	M.Arch	MAUD	CA, 1984
Riorden, Elizabeth	Associate Professor	M.Arch			NY, 1988
Russell, Virginia****	Associate Professor and Director of Horticulture	MLA			KY, Landscape
Snadon, Patrick***	Associate Professor	BS Int Design		PhD	
Stedman, Barry*	Associate Professor	B.Arch		PhD	
Tilman, Jeffrey	Associate Professor	B.Arch		PhD	CA, 1991
Wallick, Karl**	Associate Professor	B.Arch	M.Arch		OH, 2007
Williams, William	Associate Professor and Director	B.Arch	M.Arch		CA
Williamson, Rebecca	Associate Professor	M.Arch		PhD	NY
Zaretsky, Michael	Associate Professor	M.Arch			CA, 2003
Cabalfin, Edson	Assistant Professor	M.Arch		PhD	Philippines
Marcu, Mara	Assistant Professor	B.Arch	M.Arch		
Sansalone, Vincent	Assistant Professor of Practice	M.Arch			
Slaughter, Stephen	Assistant Professor	B.Arch	M.Arch		
Swick, Melanie	Assistant Professor of Practice	BS Int Design			
Tang, Ming	Assistant Professor	B.Arch	M.Arch	MFA	

Notes:
**retired during period under review (2009-14); **left UC during period of review; ***teaches primarily in the Interior Design program at SAID; ****has duties shared with other academic units; *****in DAAP Decanal Administration; ******in DAAP Decanal Administration through AY 2013-2014*

I.4. Policy Review

The following documents shall be available in the Team Room during the NAAB visit:

- SAIDs *Studio Culture Statement*
- The UC *Student Code of Conduct*
- The current *UC/AAUP Collective Bargaining Contract*
- The current *SAID Criteria for Reappointment, Promotion and Tenure*
- The current *SAID Bylaws*
- Data on: student-to-faculty ratios; sq. ft. per student designated for studio-based learning; sq. ft. per faculty member for support space
- Institutional polices on diversity in hiring and related practices, accessibility, and information literacy
- SAID Admissions Requirements
- SAID Advising Policies and evaluation of pre-professional Student Performance Criteria expected to have been met
- SAID policies on the integration of digital media in the architecture curriculum

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

The M. Arch Curriculum is now a single set of courses and co-op experiences that lead to the M. Arch. professional degree. Students with no prior disciplinary degree start with the foundation year of course work (the top half of the chart) and take eight semesters of course work and three co-ops (the M. Arch. 1 program), while those with the B.S. Arch. or equivalent receive advanced standing, and typically start in the fall semester of the comprehensive year; these students take five semesters of course work and three co-ops (the M. Arch. 2 program). All of the NAAB Student Performance Criteria are addressed in the five semesters of the M. Arch 2 (the bottom half of the chart), and so the three earlier semesters of the M. Arch. 1 are considered preparatory to the program. Any deficiencies that an M. Arch. 2 student may have upon entering the program are to be remedied through course work in the first year of the program, typically by taking the appropriate course within the M. Arch. 1 curriculum.

The change to a semester calendar was particularly impactful to the M. Arch. curriculum at SAID due to the long history and importance of the cooperative education program at UC, and the long-established sequence of alternating quarters of co-op and school. The co-op program had been very successfully integrated into the quarter calendar. However, it required dividing the students into two sections, and having them alternate with each other on work and school quarters. For example, Section I students would remain in school in fall quarter while the Section II students went to full-time, paid co-op assignments. In the winter quarter, the two sections would switch, which required the school to duplicate all courses taught in fall quarter for this other section of students.

The M. Arch. program is now structured so that an entire cohort of students goes out on its first co-op placement in the spring semester of the comprehensive year. The students then return to a school semester in the summer, and follow that with a co-op semester in the fall. This alternating sequence continues through the research year and ends with the two-semester sequence of the thesis year. The sequence produced by a three-term semester model results in students being on co-op assignments in the spring, then the fall, and finally the summer. The summer semester has the fewest students in school and on work assignments, which is advantageous from the standpoints of staffing the classroom and providing work assignments at a time when other university students are seeking summer internships.

This new semester system actually provides some significant advantages over the old alternating quarter system: an entire student cohort stays together in the semester system, rather than being split into opposite sections, which results in their not seeing each other until their final term together. We can provide “like” experiences for all students, and having an entire cohort together provides more opportunity for unique teaching approaches. We can provide better “special” experiences such as visiting lecturers, since we do not have to pay for two separate visits/visitors as we did under the quarter system; all students in a cohort are together and can benefit from a single visiting lecturer. The summer term is no longer the “lesser” of two like terms. In fact, the curriculum can be structured in such a way as to take advantage of adjuncts or visiting faculty for summer; the professional-led studio is one such innovation that works well in the summer semester.

Section II.1.1 Student Performance Criteria Matrix

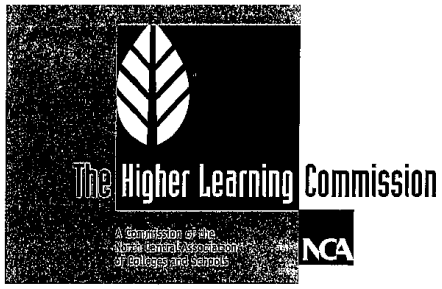
					Realm A: Critical Thinking & Representation											Realm B: Integrated Building Practices, Technical Skills & Knowledge												Realm C: Leadership & Practice								
					A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9
M. Arch 1	FOUNDATION	Fall	ARCH7001	Order & Tectonics						X	X	X																X							
			ARCH7012	Design Visualization I			X																												
			ARCH7021	HTC I: History to 1600	X								X																						
			ARCH 7061	Construction Technology				X												X					X		X								
		Spring	ARCH7002	Civic Realm & Public Context Studio		X				X	X	X				X		X							X	X		X							X
			ARCH7013	Design Vizualization II			X																												
			ARCH7022	HTC II: 1600 to the Present	X								X																						
			ARCH7071	Structures I																				X											
		Summer	ARCH7014	Design Vizualization III			X																												
			ARCH7081	Environmental Technology I														X					X												
			PD7022	Practitioner Led Seminar for COOP																								X				X	X		X	X
M. Arch 2	COMPREHENSIVE & RESEARCH	Fall	ARCH7004	Advanced Bldg Design Studio				X		X		X		X	X		X			X	X			X	X	X	X								
			ARCH7062	Integrated Technologies				X	X						X					X					X	X	X	X								
			ARCH 7031	Architectural Theory I	X	X							X	X																						
			ARCH7072	Structures II																				X											
			PD7021	Intro to Co-op M.Arch																												X	X		X	
		Summer	ARCH7005	Advanced Integration Studio												X				X		X			X			X		X					
			ARCH7051	Site Systems															X																	
			ARCH7082	Environmental Technology II														X					X			X										
		Spring	ARCH8001	Building Design Research Studio											X																					
			ARCH8011	Thesis Research & Development	X	X			X		X																	X								
	THESIS	Fall/Spring	ARCH8009	Thesis	X	X	X		X		X				X	X																				
			ARCH7054	History & Theory of Cities									X																							
			ARCH8041	Professional Practice & Ethics																										X	X	X	X	X	X	X

Notes:

1) All SPC's are met in the M. Arch. 2 Program, the last 5 semesters of the curriculum. The M.Arch 1 Foundation is considered prepatory, and is shown for informational purposes.
2) ARCH7004 and ARCH7062 are taught as an integrated experience, and the two courses are treated as one for SPC purposes.
3) ARCH8011, Thesis Prep, and ARCH8009, Thesis, are two phases of the same project. The two courses are treated as one for SPC purposes.
4) SPC C2 is also met in the required interior design elective courses, but as several courses might be used to meet the requirement, it is not shown on the matrix.

II.2. Curricular Framework

II.2.1. Regional Accreditation



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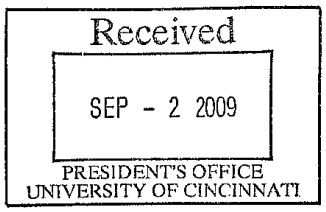


August 28, 2009

President Nancy L. Zimpher
University of Cincinnati
P.O. Box 210063
Cincinnati, OH 45221-0063

Dear President Zimpher:

This letter is formal notification of the action taken concerning University of Cincinnati by The Higher Learning Commission. At its meeting on August 17, 2009, the Institutional Actions Council (IAC) voted to continue the accreditation of University of Cincinnati and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated the IAC action through its validation process concluded on August 28, 2009. The date on this letter constitutes the effective date of your new status with the Commission.

I have enclosed your institution's *Statement of Affiliation Status (SAS)* and *Organizational Profile (OP)*. The *SAS* is a summary of your organization's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent (2008-09) Annual Institutional Data Update. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the *Organizational Profile*. No other organizational information was changed.

The attached *Statement of Affiliation Status* and *Organizational Profile* will be posted to the Commission website on Monday, September 14. Before this public disclosure however, I ask that you verify the information in both documents and inform Mary B. Breslin, your staff liaison, before Friday, September 11 of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy in Chapter 7.2 of the *Handbook of Accreditation*. I recommend that you review it with care and, if you have any questions about how planned institutional changes might affect your relationship with the Commission, that you write or call Mary B. Breslin.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning

Sylvia Manning
President

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Evaluation Team Members
Chair of the Board

The Higher Learning Commission

30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456
800-621-7440 | FAX: 312-263-7462 | www.ncahigherlearningcommission.org

STATEMENT OF AFFILIATION STATUS

UNIVERSITY OF CINCINNATI
P.O. Box 210063
Cincinnati, OH 45221-0063

Affiliation Status: Candidate: Not Applicable
Accreditation: (1913- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status:	Public
Degrees Awarded:	A, B, M, S, D, 1st Prof

Conditions of Affiliation:

Stipulations on Affiliation Status:	None.
Approval of New Degree Sites:	Prior Commission approval required.
Approval of Distance Education Degrees:	No prior Commission approval required.
Reports Required:	None.
Other Visits Scheduled:	None.

Summary of Commission Review

Year of Last Comprehensive Evaluation:	2008 - 2009
Year for Next Comprehensive Evaluation:	2018 - 2019
Date of Last Action:	08/28/2009

II.2.2. Professional Degrees and Curriculum

MASTER OF ARCHITECTURE PROGRAM 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 semesters: fall (F), spring (S), and summer (U), which provide the cycle of the academic year and progress of each year to graduation. The course offerings of each individual semester are read in a single column below the term's designation.

M. Arch. 1 students enter in the foundation during the fall and progress through each semester moving across the curricular diagram from left to right. At the bottom of each column are a total of credit hours per term. For example, during the first fall (F), the M. Arch. 1 students take ARCH7001, Order & Tectonics Studio; ARCH7011, Design Visualization Skills 1; ARCH7021, History of Architecture to 1600; and ARCH7061, Construction Technology.

M. Arch. 2 students enter into the mid-section of the four-year curricular model, and are typically admitted into the comprehensive year. 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.

Across each curricular model and during any academic semester, there are five disciplinary streams that organize content and the course offerings. These are as follows:

- Architectural Design, which is composed of the studio sequence.
- Representation Skills, which includes course offerings in digital and manual forms of representation.
- History, Theory and Criticism (HTC), which includes courses in theory and urban form.
- Building Science & Technology (Tech), which includes building structures, materials and construction, environmental technologies, and site construction.
- Professional Practice, which includes professional roles, contracts, and professional ethics.

The 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.

PHASES OF THE CURRICULUM
There are four phases to the full M. Arch. curriculum at the University of Cincinnati. These are the foundation year, the comprehensive year, the research year, and the thesis year.

The three-semester foundation year 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, initiates design thinking, and develops skills of representation and inquiry. These design-based explorations are complemented by courses that are focused on disciplinary knowledge and practices.

The disciplinary course sequences in History, Theory and Criticism, Architectural Technologies and Professional Practice are begun in the foundation year, and continue into the comprehensive year of the curriculum, where the binary relationship of theory and practice, the academy and the professional workplace, are central to the experience. Students in the comprehensive year of the curriculum begin their alternation of academic work and co-op work experiences, and engage in a two-semester studio sequence that emphasizes the integration of building and construction technologies into architectural design work.

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 graduate co-ops to transition from professional instruction to student research and the thesis project. Research year studios are topic driven and showcase the research agendas of invited guests and SAID faculty.

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 OF 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. degree 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 began in undergraduate foundation studies and culminated in graduate level research that informed a design project in the thesis year. This hybrid curriculum, modified to allow for one calendar year's co-op work experience at both the graduate and undergraduate levels, and thus termed at UC as the 4+3, remains a primary pathway of instruction to the professional M. Arch. degree at UC.

Initially, the faculty 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 comprised 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 course work and are typically more extensive in liberal arts offerings.

Shortly after launching the new M. Arch. program, an enrollment growth initiative sought to increase the master's population by more than 50 percent; this growth was to be derived from external populations. In the course of just a few years, curricular changes in the M. Arch. were made to serve this broader base of incoming students, while also more specifically targeting the learning styles and needs of graduate students. From day one, the singular goal of the 2006 curricular initiative was to develop a distinct graduate learning environment for the Master of Architecture degree program. A new four-year curricular model 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 became the M. Arch. 1 program curriculum, and included a new set of graduate design and skill courses in the foundation and core years.

A new History/Theory/Criticism (HTC) sequence was developed for the M. Arch. 1 students to replace the more lengthy undergraduate series. At the same time, the former undergraduate theory course was elevated to the graduate level to fill in gaps in theoretical knowledge that persisted among some non-UC

M. Arch. 2 students. The result of the 2006 changes is that there are now parallel courses in the HTC course work, so that a greater intellectual discourse and rigor could be delivered to the graduate students that SAID now served. Changes in the Building Technology sequence were more limited, and were 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. A Structures Environment Construction (SEC) Tech course sequence was collaboratively taught by representatives in the technology sub-disciplines (structures, environmental controls, day lighting, and construction) and since renamed the Integrated Technology Studio and Seminar to foreground the role of the architect as the integrator and coordinator of the technical disciplines in a building project.

At the time of the last NAAB review, the curriculum had an M. Arch. 1 pathway of four years for students with no prior architectural experience; a three-year M. Arch. 2 pathway for students with a B.S. Arch. from other institutions, which provided for a minimum of one year's co-op work experience, and a two-year M. Arch. 2 pathway for UC B. S. Arch. graduates, who had taken the comprehensive design studios and one year's co-op work experience in their undergraduate program. By 2008, with a growing population of incoming M. Arch. students from other B. S. Arch. programs, UC developed a single degree M. Arch. Model. Upper-level professional degree courses were migrated from the last year of the undergraduate program to the M. Arch. program. Thus, the undergraduate curriculum was freed from satisfying any of the NAAB SPC's, which allowed UC students to more easily satisfy the general studies requirement but also requires that they now enter the curriculum at the same place other school's B. S. Arch. graduates do.

In 2012, the University of Cincinnati converted to the semester academic calendar, thus harmonizing its calendar with every state-supported institution of higher education in Ohio. This change required that every program of instruction be reconceptualized for the new calendar, and that every single course at the university be likewise rewritten. At SAID, this third reworking of the M. Arch. curriculum allowed the faculty to better distinguish between undergraduate and graduate instruction, and to further open up the graduate program to students from other undergraduate institutions, both domestic and foreign. All students either take the full four-year M. Arch. program with an unrelated bachelor's degree (termed M. Arch. 1 students, those pursuing their first architecture degree), or matriculate with advanced standing into the second year of the program holding a B. S. Arch. or its equivalent (termed M. Arch. 2 students, with the 'two' referring to their pursuit of a second degree in architecture). The M. Arch. 2 students typically complete what is the last five semesters, the upper levels of the eight-semester, four-year M. Arch. curricular model.

In addition to stewarding the B. S. Arch. to M. Arch. degree transition, the previous school directors also provided the curricular and administrative leadership for the new 4+3 M. Arch. program. Daniel Friedman departed in 2002, following the first successful NAAB accreditation of the 4+2 M. Arch. Within a year, Michaele Pride was appointed school director and served in this role until 2009. Former DAAP Dean Jay Chatterjee served as school director for a one-year interim term, and William Williams was tapped to fill the role of school director in 2010. Faculty in part-time administrative appointments managed the growing M. Arch. program until the appointment of a full-time graduate program director in 2005; in 2012, this role was combined with the architecture program director position and filled by Michael McInturf.

With the appointments of William Williams and Michael McInturf to lead the architecture programs, a few significant modifications to the M. Arch. curriculum were enacted. Most of these changes were coordinated to coincide with the conversion to semesters, as the transition years into the semester calendar were particularly disruptive to co-op programs such as the M. Arch. The primary change was the consolidation of the Integrated Tech Studio and Seminar sequence from two quarters to one semester. This studio and seminar is the first studio experience for incoming M. Arch. 2 students, and is the course in which the comprehensive design student performance criterion is to be fulfilled. The studio and seminar now work together to deliver a unified design and research experience in which lectures, readings, and short research assignments focus on topics that are then immediately utilized in the studio. For example, students might hear a lecture on alternative HVAC systems in the seminar, be asked to use the industry

literature to research a number of specific products or systems, and then apply one of these systems in their studio project. The intention of this studio is develop the student's understanding that great design considers all of the project's systems simultaneously from the very beginning of its conceptualization.

Another important development in the M. Arch. studio sequence is the creation of the professional-led Advanced Integration Studio. In this summer studio, senior practitioners from the Cincinnati region lead students through a design project that the practitioners have recently completed, or are working on. The different character of the firms has ensured that students can choose a studio that more closely matches a specialization that they might wish to pursue. In this studio, participating firms have emphasized everything from historic preservation to housing to sustainability, and the students have benefitted greatly by learning from the professionals how they develop the early concepts and schematic designs that are usually settled upon by the time the student encounters the project in the co-op setting. The conversion to semesters has also allowed some facets of the curriculum to expand a bit—both the advanced Environmental Science and Site Systems courses have about 40% more content than they did at the last NAAB review. This has allowed the faculty who teach these courses the time to consider additional material and to craft more meaningful design and research projects that ideally are then tested in the studio.

