Architecture
Program Report

The University of Cincinnati

09/07/23

National Architectural Accrediting Board, Inc.

Architecture Program Report (APR)
2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	University of Cincinnati
Name of Academic Unit	The School of Architecture and Interior Design
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture Track: ☒ Master of Architecture Track: M1 99 credit hours Track: M2 64 credit hours ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2015
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Vincent Sansalone
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Edward Mitchell, School Director
Chief Academic Officer of the Institution	Valerio Ferme
President of the Institution	Neville Pinto
Individual submitting the APR	Edward Mitchell
Name and email address of individual to whom questions should be directed	TILMANJ@UCMAIL.UC.EDU

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

These were the concerns listed in the 2015 VTR:

CONDITIONS NOT MET

2015 VTR
I.1.4 Long-Range Planning

a. Progress in Addressing Not-Met Conditions and Student Performance Criteria

I.1.4 Long Range Planning

2015 Visiting 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.

STUDENT PERFORMANCE CRITERIA NOT MET

2015 VTR
None

CAUSES OF CONCERN

2015 VTR
Declining Financial Resources
Lack of Access to Resources
Accessibility Difficulty
Documentation-Outline Specifications
Impending Leadership Change

In the Fall of 2017 newly appointed School Director Edward Mitchell, with collaboration of the faculty leadership, wrote a Long Range Plan for the program that was accepted by the NAAB. The following is a brief summation of its major points and updates to progress:

University of Cincinnati, 2017 Summary of Response:

The University of Cincinnati Master's Program in Architecture

1.0 Mission and Vision Summary

The core mission of the architecture program remains the same and is documented in "Context and Mission" in this report.

2.0 Institutional Framework

This remains similar to the statement later in this report.

3.0 Challenges and Objectives

The goals of the School are:

1. Maintain excellence in our student body

a. Increase scholarship and graduate assistantship in order to reduce costs for our students
b. Increase recruitment to add a full class in the MArch 1 program; increase the visibility of the program outside the three state region
c. Increase minority enrollment in all programs
d. Improve advising and mentoring in the graduate programs
e. Maintain high level of student participation in decision-making and quality of student life and evaluation

The key goals in this area were as follows:

- The MArch 1 program is small, with only seven students. Increase to a full class of 12-14 students over the next 2-3 years.
- Cut, at minimum, one full semester from the MArch 1 program.
- There are currently 13 M Arch Scholarship awards for a total of $37,000 annually or an average gift of $2846. The school goal is to add 2-3 scholarships per year over the next 5 years.
- The school does need to make improvements in the diversity of its student body.

2023 Update

Since the fall of 2017 SAID increased the number of scholarships from 13 to 51 totaling $4.5 million. More than half are endowed. Our offers to incoming students range between a 20% offer plus co-op and GA stipend to the high of a 50% offer plus co-op and GA stipend. A 40% offer for an in state student amounts to a full tuition scholarship plus $5000 towards expenses when co-op and GA stipends are added.

The M1 program was cut from 8 to 6 semesters. This resulted in a gradual increase of the class size from 6-7 to 12 in 2021-2022 to 18 enrolled for 2023-2024 exceeding the stated goals. The M2 program was cut from 5 to 4 semesters.

2. Maintain faculty excellence and develop new faculty

a. Maintain a balance between the tradition of faculty commitment to teaching and demands for independent research
b. Stabilize and coordinate the core academic program
c. Provide flexibility in teaching schedules to allow development of new courses without a loss of continuity in the core teaching in the program
d. Encourage research and faculty development

***The key issues and goals were as follows*:**

- Over the past ten years the student body at SAID has grown 25% while full-time faculty dropped from 29 to 22.
- The College, traditionally a teaching institution, began to emphasize research. … “this balance between traditional educators and research focused faculty will be a challenge and an opportunity for the school.”
- “Tuning the MArch core curriculum will eliminate redundancies, shorten the time frame for degree, and open up the curriculum for faculty-lead Research electives and more focused studio subject matter… ”
- “Current faculty support has been limited to one semester-long travel studio and granting opportunities at the University level for research dollars. The Simpson initiative plan is to add minor support for travel, research and studio support in this area.”
- “the newly formed UC Press may support SAID publications.”
- “re-open the David Niland Teaching Fund “

2023 Update

The undergraduate program grew, matching the university target of 3% growth per year. The graduate program had a small downturn during COVID, but the incoming class of 18 M1 and 39 M2 students is near the maximum of what can be accommodated in our limited space. The programs were changed to a 6 semester M1 and 4 semester M2 track.

There are 24 full time faculty for the PhD, MS, MArch, BSArch and BSINTD programs, still short of the School's ideal number. Several retirements and the loss of faculty to leadership positions at other institutions led to hiring of 11 new faculty, including the School Director during the period since the last visit.

The College has an Associate Dean of Research who conducts workshops on research and grant writing. Faculty have been involved in Research including over 10 books, dozens of book chapters and over 40 articles since 2017. The faculty have received 23 grants for School-based faculty lead research and participated as conference chairs, panelists or as presenters in numerous conference proceedings. Individual achievements are accounted for in the Faculty CVs.

The School published its first book of student work with Actar in 2019 and worked with the University of Cincinnati Press to publish five books with five that are currently in production. Thesis worked is captured in an in house student publication and the students' thesis books submitted to the School after graduation.

Graduate students, supported by the School and the University, travelled to China in 2019, Mexico City in 2020, southern Florida in 2019, eastern Florida in 2022 and made regional trips to Chicago, Detroit, and other Midwestern cities. Travel was curtailed during the pandemic. Those studios were supported by the Simpson Fund and grants from UC International and have been featured in our publication series.

The David Niland Fund has supported a teaching fellow for the past four years. The Simpson Fund has supported two full time fellows, one from 2019-2021, and one from 2022-2023. Both visitors taught a total of four semesters. One new Simpson Visiting Professor was hired for Fall 2023.

3. Develop the Curriculum to reflect internal changes and new professional development and research tracts

a. Clarify the relationship between History and Theory courses and the Design curriculum
b. Reduce redundancies in the curriculum
c. Develop new courses in material sciences and urban issues
d. Integrate technology and building science courses into the design curriculum
e. Develop interdepartmental courses in research and design

***The key issues and goals were as follows*:**

- "… in embarking on the examination of a curriculum we must … educate future architects on the rules, the technical challenges, verifiable tasks, the logistics and organizational requirements of rooms, buildings and cities. But we must also instill a healthy skepticism, to challenge assumptions, to test principles, to engage in active dialogue with those same precedents"
- "our curriculum begins with fundamentals, passes through disciplinary interrogation and culminates in research – research that both engages the verifiable facts but which recognizes that facts …can either affirm or challenge the status quo…"
- "The School divides the curriculum across the multiple programs into three primary tiers – Foundations, Disciplinary Expertise, and Research. These tiers represent the collective, general program."
- Familiarize our students with composition, 2D and 3D techniques, basic familiarity with materials, simple structures, and core knowledge about the history and theory of architecture.
- Professional Competency: As the student passed through the core, the career path should narrow in on specific disciplinary questions and problems. Those include more complex structures, hybrid assemblies, the relative and transformational nature of light and color, new materials, critical thinking as opposed to classical theory (the core knowledge of the discipline), and the increased complexity involved in urban-scaled problems that incorporate environmental, economic, symbolic, and political factors and multi-disciplinary teams into the Design equation.

2023 Update
The Masters program went under major revisions. The ARCH7004 studio involves research into a specific material application and has worked with OMYA, a chemical research company to lighten materials and investigate complex casting systems for building components. The ARCH7005 studio has worked on large

sites integrating storm water and flood management into the development strategy and has been part of our publication and exhibition program in the city of Cincinnati and Covington, KY. This studio had led to strong showing in the national ULI competition where UC teams made up of students from Architecture, Landscape, Urban Planning and Business have won awards in five of the last six years. ARCH8001 Research studios have worked on the design of regional airports, new manufacturing facilities, and investigated the legacy of Wright's block houses in Cincinnati. The most significant change is in the final year of thesis. Student work has been recognized by the ULI, and has been included in conferences in the Caribbean, NOMA, and the University of Groningen and exhibited at the University and area museums and galleries. Other projects have included investigations on shrinking cities and small towns in the Midwest, refugee camps in Syrian and southern Italy, accommodations for population explosions in China and India, restoration of historic buildings in Cincinnati, Dayton, Beirut Lebanon, Russian Georgia, and Italy to name just a few of the diverse research topics driven by our students.

4. Encourage Research and Special Programs

Research and Thesis

The School identified four areas of research **Urban Futures, New Building Technology, Thinking Beyond Sustainability, and New Publics/ New Audiences**. These have become targets for curriculum development and funding which is outlined later in this document

Research and Thesis allow in depth investigations in resilient urban districts, transportation/mobility, housing, the future of work, the future of education, fabrication, issues of health and well-being, energy/power, social justice, and food production, and changes in our social institutions, among the many topics addressed by the School.

Our goal to not just mirror changes made in the profession in technical, environmental, and cultural sustainability; community leadership; and business, but to lead in integrating areas of the curriculum so that Building Technology, Site Design, Professional Practice, and Skill based lessons are better integrated into Studio. As previously discussed, this has been accomplished through a thorough review of the curriculum structure and by opening opportunities for College level and University wide collaborations.

***The key issues and goals were as follows*:**

- Work within the College to encourage shared resources and expertise in the different departments
- Work with the University to take part in larger initiatives in funded initiatives
- Increase endowment for Lectures and Workshops
- Evaluate and improve facilities to foster graduate level research
- Find additional faculty support for participation in national conferences.

2023 Update

Changes in University hiring policies and budget structure have affected the School plans in these areas. However, the School has been successful in developing courses and programs with other Schools in the College and at the University level.

In 2020-2021 SAID voted and approved a joint MArch/MBA program with the College of Business (CoB) that requires an extra two semester of education (26 credits) and one additional co-op. The first students to attain both degrees graduated in Spring of 2023. The School of Planning (SOP) and SAID developed a new Master in Urban Design which has been approved by the School, the College, and the University and is under review by the State of Ohio. SAID and the College of Engineering share courses. SAID teaches studios, skills, architectural history and other electives to undergraduate students in the Architecture and Engineering program. Each year 2-3 of those students are admitted into our M1 track. MArch students take their introductory and advance structures class in the College of Engineering. Our History of Cities course is taught by School of Planning faculty. MArch students routinely take courses in the College with faculty from the SOP, the School of Art, and the School of Design.

We currently have seven funds that sponsor lectures. SAID holds 8 -10 major public lectures per year by outside guests. A short series of talks was done by local talent in the creative fields was initiated in the in the

academic years 2017-2018 and 2018-2019. Money has been allocated for workshops through the Simpson Fund and outside funds including money from the Tristate Masonry Institute.

