

**University of Cincinnati  
School of Architecture and Interior Design**

## **Visiting Team Report**

### **Master of Architecture**

Track I (baccalaureate plus 117 credits)

Track II (pre-professional baccalaureate plus 76 credits)

The National Architectural Accrediting Board

March 11, 2015

*The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.*

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## **I. Summary of Team Findings**

### **1. Team Comments and Visit Summary**

The 2015 NAAB accreditation team wishes to thank all of the University of Cincinnati (UC) community involved in the accreditation visit for their gracious hospitality.

Since the last accreditation visit in 2009, much positive change has occurred. The School of Architecture and Interior Design (SAID) has continued to refine the program's transition from the B. Arch. to the M. Arch. The entire university has made the transition from the quarter to the semester system, and the M. Arch. program has succeeded in making this transition while actually strengthening the program in a multitude of ways.

The co-op program, with its long history, continues to be a strength of the architecture program. The students' participation in the co-op program—in which students typically alternate between studying on campus one semester and working in an office the next semester—enhances their overall educational experience and professional preparedness. The program is working with NCARB on a pilot study to develop testing and licensure upon graduation.

The visiting team found students to be very dedicated to, and energetic and enthusiastic about, learning. They described a very positive experience and a strong commitment to the continued development of the architecture program. A high level of respect, dialogue, and cooperation exists between the students and the faculty. Alumni express pride and support for the program. Alumni employ co-op students and graduates, and fund scholarships. The team was highly impressed with the leadership of the College of Design, Architecture, Art, and Planning. (DAAP), in which SAID is located. They clearly have the vision and desire to move all the programs within the college forward, in particular, the architecture program. SAID will be embarking on a search for a new director of the school. The dean of DAAP has requested that the school faculty propose directions to pursue in filling the position.

### **2. Conditions Not Met**

I.1.4 Long-Range Planning

### **3. Causes of Concern**

#### **A. Declining financial resources**

Although the economy is in a recovery mode, state funding has not increased to the level of pre-recession times. The lack of scholarship money to attract top-quality graduate students puts the UC SAID at a disadvantage compared to its competitors in the region.

#### **B. Lack of access to resources such as printing and rapid prototyping**

In both the all-school meeting with students and a lunch meeting with students, complaints surfaced about the lack of access to output devices, particularly at crunch times, during the semester. The students feel that, in a graduate program such as this, they should have output devices more readily available in the studios.

#### **C. Accessibility difficulty (in the building)**

The addition to the building, while supposedly legally accessible, is a very challenging environment for handicapped individuals to negotiate. One practically has to have a guide for

some time to become familiar with the ways in which to move throughout the building in a wheelchair.

**D. Documentation – Outline specifications**

While the technical documentation is quite good in the program, there is a lack of evidence that demonstrates the students' ability to produce outline specifications.

**E. Impending leadership change**

Effective August 31, 2015, the director of SAID will be stepping down. The college administration, along with the faculty, has begun the process of replacing the director. The team encourages the college and the school to complete this process as expeditiously as possible.

**4. Progress Since the Previous Site Visit (2009)**

The program had no conditions or SPCs unmet from its last visit in 2009.

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## II. Compliance with the 2009 Conditions for Accreditation

### PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

#### PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

##### I.1.1 History and Mission:

**[X] The program has fulfilled this requirement for narrative and evidence.**

**2015 Team Assessment:** The history and mission of the program are clearly described and demonstrated in the 2015 APR on pp.1-6 and meet the requirements of the NAAB.

##### I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.*

*Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.*

*Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.*

- *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 a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program 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. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

**[X] The program has demonstrated that it provides a positive and respectful learning environment.**

**[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.**

**2015 Team Assessment:** The University of Cincinnati “embraces diversity as a core value.” The university has been proactive on diversity and social justice issues. 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). 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.

The current Studio Culture Policy reaches beyond the studio since it intends to articulate values and principles for personal behavior, human interaction, and stewardship of the studio environment. The policy was found in the APR and is available to all SAID students on the website. The Studio Culture Policy is

subject to periodic review. Currently, a student committee is rewriting the section of the policy that describes the means by which the school would achieve certain sustainability goals, 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, the new set of sustainability goals and standards will be incorporated into a revised Studio Culture Policy.

As members of the University of Cincinnati community, students are bound by the University Rules, the UC Student Code of Conduct, and the UC/AAUP Bargaining Agreement, which are explicit regarding both academic and non-academic conduct. As members of the SAID community, they are obliged to sustain a certain culture in both principle and action. They are guided by the honorable traditions and the promising future of the profession.