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 *M. Arch. 1 curricular track* is for students with an undergraduate degree in other than an architecture discipline. This track includes eight academic semesters and three co-op work terms; 117 total semester credit hours including advanced standing credits. About 20 percent of the M. Arch. graduating class are M. Arch.1 students. The *M. Arch. 2 curricular track* is for students with an undergraduate degree in architecture. The program includes five academic semesters and three semesters of co-op work experience. Students placed in this track normally have a BS in architecture or an equivalent degree and may have less than a year of architectural work experience; required degree credits begin at 76 semester credit hours.

The UC M. Arch. 2 curriculum assumes that none of the NAAB student performance criteria have been met by the undergraduate curriculum. However, students who are lacking the preparation necessary to succeed in the advanced technology, HTC, or skills courses that fulfill the SPCs are required to take the appropriate M. Arch. 1 courses to remedy their deficiency. The process by which M. Arch. 2 students are evaluated for their readiness for the M. Arch. 2 curriculum is detailed in section II.3.1. About 80 percent of the current M. Arch. graduating class are M. Arch. 2 students.

The NAAB general studies requirement is typically met by the student's undergraduate curriculum. However, students who do not already meet this requirement upon matriculation are required to take graduate-level courses in disciplines outside of architecture to remedy their deficiency in meeting the requirement. All students are required to take six credit hours of non-SAID graduate course work and a three-credit course in both interior design and urban planning; students may apply these credits to meet the general studies requirement if necessary.

M. Arch. I Curriculum Summary

Credits		Course Type
93	75%	Architecture Course Credits
6	5%	Professional Electives
0		General Studies Course Credits
6	5%	Course Credits in Allied Fields
18	15%	Electives
117	100%	Total Credits

M. Arch. 2 Curriculum Summary

Credits		Course Type
52	60%	Architecture Course Credits
6	8%	Professional Electives
0-6		General Studies Course Credits
6	8%	Course Credits in Allied Fields
12-18	24%	Electives
76	100%	Total Credits

DUAL-DEGREE OPPORTUNITIES AND CERTIFICATE PROGRAMS

Although the M. Arch. program is a significant commitment of time and energy in itself, several students do seek to earn two graduate degrees while they are at UC. There are two formally articulated dual-degree programs, the M. Arch./MCP program, which twins the M. Arch. with the Master of Community Planning, and often serves students with an interest in urban design, and the M. Arch./MBA program, which combines the M. Arch. with the Master of Business Administration at the Lindner College of Business. Until this year, the School of Planning required a separate master's thesis for their MCP degree, and because of this, students typically took extra time to complete the two theses required of this dual-degree. However, with this requirement eliminated, this particular program should be attractive to a greater number of students. The M. Arch./MBA program is the more pursued of the dual-degree programs; between two and four students a year complete this program. Although the Cincinnati MBA program does not require a formal thesis, it does require course work that emphasizes group work in small teams. This cultural expectation often requires that M. Arch. students prioritize their MBA work over their more independent thesis work, and most find that they must finish the M. Arch. thesis in the summer or fall following the completion of their MBA; thus, while three years is the official time-to-degree for the joint program, most students finish in 3.5 years.

In addition to the dual-degree programs, there is an interdisciplinary certificate program in Historic Preservation that serves about six M. Arch. students each year. This program, accredited by NCPE, the National Council for Preservation Education, requires six courses in historic preservation theory, architectural and urban history, city planning, and anthropology; an internship is also required. Students in the M. Arch. program typically satisfy the internship requirement with their final graduate co-op, and most of these students incorporate a historic preservation element into their thesis project. DAAP also offers four certificates in horticulture, of which the certificates in green roofs and urban landscapes are the most attractive to M. Arch. students. As the college develops a Master of Landscape Architecture program over the next five years, it is expected that a dual-major program will be developed with that program as well.

COURSE AND CREDIT LOADS

The Graduate School stipulates 10 credits as the minimum graduate credit load per semester, 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.

M. Arch. 1

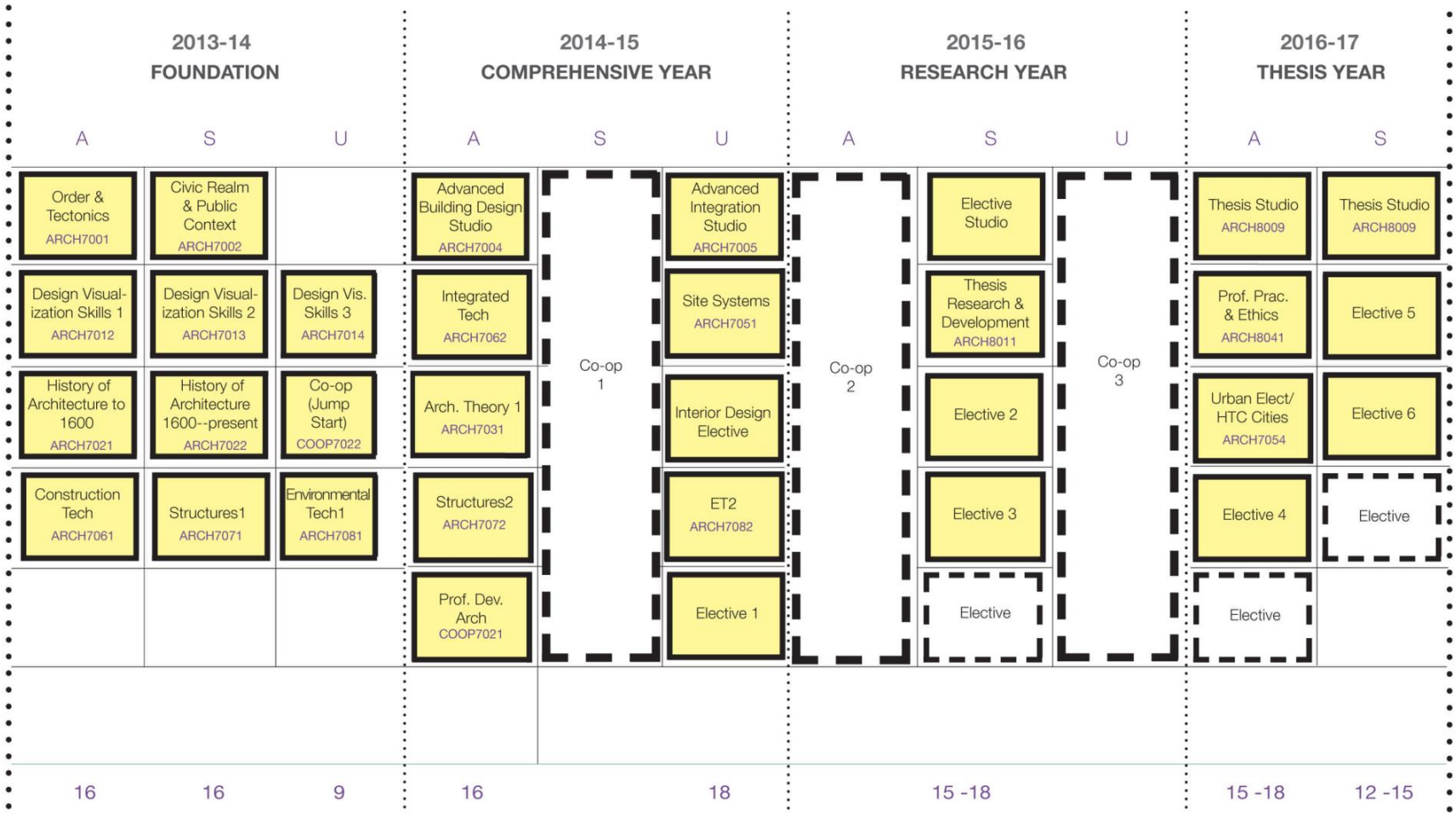
Fall		
ARCH7001	6	Order and Tectonics in Architecture
ARCH7011	3	Design Visualization 1
ARCH7021	3	History of Architecture to 1600
ARCH7061	3	Construction Technology
	15	

Spring		
ARCH7002	6	Civic Realm and Urban Context Studio
ARCH7013	3	Design Visualization 2
ARCH7022	3	History of Architecture since 1600
ARCH7071	3	Structures 1
	15	

Summer		
ARCH7014	4	Design Visualization 3
ARCH7081	3	Environmental Technologies 1
PD7022	2	Jump Start
	9	

M.Arch 2

Fall					
ARCH7004	6	Advanced Building Design Studio			
ARCH7031	3	Architectural Theory 1: Ancient to Modern			
ARCH7062	3	Integrated Technologies			
ARCH7072	3	Structures 2			
PD7021	1	Professional Practice			
	16				
Spring—Graduate Co-op 1					
Summer					
ARCH7005	6	Advanced Integration Studio	INTD6###	3	Interior Design Elective
ARCH7051	3	Site Systems		3	Elective 1
ARCH7082	3	Environmental Technologies 2			
	12			6	
Fall—Graduate Co-op 2					
Spring					
ARCH8001	6	Building Research Studio		3	Elective 2
ARCH8011	3	Thesis Research and Development		3	Elective 3
	9			6	
Summer—Graduate Co-op 3					
Fall					
ARCH8009	6	Master of Architecture Thesis	ARCH7054	3	History/Theory of Cities
ARCH8041	3	Professional Practice and Ethics		3	Elective 4
	9			6	
Spring					
ARCH8009	6	Master of Architecture Thesis		3	Elective 5
				3	Elective 6
	6			6	

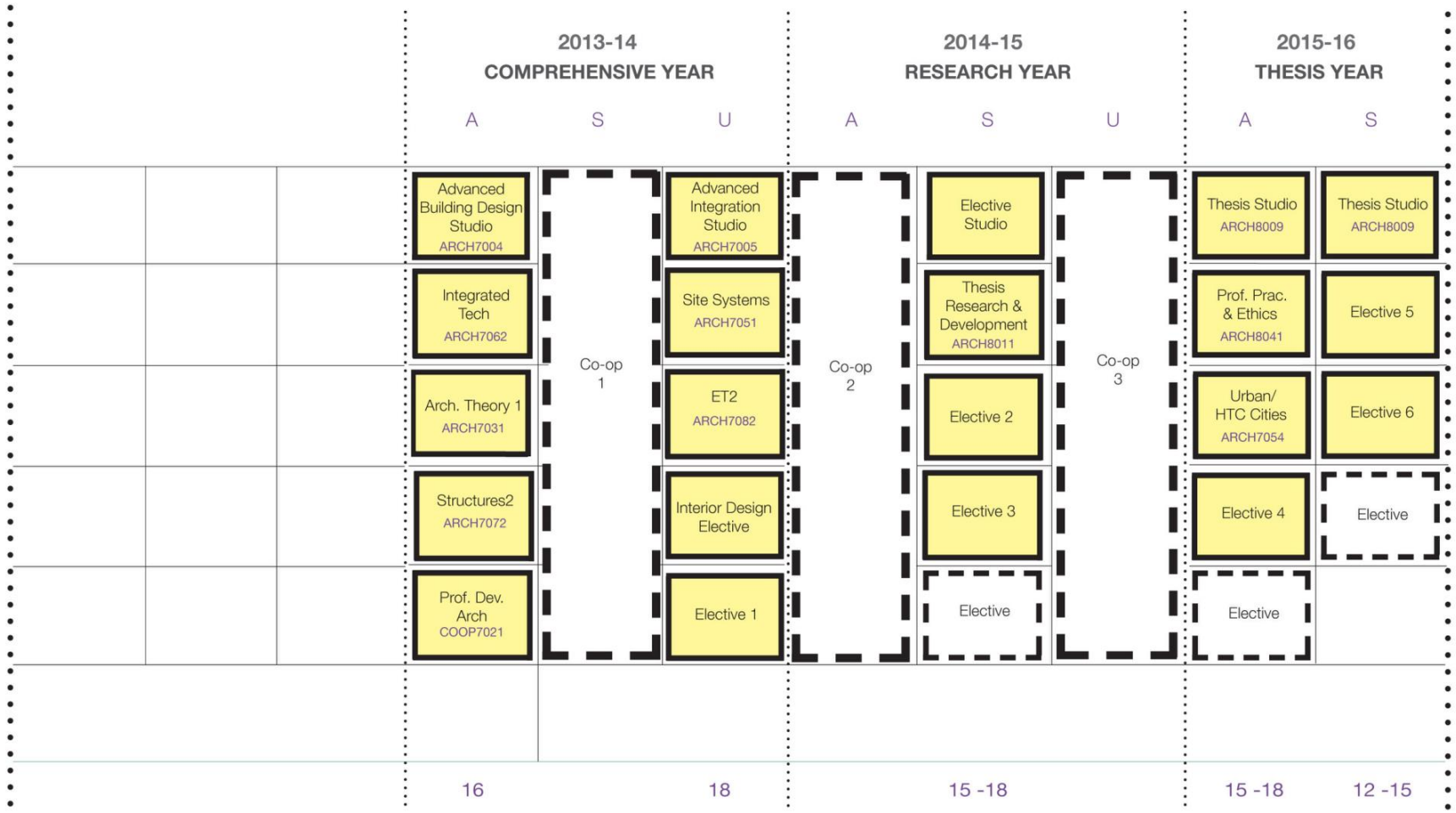


MARCH 1 MASTER OF ARCHITECTURE

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

PLEASE NOTE: SUBJECT TO CHANGE WITHOUT NOTICE.

REV. 8.2.12
REV. 8.16.13



MARCH 2 MASTER OF ARCHITECTURE

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

PLEASE NOTE: SUBJECT TO CHANGE WITHOUT NOTICE.

REV. 4.10.12
REV. 5.22.12

REV. 8.16.13

II.2.3. Curriculum Review and Development

The curricular review process at SAID is centered on the Topic Groups described in Section I.2.2. Minor changes to the curriculum are initiated by the program director most nearly responsible for the course. More significant changes, such as curricular structure, credit values, or the creation of a new course, are initiated by curricular topic groups and passed on to the College Curriculum Committee by the SAID faculty as a body of the whole. The curricular topic groups are a subset of the faculty tasked with managing the content of the course work in a particular area; their work is coordinated by the Program Director. There are six topic groups at SAID:

1) Architectural Design, responsible for the studio course work;
2) Interior Design, which encompasses all of the Interior Design courses offered in the BSID program;
3) Skills, which looks at the drawing and representation courses within the curricula of both disciplines;
4) History, Theory and Criticism, which looks at all of the history and theory courses within all SAID curricula, including the MS Arch and Ph.D programs;
5) Building Technology, which focuses on the building science, engineering and construction course work in the professional degree programs; and
6) Professional Practice, which naturally looks at the professional readiness course work and the interface of the academic work with the co-op program. The faculty of the Division of Professional Practice and Exploratory Learning who work with SAID students are members of this topic group.

As of this writing, the membership of the Topic Groups has not yet been established for 2014-2015. Most faculty have gravitate to Topic Groups that most nearly match their area of expertise. In the past, the Topic Groups have included the following faculty:

Design	Interiors	Skills	HTC	Technology	Prof. Practice
Boling	Black	Hildebrandt	Elleh	Bible	Christoforidis
Marcu	Cabalfin	Russell	Hancock	Harfmann	Damschroder
McInturf	Davies	Sansalone	Kandkar	Larson	Ream
Slaughter	Snadon	Swick	Riorden	Postell	Williamson
Williams		Tang	Tilman	Zaretsky	

Additions and changes to the curriculum are initiated at the School level, but are subject to approval by the College's Curriculum Committee, the faculty of the College, and the Provost of the University. As part of the semester conversion effort that was completed in 2012, the Office of the Provost created a standardized database of University degree programs and courses called e-curriculum. This digital archive of curricular documents ensured that a thorough review process was followed as each degree program and course were recreated for the semester calendar, and approved at several levels of review, ultimately by the Provost's office. The e-curriculum interface means that every course's description and learning objectives are immediately available to the faculty and staff; faculty are encouraged, in fact, to list the learning objectives directly on the syllabus, and to review their course material for adherence to the stated objectives as they prepare the course.

The permanent faculty members include many registered architects, as well as professionals certified in several other related design disciplines, such as interior design, landscape architecture, urban planning, and strucutural engineering. The adjunct faculty includes many practitioners, including several prominent leaders in the local architectural community; in addition, the school's hundreds of cooperative-education partners are also consulted with regard to the efficacy of the instruction at SAID. Thus, when major changes are considered for the M. Arch. curriculum, many registered professionals weigh in on their advisability. UC is known for its close connection with practice, and this focus has not been lost with the transition to semesters; rather, it has strengthened, as we are now capable of bringing working practitioners into the studio to lead projects that they are engaged with professionaly, and to examine the issues that are emerging within the profession, such as environmental equity or sustainable design.

II.3. Evaluation of Preparatory/Pre-professional Education

The School of Architecture and Interior Design's M. Arch. program covers all of the Student Performance Criteria in the second phase of the program, the five semesters typically taken by the M. Arch 2 students. By our estimation, UC best resembles programs in Category IV as presented in the explainitory memo of January 18, 2010.

Students accepted into the M. Arch 1 program are assumed to have no background in architecture, and are expected to take all of the course work contained within the program. Those few students in the M. Arch 1 program who request a waiver for a particular course in the prepatory phase of the program, such as the history or structures courses, are asked to provide the syllabi and course work from their previous courses. This material is reviewed by the Program Director and the faculty members who deliver the content in question, and they decide together whether the student's prior experience justifies the waiver.

Students accepted to the program on the M. Arch 2 track are rarely given advanced standing within the program, and only for support courses, never for the studio sequence. Students make a request for advanced standing with the Program Director, Michael McInturf, and the Graduate Advisor, Ellen Guerrattaz. After a review of their transcripts, copies of the previous course syllabus and course work is sent to the faculty teaching the challenged course for their review. Those students presenting prior course work in theory are given advanced standing in the theory course with the consent of Nnamdi Elleh; in structures the review is undertaken by Tom Bible, while in environmental technology the reviewing faculty member is Michael Zaretsky. The faculty member makes an evaluation of the work, and rewards full or paritial relief from the course requirement. Few students are given advanced standing for the entire course in environmental technology or structures, but many are given advanced standing for only a portion of the advanced technology courses. In 2014-2015 less than ten percent of the M.Arch 2 cohort is being given advanced standing in any technology course.