Funds from the University support Faculty Development. New hires are given research packages to support conference attendance and academic research. Funds for this vary by the hire. The School has also established funding from gifts and sponsored research that allow faculty to travel. The College had been supporting faculty travel at SAID between 2018-2022 with approximately $14,000. Funding was curtailed starting in 2022-2023 due to budget cuts. During this time the School Director, Associate School Director, and members of the faculty have regularly participated in ACSA National, ACSA Leadership, AIA, SAHA national and regional, ACADIA, and NCARB conferences as speakers, panelists, or board members.

5. Maintain and develop projects that involve community outreach and professional development
2023 Update
Beginning in the first year of the graduate program students have been actively engaged with the regional community. We have worked consistently with the Hillel Foundation for the first year sukkah project and other public groups through the historic building documentation portion of the Preservation courses.

6. Improve alumni relationships and funding initiatives
2023 Update
Director Mitchell, with the UC Foundation, developed a more robust alumni network. This resulted in an increase in scholarship and other gifts in support of students and faculty. The School hosted alumni events at the National AIA conventions in New York in 2018 and Las Vegas in 2020. Director Mitchell has hosted alumni events in Cincinnati, Chicago, Houston, Boston, New York, Baltimore and DC and Nashville. Alumni supported students to attend AIAS and NOMAS national events. Alumni are regular reviewers, part of our co-op-based job fairs, and guest lecturers. In 2023 Todd de Garmo (’84) was given the Taft Medal, the university’s highest honor, for his contributions to the University and for his professional achievements.

7. Improve Hardware and Facilities
***The key issues and goals were as follows*:**

- Expand the Fabrication labs
- Additions to our student body will require additional space so it is not part of the immediate plans to expand the programs.
- The Betz Fund for the Materials Library should be used for improvements to the space for special events including small lectures, visiting critic and workshop sessions and doubles as a material resource center for Interiors.
- Faculty recently were awarded funds for a new multi-axis robot in the Digital Fabrication lab. SAID still needs additional equipment, particularly two to three laser cutters for use in the graduate studio.
- Though some areas of the building are not handicap accessible. This falls to the Dean of the College and the University to address such issues. The incoming Dean of the College will need to address the need for additional space across the College.

2023 Update
The Fabrication Lab was tripled in size in 2019. The Digital Fabrication Lab added new equipment. The University built new facilities at the 1819 Building for students and faculty to use for digital fabrication and printing. Work on the SAID Materials Library was completed in 2019 .Remaining funds were used to add large format screens, printers, and scanner for t the graduate studios. New desks were purchased for several studios and desks were upgraded to the 8001 studios shared by grads and 4th year undergraduates. The 8001 studio was renovated. New HVAC and electrical and hazardous material were removed and replaced in the summer of 2022. The major changes to address accessibility to that studio have not yet been addressed by the university. There is still a space need with the expansion of the programs and a need for lab space for building science core teaching and research.

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:
The shared faculty resources across multiple programs in Architecture and Interior Design (PhD, MS in Architecture, MArch, BSArch, and BSINTD) makes curricular changes complex. The added demand to ably train young architects and interior designers to become productive members of a professional office by their second year as undergraduates is a challenge and an opportunity. A change in any one program impacts the rest of the teaching at SAID.

Due to concerns about decreasing enrollment in the program from 2011 to 2017, the School made an assessment of changes that might increase the interest in our graduate programs. Prior to the change in the NAAB Conditions, the School reviewed its curriculum and proposed shortening the M1 track from 9 to 6 semesters and the M2 track from 5 to 4 semesters. Major changes were made to the School's MArch program to be phased in starting in the 2018-2019 academic year, prior to the changes in the Conditions. The time to implement those changes was approved at the School, College, and University level and the process was completed in 2020-2021 during the COVID epidemic just as the new Conditions were being released. SAID found that the new Conditions corresponded closely to our approved changes and reflected shared values between the School and the NAAB, possibly due to our School's close relationship with the profession. This put us in good stead to align to our shared goals. Meeting the Conditions did not have major implications on curricular content.

However, other non-curricular changes suggested by the Conditions have improved our evaluation process, including a more comprehensive set of Admissions standards for our pre-enrollment review. These were formalized and tested in the Spring of academic year 2022-2023. We will not be able to self-assess those evaluations until the close of this academic year. Other standards for assessment have been subtly changed internally every year, both to respond responsibly to the School's program changes and the new Conditions.

The proposed changes brought the two tracks of the MArch into alignment with program length standards for other highly ranked, accredited schools. The new outline for the MArch program is as follows:

Year 1 Foundations
Classes are geared to students with limited or no background in Architecture. The first two semester are an introduction to the profession. Students learn basic construction, digital skills that enable them to work in an office after one year, introductory courses in Building Science, and introductory courses work in History and Theory. Students with some background are challenged by the conceptual rigor of the studio work and advanced skill sets in representation and digital production.

Year 2 Professional Training
Classes are for advanced students with background in architecture either from our Year 1, M1 program or as students with accredited BSArch degrees who meet the School admission standards for advanced standing – M2 candidates. Courses are aimed at professional training and assessment in building and urban design. Students are expected to fulfill most of the standards for the new Conditions by the end of this year in order to move on to advanced studios and thesis. Course work includes the studio sequence, integrated technology, advanced structures and Building Science, one semester of advanced Skills, and history courses on the City and Contemporary Theory in advance of making a thesis proposal for the final year of the program. All students do one semester of co-op in this year.

Year 3 Research and Thesis
The third year provides more option for students to pursue individual development through the ARCH8001 Research studios, the development of a written and designed thesis, and also includes courses supporting professional practice. Electives vary but may include classes towards taking the licensing exam, courses in the School, the College, or the university that allow students to complete Certificate programs.

Students in the M1 program come from a variety of backgrounds. The largest group of M2 candidates comes from our own programs, and our students were regularly being accepted into two year rather than our own two and a half year M2 program, costing us approximately 5-10 students from our own program. There was also a concern that other regional programs were transitioning back to five year BArch programs which would eliminate their students as candidates for out MArch programs. The changes being made regionally were estimated to cost us 8-10 students from other regional schools in the MArch program or roughly 25% of the M2 candidates. This had the potential to cost us another 15 candidates from our undergraduate programs or nearly 50% of the potential graduating class.

The M1 was two semesters longer and one and a half calendar years longer than other competitive programs. An ad hoc committee was formed in the Fall of 2017 with transition plans to shorten the thesis, move course work into semesters with lower credit hours, and the elimination of courses that had become redundant to overall education of the students. There were three plans developed - an immediate transition, a one year transition, and a two year transition. The committee felt that the more radical changes should be extended so that the transition could be evaluated over the course of two years, and so the long range plan was put to the SAID faculty for approval and to the College for approval in the Spring of 2018.

- Moving two courses in the M1 third semester summer studio, placing one in the second semester Spring and one in the third semester Fall. This eliminated the summer semester for the M1 first year.
- Elimination of Landscape course ARCH7051 in the second year and integration of some of the content into the ARCH7005 studio (3 credits)
- Gradual phasing out of Thesis Prep and extension of Thesis Writing into the Fall and Spring of the final year
- Shortening of the Thesis Studio from two to one semester of Design ARCH8009 (6 credits)

Program Credit Hours and Structural Changes
As stated above, the School of Architecture and Interior Design (SAID) initiated major changes to the programs starting in discussion in the Fall of 2017. These were approved and enacted over the course of the next three years ending with the establishment of a new curriculum at the start of the 2020-2021 academic year. That year we graduated two classes. One was still on the old curriculum, the other on the new 6 semester M1 and 4 semester M2 tracks. In most respects, these changes closely corresponded to the changes in the NAAB Conditions.

The M1 program was gradually cut from 8 to 6 semesters and includes two co-ops. The M2 program was cut from 5 to 4 semesters and includes one co-op. Students in both tracks have the option of a trailing co-op the summer after graduation. One course in landscape design was incorporated into the second year, second semester studio. Skills courses were shifted from the third, summer semester into the preceding spring semester of first year. Thesis Prep was eliminated and an added semester of ARCH8011Thesis Writing took its place. The ARCH8009 Thesis Studio was cut from two to one semester.

Research Agendas and Shared Values

After interviews with the faculty and several discussions during retreats and conversations with the SAID leadership group, the School identified common themes in the faculty work and in the prospects for modifying the curriculum. Research themes set by the School are as follows:

- **Urban Futures**
- **New Building Technology**
- **Thinking Beyond Sustainability**
- **New Publics/ New Audiences**

These categories reflect the shared values established in the new NAAB Conditions, particularly in the Shared Values of the Discipline and the Profession: **Environmental Stewardship and Professional Responsibility** (Urban Futures, Thinking Beyond Sustainability); **Equity, Diversity, and Inclusion** (New Publics/ New Audiences); **Knowledge and Innovation** (All four areas); **Leadership, Collaboration, and**

Community Engagement (Urban Futures, New Publics/ New Audiences); and the Thesis program itself is geared towards **Lifelong Learning**.

The refinement and assessment of these research areas is ongoing. The intellectual curiosity of the faculty and students is indicative of the commitment to education and the program's unique history and dialogue with the profession through its co-op program. The faculty, many of whom are practitioners are in constant dialogue with the profession. That partnership and shared mission informs our consideration and development of the skills required of today's architects and sharpens the evolving critical critique that has characterized the best of the academic programs. SAID and its professional partners continue to evolve the discipline and the profession as a mutual project of interrogation and research. The School makes a point of outlining the differences between the profession and the discipline, what are the legal and established standards of practice and the challenges made by disciplinary questions that lead to technical, formal, and programmatic innovation. That is not to say that the profession and the academy are at odds but that the institutional framework of both are dependent on one another and challenged by one another.

In working towards the goals of the new Conditions, we have been mindful of creating better rubrics for assessing how to evaluate the capabilities of students in our two tracks. This had enabled us to clarify the expectations of both students and faculty. This is also helping us clarify assessment at key points in the curriculum, adjust workload for the students, strengthen our shared values, and establish clear benchmarks. And, while these common purposes have bolstered and continue to strengthen shared values, we have been able to maintain and develop research and thesis which empowers students to explore individual pathways towards long-term engagement with the professional expectations and disciplinary questions that inform the practice of architecture.

NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

University 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 50,000 students in 12 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.

Today, the University of Cincinnati is classified by the Carnegie Commission as a Research I University (Very High Research Activity). UC 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 2023 will be the largest at more than 6,350 students, and the best qualified in the institution's history, bringing total enrollment to a record level. 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 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.

DAAP and its Mission

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.

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 School of Architecture and Interior Design Mission
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 four semesters of academic instruction; one semester of co-op with an option of a trailing co-op after graduation
- M. Arch. 1: Liberal arts undergraduate degree plus six semesters of academic instruction; two semesters of co-op with an option of a trailing co-op after graduation

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 the thesis, a year-long written research and one semester design project. 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 semesters, 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.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

Relationship to Its Academic Context and University Community

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 was the initial force in student activism regarding sustainability and historic preservation at the university. 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, the Hillel Society, the cities of Cincinnati and Covington, KY, The Ohio State Parks at Caesar Creek, and educational programs within the Cincinnati Public School system and the C.A.M.P program. In addition, the 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. Students have engaged local and international organizations including the Cincinnati Public Libraries, the Robert O'Neal Multicultural Center, the King Records Legacy Committee, the Hillel Foundation, the Contemporary Arts Center, and the Ohio State Parks to name but a few of the many public institutions with whom we have worked.