SAID follows the search and hiring process outlined in the *Faculty Search Procedures Handbook* prepared by the Office of Equal Opportunity and the Office of the Senior Vice President and Provost for Baccalaureate and Graduate Education. The campus Office of Equal Opportunity and Access (OEOA) has control over two points of the process to ensure that every effort is made to recruit qualified under-represented candidates. The OEOA must approve the initial recruitment package, and it must approve the process that leads to the final offers. At SAID, students elect representatives to serve on every Faculty Search Committee, which is one of the examples of shared student/faculty governance. The following statistics reveal the results of recent faculty hires.

The full-time faculty as of AY2013-2014 is made up of 23 tenure-related (unqualified) members (1 of whom is currently a DAAP associate dean), 3 qualified members whose duties center on teaching, and 2 members with joint appointments in other academic units, for a total of 28 members. Of the 28, 9 (32%) are female. Since the last NAAB visit in winter 2009, SAID has hired 5 full-time, tenure-track faculty (including the school director). One of the 5 is female; however, another highly qualified woman served as a visiting professor for 2 years during the review period.

Of the full-time faculty at SAID, three are African-American and another three are Asian; 22% of the full-time faculty is non-white. Since the last NAAB visit in 2009, SAID has hired (and retained) five full-time faculty, all tenure-track. Two are African-American males, and two are Asian males. Compared to the trend prior to 2009, SAID has improved its record concerning hiring non-whites, but its rate of hiring women has decreased. Future hiring and recruitment of top-rate faculty should address this issue.

In 2004, SAID 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. SAID's Summer CAMP, the most visible of these initiatives, has run each year since 2009. Summer CAMP is a week-long day camp that is designed to introduce the profession of architecture to a diverse group of middle and high school students. Summer CAMP hosted an average of 32 students each year from 2010 to 2014. In 2014, 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:** *Programs must demonstrate, through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architectural Education and the Academic Community.** *That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.<sup>1</sup> In addition, the program must describe its commitment to the holistic, practical, and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

**[X] The program is responsive to this perspective.**

**2015 Team Assessment:** The School of Architecture and Interior Design exists within the College of Design, Architecture, Art, and Planning (DAAP), which is one of 14 colleges at the university. The school has its own administrative structure and budget, and is entirely responsible for program and curricular development, academic standards, faculty appointments, and admissions criteria.

The faculty within the school are widely diverse in terms of their backgrounds, gender, educational experience, professional expertise, interests, and ages. They make strong contributions to the school, college, and university in the areas of teaching, scholarship, and service. The university sets high standards for the faculty in terms of scholarship, and the faculty make strong contributions in this area, as seen in the faculty exhibits.

The architecture program finds itself in an ideal position with respect to other important programs in the college and the university. DAAP provides a rich environment inhabited by various design disciplines. Given the structure of DAAP, levels of interaction between various disciplines in the college exist. The architecture program has been the leader in the development of a vibrant lecture series and various symposia for the college, and the potential clearly exists to significantly increase these interactions with various programs. Doors are wide open for increased collaboration at the college and university levels.

- B. Architectural Education and Students.** *That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.*

**[X] The program is responsive to this perspective.**

**2015 Team Assessment:** The students are a bright and dedicated group. They produce high-quality work, both in the classroom and on co-op assignments, that reflects their ability to communicate graphically and verbally at a high level of intelligence. Their experience in the co-op program and in co-op preparatory coursework prepares them well for leadership in the classroom and in the profession. Many students take advantage of learning within the DAAP community and

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<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

are able to learn about design, not only within the realm of architecture, but also within other disciplines. In talking with the students, the team discovered that many of them are able to voice both their positive and negative opinions, and are comfortable going to their directors and deans if an issue is apparent. They have cultivated a healthy and respectful studio culture, where diversity in culture and design are well respected and fostered.

- C. Architectural Education and the Regulatory Environment.** *That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and, prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).*

**[X] The program is responsive to this perspective.**

**2015 Team Assessment:** The program has responded to this perspective through its well-developed co-op program, which places all M. Arch. students in an architecture office for one semester per year starting after the first complete year of study. Each student is immediately entered into IDP and begins fulfilling IDP requirements. In addition, ARCH 8041 *Professional Practice and Ethics* brings the executive director of the Ohio Board of Architecture to the campus to ensure that each student understands the role of the registration board. Finally, the 2015 APR clearly describes how this perspective is fulfilled on pp. 14-15. This condition is **Met with Distinction**.