Students entering the M. Arch 2 track with deficiencies in any content area are evaluated by the Program Director prior to formal matriculation into the program. A remediation plan is prepared for the student, which commonly requires the student to take course work in the M. Arch. 1 foundation year, such as ARCH7071: Structures 1 or ARCH7021: HTC 1: History to 1600. Of course, if a student has too many deficiencies, they will be advised that they would be better placed in the M. Arch. 1 track; usually the student agrees and takes the full year of foundation work.

The general studies requirement is assumed to be met by all incoming M. Arch 1 students, as they have a baccalaureate degree in a discipline other than architecture. The same assumption cannot be made for some M. Arch 2 students. UC B.S. Arch students come into the M. Arch 2 track with a minimum of 39 semester credits of general studies, (although most have more due to the proliferation of AP credit), and as they are required to take 6 credits of graduate courses outside of SAID, they are assured of meeting the 45-credit general studies requirement. Students who come to UC from other regional programs, such as The Ohio State University, Miami University, or Ball State, are similarly assured of meeting the requirement, because those institutions have a general education requirement similar to UC's that assure us that students graduating from these institutions have at least the 39 credits of general studies that UC requires. Students who come to us from programs accredited by other regional accreditors or from overseas may not have the same general studies experience, and these students' transcripts must be evaluated for general studies compliance. In general, any student with as little as 18 credit hours of general studies can meet the NAAB requirement without extending his or her time-to-degree. The M. Arch program requires 6 three-credit elective courses, two of which must be disciplinary, and two of which must <u>not</u> be disciplinary; this means that up to 12 of the elective credits can be counted toward the general studies requirement. In addition, the program requires two 3-credit courses in interior design and urban planning that can be counted toward the general studies requirement. Finally, a student may take three additional 3-credit elective courses in the latter three semesters of the program to fulfill any remaining deficiencies in their general studies.

II.4. Public Information

Information about the accredited degree and the NAAB required language are posted on the SAID website: http://daap.uc.edu/academics/said/m_arch.html.

Also included at this website are links to career information, documents pertaining to the accreditation process (both general and specific), and information about the rate at which our Master of Architecture graduates pass the state licensing exams (the ARE).

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Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Team Findings 2009

A. Responses to Conditions Not Met

Number & Title of Condition(s) Not Met

None

B. Responses to Causes of Concern

Lack of Community

Comment from previous VTR 2009 The concern of students of lack of community (between years).

Response from Program [2014]: *The conversion to the semester calendar has meant that student cohorts are no longer split into halves. Rather, now all of the M. Arch 1 Foundation Year students and Thesis Year Students are resident together in both the Fall and Spring semesters, and they are joined by the Comprehensive Year students in the Fall and the Research Year Students in the Spring. Thus, there is enough continuity between the years that a true graduate student culture is forming and graduate student organizations are now beginning to flourish at UC.*

Thesis Prep and Development

Comment from previous VTR 2009 Students concern for thesis prep and thesis development. Students concern for timeliness and clarity in the thesis prep and development.

Response from Program [2014]: *This concern largely arose from the split co-op schedule that existed in the program prior to 2012. Half of the M.Arch. student body was on a schedule that forced them to take the thesis prep course then extant nearly a year before the actual thesis year itself; the other half took the course in the Spring Quarter prior to the thesis. Under the semester calendar, all students take ARCH8011 in the Spring Semester before their Thesis Year. Now a very clear set of exercises lead the students through the process of writing the thesis proposal in the Spring, allowing them time to read the essential bibliography associated with their project and to develop their ideas over their final graduate co-op over the Summer Semester.*

Communication with Faculty

Comment from previous VTR 2009 Students concerned with communication with faculty.

Response from Program [2014]: *We surmise from the terse wording of this concern that the students voiced concern with their ability to reach the faculty at office hours or by phone. Six years later, e-mail is ubiquitous, and faculty members communicate with students using the in-house Daapspace web application, and the University's version of the Blackboard course management software. We believe faculty members are much more accessible to students than they were in 2009.*

Interdisciplinarity

Comment from previous VTR 2009 Integrations with other disciplines within DAAP.

Response from Program [2014]: *Interdisciplinarity is a theoretical strength of DAAP, as a number of the design disciplines are housed within the College. In practice it has been difficult to integrate SAID into a larger College framework, largely due to the other school's course schedule and much shorter, 3-credit hour studios. There are some integrations that have developed since 2009; for example, the Urban Form class is now cross-listed with the School of Planning, and the same faculty member leads the foundation studios for both the School of Art and SAID. The Niehoff Studio and the LiveWell project continue to be important venues for interdisciplinary instruction and research. More can be done to truly make the College more interdisciplinary, and the faculty continue to develop strategies to teach and research with colleagues from other schools within the College.*

Diversity

Comment from previous VTR 2009 Efforts must continue to create diversity in faculty and students.

Response from Program [2014]: *As described in section I.2.1, SAID has made great strides in diversifying the faculty in terms of ethnicity. Three of the past four hires on the tenure-track have been members of historically underrepresented minority groups; the fourth hire was a woman. Efforts have also been made to diversify the student body. The percentage of female students has remained relatively unchanged since 2009, averaging about 40% of the total graduate population. With regard to ethnicity, the students are only 71% of European origin now, compared to 82% in 2009. However, the University's graduate student population is only 61% White, so the M. Arch. population is still not as diverse as the University's population. Moreover, the gain in diversity is in reality an increase in international students and those who decline to state their ethnicity. SAID is attempting to increase its diversity in its undergraduate population through outreach programs, such as our summer camps and in-school programs, expecting that this increased diversity will increase the diversity of our graduate application pool, and thus in the School's M. Arch. population.The school is also reaching out to several underrepresented groups more directly, touting its historical commitment to diversity in its involvement with NoMA and the Directory of African-American Architects and capitalizing on the Director's personal experiences and commitment to diversity.*

Studio Space

Comment from previous VTR 2009 Studio Space

Response from Program [2014]: *The graduate studio space at SAID occupies about the same square footage as in 2009. However, the quality of that space is vastly improved. The thesis studio has been completely renovated, with every surface renewed, and with a completely new suite of furniture. The other graduate studio spaces are scheduled to be renovated over the next summer. In the meantime, the school has equipped these studios with newer furniture, and laid out the space to ensure that there is more breakout space in the room.*

Mentorship

Comment from previous VTR 2009 Mechanics for mentorship.

Response from Program [2014] *Although the student body has excellent formal advising from Ellen Guerrattaz and mentorship from the thesis advisor, who works with the student for an entire academic year. The faculty do not have quite as strong a system of mentorship. A College-wide structure of mentorship for new junior faculty had been in place, but currently the School Director is acting as the chief mentor for our new junior faculty. The Architecture Program Director is also acting as a mentor to several of our adjunct faculty as well. The Unviersity is looking into strengthening the faculty development programs available to junior and tenured faculty, and we expect these investigations will lead to concrete programs once the Provost's full staff is in place.*

Community Between Academic Years.

Comment from previous VTR 2009 Need for stronger cross-polination/vertical structure communication and community between academic years.

Response from Program [2014]: As stated earlier, the *conversion to the semester calendar has meant that student cohorts are no longer split into halves. Rather, now all of the M. Arch 1 Foundation Year students and Thesis Year Students are resident together in both the Autumn and Spring semesters, and they are joined by the Comprehensive Year students in the Fall and the Research Year Students in the Spring. Vertical studios at SAID are difficult to create, as the M. Arch. 1 students are just learning the basic skills of the discipline, while the thesis is a year-long, student directed project that doesn't lend itself to collaboration with others. The middle two cohorts of students could in theory engage in a vertical studio experience, but they are not on-campus at the same time due to the co-op program.*

2. Summary of Responses to Changes in the NAAB Conditions

The M. Arch. program at UC has been completely reimagined with the transition to the semester calendar in 2012. The 2009 criteria were thus foremost in the faculty's minds as they retooled the curriculum. Some new Student Performance Criteria, such as Research, or Professional Development, were already a focus at UC, and did not require any change to the curriculum. Other SPC topics were in fact expanded with the change to semesters; for example, the second Environmental Technology course, ARCH7082, now includes much more information than the previous course about fire protection systems, elevators and escalators, and MEP equipment. Similarly, SPCs B.3 and B.5, Sustainability and Life Safety, are emphasized in the Advanced Building Design Studio, ARCH7004, and reinforced in the following studio, ARCH7005, the Integrated Building Design Studio, led by Cincinnati-area practitioners.

Similarly, the 2009 Conditions' emphasis on long-range planning and accountability dovetailed very well with the semester conversion effort, and the focus that UC's executive leadership has placed on master planning. The conversion effort required the SAID to institutionalize curriculum assessment and change with the creation of the Topic Groups and the formal reviews of the studio output. The cycle of self-assessment will continue beyond Semester Conversion and the NAAB review, in part because it is now required by the University, but also because the faculty understands the need for continued evaluation of the instructional program even after such a radical reshaping of the curriculum.

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Part Four: Supplemental Information

1. Course Descriptions
2. Faculty Resumes
3. Offsite Program Questionnaire
4. *Visiting Team Report* (*VTR*)

ARCH 7001, Order and Tectonics in Architecture, 6 credits

Course Description:
This foundation design studio introduces a vocabulary of architectural form, and allows an initial series of investigations through modest design projects.

Course Goals & Objectives:

- Diagram basic compositional ordering strategies and employ those strategies in the design of a modest complex of buildings on a site.
- Develop and employ a language of form and space that anticipates constructional form.
- Research and convey disciplinary content and precedents related to the topic of tectonics.
- Employ a spatial sequence; spatial choreography and volumetric spatial compositions that include the development of spatial thresholds and spatial boundaries.
- Demonstrate a formative understanding of passive strategies for day-lighting, ventilation, and thermal comfort.
- Explore and iterate multiple design strategies and demonstrate an awareness and intentional attitude towards spatial organization through the use of 3-dimensional modeling and sectional drawings.

Student Performance Criteria addressed:
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
C.2. Human Behavior

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
none

Textbooks/Learning Resources:
Pye, David.*The Nature and Art of Workmanship* (Cambium Press, (1968)2002)
Ching, Francis D.K. *Architectural Graphics* (Wiley, John & Sons, Inc. 1975)
Koolhaas, Rem. *S M L XL* (Monacelli. 1995)
Allen, Stan. *Points + Lines: Diagrams and Projects for the City* (Princeton. 1999)

Offered:
Fall only; annually

Faculty assigned:
Ming Tang (F/T)
Stephen Slaughter (F/T)

ARCH 7002, Civic Realm and Public Space Studio, 6 credits

Course Description:
This core studio follows from Order and Tectonics in Architecture by considering a spatially diverse institutional building in an urban setting.

Course Goals & Objectives:

- Use disciplinary precedents and typological organizations to inform design strategies
- Employ a site analysis and design process that engages site conditions and context
- Demonstrate an understanding of the formal and spatial typologies of "civic" and "public" architecture and variations for their capacity as precedents to inform design strategies.
- Develop and implement volumetric and tectonic strategies for organizing and diagramming a program
- Develop and implement design strategies that exploit sectional relationships, the architectural promenade and the character of public space including the development of an interior public room.
- Develop and implement environmental, passive design, day-lighting, and tectonic strategies that inform the building's enclosure system.

Student Performance Criteria addressed:

A.2. Design Thinking Skills	A.6. Fundamental Design Skills	A.7. Use of Precedents
A.8. Ordering Systems Skills	B.2. Accessibility	B.4. Site Design
B.10 Bldg Envelo.pe Systems	B.11 Building Service Skills	C.2. Human Behavior
C.9. Community & Social Responsibility		

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
ARCH 7001

Textbooks/Learning Resources:
Allen, Edward. *Architect's Studio Companion* (Wiley. 5th edition 2011)
Dovey, Kim. *Framing Places: Mediating Power in Built Form* (Architext. 2007)
Gehl, Jan. *Life Between Buildings: Using Public Space* (online resource)
Kwok, Alison, and Walter Grondik. The Green Studio Handbook (Routledge. 2011)
Lynch, Kevin. The Image of the City (MIT. 1960)
Van der Ryn, Sim, and Stuart Cowan. Ecological Design (Island Press. 1996)

Offered:
Spring only; annually

Faculty assigned:
G. Thomas Bible (F/T)
William D. Williams (F/T)
Lucie Fontein (adjunct)

ARCH 7004, Advanced Building Design Studio, 6 credits

Course Description:
This course examines and teaches methods for integrating structures, environmental technology, and construction into the design of an advanced, comprehensive, architectural project.

Course Goals & Objectives:

- Analyze, interpret and incorporate canonical and contemporary disciplinary precedents
- Develop and demonstrate an integrated architectural design strategy that addresses three scales of inquiry
- Analyze and interpret a site and its content
- Develop and organize programmed spaces and building systems that demonstrate an advanced understanding of structure, environmental systems, construction assemblies, life-safety provisions, and sustainable principles.
- Integrate structure, environmental systems, and construction technologies from part to whole, with an emphasis on detailed sectional investigations.
- Demonstrate an advanced aptitude for design communication through a variety of techniques

Student Performance Criteria addressed:

A.4. Technical Documentation A.6. Fundamental Design Skills A.8. Ordering Systems Skills
A.10. Cultural Diversity A.11. Applied Research B.2. Accessibility B.5. Life Safety
B. 6. Comprehensive Design B.9. Structural Systems B.10. Building Envelope Systems
B.11 Building Service Skills B.12. Building Materials and Assemblies

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
none

Textbooks/Learning Resources:
Corner, James. "Eidetic Operations and New Landscape" (essay published various, 1999)
Allen, Stan. *Notations + Diagrams*
Pollack, Linda. *Constructed Landscapes*

Offered:
Fall only; annually

Faculty assigned:
G. Thomas Bible (F/T) Victoria Meyers (adjunct) Terry Boling (F/T) James Postell (F/T)
Robert Burnham (adj.) Stephen Slaughter (F/T) Anton Harfmann (F/T) Jeffrey Tilman (F/T)

ARCH 7005, Advanced Integration Studio, 6 credits

Course Description:
This course examines and teaches methods for integrating urban design attributes, structures, environmental technology, and construction into the design of an advanced, comprehensive, architectural project.

Course Goals & Objectives:

- Analyze and interpret canonical and contemporary disciplinary precedents, and incorporate strategies derived from these precedents into their own work.
- Working in teams, develop and demonstrate an integrated architectural design strategy that addresses three scales of inquiry: site (formal and performative issues), body (spatial and programmatic issues), and hand (detail and assembly issues).
- Analyze and interpret a site and its content, and develop appropriate responses through an urban design strategy that incorporates physical, historical, cultural, and theoretical concerns.
- Develop and organize programmed spaces and building systems that demonstrate an advanced understanding of structure, environmental systems, construction assemblies, life-safety provisions, and sustainable principles.
- Integrate structure, environmental systems, and construction technologies from part to whole, with an emphasis on detailed sectional investigations. Realistic assembly of all parts will be shown to legitimize all building components.
- Demonstrate an advanced aptitude for design communication through a variety of techniques

Student Performance Criteria addressed:
B. 1. Pre-Design B.5. Life Safety B. 7. Financial Considerations
B.10. Building Envelope Systems C.1. Collaboration C.3. Client Role in Architecture

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
ARCH 7004

Textbooks/Learning Resources:
none

Offered:
Summer only; annually

Faculty assigned:
Terry Boling (F/T) Michael McInturf (F/T)

ARCH 7012, Design Visualization 1, 4 credits

Course Description:
This foundation design lab introduces two-dimensional and three-dimensional representational skills that facilitate the exploration and generation of architectural design intentions.

Course Goals & Objectives:

- Research and employ disciplinary techniques of diagramming, indexing and collage as instrumental processes for design intelligence.
- Explore the perception and interaction of color as it pertains to presentation, representation, analysis and the generation of formal orders.
- Select and use appropriate techniques for graphic composition in order to communicate architectural intent in pamphlet, presentation board, publication, and portfolio formats.
- Develop and employ photographic techniques for documenting and analyzing space and form.
- Implement techniques for graphic communication in the production of a portfolio.

Student Performance Criterion addressed:
A.3. Visual communication Skills

Topical Outline:
Each of (5) Goals 20%

Prerequisites:
none

Textbooks/Learning Resources:
none

Offered:
Fall only; annually

Faculty assigned:
Ming Tang (F/T)

ARCH 7013, Design Visualization 2, 4 credits

Course Description:
This workshop develops techniques for both manual and digital drawing and solid modeling; used for viewing, visualizing, and forming spatial and formal relationships.

Course Goals & Objectives:

- Demonstrate the application of skills, techniques, and methods of graphic thinking and visualization to their work in the co-requisite design studio
- Create a site documentation drawing demonstrating enhanced skills in drafting and analysis
- Create a concept driven model demonstrating developed skills in physical modeling and tectonics
- Strategically manipulate various skills in digital modeling, spatial conception, and composition through a layered drawing that synthesizes information produced both digitally and manually.

Student Performance Criterion addressed:
A.3. Visual Communication Skills

Topical Outline:
Each of (4) Goals: 25%

Prerequisites:
ARCH 7012

Textbooks/Learning Resources:
none

Offered:
Spring only; annually

Faculty assigned:
Ming Tang (F/T)

ARCH 7014, Design Visualization 3, 4 credits

Course Description:
This workshop develops techniques for both manual and digital drawing and solid modeling; used for viewing, visualizing, and forming spatial and formal relationships.

Course Goals & Objectives:

- Demonstrate the application of skills, techniques, and methods of graphic thinking and visualization to their work in the co-requisite design studio
- Create a site documentation drawing demonstrating enhanced skills in drafting and analysis
- Create a concept driven model demonstrating developed skills in physical modeling and tectonics
- Strategically manipulate various skills in digital modeling, spatial conception, and composition through a layered drawing that synthesizes information produced both digitally and manually.