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.

SAID faculty have served on School Director Advisory Committees, the Faculty Senate, as reviewers of other University programs, as advisors to the Campus Building Committee, and many other University service groups. Faculty have also been active in research projects with other members of the University. Professor Ming Tang has space at the newly established Digital Futures Center, and other faculty have done research work with other members of the College, the College of Business, and are working with the College of Engineering, the College of Arts and Sciences and have represented the University through excursions in support of UC International.

The faculty and administration of the School of Architecture and Interior Design have crafted 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.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

Learning Outside the Classroom
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 Architectural Experience Program [AXP] while working as employees under the supervision of licensed architects in firms that participate in the co-op program. AXP is introduced to students in their first professional development class, which is taught by faculty at the College of Cooperative Education and *Professional* Studies. For M. Arch. 1 students this is during their second 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 AXP, and most students use the AXP 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 the College of Cooperative Education and Professional Studies. 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 co-operative 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 Architectural Experience Program (AXP) 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.

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.

SAID created a course entitled **ARCH8041 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.

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.

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, expose students to career opportunities and help them plan for these opportunities. In addition, support and instruction in interviewing skills and portfolio preparation are offered through an introduction to the Architectural Experience Program (AXP). Regular meetings with professional practice advisors are devoted to reviews of the prior work semester, options for future co-op assignments, and general career advising.

The local AIA chapter and SAID have had a long relationship of interaction. SAID Graduate Director Sansalone served as a representative to the local AIA from 2018-2020. Since 2020 School Director Mitchell meets monthly with the local AIA, Urban Land Institute, Design Lab, and other public groups to coordinate events. He has also been a participant in the Cincinnati AIA Vision program for young architects. Faculty participate in the local AIA, ULI, volunteer at Design Lab (a program for elementary students interested in design), work with our summer camp programs, and serve on neighborhood planning boards. Students have won State AIA Design Awards (2019, 2020, 2021, 2022) and local and national Urban Land Institute Awards, (2018, 2019, 2020, 2021, 2022) Custom Residential Architecture Network (CRAN) Awards (2020, 2021, 2022), and have been identified as *Metropolis* Future 100 (2023) as well as having participated in professionally related award competitions including the annual NOMAS competitions, and professional supported competitions like the ACSA awards, the Athenaeum awards, and COTE.

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. As students progress through the curriculum, the research 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.

Local professionals are frequent visitors to the school, engaged as lecturers, regular participants on juries, and act as ad hoc thesis advisors and financial benefactors of the programs.

The program financially supports professional student organization through an endowed gift fund. Those organizations include the AIAS, NOMAS, and students have participated in the national conventions in the years following the COVID pandemic. The students are regularly engaged with local chapters of those organizations through exhibitions, and job fairs held in the Fall and Spring.

New Publics/ New Audiences
Community connectedness and service are key values held by the University of Cincinnati. We take seriously our role as a public urban research institution. One of the four key research paths for the School is **New Publics/ New Audiences**. 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. Between 2019-2022 students in our programs were engaged with twelve public agencies. Students in the first year master's program build a sukkah for the Hillel Society. Those structures are installed and used as part of the campus celebration of the holiday week. Though the intention is that these are temporary structures, the craft and care in their fabrication resulted in the request of the Hillel Society to install these as permanent installations in a nearby park. In addition, first semester students have worked with the board of the Caesar Creek State Park for the conceptual design for their new ranger station and education center. Second year students, in the summer studio have worked with public and private groups in the redesign of the Ohio River waterfront. The third year research studios are driven by in house and visiting faculty. Those studios are speculative but are directed to address one of the four research areas in the curriculum. These studios, with the exception of the years during the pandemic, take field trips guided by faculty. Sites have recently included trips to regional centers in Chicago, Columbus, IN, southern Florida, Hawaii and Mexico City. Several students participated in a design build studio in rural China in the summer of 2019.

Over the past five years there have been a number of engagements with organizations in the greater Cincinnati area and in a broad range of sites. Included in this are studios on restoring and adding to an historic home by Frank Lloyd Wright, designs for an informal community in Mexico City and in an Hispanic neighborhood in Chicago, a joint studio with universities in Mexico and the United States on the impact of the NAFTA trade agreements, rehabilitation of an abandoned stadium in Akron, and other complex projects that address issues of historic restoration, sustainability and construction at an advanced level. The thesis students develop independent work but regularly engage communities in their research and project development. Thesis students have worked with rural communities in Ohio, Indiana, and Kentucky, have consulted with experts in Saudi Arabia, southern Italy, Mexico City, India, Madagascar, Guatemala, and Syria. The range of experiences that our international students and faculty bring to the program engenders a wide range of resources and expertise that enhances the regional strengths of the program.

Elective courses often engage with the community. This includes work aiding in documenting historic structures through the Cincinnati Preservation Association (CPA), envisioning public spaces with local gardening groups, assisting the neighborhoods of Price Hill, Avondale, downtown Cincinnati, South Cumminsville, Northside, the Muslim community in Mason, and working with the Port Authority, local developers, the Cincinnati chapter of the Urban Land Institute, and the organizations of the state and local AIA. These professional groups also teach, advise or jury student work.

Our proximity to great local architecture and nationally renowned sites in Columbus, Indiana; Chicago; Detroit; and Nashville and faculty lead trips to other regions of the country are part of the learning experience. Students also take advantage of the co-op system to visit other parts of the country. Travel studios, only recently revived after the pandemic have helped expand the range of student experiences.

Summary Statement of 1 – Context and Mission
This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

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.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

The School made a concerted effort to re-examine the design studio sequence to insure the consistent development of skills with an increasing level of complexity and integration of design methods, building science, and critical thinking at each stage of development. In each studio at least one of the four areas of research - **Urban Futures, New Building Technology , Thinking Beyond Sustainability**, or **New Publics/ New Audiences** – is addressed in the studio problems. As the student gains greater mastery of issues, the problems increase it the degree of complexity.

Sustainability has become nearly a cliché of the profession. Simply meeting standards is insufficient to address the intertwined factors that contribute to a successful design solution. Rather than subject the judgement of the design to simple standards, the faculty hope to impart a critical assessment of problems so that the construction of the built environment is navigated from the initial interpretation of program to the selection of materials, the integration of building and the site, and the enduring role that architecture makes in the economic, environmental and social life of the city.

In the first year the problems are designed for both the beginner and the more advanced student. The mix of student backgrounds can equally contribute to the dialogue in the studio. This includes students who have a previous architectural background or students who may have input from other undergraduate backgrounds in business, engineering, environmental studies, fine arts, history or creative writing, to name but a few of the majors that contribute regularly to the program.

Issues of safety and equity as it pertains to accessibility are built into the codes of practice and are routinely addressed in studio, predominantly in the second year of the program. Resilience and sustainability complement one another whether that is interpreted as an engagement with the challenges of shifting environments impacted by global warming, energy consumption, or the changes in weather. The second year studios on the building, **ARCH7004**, and the city, **ARCH7005**, directly address questions of materiality and building performance, integrated site design for storm and flood control and the societal implications of shared resource management, public space, and district scaled urban systems.

Courses taught in **Building Science** and **History and Theory** compliment and advance these concepts. Students add to the development of their design studios in these courses or are introduced to concepts from the past or idea that may impact the future of design.

Under the banner of **Urban Futures and New Building Technology** we are both reflective and attentive to past practices that might be revived in the near future – land stewardship, compact urban communities, integrated mass transit, use of local materials - or developing techniques and skills that might enhance the built environment - digital fabrication, smart cities, lightened material hybrids.

The evidence of the successful impact of the changes in the curriculum on the students success is evident in the thesis projects. These range from material science studies, to affordable housing solutions, to integrated waterfront development, to strategies for historic preservation.

Because many of these program initiatives are relatively new, we are still assessing the long range potential of our collective knowledge and capabilities. Our goals continue to be to create more robust and new partnerships with our partner firms and corporate sponsors. While we are very strong regionally, we hope to increase our international impact through academic partnerships, travel, and workshops. For example, this coming fall we will be doing workshops on drawing technique with alumni, on sustainable building materials

with visitors from other universities, and explore issues of equity with internationally renowned architect Teddy Cruz.

There is increasing pressure on public schools to be self-funding. We have made small inroads to support the programs and the adventurous nature of the student work has helped us engage outside resources. It is the intention of the College to begin to engage cross disciplinary research and corporate partnerships. It has already been a driver of the School of Architecture and Interior Design. In order to stay competitive and relevant to an ever changing profession, it is our intention to continue to develop our engagement with national practices and to think further how we might capitalize on our co-op partnerships as shared resources for research projects between professional offices and the School.

ARCH7001 engages the Hillel Foundation in the design of the sukkah. The project introduces basic wood construction and the use and reuse of sustainable materials.

ARCH7004 develops and assesses issues of safety, sustainable materials, and integrated construction techniques. These skills are further developed and assessed in the complementary Building Science course **ARCH7062 Integrated Technologies**.

ARCH7005 develops and assesses integrated site design, transit oriented development, and landscape ecology.

ARCH8001 depends on the individual critic's problem statement. These studies have addressed social equity in low income neighborhoods in Chicago, in Mexico City and in neighborhoods in the Midwest. They have addressed sustainability for new industries in Akron, reinterpretation of the 'organic" Usonian model of Frank Lloyd Wright, and will study the reuse and improvement of building performance in high rise construction.

ARCH8009 Thesis is determined by student interest. Over the past three years thesis students have explored the use of new, green materials – hempcrete, local sand casting, heavy timber construction; equity – affordable housing in Ohio and India, emergency refugee housing in Syria, India and Cincinnati, homeless populations in Cincinnati; preservation in Cincinnati, Dayton, Beirut, Bangalore, China; sustainability and resiliency at the city scale in Soviet Georgia, Guatemala, Mexico City, Florida, Madagascar, and New York City; land use and food production in communities in Ohio, Indiana, and Kentucky; and underrepresented minority communities in Mound Bayou, MS, Baltimore, rural Kentucky, Washington DC, Atlanta, and religious and spiritual communities in Columbus, OH, Cincinnati, and Syria.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

Thinking Beyond Sustainability
Thinking Beyond Sustainability is one of the pillars of our research agenda. The faculty emphasize the importance and necessity of sustainable practice and design in all of the course work and in studio practice. Sustainable is approached comprehensively throughout the curriculum from materials studies, to building assembly, to passive and active heating and cooling, to urban design. Our collective approach is spelled out in the SCs and PCs. In summary these are out key points in the curriculum:

First Year
The **ARCH7001** Studio constructs the sukkah project in which the use of natural materials is required in its construction, an ancient set of rules that reverberates in the present.
ARCH7061 Construction Technology introduces basic construction methods as core issues of sustainable practice

ARCH7081 Environmental Technologies introduces building systems with an emphasis on sustainable practices.