- D. Architectural Education and the Profession.** *That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.*

**[X] The program is responsive to this perspective.**

**2015 Team Assessment:** University of Cincinnati graduates are well prepared to enter practice and the world at large, as they are already immersed in that world. The combination of a strong academic program and a total of at least 1 year of guided experience in practice provides students with a thorough knowledge of the 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 in 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.

One of the most significant advantages of the cooperative education program is that it fosters the development of self-reliance. During their time at UC, most students have two or three different work assignments in various parts of the country. They must secure the positions, organize travel arrangements, rent places to live, learn their way around strange cities, and accustom themselves to new offices. The maturity that 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 the 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. This condition is **Met with Distinction**.

- E. Architectural Education and the Public Good.** *That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.*

**[X] The program is responsive to this perspective.**

**2015 Team Assessment:** Civic engagement and responsiveness to the needs of a changing world are key values held by the University of Cincinnati. Furthering its role as a public urban and research institution, President Santa Ono has formulated a “Creating our Third Century” plan, in which research is identified as an important path, and a stated position that innovation will benefit society. Research in the arts and humanities is seen to have a clear, ongoing relationship with societal benefits and, thus, has an ongoing role with respect to the public good.

At SAID, several recent initiatives underscore its professional commitment to the public good. The DAAP Cares initiative is open to faculty and staff, and is intended to raise awareness of the commitment to the public good as well as resources. Another important initiative is “MetroLAB,” which is a Design/Build enterprise that brings 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 Charrettes in conjunction with 3CDC, a non-profit urban redevelopment group) and at DAAP.

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 serving the university's urban area. The center provides assistance to community groups, non-profit organizations, and city departments that are representing under-served areas and under-funded projects within the area. A registered architect administers the center with assistance from co-op students and graduate assistants from the disciplines of architecture, planning, graphic design, and industrial design.

**I.1.4 Long-Range Planning:** *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision-making.*

**[X] The program's processes do not meet the standards as set by the NAAB.**

**2015 Team Assessment:** A commentary on long-range planning is in the 2014 APR on pp.16-20. The program's faculty was in the process of validating the director's vision for the M. Arch. program (which they considered the beginning of a long-range planning process), but they did not complete the process when it became clear that the leadership would be changing. The program has opted to await new leadership before proceeding with developing a Long-Range Plan. There was no information in the APR on data collection, future planning, or strategic decision-making for the program, nor were any multi-year objectives identified. The university's Long-Range Plan, as described in the 2014 APR, does not adequately meet the NAAB requirements.

**I.1.5 Self-Assessment Procedures:** *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - o *Solicitation of faculty's, students', and graduates' views on the teaching, learning, and achievement opportunities provided by the curriculum.*
  - o *Individual course evaluations.*
  - o *Review and assessment of the focus and pedagogy of the program.*
  - o *Institutional self-assessment, as determined by the institution.*

*The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.*

**[X] The program's processes meet the standards as set by the NAAB.**

**2015 Team Assessment:** The architecture program at UC is more than 90 years old. Its founding principles continue to serve as its strength, for example, 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 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, and establishing a graduate culture in a historically undergraduate college while developing more interdisciplinary opportunities and dual-degree programs. Additional challenges are 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. Every term, the graduate studio work is reviewed by the faculty, as the faculty participate in reviews several times a semester. The thesis, itself, is defended before a panel of faculty and guest critics who typically report on their assessment 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 who provide feedback to the director. Both groups award prizes to improve the thesis for the next year.

The topic groups consist of faculty-review support courses. The groups usually meet a few times each year, and they discuss the content of each course and the ways in which that content is delivered to the students.

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. The faculty is also committed to serving the Cincinnati community. Many recent changes in the curriculum have been made to allow for more service-learning opportunities.

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 re-conceptualized. 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 to date. The assessment activities of the past year have focused on the delivery of material in the 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 that students are receiving and in discerning general student satisfaction with the program.

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 coursework required of the degree.

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. Assessment occurs through examinations, term papers, reviews, and exhibitions. At semester's end, 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 the following year.

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## PART ONE (I): SECTION 2 – RESOURCES

### I.2.1 Human Resources and Human Resource Development:

- *Faculty and Staff:*
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies, which may include, but are not limited to, faculty and staff position descriptions.<sup>2</sup>*
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

#### **[X] Human resources (faculty and staff) are adequate for the program.**

**2015 Team Assessment:** SAID has appropriate resources to support student learning and achievement. There are adequate full- and part-time faculty to service all required courses and a variety of electives. Faculty workloads are appropriate for faculty in a school of architecture, and both the university and the school have a policy for faculty development in place.