Student Performance Criterion addressed:
A.3. Visual Communication Skills

Topical Outline:
Each of (4) Goals: 25%

Prerequisites:
ARCH 7012, ARCH 7013

Textbooks/Learning Resources:
none

Offered:
Summer only; annually

Faculty assigned:
Ming Tang (F/T)

ARCH 7021, History of Architecture to 1600, 3 credits

Course Description:
Introduces students to the history of Western architecture from the beginnings of permanent settlements to the Italian Renaissance, as well to important non-Western sources.

Course Goals & Objectives:

- Demonstrate an understanding of the Western architectural canons and traditions, including key works, texts, places, and architects.
- Demonstrate an understanding of the climatic, technological, socioeconomic and other cultural factors that have shaped and sustained architecture world-wide.
- Write and speak effectively by presenting both readings and their own writings and research, in both formal seminar presentations and more informal reading discussions
- Think and interpret critically through both written and graphic exercises information and insights relevant to the understanding of the architecture of the past
- Describe and critically assess the manner in which precedent has influenced past designs

Student Performance Criteria addressed:
A.1. Communication Skills
A.9. Historical Traditions and Global Culture

Topical Outline:
Each of (5) Goals: 20%

Prerequisites:
none

Textbooks/Learning Resources:
Moffet, Marion and Michael Fazio, Lawrence Wodehouse, editors. *Buildings across Time: An Introduction to World Architecture* (McGraw-Hill. 2004. 2013 4th edition)
Sykes, A. Krista, editor. *The Architecture Reader: Essential Writings from Vitruvius to the Present* (George Braziller Inc. 2007)

Offered:
Fall only; annually

Faculty assigned:
Elizabeth Riorden (F/T)

ARCH 7022, History of Architecture 1600 to Present, 3 credits

Course Description:
A review of key influential architectural movements, works, and texts from the Enlightenment to the present. Emphasis is given to the European Modern Movement.

Course Goals & Objectives:

- Demonstrate an understanding of the Western architectural canons and traditions since the Enlightenment, including key works, texts, places, and architects.
- Demonstrate an understanding of the climatic, technological, socioeconomic and other cultural factors that have shaped and sustained these.
- Write and speak effectively by presenting both readings and their own writings and research, in both formal seminar presentations and more informal reading discussions
- Think and interpret critically through both written and graphic exercises information and insights relevant to the understanding of the architecture of the past
- Describe and critically assess the manner in which precedent has influenced recent designs
- Critically deploy influential concepts from other disciplines in considering recent architecture including their own design work

Student Performance Criteria addressed:
A.1. Communication Skills
A.9. Historical Traditions and Global Culture

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
ARCH 7021

Textbooks/Learning Resources:
Moffet, Marion and Michael Fazio, Lawrence Wodehouse, editors. *Buildings across Time: An Introduction to World Architecture* (McGraw-Hill. 2004. 2013 4th edition)
Sykes, A. Krista, editor. *The Architecture Reader: Essential Writings from Vitruvius to the Present* (George Braziller Inc. 2007)
Curtis, William J. R. *Modern Architecture Since 1900* (Phaidon Press,3rd ed. 1996)

Offered:
Spring only; annually

Faculty assigned:
Jeffrey Tilman (F/T)

ARCH 7031, Architecture Theory 1: Chronological Review from Ancient to the Present, 3 credits

Course Description:
Through critical reading of architectural treatises and complementary texts dating from ancient to modern, this course considers architecture's theoretical heritage relative to emerging design challenges.

Course Goals & Objectives:

- Identify, compare, and explain architecture's disciplinary canons and traditions.
- Demonstrate an understanding of relevant critical texts and their impact on scholarship and design.
- Ability to demonstrate critical thinking and expression through specific reading and writing exercises.
- Demonstrate analytical and presentation skills through the interpretation of architectural examples

Student Performance Criteria addressed:
A.1. Communication Skills
A.2. Design Thinking Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline:
Each of (4) Goals: 25%

Prerequisites:
none

Textbooks/Learning Resources:
Weekly selected readings.

Offered:
Fall only; annually

Faculty assigned:
Nnamdi Elleh (F/T)
Rebecca Williamson (F/T)
Bryan Wright (adjunct)

ARCH 7036, Elective Theory Seminar, 3 credits

Course Description:
This course is an advanced elective course for students who wish to pursue studies in the field of twentieth century architectural theory beyond the introduction established in the required courses

Course Goals & Objectives:

- Demonstrate an understanding of important theoretical and critical texts in the field that have an impact on scholarship and design.
- Demonstrate an ability for critical thinking and writing through specific reading and writing exercises.
- Demonstrate analytical and presentation skills through the interpretation of architectural examples.

Student Performance Criteria addressed:
None (varies)

Topical Outline:
Goal emphasis will vary depending on the faculty teaching and the course focus.

Prerequisites:
none

Textbooks/Learning Resources:
varies

Offered:
Fall, Spring & Summer; annually

Faculty assigned:

Ann Black (F/T)	Terry Boling (F/T)	Edson Cabalfin (F/T)
Udo Greinacher (F/T)	John Hancock (F/T)	Hank Hildebrandt (F/T)
Mara Marcu (F/T)	Victoria Meyers (adjunct)	James Postell (F/T)
Vincent Sansalone (F/T)	Stephen Slaughter (F/T)	Rebecca Williamson (F/T)
Michael Zaretsky (F/T)		

ARCH 7051, Site Systems, 3 credits

Course Description:
Introduces the systems inform land planning and design: planning, design, construction, and maintenance systems; and interconnected systems of earth, water, structure, and living architecture.

Course Goals & Objectives:

- Demonstrate a basic understanding of the role of the landscape architect and other professionals in integrated, sustainable design and in protecting the public's health, safety, and welfare.
- Analyze and critique selected urban, public parks in the region to demonstrate understanding of functional and safe site improvements and microclimatic design based on architectural principles, professional standards, codes and regulations, and guidelines for design.
- Demonstrate basic proficiency in the skills necessary to design fundamental landforms and circulation systems with sustainable design principles.
- Demonstrate minimum competence in landform design equivalent to the skills required to pass the Site Grading vignettes of the Architects Registration Examination (ARE) Section 2: Site Planning and Design.

Student Performance Criterion/a addressed:
B.4. Site Design

Topical Outline:
Each of (4) Goals: 25%

Prerequisites:
none

Textbooks/Learning Resources:
Dee, Catherine. *Form and Fabric in Landscape Architecture: a Visual Introduction*, (Spon Press, 2001)
Booth, Norman K. *Basic Elements of Landscape Architectural Design* (Waveland Press, 1983)
Thompson, J. William, and Kim Sorvig. *Sustainable Landscape Construction* (Island Press, 2000)

Offered:
Summer only; annually

Faculty assigned:
Virginia Russell (F/T)

ARCH 7054, History and Theory of Cities, 3 credits

Course Description:
This course gives students of urban design, architecture, and planning an understanding of the impact and import of urban forms over time, using comparative analyses.

Course Goals & Objectives:

- Demonstrate an understanding of Western urban forms, as well as the climatic, technological, socioeconomic, and cultural factors that have shaped and sustained them, as well as familiarity with key urban forms in the non-Western world
- Critically discuss important historical treatises and writings which have had an influence on the practice of design of the urban environment
- Demonstrate an understanding of current movements, methods, issues, and controversies in the design of cities, towns, and suburbs
- Present reading, writing, and research work on urban topics in both formal seminar presentations and more informal discussions

Student Performance Criterion addressed:
A.9. Historical Traditions and Global Culture

Topical Outline:
Each of (4) Goals: 25%

Prerequisites:
none

Textbooks/Learning Resources:
Kostof, Spiro, *The City Shaped: Urban Patterns and Meanings Through History* (Little, Brown and Company. 1991)

Offered:
Fall only; annually

Faculty assigned:
Udo Greinacher (F/T)

ARCH 7061, Construction Technology, 3 credits

Course Description:
Teaches the basic application of technical forces pertaining to architectural form, including construction technologies and techniques, plus environmental forces, and design impact of these factors.

Course Goals & Objectives:

- Identify and explain the properties of materials including sound transmission, fire resistance, thermal characteristics, and structural characteristics.
- Identify and critique basic principles of sustainable design as they pertain to construction.
- Demonstrate an understanding of how buildings and wall assemblies are constructed through the development of construction details and wall sections.
- Use 3-D Building Information Modeling techniques to visualize, demonstrate, and communicate their understanding of 3-dimensional assembly and construction requirements of design
- Integrate the various layers and requirements of construction through the development of a detailed 3-D digital model of a simple building.
- Make intelligent, well-reasoned trade-offs between design intent and technological (construction, structure, mechanical, or enclosure related) requirements through the virtual construction of a simple building.

Student Performance Criterion/a addressed:
A.4. Technical Documentation
B.5. Life Safety
B. 10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
none

Textbooks/Learning Resources:
Ching, Francis D.K. *Building Construction Illustrated* (Wiley. 4th edition 2008)

Offered:
Fall only; annually

Faculty assigned:
Anton Harfmann (F/T)

ARCH 7062, Integrated Technologies, 3 credits

Course Description:
This course employs integrated strategies for deploying architectural technology comprised of structural, environmental, and construction systems, with additional emphasis on advanced techniques of envelope construction.

Course Goals & Objectives:

- Use building technologies as a means of presenting architectural intent in contemporary buildings, also exploring how technologies contribute to developing architectural intent in their own designs.
- Analyze and interpret selected contemporary buildings in a detailed, collaborative, graphic and research-based case study, including both documentation and informed conjecture regarding building technology and building systems.
- Select, evaluate, document, and develop appropriate building systems for their comprehensive building design project (in the co-requisite studio course) based on disciplinary precedents and standards, including consideration of structural assemblies, active and passive environmental systems, and detailing of enclosure systems.
- Develop detailed aspects of their selected building assemblies including envelope construction, vertical and lateral structural systems, & thermal/environmental responses.
- Develop detailed site planning strategies and solutions that include handicap access, and vehicular and pedestrian access.
- Analyze and evaluate building technologies by calculating seasonal day-lighting, thermal performance, wall system R-values, structural bays, and other performance measures.

Student Performance Criteria addressed:
A.4. Technical Documentation A.5. Investigative Skills A.11. Applied Research
B.5. Life Safety B.10. Building Envelope Systems B. 11. Building Service Systems
B.12. Building Materials and Assemblies

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
ARCH 7061, M Arch 1; none, M Arch 2

Textbooks/Learning Resources:
Ching, Francis D.K. *Building Construction Illustrated* (Wiley. 4th edition 2008)
Kwok, Alison, and Walter Grondik. *The Green Studio Handbook* (Routledge. 2011)

Offered:
Fall only; annually

Faculty assigned: G. Thomas Bible (F/T), Terry Boling (F/T), Michael Zaretsky (F/T)

ARCH 7071, Structures 1, 3 credits

Course Description:
Provides an introduction to the terms, definitions, and operations (both mathematical and graphic) used in the design of building structural systems.

Course Goals & Objectives:

- Identify a variety of structural types and their appropriate uses and spans
- Correctly use the terms of structural engineering and distinguish between strength and stiffness
- Indicate the major load types, directions, and relative magnitudes in typical building construction
- Accurately diagram the types of forces in beams, trusses, and columns and be able to describe the probable causes of failure, particularly buckling
- Demonstrate an understanding of the difference between statically determinate and indeterminate structures, and in particular recognize that the distribution of forces in indeterminate structures is proportional to the stiffness of the elements
- Demonstrate an understanding of the principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Student Performance Criterion addressed:
B.9. Structural Systems

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
none

Textbooks/Learning Resources:
none

Offered:
Spring only; annually

Faculty assigned:
G. Thomas Bible (F/T)

ARCH 7072, Structures 2, 3 credits

Course Description:
Covers advanced principles and calculation methods for the design of building structures and the deployment of construction materials

Course Goals & Objectives:

- Demonstrate an understanding of the sources of lateral loads and how the building's resistive systems function
- Estimate the magnitude of those loads and proportion the resistive systems, with an emphasis on comparisons of types
- Recognize the principles of structural member design in standard materials with an emphasis on overcoming probable causes of failure
- Demonstrate an understanding of the principles of structural behavior in withstanding gravity and lateral forces, and of the evolution, range, and appropriate application of contemporary structural systems.
- Make sequential structural design calculations and decisions in concert with their concurrent studio design project or replicate the process for an equivalent sized building.

Student Performance Criterion/a addressed:
B.9. Structural Systems

Topical Outline:
Each of (5) Goals: 20%

Prerequisites:
ARCH 7071, M Arch 1; none, M Arch 2

Textbooks/Learning Resources:
none

Offered:
Fall only; annually

Faculty assigned:
G. Thomas Bible (F/T)

ARCH 7081, Environmental Technologies 1, 3 credits

Course Description:
Provides a survey of the environmental forces that impact and are impacted by architecture and design decisions, and how to address them in design.

Course Goals & Objectives:

- Differentiate and assess environmentally responsive strategies based on climate
- Use the psychometric chart to understand basic principles of heat and humidity
- Assess preliminary heat and air flow through a building assembly
- Demonstrate how thermal issues impact the design of buildings, including potential for "passive" responses, developing the thermal envelope, building orientation, plan arrangement, and as a result of the basics of environmental control systems
- Examine how basic passive design strategies are incorporated in the design process
- Identify the basic parts of an environmental control system and how they impact architectural design
- Identify desired daylight quality and quantity and be able to assess the success of these in design.
- Demonstrate basic principles of electric lighting

Student Performance Criteria addressed:
B.3. Sustainability
B.8. Environmental Systems

Topical Outline:
Each of (8) Goals: 12%

Prerequisites:
none

Textbooks/Learning Resources:
Smith, David Lee. *Environmental Issues for Architecture* (Wiley, 2011)
Heschong, Lisa. *Thermal Delight in Architecture* (MIT Press, 1979)

Offered:
Summer only; annually

Faculty assigned:
Michael Zaretsky (F/T)

ARCH 7082, Environmental Technologies 2, 3 credits

Course Description:
Continues an introduction to the environmental forces that impact and are impacted by architecture and design decisions, and design strategies to address environmental forces.

Course Goals & Objectives:

- Demonstrate graphically and mathematically how lighting affects spatial perception, the potential for effectively utilizing daylight in buildings; and the design potential of incorporating appropriate lighting systems.
- Demonstrate graphically and mathematically the impact of acoustics on the design of buildings, how sound can effect spatial perception, the potential for effectively controlling the auditory qualities of space, designing appropriate means for providing acoustical isolation.
- Describe how plumbing impacts the design of buildings, including rainwater control, water supply and drainage, and the principles of plumbing systems design.
- Assess how electrical systems and principles impact the design of buildings.
- Discuss how fire safety and egress requirements impact the design of buildings.
- Discuss how movement systems, including elevators, escalators, moving walkways, and ramps impact the design of buildings.

Student Performance Criteria addressed:
B.3. Sustainability
B.8. Environmental Systems
B.11 Building Service Systems

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
ARCH 7081, M Arch 1; none, M Arch 2

Textbooks/Learning Resources:
Gobson, David. *The Wayfinding Handbook*. (online resource)
Smith, David Lee. *Environmental Issues for Architecture* (Wiley, 2011)

Offered:
Summer only; annually

Faculty assigned:
Kory Beighle (F/T)

ARCH 8001, Building Research Studio, 6 credits

Course Description:
This elective studio allow students to explore design from an advanced theoretical, methodological, or technological perspective

Course Goals & Objectives:

- Demonstrate through design outcomes a comprehension and analysis of a stated body of disciplinary knowledge and methodologies of design process.
- Demonstrate through design outcomes a comprehensive application of practical, theoretical, and technical research of precedents and standards to a building design project at multiple scales.
- Analyze site and context conditions and employ appropriate strategies for design.
- Research, analyze, and apply appropriate building technologies, including structural systems, construction assemblies, envelope systems, and environmental considerations in a building design.
- Demonstrate an advanced proficiency with conventions of representation during building design inquiry, including three dimensional modeling (analog and digital), orthographic projection, and generative modes of drawing and sketching.
- Demonstrate their design intentions through advanced disciplinary conventions, including writing, modeling (analog and digital), drawing, and sketching.

Student Performance Criterion addressed:
A.11. Applied Research

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
ARCH 7005

Textbooks/Learning Resources:
none

Offered:
Spring only; annually

Faculty assigned:
Aaron Betsky (adjunct)
Terry Boling (F/T)
Udo Greinacher (F/T)
Dominic Iacobucci (adjunct)
Gerald Larson (F/T)
Michael McInturf (F/T)
James Postell (F/T)
Michael Zaretsky (F/T)

ARCH 8009, Master of Architecture Thesis, 6 credits, each of 2 semesters

Course Description:
Thesis is a major project of research and creative work that extends professional intelligence surrounding the design and production of buildings and related environments, within a two-semester sequence.

Course Goals & Objectives:

- Research, analyze and summarize relevant disciplinary content to identify operable principles for investigation and application in a design project.
- Devise an analytic framework to organize, interpret, and differentiate relevant information, including precedents, data, and relationships.
- Develop a workable design process that supports the thesis and takes into account standard building requirements.
- Conduct a detailed, issues-based design investigation that illustrates the application of principles and conclusions derived from research.
- Defend conclusions through written, oral, and graphic presentations.

Student Performance Criteria addressed:
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.7. Use of Precedents
A.11. Applied Research
B.1. Pre-Design

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
ARCH 8001, ARCH 8011

Textbooks/Learning Resources:
none

Offered:
Fall & Spring; 2-semester sequence, annually

Faculty assigned:
Udo Greinacher (F/T)
Aarati Kanekar (F/T)
Victoria Meyers (F/T)
John Hancock (F/T)
Michael McInturf (F/T)

ARCH 8011, Thesis Research and Development, 3 credits

Course Description:
Introduces a series of specific research, thinking, writing, and graphic exercises, with a range of methodologies, and prepares students for their final Co-op experience and Thesis.