Second year
The **ARCH7004** Fall second year studio on building design reviews the requirements in an historic district of the city, attempts to be inventive within those restrictions and has engaged outside partners in creating creative and sustainable uses for older materials. That studio has worked with chemical engineers to lighten concrete and has had that work installed in the company's international headquarters in Zurich.
The **ARCH7005** summer second year studio does preliminary exercises in the design and calibration of sustainable landscape strategies to process and clean a two inch rainstorm and use that same infrastructure for handling flooding along the river.
ARCH7054 History of Cities has lectures on sustainable practice.
ARCH7037 Contemporary Theories of Architecture has one lecture on the evolution of Sustainable urban Design in the context of New Urbanism, and two other lectures on sustainable design in the urban and building context.
ARCH7062 Integrated Technologies connects building design and detailing to sustainable practice.
ARCH7082 Environmental; Technologies 2 goes into depth on sustainable systems.

Third Year
The Fall **ARCH8001** Research studios have incorporated those landscape strategies into the designs of affordable and sustainable communities in Mexico City and Chicago. Other Research studios have looked into the use of local materials in construction and the processes for cyclical production economies to transform obsolete industries in the Rust Belt.
ARCH8009 Thesis has had many projects focus on issues of stewardship and sustainability. Social responsibility is a hallmark of the thesis program. Topics have included the integration of intelligent building into sustainable landscapes in the Pacific Northwest, inventive use of indigenous materials in construction, refugee communities in Syria, flood preventative solutions for Guyana, restoration of historic black communities in Mississippi, public housing solutions for Puerto Rico and Soviet Georgia, mental health facilities in Cincinnati, the design of elderly communities, and accessibility in public libraries.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

Issues of Equity, Diversity and Inclusion are addressed at the University, College, and School levels. As of the writing of this report questions remain regarding activities by the state and federal legislature that may impact the language and capacity of the programs to directly address this topic.

The University on Equity, Diversity and Inclusion

The University of Cincinnati is committed to Diversity, Equity and Inclusion. The public website of the UC Diversity Office reminds the community of this, and through its active programs found at:
https://www.uc.edu/about/equity-inclusion/about/guiding-principles.html

The following are the Guiding Principles upheld by the University:

Guiding Principles
Innovation, Inclusion & Impact

The University of Cincinnati's diversity and inclusion efforts are guided by a plan that outlines six key goals with corresponding objectives, recommended strategies, and five year outcomes. We invite you to join us on our journey toward inclusive excellence.

- **Innovation**- Challenging existing practices and paradigms and discovering the unknown.
- **Inclusion**- Intentionally engaging all people and the contribution of diverse ideas.
- **Impact**- Positively transforming our community and society in measurable ways.

Just Community Principles

The University of Cincinnati is a public comprehensive system of learning and research that serves a diverse student body with a broad range of interests and goals.
The faculty of the university produces world-renowned scholarship and nurtures innovation in and out of the classroom. As well, the faculty, staff and administration support an educational setting of excellence, opportunity and service.
In embracing our roles within this learning community, we subscribe to the defining purposes, traditions and diversity of the University of Cincinnati. Through our actions, we will strive to make the University of Cincinnati a more caring and just community.

As members of this community, we will

- **Accept Responsibility** by striving to build a learning community committed to these common values and principles.
- **Celebrate the Uniqueness of Each Individual** by respecting individual differences and promoting common interests.
- **Embrace Freedom and Openness** by working to create an environment that is safe and affirming, one that nurtures independent thinking and the free and open expression of ideas.
- **Practice Civility** by extending to those we meet the same respect, cooperation and caring that we expect from others.
- **Promote Justice** by working to build a learning environment that offers everyone an equal opportunity to grow, flourish and contribute.
- **Pursue Learning and Scholarship** by building on successes, learning from mistakes and pursuing quality in teaching, research and creative endeavors.
- **Seek Integrity** by aspiring to the highest moral and ethical standards.
- **Strive for Excellence** by aspiring to achieve our fullest potential in our educational and personal pursuits.

Bearcat Bond

"As a member of the University of Cincinnati, I will uphold the principles for a Just Community and the values of respect, responsibility, and inclusiveness. I will promote the highest levels of personal and academic honesty and aspire continuously to better myself, the Bearcat community, and the world."

The site links students and faculty to workshops, resources, conferences and counselling.

Learning Culture and Social Equity

The University of Cincinnati “embraces diversity as a core value.” The public website of the UC Diversity 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; all faculty and staff take 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 The Office of Student Conduct & Community Standards (OSC&CS) ; The Student Code of Conduct was approved

by the Board of Trustees on August 25, 2020 and is published by the Division of Student Affairs. The OSC&CS and the Code of Conduct spell out procedures for addressing both academic and non-academic misconduct.

https://www.uc.edu/campus-life/conduct/student-code-of-conduct.html

The College on Equity, Diversity and Inclusion
The College has a Committee on Diversity, Equity and Inclusion that meets monthly and includes members of the SAID faculty. As of the writing of this report a process is underway to hire a DEI officer for the College. That position, when filled, may be subject to review pending the outcome of the State Legislature and Governor's review of Bill 83 which is a governmental challenge to the mission. Federal court decisions now being reviewed by the university may affect the language, if not the spirit, of the University's, the College's, and the School's mission.

The DAAP website page on DEI reads:
At the University of Cincinnati, College of Design, Architecture, Art, and Planning (DAAP), we value an inclusive and caring learning and teaching environment that allows for the development of creativity through our common and diverse interests.

Our college strives to be representative of all:

- races
- color
- religion
- age
- political affiliation
- ethnicities
- gender identities
- socioeconomic status
- level of ability/disability
- nationalities/country of origin/national origin
- marital or family status
- sexual orientations
- veteran status

While we know this list is not complete, we are committed to being an inclusive environment that empowers others to be their authentic selves.

DAAP is in the second year of the P&G Diversity in Design partnership. This initiative supports students in DAAPCamps and both undergraduate and graduate students in the School of Design through scholarships and mentorships. The College was awarded the UC Equity & Inclusion Incentive Grant for 2022-23 to support training workshops for students, faculty, and staff.

DAAPCares is an ad hoc group of faculty and students that recognize contributions made by students to issues of social justice and community building.

The School of Architecture and Interior Design on Equity, Diversity and Inclusion
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. The problem is extremely complex, with current economic and social issues hampering efforts to diversify, because, despite this proactive approach, the results have been uneven and minimal. However, that should indicate a redoubling of efforts. The research area **New Publics/ New Audiences** is intended to capture ongoing efforts and new initiative to engage the larger community in Cincinnati and the region.

SAID has been active in these efforts, with visible results in several areas. Prior to this accreditation period the faculty and students rewrote the Studio Cultural policy and the faculty search process was

changed. The School then reviewed course content particularly in History and Theory to broaden the scope of cultural references and to construct a more inclusive curriculum reflective of the rich history of world architecture and the opportunities for design impact beyond the communities that typical benefit from architectural expertise. The School identified the need to recruit talent in underrepresented communities at the middle school and high school level prior to matriculation at the university. And finally, the School actively addressed the need for additional funds and scholarships for graduate recruitment. Those goals were emphatically targeted during the period of this accreditation.

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 participate in every Faculty Search by attending the job talk and filling out assessments of the candidates, one of the examples of shared student/faculty governance.

Curriculum Revisions
The process of diversifying cultural references and educating students on the wide range of architectural traditions is ongoing and reviewed by the faculty as a shared set of values. Though the School lost some key faculty who taught in this area, new faculty were hired for the broad approach to world architecture. This resulted in changes to undergraduate courses in the History/Theory sequence and changes to the graduate curriculum to insure a wide range of cultural references and a more comprehensive picture of architectural production. Evidence of these changes may best be seen in the larger scope of thesis topics and contributions from students, both foreign born and domestic, in their areas of interest. Thesis topics in 2023 included refugee projects in southern Europe, emergency housing in northern Syria, material studies for the Saudi desert, affordable housing in the outer regions of Mumbai, and redesign of public housing in Soviet Georgia.

Young Talent Development
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. Summer C.A.M.P., the most visible of these initiatives, has run each year since 2009. Summer C.A.M.P. is a week-long day camp – designed to introduce the profession of architecture to a diverse group of middle and high school students. It has become the precedent for the national effort, Project Pipeline.

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). NOMA's Project Pipeline is modeled on this program which is the first of its kind in the country. Summer CAMP hosted an average of 32-40 students each year from 2014 to 2023. In 2014, SAID's Summer C.A.M.P. received a University of Cincinnati "Diversity Incentive Grant" for its efforts in recruiting minority students to the fields of architecture and interior design. Although the program retains independence from the University, SAID hosts the summer program and the faculty and staff contribute

time to support this program as either work or as part of our Service commitment. Three of our faculty and several of our alumni are members of the C.A.M.P. board, and undergraduates and graduate students serve as paid instructors for this program and the DAAP Camp high school program. In 2022-23 the program was expanded. The Mentoring Camp allows students to participate in short workshops once a month during the school year.

DAAP Camps was started in 2011 and was modeled, in part on the C.A.M.P. success. DAAP Camps are for all fur disciplines in the College and is intended as weeklong programs for high school students. Students stay on the university campus for the full week. Many of our undergraduates who self-identify as minority students had their first exposure to architecture through this program.

Scholarship and Recruitment
Starting in earnest in the summer of 2020 the School Director and leaders of the Cincinnati architectural community held several online discussions about improving opportunities for minority students pursuing degree in architecture. As of this writing Cincinnati has only one registered black architect. The result of those discussions was a shared initiative to support scholarships and recruiting for SAID, resulting in five new scholarships for underrepresented students.

The University addressed broader needs with two new scholarships, the Provost Scholarship for which PhDs are eligible, and the Yates Scholarship for Masters candidates. Schools apply to the University for these awards after candidates are admitted to their respective programs. SAID has been awarded a Provost Scholar in 2021 and five Yates scholarships, one in 2020, two in 20201, and two in 2023. Of the five, four have matriculated, two have received MArch degrees, and two are currently enrolled in the MArch program.

Although SAID hosted the AIA Directory of African American Architects web resource for many years, the School was not consistently active in the NOMA organization. Grad students, with the help of the faculty, applied for reinstatement in 2019. For the 2022 national convention, six students participated in the conference through funds from the School's Plesok Gift Fund. At least four students will be attending the 2023 fall convention, supported by the School and local Cincinnati Firms, and will participate in the NOMA design problem charrette.

The School Director has also participated in several national conferences on the topic and visited TBCUs in efforts to recruit candidates to the MArch program.

These combined efforts have had immediate effect. The MArch program has 3 of its 16 students self-identified as black. One M1 student now in the second year is receiving a half tuition scholarship plus GA stipend and co-op support from School funds, and a third year Hispanic student received two years of half tuition funding. Other students have received smaller awards and the high school DAAP Camp was awarded five scholarships for 2022.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:
The School has defined four primary areas of research that guide program development and outside funding. Those are **Urban Futures, Thinking Beyond Sustainability**, **New Materials and Building Assemblage**, and **New Publics/New Audiences**. Program development may address one or more of these areas and these act as curricular guidelines to develop students' critical thinking towards the thesis project.