The School of Architecture and Interior Design adheres to established university policies for Equal Employment Opportunity/Affirmative Action initiatives. Procedures for tenure and promotion are carried out according to the university policies. Alex Christopheridis, an architecture faculty member, is assigned to work with the Professional Practice and Experiential Learning division and serves as the IDP Education Coordinator. He also advises and places students within the co-op program.

- *Students:*
  - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited, to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshmen, as well as transfers within and outside of the university.*
  - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

#### **[X] Human resources (students) are adequate for the program.**

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<sup>2</sup> A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

**2015 Team Assessment:** The Master of Architecture program at SAID has documented rigorous admissions policies and procedures. All advising is handled by Michael McInturf, the M. Arch program director, and Ellen Guerrettaz, the graduate student advisor. Alex Christopheridis advises all graduate students in the M. Arch program co-op.

### **I.2.2 Administrative Structure and Governance:**

- **Administrative Structure:** *An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

**[X] Administrative structure is adequate for the program.**

**2015 Team Assessment:** This condition is **Met** based on the evidence concerning the administrative structure and responsibilities that was found in the APR on pp. 40-45.

- **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.*

**[X] Governance opportunities are adequate for the program.**

**2015 Team Assessment:** The architecture program operates under a set of bylaws that emphasizes shared governance between the school director and the faculty. The bylaws of the school clearly state that the only legislative body of the school faculty is the committee of the whole. School committees are formed that address the key issues of Reappointment, Promotion, and Tenure (RPT) and Faculty Searches. Student views are sought, and their needs are accounted for in multiple ways. Student organizations play a role in the evaluation of the curriculum. Program faculty also serve on university committees, and the school has a representative on the Faculty Senate.

**I.2.3 Physical Resources:** *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to, the following:*

- *Space to support and encourage studio-based learning.*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.*

**[X] Physical resources are adequate for the program.**

**2015 Team Assessment:** Since the completion of the new Aronoff Center and the renovation of the existing facilities in fall 1996, all college programs have been housed in the DAAP facility. Within the DAAP complex, there are two fully equipped auditoria that seat 350 and 200 people, two raked-seating lecture halls for 70 students each, a 90-seat lecture room, and 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.

The 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 DAAP. Studio space for SAID students averages about 55 square feet per student, which is a slight decrease in space since the last accreditation when each student 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.

The team did voice concern about the lack of clear accessibility to each level of the Aronoff facility and the multiple levels of the student presentation area. Although deemed legally accessible, the facility would definitely be a challenge for physically and visually disabled students.

**I.2.4 Financial Resources:** *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

**[X] Financial resources are adequate for the program.**

**2015 Team Assessment:** In the 2009-2010 fiscal year, the university introduced a new budget allocation model called “performance-based budgeting,” which has become quite normal in many institutions of higher education. The school’s annual budget is derived from three primary sources: general funds, private gift accounts, and sponsored projects.

General funds consist of an allocation to the college based on the college’s performance under the university budget model, performance-based budgeting, and allocations to fund a portion of graduate/professional student support. General funds are made up of state support as well as the tuition and fees charged to students in each program. In recent years, state support has seen an almost universal decline. However, with the improvement in the economy, state budgets are beginning to recover, and state support of higher education has begun to stabilize. There are no significant anticipated changes in state support during the next 2 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. The general funds budget for SAID is determined by the dean of DAAP. Once the budget is determined, the SAID director has autonomy to utilize it in the best way for the school.

Private gift accounts and earnings from endowment accounts are primarily restricted to supporting scholarships. Sponsored projects (from sources external to UC) generate a return of indirect cost, a portion of which is returned to the school.

**I.2.5 Information Resources:** *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

*Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.*

**[X] Information resources are adequate for the program.**

**2015 Team Assessment:** The DAAP Library is one of 10 libraries that constitute the University of Cincinnati Libraries (UCL) system. UCL is a member of the Association of Research Libraries (ARL), OhioLINK, and the State Library of Ohio. Together, the DAAP, UC, and 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.

The DAAP Library provides approximately 11,500 usable square feet for the study and research of art, architecture, design, and planning. The library space represents a consolidated collection of print and non-print resources, and allows for future collection growth.

The DAAP Library collection provides subject coverage in all areas of architecture and interior design, and 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, which covers, not only architecture and interior design, but also urban planning, horticulture, graphic, industrial, and fashion design as well as all aspects of the visual arts and art history.