Course Goals & Objectives:

- Present a manuscript demonstrating their understanding of abstracts, problem-solution statements, and keyword explorations, as effective research tools
- Demonstrate their understanding of a coherent body of disciplinary research literature, as reflected in the most current and influential sources in their area of interest
- Present a graphically-illustrated manuscript demonstrating their understanding of a coherent body of disciplinary research, as reflected in principles and approaches derived from key, influential precedent designs
- Situate their thesis design intentions within a written discussion of an appropriate building type, clarifying its institutional, social, and cultural context
- Situate their thesis design intentions within a written and graphic presentation of an appropriate physical site context, clarifying its formal, spatial, and physical features
- Carry out a defined research project during the following semester's co-op placement
- Deliver to their prospective Thesis Committee a Thesis Proposal and draft manuscript containing all of the above components

Student Performance Criterion/a addressed:
A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.7. Use of Precedents
C.2. Human Behavior

Topical Outline:
Each of (7) Goals: 14%

Prerequisites:
ARCH 8001

Textbooks/Learning Resources:
none

Offered:
Spring only; annually

Faculty assigned:
John Hancock (F/T)

ARCH 8041, Professional Practice and Ethics, 3 credits

Course Description:
This course is concerned with ethical obligations, sound business principles, the economic context of practice, and the laws and regulations that society has imposed on design professionals.

Course Goals & Objectives:

- Demonstrate basic understanding of organizational and management issues affecting architectural practice including organizational structures and development, HR and compensation, strategic planning, marketing, business analysis, and critical practice.
- Demonstrate basic understanding of economic and financial issues affecting architectural practice including macro- and microeconomics, accounting and control systems, capital investments and financing, economic cycles and forecasting, cost estimating, and real estate development.
- Demonstrate basic understanding of legal issues affecting architectural practice including common law, arbitration, liability, contracts, intellectual property, tort and negligence, and employment law.
- Apply the AIA Code of Ethics as the basis for ethical decision making, incorporating the lessons and materials from this class to examine business and professional situations where judgment is required.

Student Performance Criterion/a addressed:
C.3. Client Role in Architecture
C.4. Project Management
C.5. Practice Management
C.6. Leadership
C.7. Legal Responsibilities
C.8. Ethics and Professional Judgement
C.9. Community and Social Responsibility

Topical Outline:
Each of (4) Goals: 25%

Prerequisites:
none

Textbooks/Learning Resources:
The Architecture Student's Handbook of Professional Practice (John Wiley & Sons, 2009)

Offered:
Fall only; annually

Faculty assigned:
Tim Sharp (adjunct)

PD 7021, Introduction to Master of Architecture COOP, 1 credit

Course Description:
Prerequisite for participation in the mandatory cooperative education program for all Master of Architecture student; conveys awareness of architectural practice while preparing students for their COOP work assignments.

Course Goals & Objectives:

- anticipate the range of career opportunities in the career field of architecture.
- know the current trends affecting the profession of architecture.
- an understanding of architectural firm organization.
- know how to effectively compose and use documents necessary for a successful job search including resumes and portfolios.
- Understand the structure of the Intern Development Program (IDP) and will be aware of its resources, and the process of becoming a licensed architect.
- understand Professional Practice requirements and procedures for successful participation in the Professional Practice Program including how to take full advantage of its encompassing opportunities.

Student Performance Criterion/a addressed:
C.5. Practice Management
C.6. Leadership
C.8. Ethics and Professional Judgement

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
none

Textbooks/Learning Resources:
Division of Professional Practice Undergraduate Student Handbook. (University of Cincinnati, Division of Professional Practice)
Emerging Professional's Companion (EPC) (www.NCARB.org)

Offered:
Fall only; annually

Faculty assigned:
Alex Christoforidis (F/T)

PD 7022, Practitioner-Led Seminar for Master of Architecture COOP, 2 credits

Course Description:
This course allows students to learn about critical aspects of architectural practice directly from the best architects in the Cincinnati Metro area.

Course Goals & Objectives:

- Understand the basic steps in the process of completing an architectural project.
- Ability to identify several marketing strategies used by architects to acquire projects.
- Awareness of basic concepts that guide financial decisions in regard to architectural projects, the most common positions/titles held in architectural firms.
- Ability to state the basic purpose of a pro-forma.
- Understand the basic steps necessary to conduct a building code search, and identify regulatory bodies involved in design approvals.
- Ability to identify at least one or two significant trends affecting the future of architectural practice.

Student Performance Criterion/a addressed:
C.1. Collaboration
C.5. Practice Management
C.6. Leadership
C.8. Ethics and Professional Judgement
C.9. Community and Social Responsibility

Topical Outline:
Each of (6) Goals: 16%

Prerequisites:
none

Textbooks/Learning Resources:
none

Offered:
Summer only; annually

Faculty assigned:
Alex Christoforidis (F/T)

Name: Kory A. Beighle

Courses Taught (Two academic years prior to current visit):
ARCH7082 Environmental Technologies 2

Educational Credentials:
B.Arch., University of Cincinnati, 2009
M. Arch., University of Cincinnati, 2011
Ph.D. Architecture, University of Cincinnati, current

Teaching Experience:
Adjunct Professor, University of Cincinnati, 2011-current

Professional Experience:
Intern, PE Services, Dayton OH, 2003-2006
Intern, Ergo Architecture, San Diego CA, 2006-2007
Intern, Distler Architekten + Ingenieure GmbH, Neumarkt in der Opf, Germany, 2008
Intern, CR Architecture+Design, Cincinnati OH, 2008
Intern, Motter and Meadows, Canton OH, 2008
Intern, aCVgP37, Cincinnati, OH, 2007-2010
Co-founder, Sensible Green, Lebanon OH, 2011-present
Co-founder, department 7, Cincinnati OH, 2012-present

Licenses/Registration:
LEED AP BD+C

Selected Publications and Recent Research:
*"*The Space and Time Between*"* in *RevistArquis*, University of Costa Rica Journal, Vol. 3 (2014): Numero 05
"A NEW ALCHEMY: The Moving Image and Built Form in the Work of Diller + Scofidio (+ Renfro)" presented at *Inter[Sections]: A Conference on Architecture, City and Cinema*, University of Porto (2013)

Professional Memberships:
Luke Commission, Architectural Assistance
The Premiere Foundation; World Hope's Hope House Community Center (Detroit, MI)
Cincinnati Mennonite Fellowship

Name: Aaron Betsky

Courses Taught (Two academic years prior to current visit):
ARCH8001 Building Design Research Studio

Educational Credentials:
B.A., History, Yale College, 1979
M.Arch., Yale University, 1983

Teaching Experience:
Instructor, Southern California Institute of Architecture, Santa Monica CA, 1986-1995
Adjunct Assistant Professor, California College of Arts & Crafts, San Francisco CA, 1995-2001
Eero Saarinen Chair, University of Michigan, Ann Arbor, 2006
Visiting Adjunct Professor, University of Cincinnati, 2008-current
Visiting Adjunct Professor, University of Kentucky, Lexington, 2010

Professional Experience:
Designer, Frank O. Gehry & Associates, Inc., Venice, CA, 1985-1987
Designer, Hodgetts + Fung Design Associates, Santa Monica, CA, 1988
Managing Editor, Artcoast Magazine, Santa Monica, 1988-1989
Architectural Critic, The Los Angeles Times, Los Angeles, 1991-1994
Curator of Architecture, Design and Digital Projects, San Francisco Museum of Modern Art, San Francisco, 1995-2001
Director, Netherlands Architecture Institute, Rotterdam, The Netherlands, 2001-2006
Director, Cincinnati Art Museum, Cincinnati, 2006-current

Licenses/Registration:
none

Selected Publications and Recent Research:
What Modern is? (W.W.Norton, 2011)
Collected Essays (RMIT Press, 2011)
False Flat: Recent Dutch Design (Phaidon Press, 2004)

Professional Memberships:
Board Member, Architecture Foundation Cincinnati 2007-2009
Honorary Member, British Institute of Architects

Name: George Thomas Bible

Courses Taught (Two academic years prior to current visit):
ARCH7002 Civic Realm and Public Space Studio
ARCH7004 Advanced Building Design Studio
ARCH7062 Integrated Technologies
ARCH7071 Structures 1
ARCH7072 Structures 2

Educational Credentials:
B.A. Architecture & Art History, Rice University, 1973
Master of Civil Engineering, Rice University, 1973

Teaching Experience:
Adjunct Professor, Boston Architectural Center, 1975-1976
Associate Professor, Miami University, 1976-1983
Adjunct Associate Professor, New Jersey Institute of Technology, 1984-1985
Assistant Professor, University of Cincinnati, 1990-1994
Associate Professor, University of Cincinnati, 1994-present

Professional Experience:
Mitchell Systems, Inc., Lexington MA, 1973-1976
Structural Engineer/ Project Architect, Steven Winter Associates, Inc. New York & Newport Beach CA, 1983-1990
Bible Borys Friedman Architects, Inc., 1993-1995
Private practice, 1976-1985; 1990-current

Licenses/Registration:
New York
Professional Engineer: Ohio, California, Kentucky

Selected Publications and Recent Research:
Principles of Timber Design for Architects and Builders (John Wiley & Sons, Inc. 1994)
Tanzania Village Life Outreach Program, design and engineering of rural service buildings

Professional Memberships:
American Lumber Standards Association
National Grading Rule Committee, chair 1994-current

Name: Ann L. Black

Courses Taught (Two academic years prior to current visit):
ARCH7036 Elective Theory Seminar

Educational Credentials:
B.S. Industrial Design, Ohio State University, 1983
M.A. Design Management and Planning, Ohio State University, 1993

Teaching Experience:
Visiting Lecturer, Ohio State University, 1998-1999
Assistant Professor, University of Cincinnati, 1993-2000
Associate Professor, University of Cincinnati, 2000-current
Associate School Director and Program Coordinator for Interior Design, School of Architecture and Interior Design, University of Cincinnati, 2004-2009

Professional Experience:
Interior Designer, Wendy's International, Inc. 1985-1987
Interior Designer, The Limited, Inc., Store Planning Department, 1987-1991

Licenses/Registration:
National Council for Interior Design Qualification

Selected Publications and Recent Research:
"Creating a Model for Patient Centered Care" at AIGA Design Education Conference, Portland OR, May 2014
"Getting a Head Start on Finding Professional Mentors" at University of New Mexico, 2012 Mentoring Conference, October 2012

Professional Memberships:
Interior Design Educators Council

Name: Terry Boling

Courses Taught (Two academic years prior to current visit):
ARCH7004 Advanced Building Design Studio
ARCH7005 Advanced Integration Studio
ARCH7062 Integrated Technologies
ARCH7036 Elective Theory Seminar
ARCH8001 Building Design Research Studio

Educational Credentials:
Assoc. of Applied Science, Southern Illinois University, 1983
B.Arch., University of Cincinnati, 1989

Teaching Experience:
Adjunct Instructor, University of Cincinnati, 1998-2001
Visiting Assistant Professor, University of Cincinnati, 2001-2002
Field Service Assistant Professor, University of Cincinnati, 2002-2010
Associate Professor of Practice, University of Cincinnati, 2010-present

Professional Experience:
Hans Hollein, Vienna, 1993-1994
Vox Architects and Builders, Cincinnati, 1995-2000
Terry Boling Architect, Cincinnati, 2000-present

Licenses/Registration:
Professional Architect, Ohio
LEED Accredited

Selected Publications and Recent Research:
Transversalidades magazine, Spain, 2013
Student work, professional work, and interview

Professional Memberships:
none

Name: Robert Burnham

Courses Taught (Two academic years prior to current visit):
ARCH7004 Advanced Building Design Studio

Educational Credentials:
B.Arch., Carnegie-Mellon University, 1965
M.Arch., University of California at Berkeley, 1968

Teaching Experience:
Assistant Professor/Chairman, Design Sequence, Carnegie-Mellon University, 1969-75
Associate Professor/ Department Head, Kansas State University, 1976-1990
Director, School of Architecture and Interior Design, University of Cincinnati, 1990-1993
Professor, University of Cincinnati, 1990-2007 (retired)
Professor Emeritus and Adjunct Professor, University of Cincinnati, 2008-current

Professional Experience:
Designer, Joel Kranich Architect, Pittsburgh PA, 1966
Assistant Director, Capital Hill Improvement Corporation, Albany NY, 1975-1976
Robert Burnham Architect, Manhattan KS, 1978-1984
The Precedent Group, Manhattan KS, 1986-1990
Robert Burnham, Green Building consultant, Lakeside Park, Kentucky, 2007-current

Licenses/Registration:
Kansas
NCARB
LEED AP

Selected Publications and Recent Research:
“Three Residential Designs and a Blanket Chest” SAID faculty exhibit, 2002

Professional Memberships:
AIA

Name: Edson G. Cabalfin

Courses Taught (Two academic years prior to current visit):
ARCH7036 Elective Theory Seminar

Educational Credentials:
B.S. Architecture, University of the Philippines at Diliman, 1996
M. Arch., University of the Philippines at Diliman, 2001
M.S.Arch., University of Cincinnati, 2003
Ph.D. Architecture, Cornell University, 2012

Teaching Experience:
Visiting Lecturer, University of the Philippines at Diliman, 2004, 2007-2009
Instructor, Cornell University, 2006-2007
Assistant Professor, University Cincinnati, 2009-current

Professional Experience:
Principal, Talyer Kayumanggi / Brown Workshop, 1990-current
Design Associate, D.A. Silvestre + Associates, Manila, 1996-1998
Associate Architect, D.A. Silvestre + Associates, Manila, 1998
Senior Design Architect, Cadiz International, 2007-2009
Co-Principal, Workshop Collaborative, Cincinnati, 2011-current

Licenses/Registration:
Philippines

Selected Publications and Recent Research:
"Rampa: Queer Sex, Surveillance and Spectacle at the Quezon Memorial Circle" in *Architectural Theory: A Global Perspective, Vol. 2*., ed. N. Elleh (Princeton, forthcoming 2015)
"Conquest and Resistance: Intersections of Colonialism and Modernity in Twentieth-Century Philippine Architectures" in *Journal of Southeast Asian Architecture, 12* (Singapore, forthcoming 2014)

Professional Memberships:
Society of Architectural Historians
National Trust for Historic Preservation
Architecture for Humanity, Cincinnati Chapter
Association for Asia Studies
SEED (Social Economic Environmental Design) Network
United Architects of the Philippines

Name: Alex Christoforidis

Courses Taught (Two academic years prior to current visit):
PD 7021 Introduction to Master of Architecture COOP
PD 7022 Practitioner-Led Seminar for Master of Architecture COOP

Educational Credentials:
B.S. Architecture, Ohio State University, 1989
Master of Architecture, Ohio State University, 1992
Master of City & Regional Planning, Ohio State University, 1993

Teaching Experience:
Instructor, Ohio State University, 1989-1991
Assistant Professor, University of Cincinnati, 2006-current

Professional Experience:
Planner and designer, The Architect's Spectrum Inc. Ltd.. Columbus OH, 1993-1994
Planner and designer, Michael Schuster Associates Inc.. Cincinnati OH, 1994-1996
Senior planner and designer, Scheer & Scheer Inc., Cincinnati OH, 1997
Project Architect, Carl Strauss and Associates, Cincinnati OH, 1997-2001
Principal, Synthesis Architecture + Planning, Cincinnati OH, 2001-current

Licenses/Registration:
Ohio, Kentucky, Indiana
NCARB 51143
LEED AP

Selected Publications and Recent Research:
"Curricular Adjustment and Relevant Assessment: Case Study," with Liam Ream. In *Proceedings of the World Association of Cooperative Education Annual Symposium*, June 2014.
"Partnering with Practitioners for the Growth of Emerging Professionals: The University of Cincinnati and the AIA Practice Academy" in *Proceedings of the AIA Ohio Valley Regional Convention*, Dayton OH, September 2012.