Publications and Online Resources
SAID has been able to publish the School's first book of student work, *Echos*, in 2019 through Actar and has also contracted with the University of Cincinnati Press for a series of publications on student work. The undergraduate publication series are the first of their kind at the University. Each year the graduating thesis class publishes a short book of student work for distribution to the supporters of our programs. SAID

graduate student work has also been featured in collaborations with other universities including the book *Two Sides of the Border* edited by Tatiana Bilbao from the Yale School of Architecture and Lars Muller Press. That work was also exhibited at Yale University, and in venues in Berlin, Germany, Texas and Mexico.

Thesis students publish their written thesis on the Ohio Links website:
https://etd.ohiolink.edu/

The School also uses several sites to disseminate student work. Those include the official university website:
https://daap.uc.edu/academic-programs/school-of-architecture-interior-design.html

and College and School accounts on social media including Facebook and Instagram.
https://www.instagram.com/uc_daap/?hl=en
https://www.instagram.com/daapsaid/?hl=en

Each year SAID sends out mailings about the programs to over 100 colleges and universities. We also have begun advertising of our in person and virtual Open Houses and Events on e-flux.

Lecture Series
The SAID lecture series is archived and available to the general public on our server at;
https://stream.libraries.uc.edu/channel/DAAP%2BLecture%2BSeries%2B%2528Libraries%2529/51137331
The list of lecturers for the past six years is listed later in this document in Section 5.2.5 of this report.

SAID also sends out a bi-weekly email newsletter to students, alumni, and friends that updates lectures and events at the school, job opportunities, scholarship opportunities, and alumni news.

Engagement
SAID has also shown work in public venues including the Cincinnati AIA galleries, the Wave Pool gallery, and the Weston Gallery; participated in the city-wide Blink festival; participated in public meetings with the Cincinnati and Newport, KY government agencies, and worked in support of a number of other public groups to develop publicity for their programs. This fall students will exhibit their own work at the Contemporary Art Center in conjunction with the celebration of the 20th anniversary of the building designed by Zaha Hadid. Plans are also underway for a drawing show of alumni of the School for the University gallery on “Main Street” at the center of campus.

At the close of the academic year the graduating MArch class shows its work in a public exhibition at the College, DAAPWorks. DAAPWorks is attended by a broad representation of the community that includes alumni, friends and family, industry partners, co-op sponsors and the local design community.

There is also a virtual component of DAAPWorks:
https://daapworks.uc.edu/

Studios at the undergraduate and graduate level engage with other disciplines in the College and University. The graduate studios collaborated with students and faculty from the School of Planning on a large Transit Oriented Development site on the western edge of downtown Cincinnati. That work was shown at the Cincinnati AIA and published in a book “The Future of Fulton Landing.” Other studios are working with local architects and engineers, and have engaged the planning committee in Covington, KY across the river from Cincinnati in efforts to outline more sustainable strategies for riverfront development.

Public Events and Outreach
The School lecture series has also been open to the community. In person lectures typically have 200 students and members of the greater community in attendance. Several online lectures had over 400 participants. All lectures are digitally archived and are freely accessed through the College website.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:
SAID's programs are deeply committed to public service and community engagement and the structure of the College is a unique opportunity for cross disciplinary work.

Cross-Disciplinary Work

SAID believes in the core values of the discipline but also recognized that the changes to the profession and the nature of collaboration are beneficial to design solutions. To that end we have benefited from the internal structure of the School that combines Architecture and Interior Design and the structure of the College that features four major design disciplines, and the benefits of an R1 Research Institute that encourages research and collaboration between Colleges.

We promote ourselves as a small, highly ranked program in a large School of over 650 students, in a College of over 2400 students, in an R1 Research university of over 50,000 students, in a major US City whose metro area is over 2.25 million people. This unique situation promotes collaboration at several levels. Students regularly engage one another in collaborative studio projects and group work within the School.

College Level Collaboration
Students collaborate with other Schools in the College through shared course work with the School of Planning in ARCH7054 History of Cities and other elective classes towards a Certificate in Planning; with the School of Art in electives in Art History, Painting, Metal Work and other media; through the School of Design in classes on furniture design (shown at the New York Furniture Fair in 2017 and 2018) and in entrepreneurship.

SAID is in the process of approval for a new Master in Urban Design (MUD) with the School of Planning. The hope is that this proposal will be approved at the State level this year for recruiting a class for Fall 2025.

Inter College Collaboration
SAID teaches two architectural design studios for engineering students and 2-3 of those seniors enter the MArch 1 sequence while in their fifth year of undergraduate engineering. Faculty at the College of Engineering (CoE) in ARCH7071 Structures or ARCH7072 Advanced Structures or in electives like the Solar Decathlon Design Challenge. CoE faculty routinely sit on thesis reviews and act as secondary advisors at the Masters and PhD level of the program.

SAID collaborates every year for the Urban Land Institute (ULI) national competition with the College of Business (CoB) and the School of Planning. Students can achieve the Certificate in Business and the joint MArch/MBA degree with the College of Business. Our first two students with the dual degree graduated in the Spring of 2023. The CoB has also worked with SAID on joint courses revolving around the local ULI competitions.

SAID offers certificates with the School of Planning, the College of Business, and Women's Studies in the College of Arts and Science. Students have also taken courses in Women's Studies, and Arts and Sciences to support work in the thesis.

Hillel Cincinnati on the college campus works with our students on the annual Sukkah project. Rabbis and faculty attend the reviews and in turn, the structure is used by the university community throughout the holiday.

Community Engagement
The city of Cincinnati provides ample opportunity for engagement.

The **ARCH7005** studio has worked with property owners in the near downtown and the architects engaged in the redesign of the Kentucky waterfront and with government officials from the city of Covington to envision new ways of integrating sustainable landscape solutions with new development. Work from this studio was also shown at the former galleries of the Cincinnati AIA.

Currently we are exhibiting student work with the Contemporary Arts Center. Students from SAID will participate in a workshop on rammed earth construction with international artists as part of the exhibition celebrating the 25th anniversary of the construction of the CAC's building designed by Zaha Hadid.

The local chapter of the ULI assists in coaching the UC ULI teams and has also worked with us in the past on design charrettes in elective courses.

Faculty and students in elective classes have been working with the Civic Garden Center and with the Port Authority, the Cincinnati Preservation Association, and local developers engaged in affordable housing. Thesis students have engaged the towns of Falmouth, KY, New Philadelphia, OH, the Syrian Forum for refugees, the community of Mound Bayou, Mississippi; the Somali community of Cincinnati for the design of a new church and cultural center; the Cincinnati Public Library and the Robert O'Neal Multicultural Center, and the city of Dayton, Ohio. Our undergraduates have also worked with the King Record Legacy Foundation, Cleveland Public Housing Authority, Cincinnati Children's Hospital, and the Public Library among a long list of collaborators.

Leadership
MArch students are relied on to share teaching with undergraduates as official Graduate Assistantships, as participants in reviews. The structure of the School provides numerous opportunities for paid Gas throughout the academic calendar. Students apply to the pool and are assigned classes by the Graduate Director.

MArch students are also given opportunities to work with the summer C.A.M.P and DAAPCamps programs which run programs for middle school and high school students interested in our College programs. The C.A.M.P. program also runs an all year mentoring camp which students may participate in as volunteers.

Students choosing courses in Historic Preservation also assist the Cincinnati Preservation Association at its annual event.

All grad students are eligible for membership in our AIAS and NOMAS chapters. MArch students organized the UC NOMAS chapter and have served as officers and members of the chapter.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:
SAID holds regular public lectures to which the architecture community of Cincinnati is invited.
We work with the AIA to share events and calendars. Once a month the head of the AIA, the head of Cincinnati's ULI, representatives of the construction industry, and the School Director hold monthly meetings to share resources and opportunities. Our faculty and School Director also work the AIA Vision group, who support mid-career architects through workshops and discussion groups.

Faculty work regularly with other professional organizations including the AIA, NAAB, NOMA, the Cincinnati Preservation Society, and neighborhood planning associations. The Cincinnati Preservation Association (CPA) and SAID collaborate once a year with a public lecture. That visitor meets with university students, and students serve to assist at the annual luncheon and keynote address.

SAID contributes student work hours to the ongoing project run by the DAAP Library and one of our emeritus professors to support the collection and archiving of 20th century architectural drawings held by the UC collections.

The program provides ample opportunities to explore other areas of research and collaboration. This is documented above. Cross disciplinary work in the College and in the University enables students to explore alternative paths in the profession and exposes them to the cross-disciplinary nature of contemporary practice.

The Thesis sequence requires students develop individual research methods, organize a program brief, gain familiarity with current practice and investigations and posit a design outcome and written document to support their work. The Thesis program reflects the methods for developing projects and research in a professional office and may include interviews, literature reviews, site visits, engaging outside consultants and advisors and making public presentations in a concise and lucid verbal and visual description. Students performing at a high level in the thesis have had success presenting their work in exhibitions and in regional, national, and international conferences. Several students have gone on to PhD degree programs, recently at Yale and Cornell.

As of this writing, we have not been able to hold classes for continuing education for credit towards licensure renewal. Costs per credit hour at the university exceed the costs of AIA sponsored courses. That conflict between professional education courses and the cost of enrolled student credits has limited those opportunities. Licensed architects and others interested in SAID course have taken our professional licensure classes and classes in historic preservation.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

The University of Cincinnati's Cooperative Education program is faculty led to insure students fully understand the paths to licensure and are aware of career opportunities that they can pursue with their architecture degree.

Our program includes, preparation for the professional environment, individual career guidance for each student, and reflection on what they are learning in the professional setting, and is ranked first among public universities in cooperative education in the United States.

Upon their first semester, Master of Architecture students take a professional development course **PD7001** where they learn the pedagogical goals of the Architectural Experience Program (AXP) which is structured around the 96 key "tasks" that emerging architects must learn to be ready to practice architecture as licensed professionals. This is done in class the semester before their first Master of Architecture co-op term. While on co-op students are each assigned to complete a 250-to-300-word report on one of the 96 tasks, and at the end of the following semester, their work is compiled with some edits as needed and shared with the class. After co-op, students meet with their co-op faculty who is a licensed architect and small firm owner with over 20 years' experience, and they review the following:

- The previous semester's co-op experience
- Progress on AXP (including the 96 tasks)
- Opportunities that are open to each student according to their career goals
- Next Career steps
  In preparation for their first co-op, Master of Architecture students who are new to architecture or have not worked in an architecture firm are also go to four introductory workshops where they spend three hours on each of the following:
- Roles and Responsibilities in an architecture firm
- The project process from beginning to end
- The regulatory system including zoning building codes, why we have them and how they work
- Deliverables produced by architecture firms: Proposals, Schematic Design Packages, and Construction Documents

These workshops give our students a head start as they enter the professional setting which is why many of the nation's leading firms prefer to work with students from our co-op program. In turn, the opportunities afforded our students through our cooperative education program include top firms in every sector of the profession as well as top design firms.