Two librarians, who are full-time members of the university faculty, staff the DAAP Library. They have the appropriate undergraduate and graduate degrees. The librarians report through administrative channels within the UC Libraries system. Support staff include one staff member who is in charge of circulation, student assistants, periodicals, and binding. The library employs an average of 18 students per semester to provide circulation and shelving assistance and to staff the library during weekend and evening hours.

COFFEE

**PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS**

**I.3.1 Statistical Reports<sup>3</sup>:** *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics*
  - *Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
    - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
  - *Demographics (race/ethnicity and gender) for all full-time instructional faculty.*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
  - *Number of faculty promoted each year since last visit.*
    - *Compare to number of faculty promoted each year across the institution during the same period.*
  - *Number of faculty receiving tenure each year since last visit.*
    - *Compare to number of faculty receiving tenure at the institution during the same period.*
  - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

**[X] Statistical Reports were provided and provide the appropriate information.**

**2015 Team Assessment:** All Statistical Reports were provided either in the APR or in a binder in the team room, and included the appropriate information.

**I.3.2. Annual Reports:** *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

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<sup>3</sup> In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.



*The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.*

*The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.*

**[X] Annual Reports and NAAB Responses were provided and provide the appropriate information.**

**2015 Team Assessment:** All Annual Reports were provided in the team room and included the appropriate information.

**I.3.3 Faculty Credentials:** *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.*

*In addition, the program must provide evidence through a faculty exhibit<sup>4</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

**[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.**

**2015 Team Assessment:** Curricula vitae were provided for all faculty members—both full-time and adjunct—in the 2014 APR. An extensive exhibit of the work of full-time faculty was on display.

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<sup>4</sup> The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

**PART ONE (I): SECTION 4 – POLICY REVIEW**

*The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.*

**[X] The policy documents in the team room met the requirements of Appendix 3.**

**2015 Team Assessment:** The documents, as defined in Appendix 3 of the *NAAB 2009 Conditions for Accreditation*, were found in the 2014 APR or in a binder in the team room.

COFF EDITION

## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

**II.1.1 Student Performance Criteria:** *The SPC are organized into realms to more easily understand the relationships between individual criteria.*

#### **Realm A: Critical Thinking and Representation:**

*Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This ability includes facility with the wider range of media used to think about architecture, including writing, investigative skills, speaking, drawing, and model making. Students' learning aspirations include:*

- *Being broadly educated.*
- *Valuing lifelong inquisitiveness.*
- *Communicating graphically in a range of media.*
- *Recognizing the assessment of evidence.*
- *Comprehending people, place, and context.*
- *Recognizing the disparate needs of client, community, and society.*

#### **A. 1. Communication Skills: *Ability to read, write, speak, and listen effectively.***

**[X] Met**

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7031 *Architectural Theory I*, ARCH 8009 *Thesis*, and ARCH 8011 *Thesis Research and Development*.

#### **A. 2. Design 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 alternative outcomes against relevant criteria and standards.***

**[X] Met**

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7031 *Architectural Theory*, ARCH 8009 *Thesis*, and ARCH 8011 *Thesis Research and Development*.

#### **A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.***

**[X] Met**

**2015 Team Assessment:** Evidence in support of this criterion is found in almost all of the student work provided to the team as well as in ARCH 7005 *Advanced Building Design Studio*, ARCH 7062 *Integrated Technologies*, and ARCH 8009 *Thesis*.

#### **A. 4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.***

[X] Met

**2015 Team Assessment:** Evidence in support of this criterion is found in ARCH 7004 *Advanced Building Design Studio* and ARCH 7062 *Integrated Technologies*.

- A. 5. **Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7062 *Integrated Technologies*, ARCH 8009 *Thesis*, and ARCH 8011 *Thesis Research and Development*. This condition is **Met with Distinction**.

- A. 6. **Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.**

[X] Met

**2015 Team Assessment:** Evidence to fulfill this criterion is found in ARCH 7004 *Advanced Building Design Studio*.

- A. 7. **Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 8009 *Thesis* and ARCH 8011 *Thesis Research and Development*. This condition is **Met with Distinction**.

- A. 8. **Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

**2015 Team Assessment:** Evidence to fulfill this criterion is found in ARCH 7004 *Advanced Building Design Studio*.

- A. 9. **Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Met

**2015 Team Assessment:** Evidence to fulfill this criterion is found in ARCH 7031 *Architectural Theory I: Chronological Review from Ancient to the Present* and ARCH 7054 *History and Theory of Cities*.