Professional Memberships:
AIA
AICP

Name: Nnamdi Elleh

Courses Taught (Two academic years prior to current visit):
ARCH7031 Architecture Theory 1: Chronological Review from Ancient to the Present

Educational Credentials:
B.A. Economics, University of Wisconsin at Milwaukee, 1985
M. Arch., University of Wisconsin at Milwaukee, 1989
Ph.D. Art History, Northwestern University, 2002

Teaching Experience:
Assistant Professor, University Cincinnati, 2002-2006
Associate Professor, University of Cincinnati, 2006-current
Director of Master of Science and Ph.D. in Architecture, University of Cincinnati, 2010-current

Professional Experience:
Principal Consultant on African Art, 2003-current

Licenses/Registration:
none

Selected Publications and Recent Research:
African Architecture: Evolution and Transformation, (McGraw Hill, 1997)
Abuja, Nigeria: the Single Most Ambitious Urban Design Project of the 20th Century, (Verlag Für Geisteswissenschaften, 2001)
*"*A Continent Without Borders*"*, in *Embracing the Muse: Africa and African American Art* (exhibition catalog, Michael Rosenfeld Gallery, 2004 and 2005)
Architectural Theory: A Global Perspective, Vol. 2., ed. N. Elleh (Princeton, forthcoming 2015)

Professional Memberships:
Society of Architectural Historians
ArchiAfrika, Netherlands

Name: Lucie Fontein

Courses Taught (Two academic years prior to current visit):
ARCH7002 Civic Realm and Public Context Studio

Educational Credentials:
B.Arch., University of Toronto, 1979
M.Arch., McGill University, 1991

Teaching Experience:
Instructor, Carleton University, 1992-1995
Instructor, Vanier College, Montreal, 1995
Instructor, McGill University, 1995-1996
Instructor, Cornell University, 1996
Assistant Professor, Carleton University, Ottawa, 1996-2003
Associate Professor, Carleton University, Ottawa, 2003-present
Adjunct Professor, University of Cincinnati, 2009-present

Professional Experience:
Alberto Perez-Gomez and Associates, Syracuse NY, 1979-1980
Arcop Associates, Montreal, 1980-1983
Peter Rose Architect, Montreal, 1983-1985
Gersovitz and Fischer Architects, Montreal, 1985-1986
Lucie Fontein Architect, Ottawa, 1986-present

Licenses/Registration:
Registered Architect: Order of Architects of Quebec
LEED AP

Selected Publications and Recent Research:
"Reading Structure through the Frame" in *Perspecta 31*, The Yale Architectural Journal, 2000
ARCC/EAAE Montreal Conference on Architectural Research Proceedings, editor, with Herman Neuckermans (EAAE, Leuven, Belgium, 2004)
"A Tale of Two Schools" presentation and proceedings, ACSA Annual Meeting Montreal, 2011

Professional Memberships:
none

Name: Udo Greinacher

Courses Taught (Two academic years prior to current visit):
ARCH7036 Elective Theory Seminar
ARCH7054 History and Theory of Cities
ARCH8009 Master of Architecture Thesis

Educational Credentials:
Dipl. Ing. Architecture, FHT Stuttgart, 1988
M.Arch., University of California at Berkley, 1991

Teaching Experience:
Lecturer, University of California at Berkley, 1991-1993
Assistant Professor, University of Cincinnati, 1993-1999
Associate Professor, University of Cincinnati, 1999-current

Professional Experience:
none

Licenses/Registration:
none

Selected Publications and Recent Research:
"FUTURE +living: A Scenario-Based Graduate Design Studio", ACSA 102nd Annual Meeting, Miami FL, 2014
"Modern Architecture and Interior Design in Cincinnati", Cincinnati Preservation Association Conference, Cincinnati, 2013

Professional Memberships:
Cincinnati Preservation Association

Name: John E. Hancock

Courses Taught (Two academic years prior to current visit):
ARCH8009 Master of Architecture Thesis
ARCH8011 Thesis Research and Development
ARCH8036/7 Phenomenology in Architecture

Educational Credentials:
B.Arch., University of Nebraska, 1974
M. Arch., McGill University, 1978

Teaching Experience:
Assistant Professor, University Cincinnati, 1978-1984
Associate Professor, University of Cincinnati, 1984-1993
Director of Graduate Studies in Architecture, University of Cincinnati, 1987-2002
Professor of Architecture, University of Cincinnati, 1993-present
Associate Dean for Research and Graduate Studies, College of DAAP, University of Cincinnati, 2002-2007
Coordinator, Master of Architecture Program, University of Cincinnati, 2009-2010

Professional Experience:
Co-founder and Project Director, CERHAS (Center for the Electronic Reconstruction of Historic and Archaeological Sites), University of Cincinnati, 1995-present

Licenses/Registration:
Ohio

Selected Publications and Recent Research:
"The Earthworks Hermeneutically Considered" in *Hopewell Settlement Patterns, Subsistence*, and Symbolic Landscapes, A. Martin Byers and DeeAnne Wymer, editors. (University of Florida, 2010)
"The Ancient Ohio Trail Heritage Tourism Initiative", Keynote address to the Midwest Archaeology Conference, Columbus, Ohio, 2013

Professional Memberships:
Society of Architectural Historians
National Trust for Historic Preservation

Name: Anton C. Harfmann

Courses Taught (Two academic years prior to current visit):
ARCH7004 Advanced Building Design Studio
ARCH7061 Construction Technology

Educational Credentials:
Applied Associates Degree in Architecture, Onondaga Community College, 1977
Bachelor of Professional Studies, SUNY at Buffalo, 1979
Master of Architecture, SUNY at Buffalo, 1981
Post Graduate Studies in Civil Engineering, SUNY at Buffalo, 1982

Teaching Experience:
Assistant Professor, SUNY at Buffalo, 1982-1987, 1989-1992
Assistant Professor, University of Cincinnati, 1992-1998
Associate Professor, University of Cincinnati, 1998-present
Associate Dean, College of DAAP, University of Cincinnati, 2004-2014

Professional Experience:
Carpenter, A.J. Reich Construction, Amber NY, 1976-1978
Project Architect, Hamilton Houston Lownie Architects, 1987-1989

Licenses/Registration:
New York

Selected Publications and Recent Research:
"COMPONENT-BASED BIM: A comprehensive, Detailed, Single Model Strategy" in *BIM in current and future practice* Chapter 14, pgs187-196 Wiley, 2014
"Smart Light: Enhanced Fenestration to Improve Solar Distribution in Buildings" co-authored with J. Heikenfeld. Proceedings of the 8th Energy Forum on Solar Building Skins, Bressanone, Italy, November 2013.

Professional Memberships:
none

Name: Henry P. Hildebrandt

Courses Taught (Two academic years prior to current visit):
ARCH7036 Elective Theory Seminar

Educational Credentials:
B.Arch., University of Nebraska, 1971
M.Arch., Kent State University, 1974

Teaching Experience:
Instructor, Kent State University, 1974
Assistant Professor, Mississippi State University, 1975-1979
Associate Professor, Mississippi State University, 1979-1985
Visiting Associate Professor of Interior Design, University of Cincinnati, 1986-1987
Associate Professor and Interior Design Program Coordinator, University of Cincinnati, 1987-2001
Associate Director of Undergraduate Programs, University of Cincinnati, 2001-2004
Professor, University of Cincinnati, 2001-current

Professional Experience:
Fred Toguchi Associates, Cleveland OH, 1974
Staub/Johnson/McCarty, P.A.. Tupelo MS, 1976-1977
Hildebrandt/Shafer Architects, Starkville MS, 1978-1983
Henry P. Hildebrandt Architect and Graphic Design, Starkville MS, 1983-1986
Principal, Studio 4989-J, Cincinnati OH, 1988-present

Licenses/Registration:
NCARB 20,959

Selected Publications and Recent Research:
“Measuring the Economic and Fiscal Impact of Signs and Sign Codes” co-authored with Chris Auffrey, conference presentation, 2011.
“3T: Teaching, Techniques and Technology”, conference presentation at University of Cincinnati Clermont College, 2012

Professional Memberships:
AIA
International Interior Design Association
Interior Design Educators Council

Name: Dominic Antony Iacobucci

Courses Taught (Two academic years prior to current visit):
ARCH8001 Building Design Research Studio

Educational Credentials:
B.Arch., University of Cincinnati, 2004
M. Arch., University of Cincinnati, 2006

Teaching Experience:
Adjunct Professor, University of Cincinnati, 2011

Professional Experience:
Intern, BAR Architects, San Francisco CA, 2005
Researcher/Project Manager, BHDP Architecture, Cincinnati, OH, 2006-2009
Project Director, BHDP Architecture, Cincinnati, OH, 2009-current

Licenses/Registration:
none

Selected Publications and Recent Research:
research interest: the Future of Work

Professional Memberships:
University of Cincinnati Alumni Association

Name: Aarati Kanekar

Courses Taught (Two academic years prior to current visit):
ARCH8009 Master of Architecture Thesis

Educational Credentials:
Diploma in Architecture, School of Architecture, CEPT, Ahmdebad, India, 1989
M. S. Architectural Studies, MIT, 1992
Ph. D. Architecture, Georgia Institute of Technology, 2000

Teaching Experience:
Assistant Professor, University of Cincinnati, 2000-2006
Associate Professor, University of Cincinnati, 2006-present

Professional Experience:
Intern, Stein, Doshi and Bhalla Associates, India, 1986
Intern, Hans P. + Ruedi Merkli Architects, Zurich, Switzerland, 1987
Architect, National Institute of Design, Ahmdebad, India, 1989-1990
Architect, Mostar Post-war reconstruction, 1995

Licenses/Registration:
India

Selected Publications and Recent Research:
"Detours through Autonomy: Mismappings in Translating the Divine Comedy" in *Perspecta 46* (MIT, 2013)
Architecture's Pre-texts, (Routledge, forthcoming 2014)
"Catching the 'Golden Songbird': Migration and cultural identity in Bombay/Mumbai" in *Architectural Theory: A Global Perspective, Vol. 2*., ed. N. Elleh (Princeton, forthcoming 2015)

Professional Memberships:
none

Name: Gerald R. Larson

Courses Taught (Two academic years prior to current visit):
ARCH8001 Building Research Studio

Educational Credentials:
B.S. Arch, University of Michigan, 1972
M. Arch., University of Michigan, 1974

Teaching Experience:
Instructor, University of Cincinnati, 1974-1977
Assistant Professor, University of Cincinnati, 1977-1983
Associate Professor, University of Cincinnati, 1983-2010
Professor, University of Cincinnati, 2010-Present

Professional Experience:
Gerald R. Larson, Consulting, 1974-Present

Licenses/Registration:
None

Selected Publications and Recent Research:
Architecture, Politics, and Money: A History of Chicago's Loop and its Buildings-1830-1891. (Forthcoming)
"William LeBaron Jenney." *The Great Builders*, ed. Kenneth Powell, Thames & Hudson, 2011
"The First Leiter Building," *Encyclopedia of Engineering*, Centre Georges Pompidou, Paris, 1996

Professional Memberships:
Society of Architectural Historians

Name: Mara Marcu

Courses Taught (Two academic years prior to current visit):
ARCH7036 Elective Theory Seminar

Educational Credentials:
B.Arch., University of Houston, 2005
M.Arch., Harvard University, 2009
Glenn Murcutt International Master Class, 2010

Teaching Experience:
Adjunct Professor, University of Houston, 2010-2011
Visiting Teaching Fellow, University of Virginia, 2011-2013
Assistant Professor, University of Cincinnati, 2013-current

Professional Experience:
Rafael Vinoly Architects, New York, 2006
Project Architect, Edward Mills and Associates, New York, 2006
Design Architect, DesignLAB Houston, Houston, 2010-2011
MM13, private consultancy practice, 2009-current

Licenses/Registration:
LEED AP

Selected Publications and Recent Research:
"Virtual Trespass" media installation exhibit, University of Virginia, 2013
“Interdependent Modulation” in *CATALYST: Conditions* (Actar Publishing, 2013)
“Sambo'_[Reconfigured” presentation and proceedings, ACSA Annual Meeting Miami 2014 and exhibit, 3CDC in OTR, Cincinnati 2014
"Dendritic Malformation. A Case Study on Adaptable Tectonic Systems" in *International Journal of Design & Nature and Ecodynamics* (WIT Press, Southampton UK, forthcoming)

Professional Memberships:
US Green Buildings Council
ACADIA

Name: Michael McInturf

Courses Taught (Two academic years prior to current visit):
ARCH7005 Advanced Integration Studio
ARCH8001 Building Design Research Studio
ARCH8009 Master of Architecture Thesis
ARCH8041 Professional Practice and Ethics

Educational Credentials:
B. Environmental Design., Miami University, Oxford OH, 1985
M.Arch., University of Illinois, Chicago, 1988

Teaching Experience:
Adjunct Assistant Professor, University of Cincinnati, 1995-1996
Assistant Professor, University of Cincinnati, 1996-2003
Associate Professor, University of Cincinnati, 2003-current
Graduate Program Director (M. Arch), University of Cincinnati, 2010-current

Professional Experience:
Intern, SOM, Chicago IL, 1987-1988
Design Arcitect, Eisenman Architects, New York NY, 1989-1996
Design Consultant, Michael McInturf Architects, Cininnati, 1995-current
Design Director, KZF Design, Cincinnati, 2007-2009

Licenses/Registration:
New York & Ohio
NCARB

Selected Publications and Recent Research:
none

Professional Memberships:
none

Name: Victoria Meyers

Courses Taught (Two academic years prior to current visit):
ARCH7004 Advanced Building Design Studio
ARCH7036 Elective Theory Seminar
ARCH8009 Master of Architecture Thesis

Educational Credentials:
A.B., Art History/Civil Engineering, Lafayette College, 1975
Fellow of Fitzwilliam College, Cambridge University, 1980-1981
M.Arch., Harvard University, 1982

Teaching Experience:
Adjunct Professor, City College, New York, 1989-1990
Adjunct Professor, Pratt Institute, New York, 1989-1990
Assistant Professor, Cornell University, 1991-1995
Visiting Adjunct Professor, Columbia University, 1993-2003
Distinguished Lecturer in Architecture, CUNY, 2004 & 2011
Ralph Hawkins Visiting Professor of Architecture, University of Texas at Arlington, 2012
Visiting Professor, University of Cincinnati, 2012-2013
David Niland Chair, University of Cincinnati, 2013-2014

Professional Experience:
hanrahan Meyers architects LLP, 1990-present

Licenses/Registration:
New York
LEED Green Associate

Selected Publications and Recent Research:
Designing with Light (London & Abbeville, 2006)
“hMa Works” University of Cincinnati, 2012
"Smart Homes/Robotics//Cyborg Technology" SXSW.Eco, Austin, Texas, 2013
Shape of Sound (Artifice Books, London, 2014)

Professional Memberships:
AIA, New York Chapter
Architectural League of New York

Name: James Postell

Courses Taught (Two academic years prior to current visit):
ARCH7004 Advanced Building Design Studio
ARCH7036 Elective Theory Seminar
ARCH8001 Building Design Research Studio

Educational Credentials:
B.Arch., Rice University, 1982
M.Arch., University of Pennsylvania, 1984

Teaching Experience:
Assistant Professor, University of Cincinnati, 1991-1996
Associate Professor, University of Cincinnati, 1996-2012
Associate School Director and Program Coordinator for Interior Design, School of Architecture and Interior Design, University of Cincinnati, 2009-2012
Professor, University of Cincinnati, 2012-current

Professional Experience:
James Postell Architect, 1991-present

Licenses/Registration:
Ohio
LEED AP (Commercial Interiors)

Selected Publications and Recent Research:
Materiality and Interior Construction, with Nancy Gesimondo (John Wiley and Sons, 2011)
Furniture Design, 2nd edition (John Wiley and Sons, 2012)

Professional Memberships:
none

Name: Elizabeth H. Riorden

Courses Taught (Two academic years prior to current visit):
ARCH6026 Techniques of Historic Preservation
ARCH7021 History of Architecture to 1600

Educational Credentials:
B.A. Ancient & Medieval Culture, Brown University, 1978
M. Arch., Columbia University, 1981

Teaching Experience:
Assistant Professor, University of Cincinnati, 2002-2008
Associate Professor, University of Cincinnati, 2008-present

Professional Experience:
Designer, Mascioni and Behrmann, New York City, 1982-1984
Designer, Prentice and Chan, Olhausen, New York City, 1984-1986
Project Architect, Kupiec & Koutsomitis Architects, New York City, 1987-1990
Project Architect, GBBN Cincinnati, 1999-2002
Site Architect, Troia Projekt, Germany and Turkey, 1990-2009

Licenses/Registration:
New York

Selected Publications and Recent Research:
"The Conservation and Display of the Ruin at Troy, 1988-2008" in forthcoming Vol. 1, summary publication of the Troia Projekt (Troy Project), University of Tübingen, Germany. (forthcoming, 2014)
Troy: An Archaeological Site Management Masterplan, (technical report, 2009)

Professional Memberships:
Society of Architectural Historians
US/ICOMOS
Expert member of ICAHM (International Council on Archaeological Heritage Management)
Cincinnati Preservation Association

Name: Virginia L. Russell FASLA

Courses Taught (Two academic years prior to current visit):
ARCH7051 Site Systems

Educational Credentials:
B.S. Landscape Architecture, University of Kentucky, 1981
Master of Landscape Architecture, The Ohio State University, 1983

Teaching Experience:
Teaching Associate, University of Kentucky, 1987
Assistant Professor, Purdue University, 1988-1995
Assistant Professor, University of Cincinnati, 1995-2001
Associate Professor, University of Cincinnati, 2001-current
Program Director, Horticulture, University of Cincinnati, 2009-current

Professional Experience:
Project Manager, PEH Engineers, Lexington, KY 1983-1988
Principal Consultant, 1988-current

Licenses/Registration:
Professional Landscape Architect (PLA) KY 407
LEED Accredited Professional (AP)
Accredited Green Roof Professional (GRP)

Selected Publications and Recent Research:
The Rise of Living Architecture, (Green Roofs for Healthy Cities, 2012)
Vacant Lots: Occupied, editor with Jenna Hudson and Ryan Geismar (Keep Cincinnati Beautiful and Cincinnati Office of Economic Development, 2013)
NSF-DEB Grant applications, *Stormwater Quality and Ecosystem Services*, with Boccelli and Buffam, since 2012

Professional Memberships:
American Society of Landscape Architects
Green Roofs for Healthy Cities
American Association of University Professors
American Horticultural Society

Name: Vincent Sansalone

Courses Taught (Two academic years prior to current visit):
ARCH7036 Elective Theory Seminar

Educational Credentials:
B.F.A., Rhode Island School of Design, 1988
B. A. in Architecture, Rhode Island School of Design, 1989
M. Arch., Cranbrook Academy of Art, 2001

Teaching Experience:
Adjunct Instructor of Fine Arts, Providence College , 1997
Adjunct Professor, University of Detroit-Mercy, 2000, 2003
Adjunct Professor, Lawrence Technical University, Detroit MI, 2001-2002
Adjunct Professor, University of Cincinnati, 2003
Visiting Assistant Professor, University of Cincinnati, 2004-2006
Assistant Professor of Practice, University of Cincinnati, 2007-current

Professional Experience:
Exhibit Planning and Design, Wetsel and Associates, Boston MA, 1993-1994
Exhibit Planning and Design, Main Street Design, Cambridge MA, 1994-1995
Exhibit Planning and Design, Cranbrook Art Museum, Bloomfield Hills MI, 2000-2001
Designer, Blue Studio Architectural Partnership, Providence RI, 1997-1998
Partner, Hueprojects Architecture, Birmingham MI, 2002-2006
Founder, aCVgP37 Collective, Cincinnati OH, 2007-current

Licenses/Registration:
none

Selected Publications and Recent Research:
Press notices (*Style*, *Detroit Free Press*), 2001-2004
Commissioned art works, 1998-2007

Professional Memberships:
none

Name: Timothy H. Sharp

Courses Taught (Two academic years prior to current visit):
ARCH8041 Professional Practice

Educational Credentials:
B.Arch., University of Cincinnati, 1988
J.D., Northern Kentucky University, 1993

Teaching Experience:
Adjunct Instructor, Miami University, Oxford OH, 2008-2009
Adjunct Instructor, University of Cincinnati, 2013-current

Professional Experience:
Eric Doepke Associates, Cincinnati, 1987-1989
Designer, Michael Hamilton Architect, Cincinnati, 1989-1990
Principal Architect, City of Cincinnati, Office of Architecture and Urban Design, 1990-1998 (promoted from Senior Architect, previously Architect)
Special Assistant to the City Manager, City of Cincinnati, Office of the City Manager, 1998-2000
Principal Architect, Parsons Brinckerhoff Ohio, Inc., 2000-2001
President, Port of Greater Cincinnati Development Authority, 2001-2004 (promoted from Board Secretary)
Attorney-at-Law, Thompson Hine LLP, 2004-2007
Vice President, KZF Design, Inc., 2007-present