During the co-op semester, each student is required to complete a three part student report. Also, the student's supervisor is asked to complete an evaluation. Both are reviewed during a reflection meeting with the co-op faculty during the first month of the academic semester immediately following the co-op semester.

Part one of the three-part student report covers learning objectives and is to be completed during the first week of the co-op assignment. One of the basic concepts of co-operative education is self-directed

learning. Students are therefore asked to write two primary learning objectives or professional learning goals which are reviewed with their supervisor.

Part two involves a mid-term review where students reflect on their progress toward learning objectives and review them with their supervisor. In addition, there is an exchange on how the overall experience is progressing with an overarching goal of making the experience mutually beneficial.

Part three is completed during the last week of the co-op term and is intended to help the student reflect and articulate what they have learned and how the experience may have influence their professional goals.

The employer evaluation is shared with the student typically during an exit meeting with the co-op supervisor. Students are assessed on the following:

- Communication
- Critical Thinking / Problem Solving / Decision Making
- Ethical Judgement
- Teamwork / Collaboration in Diverse Settings
- Innovative Approaches
- Professional Work Habits/Attitude
    - Confidence
    - Initiative
- Overall Performance - Strengths and Areas of Concern
- How the University of Cincinnati can better prepare students

Copies of the co-op assessment forms are provided in the Appendix.

The representatives of the College of Cooperative Education and Professional Development advise the School Director on the need for technical skills needed either in the curriculum or delivered through workshops. In turn, the School Director recruits co-op partners for the program and helps in finding opportunities for work during the non-academic semesters.

The Associate School Director serves as the AXP and NAAB advisor and meets with students to inform them of opportunities to complete criteria for licensure.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

Students entering the three-year M1 program have limited design background and, by the pre-assessment of their undergraduate experience, are in need of the full program offerings to complete requirements for the degree. Students admitted into the two-year M2 track are those with advanced standing from a non-accredited program. The first year is the **Foundation** Year, the Second Year is focused on **Professional Development,** and the third year on **Research** culminating in the **Thesis** project.

In each year the six credit studios and three credit courses in the areas of History and Theory, Building Science, and Skills are intended to complement and develop training in areas addressed in the studio sequence. Although the third year is the **Research** year, aspects of research are part of each semester's development. The School has identified its research areas as **Urban Futures, New Building Technology, Thinking Beyond Sustainability, and New Publics/New Audiences.** These categories are themes meant to capture faculty research, target fundraising opportunities, and to develop the curriculum. Through the course of the student's development, the expectation are that, along with co-op semesters, graduates are prepared for completing their professional apprenticeship and have

demonstrated independent skills and research capabilities so that they are familiar with the requirements of lifelong learning that is necessary for a successful career. See studio evaluation forms.

Foundation -Year 1
ARCH7001, in the first semester of the M1 program, begins with the construction of a Sukkah which has both specific program requirements and levels of creative interpretation of that program. The students individually develop a scheme through hand drawing and modeling. A jury is gathered of faculty, local rabbis, and representative of the Hillel community to select a project to move towards full scale construction. The class develops the Sukkah as a team, first through revisiting and refining the design from the outside criticism and by developing details of the project for later construction. Two weeks are dedicated to work in the DAAP shops to build the structure. It is then moved and adjusted to the site on campus. The Sukkah is used both by the School and the greater UC community for seminars and social engagement. The class conducts a final assessment of the project as part of the class. The second project is, typically, the interpretation of one or several theatrical stage sets for a play to be performed in a key architectural precedent. Students, again, develop a poetic interpretation of program and work with elements – stairs, columns, walls, and furniture - to stage the play and as a physical dialogue with an existing work of architecture. Work in the first semester is largely done by hand, from drawing and model making to full scale construction. Digital skills are gradually added into the course work and are demonstrated in the final drawings of the second project.

ARCH7002, the second semester of the M1 program, develops digital skills with programs that require additional development and engagement with site, enclosure, and basic code requirements challenged by the complexity of the program. The first exercise is the *Thin House*, a site in a narrow alley way in Cincinnati. Students develop an unusual interpretation of the domestic program through the constraints of the site. Most of these projects are developed with digital modeling skills using laser cutters and 3D printing. The second project, the *Thick House*, is a more elaborate development of complex geometry and its use in development of a complex structure and section of a building sited in downtown Cincinnati.

Students advancing through the first year are employed in paid co-ops in the summer and are evaluated at the close of that period of employment.

Self-Evaluation for ARCH7001 and ARCH7002
Both courses receive ratings in the 4.0 and above range out of 6.0 and 5.0 in areas concerning how the course “challenged students to think critically.”

Professional Development – Year 2
ARCH7004, the first in the M2 sequence and third in the M1 sequence, is more sharply aimed on professional development. The program is focused on a site in one of Cincinnati’s historic districts. Students begin with investigations of a material and a series of details that inform the final design of the project. The strict Historic District codes and local building codes define parameters in which to innovate. Final outcomes included models, building plans, sections and elevations, and Design Development level wall sections. The studios help prepare all the students for their Spring co-op.

Students advancing through the Fall semester are employed in the Spring as paid co-ops and are evaluated at the close of that period of employment

ARCH7005, the second semester of the M2 and fourth of the M1 sequences held in the summer, is a problem for a larger scale urban site in the Cincinnati region. Students analyze neighborhood precedents to familiarize themselves with building scale and district infrastructure and show analytic drawings at scale of the physical structure of the existing community. The second exercise integrates storm water management and flood control into a dense urban configuration. Students fill out a matrix that quantifies and calculates the quality of the water management systems in their design solution shown in 2D and 3D graphics. Students use these exercises and sketch problems from **ARCH7037 Contemporary Theory** to develop strategies for waterfront development on a 25-35 acres site. Final projects develop flood and water retention strategies in conjunction with a 2.5-3.0 FAR development strategy. Students produce

models and drawings at the scale of the overall site and include sectional development of key areas of the district.

Self-Evaluation for ARCH7004 and ARCH7005
Both courses receive ratings in the 5.0 and above range out of 6.0 without great difference in the individual professors. Both courses prove challenging to the students and have been instrumental in developing students for the Research year.

Research and Thesis – Year 3
The fifth semester, **ARCH8001**, is a guided research studio. Topics vary in scale from architectural to urban scaled sites, adding to the previous work experience of the curriculum. Recent studio topics have included the design of an airport, a small live work community in northern Ohio, sustainable community design for a neighborhood in Mexico City, community design strategies for an immigrant neighborhood in Chicago, a research study done in partnership with other universities including Yale, Columbia, and programs in Mexico City on the impact of the NAFTA trade agreement on the cultural landscape of Mexico and the Midwest, and additions to and preservation of a local Frank Lloyd Wright house. This Fall 2023 the three studio will study a small airport, a developing district on Cincinnati's West Side, and make proposals to re-design B-Class office buildings in Chicago for conversion to high end residential.

The studio program culminates in an independent thesis **ARCH8009** developed as both a substantial piece of writing (**ARCH80011** Fall and **ARCH8011** Spring) that is submitted to the University and the State of Ohio and worked on over the full year and a project whose scope and scale is reviewed and approved by the team of advisors that include the thesis writing instructors, the studio advisors and the Graduate Director and School Director. Students give presentations to that committee at least once a month and do a pre-final review for the committee in order to advance to the final review at the end of the semester. That review is attended by the faculty, local practitioners, other academics who share research interest with the student topic, and visitor from other institutions. The work is displayed publicly at DAAPWorks where the four School Directors do a walk through to award prizes of distinction. The thesis committee also awards School-level prizes.

Students are asked to submit a bound copy of their written work accompanied by their final drawings after graduation. Those books are held in the School archives. Topics can vary widely and have included research on housing crisis in Soviet Georgian, refugee camps in northern Syria, housing in India, material investigations and structural development in heavy timber, hempcrete, and desert sand; investigations in sustainable strategies for small town and rural communities; strategies for redevelopment in greater Cincinnati; mental and physical health clinics; cultural institutions including libraries and museums; ecological issues in Manhattan, Guyana, Puerto Rico, Florida, and West Virginia; theoretical development of architectural lexicons for digital platforms using artificial intelligence; and historic restoration of local to international buildings to name but a few of more recent thesis explorations.

Students should demonstrate mastery of at least one aspect of the curriculum, show the capacity for individual research, and be able to make a cogent argument for their reason for the investigation, articulate their design methods, and clearly present outcomes as a design and written set of documents.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:
Three of our research areas directly correspond to **Ecological Knowledge and Responsibility** - **Thinking Beyond Sustainability, Urban Futures, and New Building Technology.** The fourth category, **New Publics/New Audiences** can also take on these concerns as the negative affects of environment predominantly effect low income communities.

Studio classes address these areas with shifting focus of scale, moving from simple structures and the use of natural materials, to more complex building assembly systems and the integration of material selection and structure, and enhanced building performance, and move on to larger scale integrated urban environments that show the relationship between building and site as a complex ecology. Research and thesis studio reprise these efforts and develop topic areas, first in **ARCH8001 Research Studio** as outlined by the studio critic, and later in **ARCH8009/ 8011** by the students who develop broad agendas in their independent research and design resolution. Studios are not the sole area of **Ecological Knowledge**. This is also a critical component of the work done in the **Building Science**, and **History and Theory** courses.

Studios
ARCH7001's Sukkah project is built from standard building components and natural materials as stipulated in the brief. We are careful, too, to recycle these materials for other uses when the projects have been dismantled. This is a team effort and all of our students demonstrate an understanding of these issues.

ARCH7004 devotes part of its investigation in mediating between the use of local materials or more sustainable materials (brick, heavy timber or lightened precast concrete) to answer to the codes of the Historic District but to also develop assembly systems that enhance building performance. Sustainable design principles are introduced into the art of building.

ARCH7005 begins with an exercise to manage and clean storm and flood water for a more integrated use of the site. Students use a matrix that scores their design solution and visualize that solution in 2D and 3D graphics. Students must demonstrate knowledge of sustainable site management strategies in both the quality of the design and quantifiable calculations.

ARCH8001 can have components of sustainable design solutions built into the course content.
One studio, in 2022, explored a small live/work community. Students investigated an obsolete industry in Akron and proposed to turn an older industrial process into a green, cyclical industry. The students then organized the complex around a small number of workers who would be required to sustain this small community. Students in this class displayed boards that stipulated in the organizational system of the manufacturing process as part of the design solution. The 2022 studio on Wright's Cincinnati block house toured through the three local Wright houses and were given a lecture on the Wright Usonian automatic houses and Wright's early use of ecological principles in his designs.

Building Science
ARCH7062 Integrated Technology requires case study analysis of existing buildings that demonstrate an integrated design approach from material selection to detail. Students build large scale models and do detailed drawings of the building envelope and adapt their previous work in the **ARCH7004 Studio** to the more detailed development of the project.