- A. 10. **Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

**2015 Team Assessment:** Evidence to fulfill this criterion is found in ARCH 7031 *Architectural Theory I: Chronological Review from Ancient to the Present*.

- A. 11. **Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7004 *Advanced Building Design Studio*, ARCH 7062 *Integrated Technologies*, ARCH 8009 *Thesis*, and ARCH 8011 *Thesis Research and Development*. This condition is **Met with Distinction**.

**Realm A. General Team Commentary:** In general, the team observed that the work presented as evidence demonstrated strong graphic communication skills, as well as modeling skills in 3D. The students' work also demonstrated a strong ability to perform research and apply knowledge and excellent use of precedent materials (Met with Distinction). The thesis research work clearly supports these observations, as it demonstrates very strong investigative skills and graphic communication skills.

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:**

*Architects are called upon to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to their services. Additionally, they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:*

- *Creating building designs with well-integrated systems.*
- *Comprehending constructability.*
- *Incorporating life safety systems.*
- *Integrating accessibility.*
- *Applying principles of sustainable design.*

- B. 1. **Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7005 *Advanced Integration Studio* and ARCH 8009 *Thesis*.

- B. 2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7004 *Advanced Building Design Studio* and ARCH 7051 *Site Systems*.

- B. 3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7004 *Advanced Building Design Studio*, ARCH 7051 *Site Systems*, ARCH 7062 *Integrated Technologies*, and ARCH 7082 *Environmental Technology I*.

- B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7051 *Site Systems*.

- B. 5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7004 *Advanced Building Design Studio*, ARCH 7005 *Advanced Integration Studio*, ARCH 7062 *Integrated Technologies*, and ARCH 7082 *Environmental Technologies 2*.

- B. 6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**

**A.2. Design Thinking Skills**

**A.4. Technical Documentation**

**A.5. Investigative Skills**

**A.8. Ordering Systems**

**A.9. Historical Traditions and Global Culture**

**B.2. Accessibility**

**B.3. Sustainability**

**B.4. Site Design**

**B.7. Environmental Systems**

**B.9. Structural Systems**

### B.5. Life Safety

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7004 *Advanced Building Design Studio* and ARCH 7005 *Advanced Integration Studio*.

- B. 7. Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7005 *Advanced Integration Studio* and ARCH 8041 *Professional Practice and Ethics*.

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7004 *Advanced Building Design Studio*, ARCH 7062 *Integrated Technologies*, and ARCH 7082 *Environmental Technology I*.

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7004 *Advanced Building Design Studio* and ARCH 7072 *Structures 2*. This condition is **Met with Distinction**.

- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7004 *Advanced Building Design Studio*, ARCH 7005 *Advanced Integration Studio*, ARCH 7062 *Integrated Technologies*, and ARCH 7082 *Environmental Technologies 2*.

- B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7004 *Advanced Building Design Studio*, ARCH 7005 *Advanced Integration Studio*, ARCH 7062 *Integrated Technologies*, and ARCH 7082 *Environmental Technologies 2*.

- B. 12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.***

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7004 *Advanced Building Design Studio*, ARCH 7005 *Advanced Integration Studio*, ARCH 7062 *Integrated Technologies*, and ARCH 7082 *Environmental Technologies 2*.

**Realm B. General Team Commentary:** The team found that the students were able to demonstrate the requisite ability or understanding for each of the Student Performance Criteria. The integration of structural systems into designs was well done. Strong diagrammatic skills were exhibited regarding systems integration. The pedagogy within the studio environment facilitated good collaboration within the studio and exposure to a diversity of views and expertise on the part of the faculty.

**Realm C: Leadership and Practice:**

*Architects need to manage, advocate, and act legally, ethically, and critically for the good of the client, society, and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:*

- *Knowing societal and professional responsibilities.*
- *Comprehending the business of building.*
- *Collaborating and negotiating with clients and consultants in the design process.*
- *Discerning the diverse roles of architects and those in related disciplines.*
- *Integrating community service into the practice of architecture.*

- C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.***

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7005 *Advanced Integration Studio* and ARCH 7062 *Integrated Technologies*.

- C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment, and the design of the built environment.***

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 8011 *Thesis Research and Development*.



- C. 3. Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7005 *Advanced Integration Studio* and ARCH 8041 *Professional Practice and Ethics*.

- C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 8041 *Professional Practice and Ethics*.

- C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 8041 *Professional Practice and Ethics*.

- C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in PD 7021 *Introduction to COOP M. Arch.* and ARCH 8041 *Professional Practice and Ethics*.