Licenses/Registration:
Ohio, West Virginia
LEED AP
Registered Attorney, Supreme Court of Ohio

Selected Publications and Recent Research:
"Strategic Transportation Infrastructure Investments Spur Vibrant Neighborhood", presentation at the United States Transportation Research Board, National Conference, 2013

Professional Memberships:
Cincinnati Bar Association

Name: Stephen Slaughter

Courses Taught (Two academic years prior to current visit):
ARCH7001 Order and Tectonics in Architecture
ARCH7004 Advanced Building Design Studio
ARCH7036 Elective Theory Seminar

Educational Credentials:
B.S. Arch., Ohio State University, 1993
Study Abroad, Architectural Association, London (OSU Program), 1994
M.Arch., Ohio State University, 1996

Teaching Experience:
Visiting Assistant Professor, University of Houston, 1998-1999
Visiting Professor, Southern California Institute of Architecture, 2005-2006
Adjunct Professor, Woodbury University, 2004-2008
Associate Professor, Southern California Institute of Architecture, 2009-2010
Associate Professor, part-time, Art Institute of California, Hollywood, 2009-2012
Visiting Professor, University of Cincinnati, 2011-2013
Assistant Professor, University of Cincinnati, 2013-current

Professional Experience:
Designer, Morphosis Architects, Santa Monica CA, 1995-1998
Designer/Project Manager, Jones, Partners: Architects, El Segundo CA, 1998-1999
Designer, Kanner Architects, Los Angeles, 2000-2001
Associate, RNL, Los Angeles, 2005-2008
Project Designer, Perkins + Will, Los Angeles, 2008-2009

Licenses/Registration:
none

Selected Publications and Recent Research:
Multiple international exhibits, as PHAT (with Nathaniel Belcher), 2004-2007
“Under The Radar: Rob Ley’s Serial Departure And Chow Residence” ArcCA Magazine, AIA California Council, Sacramento, 2008
"bi-LATERAL Thinking", in AEQAI Art E-Journal for Critical Thinking, Cincinnati, 2012
"Out of Failure": Disaster Relief and Digital Fabrication, in ACSA ’14 Papers, ACSA Press, 2014

Professional Memberships:
ACSA Member

Name: Ming Tang

Courses Taught (Two academic years prior to current visit):
ARCH7012Design Visualization 1
ARCH7013 Design Visualization 2
ARCH7014 Design Visualization 3

Educational Credentials:
B.Arch., Tsinghua University, China, 1997
M.Arch., Tsinghua University, China, 2000
M.A., Digital Media Art and Technology, Michigan State University, 2003
M.F.A., Interactive Design & Game Development, Savannah College of Art and Design, 2008

Teaching Experience:
Professor of Architecture, Savannah College of Art and Design, 2003-2010
Director of Digital Design & Computation, Savannah College of Art and Design, 2006-2010
Assistant Professor, University of Cincinnati, 2010-current

Professional Experience:
Andi Architectural Design & Consultation Co., Ltd, Beijing, China, 1997-2000
Jinhua Municipal Department of Urban Planning, Zhejiang Province, China, 1998-1999
Media Interface Network Design Lab, Michigan State University, 2002, 2007-2009
Gunn, Meyerhoff, Shay Architects, Savannah GA, 2007-2010
Hussey, Gay, Bell & DeYoung Engineers & Architects, Savannah GA, 2009-2010
Tang & Yang Architects, Mason OH and Beijing, China, 2007-current

Licenses/Registration:
LEED AP

Selected Publications and Recent Research:
"dFORM: digital fabrication of responsive materials,"ACADIA 2013 Conference,project exhibition
“Parametric Computation: student voices on parametricism and design technique,” in *International Journal of Interior Architecture + Spatial Design*, Vol. 1 2013
“Performative Computation-aided Design Optimization,” in *ARCC Journal*, Vol. 9, issue 1 2013
Parametirc Design Using AutoDesk MAYA(Routledge, 2014)

Professional Memberships:
ACADIA, Association for Computer Aided Design in Architecture
SoCAPS, Society of Chines-American Professors & Scientists, Cincinnati Chapter

Name: Jeffrey T. Tilman

Courses Taught (Two academic years prior to current visit):
ARCH7004 Advanced Building Design Studio
ARCH7022 History of Architecture 1600 to Present

Educational Credentials:
B.Arch., Cal Poly, San Luis Obispo, 1988
M. A., Architectural History, University of Virginia, 1994
Ph. D., Architectural History, University of Virginia, 1998

Teaching Experience:
Assistant Professor, University of Cincinnati, 2000-2006
Associate Professor, University of Cincinnati, 2006-present
Co-Associate School Director, School of Architecture and Interior Design, University of Cincinnati, 2013-current

Professional Experience:
Dahlin Group, San Ramon CA, 1988-1990
Architect, Useldinger Architects, Los Gatos CA, 1991
University Space Administrator, University of Virginia, 1992-2000
Jeff Tilman Consulting, 1997-current

Licenses/Registration:
California

Selected Publications and Recent Research:
Arthur Brown Jr., Progressive Classicist, Norton, 2006
"Sustainability in the Adaptive Reuse Studio: a Case Study in Cincinnati's Over-the-Rhine Historic District, " in *Preservation Education & Research 5*, 2012

Professional Memberships:
AIA
Association for Preservation Technology, International
Society of Architectural Historians

Name: William D. Williams

Courses Taught (Two academic years prior to current visit):
ARCH7002 Civic Realm and Public Space Studio

Educational Credentials:
B.Arch., University of Houston, 1989
M.Arch., Harvard University, 1991

Teaching Experience:
Assistant Professor, University of Houston, 1990
Visiting Assistant Professor, University of California at Los Angeles, 1990-1993
Assistant Professor, University of California at Berkeley, 1993-1998
Brochstein Visiting Professor, Rice University, 1998-1999
Harry S. Shure Visiting Professor, University of Virginia, 1999
Professor in Practice, Rice University, 1999-2004
Associate Professor, University of Virginia, 2004-2010
Director, School of Architecture and Interior Design, University of Cincinnati, 2010-present

Professional Experience:
Haywood Jordan McCowan, Houston, 1990-1992
Williams Pizzini Architects, Houston, 1993-present

Licenses/Registration:
California

Selected Publications and Recent Research:
"Designing the Affordable House", Affordable Housing Design Leadership Institute, Washington DC, 2011
"Demand Better", Future Cities Symposium, Cincinnati, 2013

Professional Memberships:
Rice Design Alliance
Black Alumni Association, University of Houston
Los Angeles Forum for Art and Architecture

Name: Rebecca Williamson

Courses Taught (Two academic years prior to current visit):
ARCH7031 Architecture Theory 1: Chronological Review from Ancient to the Present
ARCH7036 Elective Theory Seminar

Educational Credentials:
B.F.A. Painting, Rhode Island School of Design, 1982
M. Arch., Virginia Polytechnic Institute, 1985
Ph.D. Architecture, University of Pennsylvania, 1998

Teaching Experience:
Adjunct Instructor, Temple University, 1990-1997
Assistant Professor, University of Illinois at Urbana-Champaign, 1997-2001
Assistant Professor and Exchange Faculty, University of Illinois at Urbana-Champaign Study Abroad Program at Versailles, with *École Nationale Supérieure d'Architecture de Versailles,* 2001-2005
Assistant Professor, University of Cincinnati, 2006-2013
Associate Professor, University of Cincinnati, 2013-present

Professional Experience:
Livio Vacchini Architect, Locarno, Switzerland, 1986
Segio Calori and Thomas Germann, Lugano, Switzerland, 1986
Santiago Calatrava, Engineer/Architect, Zürich, Switzerland, 1986-1987
Architecture + Furniture, New York, 1987-1989

Licenses/Registration:
New York

Selected Publications and Recent Research:
Architecture School: Three Centuries of Architecture Education in North America, research editor R. Williamson; Joan Ockman, editor. (MIT, 2012)
"*Más allá de tierra e cielo*/Beyond Earth and Sky" in *Trans-Versalidades*, Eduardo Rojas Moyano, editor. Malaga, 2013

Professional Memberships:
none

Name: Bryan Wright

Courses Taught (Two academic years prior to current visit):
ARCH7031 Architectural Theory 1: Chronological Review from Ancient to the Present

Educational Credentials:
B.A. International Studies and French, Oglethorpe University, 2001
M. A. International Studies, Florida International University, 2008

Teaching Experience:
English Language Teaching Instructor, France, 2002-2003
Guest Lecturer and Teaching Assistant, Florida International University, 2008
Lecturer, University of Cincinnati STARS Program, 2009-2010
Adjunct Instructor, University of Cincinnati, 2012-2013

Professional Experience:
Program Coordinator, McNair/STARS Program, University of Cincinnati, 2009-2010
Academic Advisor, Cincinnati State Community College, 2010-2013
Manager of International Student Affairs, Cincinnati State Community College , 2013-current

Licenses/Registration:
none

Selected Publications and Recent Research:
"Narratives of Resistance: Space, Place and Identity in Latino Migrant Activism" with Mauro J. Caraccioli, in *ACME: An International E-Journal for Critical Geographies* (forthcoming)
"Whose Community and Who is Participating: Rethinking the Production of Community and Participation through Everyday Design Activism" presentation at the Association of American Geographers Annual Meeting, New York NY, 2012

Professional Memberships:
NAFSA
Association of American Geographers

Name: Michael Zaretsky

Courses Taught (Two academic years prior to current visit):
ARCH7081 Environmental Technologies 1
ARCH7036 Elective Theory Seminar
ARCH8001 Building Design Research Studio

Educational Credentials:
B.A. Art History, University of North Carolina, Chapel Hill, 1990
M.Arch., University of Oregon, Eugene, 1998

Teaching Experience:
Professor of Architecture, Savannah College of Art and Design, 2004-2006
Instructor, University of Oregon, Eugene, 2006
Assistant Professor, University of Cincinnati, 2006-2012
Director, University of Cincinnati MetroLab, 2012-current
Associate Professor, University of Cincinnati, 2012-current

Professional Experience:
Intern, Juul + Frost Architects, Copenhagen, Denmark, 1998-2000
EHDD Architects, San Francisco CA, 2000-2003
Patano + Hafermann Architects, Seattle WA, 2005
Michael Zaretsky Design, Cincinnati OH, 2008-present

Licenses/Registration:
California
LEED AP

Selected Publications and Recent Research:
Precedents in Zero-Energy Design: Architecture and Passive Design in the 2007 Solar Decathlon, Routledge, 2009
New Directions in Sustainable Design, Routledge, 2010

Professional Memberships:
United States Green Building Council
Society of Building Science Educators
Architecture for Humanity

Section IV.3 Branch Campus Questionnaire

Name of Institution:	*University of Cincinnati, School of Architecture and Interior Design*
Title of Degree:	*Master of Architecture*
Name of Program Administrator:	*William D. Williams*
Name of Person Completing this Form:	*Elizabeth H. Riorden*
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:	*Occasional, non-permanent, Additional Sites at varying locations*
Distance from Main/Flagship Campus:	*varies*
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site	*Electives and Independent Study only; courses may be cross-registered to other units (for example: School of Planning); courses may count towards Elective distribution only, or total credit hours only*
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	NO
Who has administrative responsibility for the program at the branch campus?	n.a.
To whom does this individual report?	n.a.
Where are financial decisions made?	n.a.
Who has responsibility for hiring faculty?	n.a.
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	n.a.
Does the branch campus have its own curriculum committee?	n.a.
Does the branch campus have its own admissions committee?	n.a.
Does the branch campus have its own grievance committee?	n.a.
Does the branch campus have its own resources for faculty research and scholarship?	n.a.
Does the branch campus have its own AIAS or NOMAS chapter?	n.a.
Does the branch campus maintain its own membership in ACSA?	n.a.

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National Architectural Accrediting Board, Inc.

July 21, 2009

Monica Rimai, JD, Interim President
Office of the President
University of Cincinnati
PO Box 210063
Cincinnati, OH 45221-0063

Dear President Rimai:

NAAB

At the July 2009 meeting of the National Architectural Accrediting Board (NAAB), the Directors reviewed the *Visiting Team Report* for the University of Cincinnati, School of Architecture and Interior Design.

As a result, the professional architecture program:

Master of Architecture

1735 New York Avenue, NW
Washington, DC 20006
www.naab.org
tel 202.783.2007
fax 202.783.2822
email info@naab.org

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2009. The program is scheduled for its next accreditation visit in 2015.

Continuing accreditation is subject to the submission of *Annual Reports*. *Annual Reports* are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

Part I (Annual Statistical Report) captures statistical information on the institution in which a program is located and the degree program.

Part II (Narrative Report) is the narrative report in which a program responds to the most recent *Visiting Team Report* (*VTR*). The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the *VTR*. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable *Annual Report* is not submitted to the NAAB by January 15, 2010, the NAAB may consider advancing the schedule for the program's next visit. A complete description of the *Annual Report* process can be found in Section 10 of the *NAAB Procedures for Accreditation, 2009 Edition.*

Finally, under the terms of the *2009 Procedures for Accreditation,* programs are required to make the *Architecture Program Report*, the *VTR,* and related documents available to the public. Please see Section 3, Paragraph 8 (page 18) for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Douglas L. Steidl

Douglas L. Steidl, FAIA
President

cc: Jay Chatterjee, Interim Director
C. J. Lawler, FAIA, Visiting Team Chair
Visiting Team Members

Enclosed

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

Visiting Team Report

Master of Architecture:
***(186* undergraduate credit hours plus *78* graduate quarter credit hours)**
("4+2")
(178 graduate credit hours (M.Arch 1); 108 graduate quarter credit hours)
(M.Arch 2)

The National Architectural Accrediting Board
4 March 2009

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.

Table of Contents

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I. Summary of Team Findings

1. Team Comments

The architecture program at the University of Cincinnati has weathered its transition from a B.Arch to an M.Arch well. The program continues to meet all the perspectives and conditions for accreditation. The program has a national reputation as a model of co-operative education and is ranked number two by *DesignIntelligence* among the nation's leading graduate professional programs. Students gain valuable knowledge not only in theory but also in professional practice through the co-op program. This is evident in the excellent quality of the student design work.

The school is in the process of preparing for the next transition from quarters to semesters in 2012 and meeting the new NAAB requirements for general education.

2. Progress Since the Previous Site Visit

Comments from 2002 Visiting Team: 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.

2009 Visiting Team Assessment: With the many changes that were required to transform the program from a Bachelors program into a Master's degree program, excellence was maintained and all of the criteria continued to be met. The work of the students is at a graduate school level.

[Causes of Concern taken from VTR dated November 6, 2002]

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

   ***2009 Visiting Team Assessment**: Space is still a concern, new desks have been provided for the undergraduates but they are smaller than the old desks to allow more students to occupy the same space, these desks do not provide sufficient work space for students for drawing, use of their computers and model building.*

2. Shop, research facilities / support will need expansion

   ***2009 Visiting Team Assessment**: Shop, research facilities and support spaces appear adequate at this time. The equipment in the 3D visual studio is excellent and includes a 3D printer, a color 3D printer, two large Laser cutters, a very large C&D machine, a medium size Bridgeport router and several other pieces of new equipment. The shop also appears well equipped.*

3. Basic equipment and studio desks need refurbishing

   ***2009 Visiting Team Assessment:** Some studio equipment has been refurbished but that included the downsizing of desks which this team finds to be a negative.*

4. Faculty technology support requires constant upgrades

   2009 Visiting Team Assessment: *Faculty support is adequate at this time*

5. Add to student advising and career development
   2009 Visiting Team Assessment: *Student advising has been improved and in fact is at a very high level. An excellent system of record keeping and tracking student progress has been developed. Staffing is at an appropriate level and the new system has been enthusiastically embraced by all.*

6. Refine Coop pattern to permit student org. engagement

   2009 Visiting Team Assessment *The schedule of the COOP quarters is still a disruption to student community life and hampers development of a sense of community. The value of the Coop program far outweighs this deficit and other means of establishing a sense of community need to be developed.*

7. Expand gifts /endowment development opportunities

   2009 Visiting Team Assessment: *This is always a need in every program.*

8. Expand faculty support for research and graduate assistants

   2009 Visiting Team Assessment: *Efforts in this area should continue.*

9. Add staff and technical support for the School

   2009 Visiting Team Assessment: *These areas are sufficiently supported at this time.*

10. Continue present focus on diversity issues in all areas

    2009 Visiting Team Assessment: *Efforts must continue to increase diversity.*

11. Continue to refine the excellent curriculum opportunities

    2009 Visiting Team Assessment: *The change to the masters programs has enhanced curriculum opportunities.*

12. Continue focus on administrative continuity, faculty engagement and established collective responsibility.
    2009 Visiting Team Assessment: *The team did not understand the concept of administrative "continuity" as a goal and felt that administrative "quality" was a more appropriate goal. The faculty does not appear to have a problem with engagement and sense of responsibly at this time.*

The 2009 Visiting Team Assessment Regarding the Concerns of the 2002 Team

1. The students are very concerned about the lack of a sense of community within the school, particularly between various grade levels. They understand and value the feeling of community developed within the studio but feel that they are missing a great opportunity to learn from the studios in other years. During our three-hour student meeting this was the most important topic of discussion. Students realize that the scheduling of the Coop quarters is the primary reason for this. They were very creative in beginning to discuss ways to overcome this problem without losing the

value of the work quarters. They discussed vertical studio projects, weekend charrettes with mixed-year design teams, an enhanced mentoring program, and informally walking thru studios on their own to see what other years were doing among other ideas.

2. Students noted a concern for continuity between thesis prep and thesis. This problem is made much larger when the two courses are divided by a work quarter. The thesis series is evolving with the refinement of the Masters program and the students found as they discussed this problem that their concerns were already being addressed as students in the thesis prep program noted changes that resolved some of the problems noted by students presently in the thesis program.