The course provides an introduction to strategic and operative thinking when considering building technologies as constituent elements of the architectural designer's palette, and to challenge the segregation between discipline and profession. The course does not teach rote solutions for individual technical problems, but rather exposes students to architectural precedents, and architectural thinking that balances multiple, and sometimes contradictory agendas within a synthetic, value-laden design framework. By the end of this course, students should be able to:

- Actively research architectural precedents and be able to identify, assess and evaluate a.) environmentally informed responses b.) construction and detail ethics, and c.) structural concerns/performance. And further, understand how these issues are valued and interrelated by the architect.
- Identify, assess and evaluate structure, construction assemblies and detailing, and environmental responses that can/will have a consequential impact on the design project in terms of both performance and form. An understanding of how working with material choices and assembly

processes, as well as detail and material systems, can serve architectural thinking in a generative capacity.
• Identify, assess and evaluate environmental conditions that can/will have a consequential impact to the design problem at the most schematic phases of design thinking, including the design activities of site selection and orientation as related to form and experience.

The course is organized along 13 sessions, and it is divided in three main parts:

#1 Materials. (6 weeks) Each week is dedicated to a common building material: masonry, concrete, timber, steel, glass & plastic. Each week has one lecture which is split into three parts. The first part introduces historical and conceptual characteristics of the material, the second part develops the material from a technical point of view, and the third part presents specific constructive typologies and components associated to the material.
#2 Envelope. (3 weeks) This sequence examines the characteristics, requirements, and demands of those entities that serve the purpose of supporting, enclosing, and protecting any building. There are three main topics of discussion: the envelope as concept, the envelope as system and the envelope as behavior. After part 1 & 2 there is a session dedicated to a case study showcase, with examples of strategic architectonic approaches to materiality, tectonics and technology. The goal of this session is not only to look at interesting architecture, but also to build knowledge about relevant architects who are doing radical work.
*#3 Design Development Assignment***.** (2 weeks) This part is 100% practical and dedicated to developing work form the **ARCH7004 Studio** problem.

Deliverables
Project A Graphic Narrative This is an individual assignment. After each week, each student has to highlight a specific building concept through a single image or collage. In addition to that, a short written paragraph explains the choice. The exercises monitor basic understanding of the course content.

Project B Core Tectonics This is a two person group assignment that responds to the question of *Materials*. Each group works with the proposal developed during **ARCH7004,** the previous fall design studio. The objective is to critically relook at the project and redefine the conceptual, material, and typological approaches. For this project, the idea is to focus on the structure and the materiality, and define the main vertical and horizontal support strategies, as well as the material and technical aspects of the solution. The output of this phase will be an exploded 3d perspective.

Project C Shell Tectonics This is a two person group assignment that responds to the question of *Envelope*. Each group works with the proposal developed during **ARCH7004**, the previous fall design studio. Students study the envelope of the building, and the objective is to define, in detail, all the different components of the facade, the roof, and the floor of the design. The output of this phase is a detailed model of a slice of the project.

Self-Evaluation for ARCH7062 Integrated Technology
ARCH7062 Integrated Technology has been reassessed by the faculty over the past three years to address and limit the number of high level deliverables in courses in the 4th semester of the sequence. The most recent iteration emphasized enhancing the ability of students to make an Integrated Design solution that addresses issues of sustainability, building performance, and design invention as well as demonstrate the capacity to develop details of a building design solution. The students' assessment ratings of the course average 5.0 out of 6.0. As this course was completed two weeks before this report we are in process of making a more extended evaluation of its content and delivery.

ARCH 7081: Environmental Technology 1:
In this course, students learn about passive design strategies such as heating, cooling, and lighting. A series of lectures are offered to establish the foundation of fundamental principles and how they are applied in buildings worldwide in different climate zones. Weekly readings and quizzes complement it to test students' knowledge. Mid-term and final exams are provided based on readings. Weekly

assignments are designed to test their design applications on a residential test case, where they also learn to use environmental analysis and simulation programs. This course is taught as a large lecture class that includes undergraduates and is intended as a general introduction to the material.

Self-Evaluation for ARCH 7082 Environmental Technology 1
ARCH 7082 Environmental Technology 1 has made marked improvements over the past 2 years moving from evaluations in the 2.0-2.5 range to 4.5-5.0.

ARCH 7082 Environmental Technology 2
Students in **ARCH 7082 Environmental Technology 2** learn about 1) mechanical, electrical, and plumbing systems in buildings, 2) their relationship between natural and built environments to emphasize ecological thinking, and 3) how to mitigate climate change by leveraging ecological, advanced building performance, adaption, and resilience principles. The course combines lectures and reading on basic principles. The learning is extended to campus buildings designed by renowned architects, where students learn firsthand about systems, ecological thinking, climate mitigation, and resiliency via site visits. Students' knowledge is assessed via quizzes on basic principles and vocabulary, building performance assignments, and a semester-long case study analysis project.

Self-Evaluation for ARCH 7082 Environmental Technology 2
ARCH 7082 Environmental Technology 2 has been reassessed over the past two years to limit the number of high level deliverables in courses in the 4th semester of the sequence. The breadth of material made it difficult to fully integrate the work into the previous studio project.

A quiz is conducted at the beginning of the class to set a benchmark on their passive design knowledge, a prerequisite for this class. Less than half of them scored over 50%. A follow-up quiz was conducted toward the end of the class, and all students scored over 90%. In addition, a quiz was conducted to test their knowledge from case studies and field trips. Most students scored over 90%. Quiz statistics will be included as evidence at the Visit.

Altering case studies of campus building proved to me more effective in applying advanced course content into a completed building as a critique of that building's possibly outmoded systems rather than rethink the students' won project.

History and Theory
ARCH7037 Contemporary Theory *introduces* issues of sustainability in the urban design lectures and readings, particularly in the material on the Traditional City and the influence of the principals of New Urbanism on formulating LEED standards in urban design and architecture.

ARCH8009 Thesis, is student driven, and, of course, has numerous examples of work that investigate sustainability from material processes (hempcrete, indigenous materials, heavy timber) to ecological issues of density (walkable communities, urban infill, mass transit hubs, TOD centers) or resilient landscapes using flood and water mitigation (mitigation plans for the Florida Keys, lower Manhattan, south Florida) as drivers to final design solutions. Text supporting their research is a requirement of the ARCH8011 two semester sequence that results in a long paper that is submitted to the OhioLink website for university research. The depth and extent of the investigation is individually based and can be demonstrated through material studies and mock ups, energy calculations, or details in the building construction that support sustainable features as defined by the project.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

The School has made a consistent and ongoing effort to diversify the cultural references in all of its courses. Predominantly this has been addressed in the History Theory sequence ARCH 7021 History to

1600, ARCH7072 History from 1600, ARCH 7054 History of Cities, and ARCH7037 Contemporary Theories in Architecture. But this has also consciously been a part of other course work so that the range of practices can be identified as part of our agendas to **Think Beyond Sustainability**, and to look at **New Building Technology**. In the areas of History and Theory we might make a distinction between *understanding* and *mastery* as it pertains to the degree and this criteria. At the time of the course delivery almost all students demonstrate understanding which is evident of a grade of B and above. Mastery does evolve as readings and course material is absorbed and considered past the point of delivery and is most evident by the end of the third year of the program.

ARCH 7021—History of Architecture to 1600
ARCH 7021—History of Architecture to 1600 is a seminar. Students give reports delivered by teams, rather than individuals. The course is designed for graduate students with little prior knowledge in this discipline—especially the M Arch 1 track. This eclectic background of the group encourages students to bring their previous disciplines into the more focused architectural discussion. The class meets for three hours, and over the course of the semester the time is divided as follows:

- 24% of the time is devoted to three sets of student seminar report presentations on specific topics and themes; it is an efficient vehicle because all students get to hear what each has discovered
- The remaining 76% present of the time is devoted in 5 equal parts to the following:
- Student discussions on assigned readings from across time, related thematically to the case study iconic monuments
- Lecture presentation on case study iconic monuments from diverse cultures (Antiquity, Early Byzantine, Early Italian Renaissance, and Islamic Spain)
- Lecture presentation on the background disciplinary knowledge, social conditions and context for each designer of each iconic monument
- Lecture presentation on an architectural movement and set of ideas inspired in part by each iconic monument, often many centuries later and thus filtered through a different social lens
- Field trips to Chicago and the Cincinnati Art Museum

The Exercise 1 asks the students to consider how a building or building complex from Antiquity became a precedent for a building in the post-Enlightenment to Modernism period; the ways of thinking and finding meaning may be alien to a 21st century student, and so they are asked to become familiar with the sometimes vastly different socioeconomic conditions of the past, while gaining an understanding that looking at precedents is an accepted design practice, and that deliberate rejection of that practice (e.g. Walter Gropius at Harvard) is polemical.

The Exercise 2 asks the students to consider UNESCO World Heritage sites from across world cultures (China, Japan, Egypt, Ethiopia, Turkey, Eastern Europe, Spain, Belgium, Germany and France) but all with certain commonalities involving pilgrimage, ritual, retreat into nature, defense against a hostile world and provision of social services; in the case of the Belgian “Beguinages” sites the marginalized of the society are uplifted and protected.

The Exercise 3 is reserved for revisiting an area where the reading discussions and previous seminar reports have revealed a less well digested learning objective.

The Final Writing Exercise is an opportunity for each student in their own words to reflect on several of the themes of the course, including:

- The relationship between structure and form, often with the need to introduce daylighting
- The ways that the client and program sometimes result in a design compromise, with certain negative reception as a result
- The way that older architectural forms are utilized to signal meaning in architecture
- The way that skillful design can create the sense of procession, arrival and hierarchy, as illustrated by a notable monument

Each student writes one shorter and one longer essay, selecting the prompt from a menu for each length.

In the case of the seminar reports and the final essays, the students are encouraged to do additional research, in addition to utilizing the class materials (lectures, notes, textbooks, assigned and recommended extra readings). A small amount of class time is devoted to giving research guidelines (how to cite sources, create a bibliography, analyze reliability of sources, etc.).

Student assessment is done through student performance in final writing assignments, seminar reports with research and visual content, leading individual discussions on assigned readings, formulating critical questions, and participation, which often includes a visit to the Cincinnati Art Museum's rich holdings. We will be considering having graduate students audit the lectures for the undergraduates that accompany this course for SAID2022 Ritual and Space in order to build their visual vocabulary.

ARCH 7022—History of Architecture from 1600-Present is a seminar format covering world architecture in this time period. Students give reports and write short papers to fulfill the course requirements.

Self-Assessment for ARCH7022
We will be discussing having graduate students attend the undergraduate lectures that parallel this course so that they can build their visual vocabulary in this subject area.

ARCH 7022—History of Architecture from 1600-Present has had several adjustments during the period of accreditation to align with needs of the constituents who are enrolled. Like several other courses in the MArch curriculum students outside the MArch program are also enrolled in the course.