- C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 8041 *Professional Practice and Ethics*.

- C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political, and cultural issues, and responsibility in architectural design and practice.**

[X] Met

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 8041 *Professional Practice and Ethics*.

- C. 9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

**[X] Met**

**2015 Team Assessment:** Evidence to support this criterion is found in ARCH 7005 *Advanced Integration Studio*.

**Realm C. General Team Commentary:** Realm C is a very strong collection of SPCs for the program. The Professional Practice course is excellent, and the students' participation in the co-op program enhances their overall educational experience and professional preparedness. The ability among the students to work collaboratively is strong. There is significant potential for MetroLAB and other community-based programs to create more outreach opportunities for the students.

COFFEE

## **PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

**II.2.1 Regional Accreditation:** *The institution offering 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).*

**[X] Met**

**2015 Team Assessment:** The university is properly accredited under the North Central Association of Colleges and Schools (NCACS).

**II.2.2 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.*

**[X] Met**

**2015 Team Assessment:** The University of Cincinnati School of Architecture and Interior Design offers one professional degree, the Master of Architecture degree, which is available to students who have received a Bachelor's degree in a non-architectural discipline (M. Arch. 1) or a Bachelor's degree in a 4-year architectural pre-professional program (M. Arch. 2).

The M. Arch. Track 1 curriculum is a 4-year program of professional study, with 3 years of academic study and 1 year of co-op. The M. Arch. 1 curriculum is structured in four phases: foundation, core year, research, and thesis. The APR contains a curricular chart that explains the M. Arch. 1 number of credit hours required and a student's path of progress throughout the curriculum.

M. Arch. Track 2 students with a pre-professional degree in architecture have their transcripts and coursework reviewed prior to admission in order to ascertain if there are any shortcomings in their education. The general studies requirement for NAAB-accredited degrees must have been completed in the B.A. or B.S. degree coursework. If there are missing components, classwork to remediate the shortcomings must be completed. Admitted students who have satisfied all pre-requisite coursework enter into the mid-section of the 4-year curricular model and are typically admitted into the comprehensive year. As graduates of B.S. or B.A. Arch. programs, they are completing professional degree course sequences that began in their undergraduate architecture curricula. The APR also contains an M. Arch. 2 curricular chart illustrating the required number of credit hours and a student's path of progress.

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 re-conceptualized for the new calendar and that every course at the university be likewise rewritten. At SAID, this 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.

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, history and theory, 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. The NAAB general studies requirement is typically met by a 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 coursework 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.

**II.2.3 Curriculum Review and Development:** *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

**[X] Met**

**2015 Team Assessment:** The curricular review process at SAID is centered on the six topic groups: 1) Architectural Design, 2) Interior Design, 3) Skills, 4) History, Theory, and Criticism, 5) Building Technology, and 6) Professional Practice.

Minor changes to the curriculum are initiated by the program director most closely responsible for the course. More significant changes, such as those regarding curricular structure, credit values, or the creation of a new course, are initiated by curricular topic groups and passed on to the college's 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 coursework in a particular area, and their work is coordinated by the program director. The most recent list of individuals in each topic group can be found in the APR.

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 was recreated for the semester calendar and approved at several levels of review, ultimately by the Office of the Provost. The e-curriculum interface means that every course's description and learning objectives are immediately available to the faculty and staff. Faculty are encouraged to list a course's learning objectives directly in 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 structural engineering. The adjunct faculty include many practitioners, including several prominent leaders in the local architectural community. In addition, hundreds of cooperative-education partners of the school are consulted with regard to the efficacy of the instruction at SAID.

When major changes are considered for the M. Arch curriculum, many registered professionals weigh in during discussions and during implementation of the changes. UC is known for its close connection with practice, and this focus has not been lost during the transition to semesters. This transition has strengthened the curriculum, as faculty are now able to bring working practitioners into the studio to lead projects that they are engaged with professionally and to examine the issues that are emerging within the profession, such as environmental equity or sustainable design.

## **PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION**

*Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.*

*In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.*

### **[X] Met**

**2015 Team Assessment:** The M. Arch program covers all of the Student Performance Criteria in the second phase of the program: the five semesters typically completed by the M. Arch. Track 2 students.

Students accepted into the M. Arch. Track 1 program are assumed to have no background in architecture, and are expected to take all of the coursework contained within the program. The few students in the M. Arch. Track 1 program who request a waiver for a particular course in the preparatory phase of the program, such as a history or structures course, are asked to provide the syllabi and coursework from their previous courses. The program director and the faculty members who deliver the content in question review this material, and they decide together whether a student's prior experience justifies the waiver.