3. The students noted that some faculty were much more approachable than others and that some faculty were not responding to e-mail as quickly as students expected. When this was discussed with the faculty at their meeting they agreed that many of them felt overwhelmed by the demands of e-mail and in fact were having a little difficulty meeting the students' expectations. The faculty all hoped that instant text messaging was not next.

4. The team was disappointed that there was not more integration between the various disciplines within DAAP. There appear to be many missed opportunities to work with the richness of the other programs within the building.

5. Efforts must continue to create diversity in faculty and students.

6. Studio space is still at a premium. Smaller desks have allowed for more students but, in the opinion of the team, have reduced the opportunities for students to work on a full range of project sizes in various media. Students need space to draw, write, build models and work on their computers. Computers have added to space requirements not reduced them.

3. Conditions Well Met

1. 13.2: Critical Thinking Skills
2. 13.6: Fundamental Skills
3. 13.11: Use of Precedents
4. 13.15: Sustainable Design
5. 13.28: Comprehensive Design
6. 13.30: Architectural Practice
7. 13.31: Professional Development

4. Conditions Not Met

NONE

5. Causes of Concern

1. The concern of students of lack of community (between years)
2. Students concern for thesis prep and thesis development. Students concern for timeliness and clarity in the thesis prep and development.
3. Students concern with communication with faculty
4. Integrations with other disciplines within DAAP
5. Efforts must continue to create diversity in faculty and students

6. Studio space
7. Mechanisms for mentorship
8. Need for stronger cross-pollination/vertical studios to facilitate communication and community between academic years

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. *Each school is expected to address these interests consistent with its scholastic identity and mission.*

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[X]	[ ]

The School of Architecture and Interior Design (SAID) peruses 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.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[X]	[ ]

The students are a vibrant, passionate, and committed group. They possess a great ability to communicate and problem-solve, especially internally. They are able to mobilize themselves to bring problems in the classroom to the attention of the faculty. It is a highly educated group of students being admitted into the program. Student leadership roles are on the rise and SAID has several student organizations, which need to be fostered and encouraged as to maintain the student leadership. The students take advantage of the opportunities presented to them by the programs and elective requirements, both inside and outside of SAID in order to enrich their education. Electives also provide important basis for thesis research and support.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[X]	[ ]

Students are adequately prepared for registration and professional practice. The COOP program provides students with professional practice immersion early in their program and students are registered in IDP and meeting criteria before graduation. Many students are also LEED AP certified before graduation.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[X]	[ ]

This requirement is met primarily due to the co-op education. They are well prepared to enter the professional practice. Faculty members take seriously their responsibility to educate their students in order to encourage ethical participation in the profession of architecture.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met

[X] [ ]

Students are engaged in the community through a variety of design studios, including the Neihoff Urban Studio and Community Design Center.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met [X] Not Met [ ]

Assessment has been ongoing due to recent changes from a B. Arch program to an M. Arch program as well as an upcoming change from quarters to semesters. The graduate school conducts annual exit surveys.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, *Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the* NAAB Conditions for Accreditation.

Met [X] Not Met [ ]

These NAAB Conditions are clearly stated on the SAID online catalog.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met [X] Not Met [ ]

There is ample evidence that the program provides equal opportunity and nurturing environment for faculty and students alike. 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 UC/21 Diversity Task Force.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met	Not Met
[X]	[ ]

The SAID community is progressively developing a supportive and encouraging environment of teaching, learning, research, service and innovation. The SAID community is committed to respect sharing engagement and optimism, which is evident by the collaboration of students and faculty of the constant revisions to the studio community report.

6. Human Resources

The accredited degree 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, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not Met
[X]	[ ]

Staffing has been increased since the last visit, and is presently adequate. The school has recently hired four new tenure track faculty members and one field-service faculty member along with one visiting appointment. Several staff hires in the support area have increased the capacity for advising and scheduling. The concerns from the 2002 VTR of inadequate staffing have been addressed and additional positions have been created for student advising. Faculty has a balanced workload to provide faculty members adequate time to enhance their professional development.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Met
[X]	[ ]

Policy and procedures are clearly stated at the school, college and university level. This includes the following documents: *Procedures and Criteria for Reappointment, Promotion and Tenure (1995), The Faculty Handbook,* and *By-laws.* The AAUP agreement outlines the faculty development opportunities. Support programs for faculty development such as the UC Faculty Support Program, Faculty Summer Fellowship, SAID sabbatical and other faculties opportunities are in place. As part of a program begun in 2005, junior faculty are granted a start-up program upon joining SAID , which includes development funds for research and travel, a Graduate/Research Assistant, and teaching release time. There are student development services in place at the school, college and university level. These include: mentoring, graduate assistant support, scholarships, lecture series, field trips, study abroad and conferences.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[X]	[ ]

The Rapid Prototype Center and the Computer Graphic Center provide phenomenal opportunities for all design disciplines in the college. These specific facilities go beyond that ever seen by any team member in any other academic facilities. The overall space for SAID has become stressed due to student growth. The space available in studio is extremely tight for the population served. An increase in admissions would cause on excess of student to desk ratio, leading to shared equipment not conducive to a productive studio. Maintenance of the building continues to be a problem, though the Grand Stair provides ample space for critiques and public display of student work through the disciplines, leading to and exposure of other design programs.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[ ]

The school has a state-of-the-art library. The University of Cincinnati Libraries is in the top 50 of Association of Research Libraries. As a member of OhioLINK, Ohio Library and Information Newtowrk, 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 and 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 4,000 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. The DAAP library supports the mission, goals, programs and curriculum of the School of Architecture and Interior Design and is considered the primary source for architecture, interior design and related studies information for the University of Cincinnati.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
[X]	[ ]

The College has gone through several budget cuts over the recent years and is scheduled to go through additional significant cuts as the world economy affects every aspect of the university.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[X]	[ ]

The university is properly accredited.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[X]	[ ]

The recent change from a Bachelors program to a Masters program has enriched the quality of design and academic life.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to *read, write, listen, and speak effectively*

Met [X] Not Met [ ]

The team found evidence in the student design presentations, dialogue at the student meeting, and examples in course work.

13.2 Critical Thinking Skills

Ability to *raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards*

Met [X] Not Met [ ]

Critical thinking skills were found throughout the design studio, theory courses, and dialogue at the student meetings. **Well met.**

13.3 Graphic Skills

Ability to *use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process*

Met [X] Not Met [ ]

Graphic skills (both hand-drawing and computer) show the ability for the students to communicate in both presentation media. Graphic skills are also emphasized in many of the academic courses.

13.4 Research Skills

Ability to *gather, assess, record, and apply relevant information in architectural coursework*

Met [X] Not Met [ ]

Research skills are emphasized in the Research Year and through Thesis project.

13.5 Formal Ordering Skills

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 [X] Not Met [ ]

Understanding of fundamental ordering skills is apparent in the undergraduate and graduate program from the foundation courses on.

13.6 Fundamental Skills

Ability to *use basic architectural principles in the design of buildings, interior spaces, and sites*

Met	Not Met
[X]	[ ]

Basic architectural principles, especially the interior spaces, are strengthened by the sharing of four quarters of foundations programs in both architecture and interior design programs. Elective courses in interior design are available to graduate and undergraduate students. **Well met.**

13.7 Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

Met	Not Met
[X]	[ ]

Collaborative skills are emphasized by team projects in design studios and the experience of co-op.

13.8 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
[X]	[ ]

This is readily apparent in the history sequence.

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Met	Not Met
[X]	[ ]

Evidence was found in several required courses.

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Met	Not Met
[X]	[ ]

Students are exposed to both national and regional traditions in several courses.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[X]	[ ]

The use of precedents is taught in several undergraduate and graduate design studios and courses. **Well met.**

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Met
[X]	[ ]

Specifically noted in Immersion Studio, "arts and society" course and continues to be explored in upper-level studios.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Met	Not Met
[X]	[ ]

Human diversity is met both in studio and a few academic courses.

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met	Not Met
[X]	[ ]

The team was happy to find that this criterion was met seeing that projects were barrier free in keeping with universal design principles.

13.15 Sustainable Design

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

Met	Not Met
[X]	[ ]

Sustainable design was met, especially in the comprehensive design studio. In several courses, there was an emphasis on sustainable design principles. **Well met.**

13.16 Program Preparation

Ability to *prepare a comprehensive program for an architectural project, including 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 assessment of their implication for the project, and a definition of site selection and design assessment criteria*

Met	Not Met
[X]	[ ]

Thesis project and thesis document illustrate the students' ability to prepare a comprehensive program.

13.17 Site Conditions

Ability to *respond to natural and built site characteristics in the development of a program and the design of a project*

Met	Not Met
[X]	[ ]

Throughout the program there are several courses which show evidence of the satisfaction of this criterion. Site strategies begin with the Site Systems course and then are pervasive in the following studios.

13.18 Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

Met	Not Met
[X]	[ ]

The structure courses meet the basic principles of forces in the design of various building types throughout the curriculum.

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

Met	Not Met
[X]	[ ]

The coursework prepares the students for the comprehensive design year.

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

Met	Not Met

[X] [ ]

This criterion is evident in coursework and studio.

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met [X] Not Met [ ]

Building envelope systems are shown both graphically and in models.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met [X] Not Met [ ]

Students are exposed to building service systems in several of the technology courses.

13.23 Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Met [X] Not Met [ ]

The knowledge gathered in technology courses is well exhibited in the comprehensive design studio.

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met [X] Not Met [ ]

Students are taught the basic principles of building materials and assemblies in early courses.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met
[X]	[ ]

This is met in the professional practice course.

13.26 Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design*

Met	Not Met
[X]	[ ]

Students' ability to produce technical documents and outline specs is evident in the contract documents produced in the technology course.

13.27 Client Role in Architecture

Understandings of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met	Not Met
[X]	[ ]

Satisfaction of this criterion is met in several design and lecture courses and emphasized in office experience on co-op.

13.28 Comprehensive Design

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Met	Not Met
[X]	[ ]

Comprehensive design is met in a specific comprehensive technology and design studio. **Well met.**

13.29 Architect's Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

Met	Not Met
[X]	[ ]

The professional practice course, along with the students' co-op experience, satisfies this criterion.

13.30 Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing*, project delivery, expanding practice settings, diversity, and others

Met	Not Met
[X]	[ ]

This criterion is well met due to the extensive experience gained in several co-op experiences.

13.31 Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

Met	Not Met
[X]	[ ]

Well met based on the multiple co-op experiences for all students.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

Met	Not Met
[X]	[ ]

Leadership is evident by the dialogue presented by the students at the all-student meetings and required course work.

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

Met	Not Met
[X]	[ ]

This criterion is met in professional practice course.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Met
[X]	[ ]

This page is left blank intentionally.

This is met in an individual ethics course.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2009 University of Cincinnati Architecture Program Report.

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 2-year M. Arch. *(converting to 3 -year M. Arch. in 2011)*

M. Arch. 2	Other B.S. Arch. plus 3-year M. Arch.
M. Arch. 1	Liberal Arts undergraduate degree plus 4-year M. Arch.

The Master's program intensifies professional education in two important ways. First, it reorganizes the resources of the school around individually tailored academic

interests that accord with emerging practices in the field. The student's research agenda culminates in a year-long research and design project, a thesis. The existing co-operative education system enriches graduate academic experience as students work and learn as paid employees of firms with diverse expertise.

The architecture design studio classroom and the professional office are two 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 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.

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 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.

2. Institutional Mission

The following text is taken from the 2009 University of Cincinnati Architecture Program Report.

University Mission Statement

The University of Cincinnati is a public comprehensive system of learning and research. The excellent faculty has 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.

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.

3. Program History

The following text is taken from the 2009 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 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 its six-year transition from its old to its new 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.Int.Des., 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%, 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.

4. Program Mission

The following text is taken from the 2009 University of Cincinnati Architecture Program Report.

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.

5. Program Self Assessment

The following text is taken from the 2009 University of Cincinnati Architecture Program Report.

The UC Architecture program 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. What was once the subject of selected building case studies for a student's thesis research, now becomes the desired professional office of co-op employment and firsthand experience with principles and their outcomes. 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 occurred at both the School and College level at mid-point in the life of the Strategic Plan.

Additionally, 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. The first three of its five strategic goals apply most directly to the accredited program in the School of Architecture and Interior Design: Place Students at the Center, Grow our Research Excellence and Achieve Academic Excellence.

DAAP STRATEGIC PLAN 2000–2004

The College's Strategic Plan development prior to the UC 121 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 pro[g]rams; 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. Int. Des.

The 4 + 2 M. Arch. program requires the development of a new undergraduate pre-professional B.S.Arch. degree. It promotes overlapping and cross-listed courses that connect the M. Arch program to both the post-professional M.S. Arch. degree and the

B.S. degree in interior design. The development, orchestration, and refinement of these four discrete but intertwined curricular strands constitute the core goal of the School's continuing efforts. Curricular development is also tied to faculty staffing, and to student populations. The impact to these interrelated aspects of SAID are more fully understood and felt in 2008. One significant point is the arena of student advising and student support. 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. Currently this is not a strength of SAID's administration and faculty. With national trends to Master's study in architecture, UC's effort to initiate the M. Arch. degree was an important and successful step. 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 that is more fully understood. The current B.S. Arch program, as a component of the 4+2 M. Arch degree, does not currently meet NAAB's requirement for General Studies. A plan to meet this requirement is outlined in Section 3.12 Professional Degrees and Curriculum.

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. 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.

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 has explored 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.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Saturday, Feb 28

A.M.
Optional team member arrival
Art + Architecture Tour of UC Campus
Visit Cincinnati Contemporary Arts Center (CAC), designed by Zaha Hadid
P.M.
Various Team arrival and check-in at the hotel
5p Team introductions, orientation
6p Team-only dinner @ hotel

Sunday, Mar 1

A.M.
8a Team breakfast with Program Director and School Director @ Vernon Manor (Pride, Kucker)
Architecture Program Report (*APR*) review and assembly of issues and questions
10a Initial review of exhibits and records (DAAP)
11:30a Overview of the team room by program heads and coordinators
(Pride, Kucker, Boling, Bible)
12:30p Team lunch with program coordinators
(Boling, Black, Bible)
P.M.
2p Tour of the facilities (Harfmann)
3p Continued review of exhibits and records
5p Entrance meeting/reception with SAID faculty (home of Jay Chatterjee)
7p Team-only dinner and debriefing session (Vernon Manor?)

Monday, Mar 2

A.M.
7:30a Team breakfast with Program Director and School Director (Pride, Kucker)
9a Entrance meeting with the chief academic officer(s) of the institution
(Provost Tony Perzigian)
10a Entrance meeting with the school or college administrator(s)
(Dean Robert Probst, Associate Deans Karen Monzel-Hughes & Craig Vogel)
11a Continued review of exhibits and records
12n Lunch with selected faculty members
(Bible, Boling, Larson, Postell, Riorden, Russell, Sansalone, Tilman, Wallick)
P.M.
1-5p Observations of studios
Continued review of exhibits and records
School-wide entrance meeting with students
4p Visit Professional Practice Division Faculty (Co-op Office)
5:00p Meeting with alumni/ae, and local practitioners, followed by reception (adding faculty, administrators)
7p Team-only dinner (in/near Team Room?)
Continued review of exhibits and records
Debriefing session

Tuesday, Mar 3

A.M.
8a Team breakfast with Program Director and School Director (Pride, Kucker)

9:30a	Review of general studies, electives, and related programs
11a	Observation of lectures and seminars (confirm courses) Meetings with College administrators (Phillips, Harfmann, Monzel, Vogel, Miller) Library Tour Continued review of exhibits and records
12:30p	Team lunch with student representatives (AIAS, APX, SED, DAAP SOC, etc.)
P.M.	
2p	Meeting with faculty
3p	Complete review of exhibits and records
6p	Team-only dinner Accreditation deliberations and drafting the *Visiting Team Report* (*VTR*)

Wednesday, Mar 4

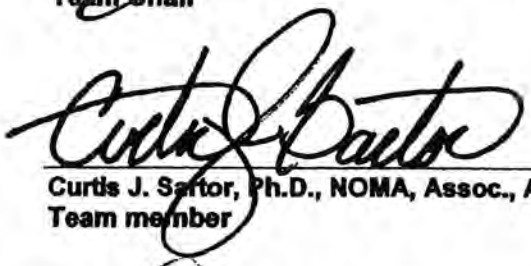
A.M.	
7a	Check-out of the hotel
7:30a	Team breakfast with Program Director and School Director (Pride, Kucker)
9a	Exit meeting with the chief academic officers of the institution (President Nancy Zimpher, Provost Tony Perzigian)
10:30a	Exit meeting with the school or college administrators (Probst, Monzel)
11:30a	School-wide exit meeting with the faculty and students
P.M.	
12:30p	Team lunch and team member departures

IV. Report Signatures

Respectfully submitted,

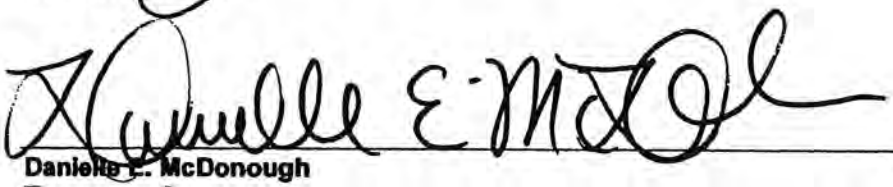
C. James Lawler, FAIA
Team Chair

Representing the AIA



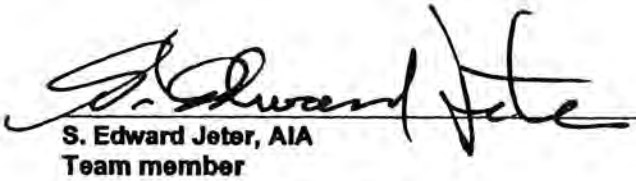
Curtis J. Sartor, Ph.D., NOMA, Assoc., AIA
Team member

Representing the ACSA



Danielle E. McDonough
Team member

Representing the AIAS



S. Edward Jeter, AIA
Team member

Representing the NCARB

Barbara Klinkhammer, Dipl.-Ing.
Observer

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