Students accepted into the M. Arch. Track 2 program are rarely given advanced standing within the program, and, if they are, it is only given for support courses and never for the studio sequence. A student submits a request for advanced standing with Michael McInturf, the M. Arch program director, and Ellen Guerrettaz, the graduate student advisor. After a review of the student's transcripts, copies of the previous course syllabus and coursework are sent to the faculty teaching the challenged course for their review.

The faculty member evaluates the work and awards full or partial relief from the course requirement. The architecture program evaluates students entering the M. Arch. Track 2 program with deficiencies in any content area prior to formal matriculation into the program. A remediation plan is prepared for the student, which commonly requires the student to take coursework in the M. Arch. Track 1 foundation year, such as ARCH 7071: *Structures 1* or ARCH 7021: *HTC 1: History to 1600*. If students have too many deficiencies, they will be advised that they would be better placed in the M. Arch. Track 1 program. The student usually agrees and takes the full year of foundation work.

The general studies requirement is assumed to be met by all incoming M. Arch. Track 1 students, as they have a baccalaureate degree in a discipline other than architecture. The same assumption cannot be made for some M. Arch. Track 2 students. UC B.S. Arch students come into the M. Arch. Track 2 program with a minimum of 39 semester credits of general studies (although most students have more credits due to the proliferation of AP credit). Since 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 University, are similarly assured of meeting the general studies requirement because these institutions have a general education requirement that is similar to UC's in that students graduating from them have at least 39 credits of general studies. Students who come from programs accredited by other regional accreditors or from overseas programs 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 few 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 not 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 2 three-credit courses in interior design and urban planning that can be counted toward the general studies requirement. Finally, a student may take 3 additional three-credit elective courses in the latter three semesters of the program to fulfill any remaining deficiencies in general studies.

COFF EDITION

**PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

**II.4.1 Statement on NAAB-Accredited Degrees:** *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

**[X] Met**

**2015 Team Assessment:** The program website accurately publishes the necessary information required by the NAAB Conditions.

**II.4.2 Access to NAAB Conditions and Procedures:** *In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:*

*The 2009 NAAB Conditions for Accreditation*

*The NAAB Procedures for Accreditation (edition currently in effect)*

**[X] Met**

**2015 Team Assessment:** The program website makes the NAAB Conditions and Procedures available to the public.

**II.4.3 Access to Career Development Information:** *In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

[www.ARCHCareers.org](http://www.ARCHCareers.org)

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

[www.NCARB.org](http://www.NCARB.org)

[www.aia.org](http://www.aia.org)

[www.aiaa.org](http://www.aiaa.org)

[www.acsa-arch.org](http://www.acsa-arch.org)

**[X] Met**

**2015 Team Assessment:** The program website provides all appropriate links and documents for career development.

**II.4.4 Public Access to APRs and VTRs:** *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

*All Annual Reports, including the narrative*

*All NAAB responses to the Annual Report*

*The final decision letter from the NAAB*

*The most recent APR*

*The final edition of the most recent Visiting Team Report, including attachments and addenda*

*These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.*

**[X] Met**

**2015 Team Assessment:** The program provides public access to all appropriate reports and documentation in the SAID office.

**II.4.5 ARE Pass Rates:** *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents, either by publishing the annual results or by linking their website to the results.*

**[X] Met**

**2015 Team Assessment:** The program website accurately links to the appropriate web page for public access to the school's ARE Pass Rates.

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**III. Appendices:**

**1. Program Information**

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

**A. History and Mission of the Institution (I.1.1)**

Reference University of Cincinnati, APR, pp. 1-2

**B. History and Mission of the Program (I.1.1)**

Reference University of Cincinnati, APR, pp. 2-6

**C. Long-Range Planning (I.1.4)**

Reference University of Cincinnati, APR, pp. 16-20

**D. Self-Assessment (I.1.5)**

Reference University of Cincinnati, APR, pp. 20-24

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**2. Conditions Met with Distinction**

I.1.3 C. Architectural Education and the Regulatory Environment  
I.1.3 D. Architectural Education and the Profession

A.5. Investigative Skills  
A.7. Use of Precedents  
A.11. Applied Research  
B.9. Structural Systems

COFF EDITION

### 3. The Visiting Team

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**IV. Report Signatures**

Respectfully Submitted,

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Team Chair**

**Representing the ACSA**

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**Steve Jernigan, FAIA  
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**Representing the AIA**

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**Marissa N. Gray  
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