In Spring 2021, the course was taken by several doctoral students, which prompted re-envisioning the twice weekly lecture format to include one robust lecture followed by discussion based on it and the readings and podcasts. Evaluation was shifted from a written and visual exam to more frequent, and short writing assignments. In previous versions of the course, students researched and presented a visual-historical argument, but this term students worked in pairs to produce a podcast based on the idea of "politics and place," which they developed in discussions with me. The result was fun and light-hearted, but also proved to require a serious dive into the topics at hand.

In Spring 2022, despite a slow start due to last-minute university COVID-19 protocols the course turned into the best version of the course to date. The course included foreign exchange students and the three-year Master of Architecture students (M1s), and so the course was adjusted to better meet the needs of the students. Instead of producing podcasts, students returned to the visual arguments based on the idea of a "rupture and response," which is the theme of the entire course. In-class time was used for pin-ups and discussions on the project, and the result was a success: projects were provocative, edgy, and political—and beautifully designed. In the process, students also learned how to produce an argument through a poster format that prepared them with the skills to submit to a poster session at a regional or national conference to broaden their engagement with history and design. The day-to-day operation of the course was also modified to include mini lectures (25-30 minutes) followed by discussion based on assigned readings and podcasts.

Finally, in Spring 2023, the course was adapted in order to engage the larger group of graduate students more successfully. A weekly seminar allowed robust conversation and discussions. As a three hour course is a hefty period of time the seminar was divided into four parts:

1) "New + Noteworthy" – announcements thoughts from previous discussions
2) "Then + There" – slides with a 20-40 minute lecture framing the day's material
3) "Define + Discuss" – reading discussion, with images, led by pairs of students
4) "Here + Now" – conclusion to the day by relating history to the present, architecturally, socially, or politically

This new format capitalized on the best of several modes of teaching (lecture, discussion) and made room for opportunities to employ a “flipped classroom.” The main deliverables for the course were a robust outline and set of discussion questions for each reading, active discussion during class time, and the final project was again the visual research poster with a short critical write-up.

Student assessment is done through student performance in leading individual discussions, formulating critical questions, participation, and short writing assignments and the visual history project.

ARCH 7054 History of Cities provides comparative analyses of the growth and development of urban forms from prehistory to the present, giving students of urban design, architecture, and planning an understanding of the impact and import of urban forms over time. The approach combines morphological analysis with the climatic, technological, socioeconomic, and cultural factors that have shaped cities, complemented by readings of important theoretical texts. The course compares and contrast urban forms across cultures and regions, providing an understanding of the history and theories of Western urban form, as well as an introduction to important non-western historical trends in the urban built-environment, and historical and current theories of urbanism.

Self Assessment
Success as measured by standards set by the Graduate College are a grade of B or above. Students are assessed on their knowledge of the course content in the following ways:

Each week students post a question related to the assigned readings from that week.
Each week students write a brief 250-word summary of one assigned reading.
They are graded on how the question addresses at least one central idea and how the summary addressed the central ideas and theme/s of the reading.

53% students A or A-. 40% at B+. 7% at F. This constitutes a 93% success rate.

Over the semester students create a series of morphological maps of the city they have selected.
They are graded on the accuracy and quality of the map in representing form and space clearly.

33% students A or A-. 20% at B+. 33% at B. 7% at B-. 7% at C. This constitutes a 93% success rate.

Over the semester students study and analyze the evolution of two neighborhoods.
Graded on the depth and accuracy of analyses, and the quality of presentation and graphics presented in a poster and a report.

60% students A or A-. 33% at B+. 7% at B. This constitutes a 100% success rate.

ARCH7037 Contemporary Theories in Architecture looks at architectural production and discourse in the late 20th and early 21st century and challenges the modernist notion of universal truths and grand narratives, advocating for pluralism, diversity, and cultural references. This seminar, in particular, is a critique of modernism that considers the interdisciplinary nature of architectural theory post-1960s that includes readings from semiotics, structuralism, poststructuralism, postmodernism, and postcolonial theory as it pertains to architecture and urban design. It examines viewpoints shared by architects, art historians, and cultural and social historians, that architecture, is a product of its time—the social setting or the artistic culture—in which it was produced. It also focuses on the ongoing debate on architecture from perspectives that explore the possible relationships between capitalism and the production of architectural knowledge and practices including critical approaches following 1960s activism called for broadening the dominant formal discussion to include cultural, historical, ethical, and sustainable considerations both in the western and non-western world.

Students are given short drawing assignments related to the portion of the course that covers theories of urban design, the political aspirations of those projects, and the techniques associated with the key

figures in the development of urban theory. The two sketch exercises can be used as inspiration for the **ARCH7005** urbanism studio run simultaneously with this seminar.

In the second half students are assessed on two paper assignments, one short and another longer end-of-semester term paper. The short paper is relatively brief: around 1000 words. The second longer paper is considered as an introduction to the thesis focusing on ideas presented in the course. The paper is a minimum 5000 words in length and has three options: an essay to elucidate specific intentions or aspects of the thesis, a thesis proposal according to a specific outline to help organize the framework of the University thesis format, or a studio brief for the thesis project. The third option assumes that the student would be conducting a topical studio based to clearly state the problem addressed through the exploration of the design project.

Self Assessment
ARCH7037 Contemporary Theories in Architecture is a large class which prevents seminar-like discussion and the amount of material covered, it is not clear from the written work that students digest all the readings and fall short of formulate the questions that would be important for a sophisticated design discourse. We can emphasize the complexity of the writings that encapsulate the post-modern discourse which does not make this task easy. But at the same time the course forces the students to articulate (to an extent) the concepts that they would be interested in exploring in their thesis. The impact of the course tends to materialize in **ARCH8010 Thesis Writing** where the readings can be reviewed or targeted to the specific research topic. Between 75-85% of students will demonstrate command of the material.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

As previously stated, the four key areas of research Urban Futures, New Materials and Building Assembly, Thinking Beyond Sustainability, and New Publics/New Audience try to encapsulate ongoing themes in the curriculums of the School and, in particular, its Masters program. Research includes methods of investigation into issues ranging from formal invention, to new use of materials, to programmatic critique and response, to professional ethics and career paths.

Research has been a new emphasis for the faculty, requiring documentation of work in the field of expertise. To that end, and in support of student research which culminates in the thesis, the School has sought funding for graduate studios and made use of facilities at the College to advance shared research agendas.

Research Facilities and Labs at the College
The extensive shop and lab facilities have also aided in developing research projects in the area of New Material and Building Assemblies. DAAP has an excellent shop for wood, ceramic, metal arts and labs for digital fabrication which are described later in this document. These facilities are documented in Section 5.6 Physical Resources.

School Financial Support
Support for work is done through different financial agreements. There is no direct funding from the College or University in support of student research. The School Director and faculty have worked to engage co-ops, alumni, and regional partners for funding for studio support. The goal is to have partial funding for all the graduate studios, and 50% of the fourth year undergraduate studios.

Currently our programs have been given recent support by the State Parks of Ohio, the Hillel Foundation, Hutker Architects (the Ontic Initiative), OMYA (an international chemical corporation that support our program with finances, materials and consulting), the Tristate Masonry Institute, and been awarded gifts from local developers

Faculty from the College of Engineering also work with Masters and PhD students on research work in the Building Sciences. In particular students working on zero energy solutions and building envelope have been assisted by key member of the engineering faculty.

The Orville Simpson Urban Futures Fund has also been used as a financial resource to support studios. Small funds have been made available to provide travel stipends, visiting hires, and support publications for ARCH8001 Research studios. Students have traveled within the continental United States and to Mexico City under this funding resource. These funds became available in 2019 so only two class groups have used this money for travel. The Simpson Fund is an ongoing financial resource for the program.

Research Outside the Classroom – Co-op
The Co-op program also aids in research development as students in thesis often build off expertise gained in their office experiences or use their employers as resources for research. This enables more focused research in program development for a number of the projects. The description of the Co-op program is articulated in other parts of this document.

Research Inside the Classroom
Introduction
ARCH7002 and **ARCH7004 Building Studio** have components that introduce research techniques into the studios.
In **ARCH7002** students work with complex geometries to envision innovative structural solutions.
In **ARCH7004 Building Studio** has conducted experiments with new materials and lightening concrete as more sustainable use of materials.

Development
ARCH7005 Urban Design does a number of exercises to change the current practices towards more resilient and sustainable solutions for water retention and flood prevention on the riverfront.
ARCH8001 Research Studios develop guided research with either a core faculty member or visiting critic.

Assessment: Thesis
ARCH8009, ARCH8010, and ARCH8011, the MArch Thesis sequence, culminates the research work of the students and is the main means of assessment as a written document and semester long design project. The course work requires written and visual evidence of research, clear pathways for investigation, and independent thinking and work that are aimed towards future endeavors that may drive a young architect's career choices. Thesis, as we tell our students, is not the end of your formal education but *the beginning of the student's future professional work and independent research trajectory.*

There are many cases where the thesis work has led directly to unique career choices and professional development. Students have recently presented revised versions of their thesis at international conferences. Other have worked in atypical career paths in the heavy timber industry, in real estate development firms, specializations in the construction industry, master planning and visioning, health care, etc., Recently a few of the MArch students have moved on to PhD programs following working at firms and assisting our program as adjunct faculty. This includes candidates at Cornell and Yale. We also have several former students teaching in accredited programs at University of Kentucky, Miami University, Kansas State, Kent State, Lawrence Tech, university of Toronto, Harvard, Northeastern, Minnesota, University of , Florida, University of Wisconsin Milwaukee, and Howard University.

Self-Assessment
In the Spring of 2023, 31 or the 32 students were allowed to present at the final review. One student had not completed requisite course work and was ineligible to move forward. Of the remaining 31, 2 successfully completed the written portion of the thesis over the summer. This has been typical over the past two years plus of the new thesis with approximately 90-95% completing on time and 3-5% completing over the following Summer.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

The production of architecture requires a range of skills and capacities. Rarely is architecture a solo act. However, the School encourages the development of independent thinking and leadership while encouraging the value of team work. Through the program and the co-op experience, students are exposed to various ways of practicing architecture as a collaborative effort between other architects and professionals, clients, and communities affected by the project and communities that may not yet exist but are either engendered by the work of the architect or who may benefit long term by thoughtful design. Architecture is not just a physical manifestation of the needs and values of the present but should consider long term prospects. The architect should lead in this discussion and not only bring their skills and insights to the project but foster and create future publics and audiences for the work.

The majority of our graduate students work as Graduate Assistants (GAs) and help in teaching first and second year undergraduates. These are paid positions but are also opportunities for graduate students to give back to the undergraduates by helping them develop technical skills, writing skills, and organize their work for public presentations. GAs also assist faculty in research projects.

ARCH7001's Sukkah project is structured to help in team building for the incoming M1 class. The work is done both individually and collaboratively and is part of a broader engagement with the UC community.

ARCH7005 the Urbanism studio, requires team work in the analytic phase, in the storm water retention exercise and in the final design project. Design problems of this scale require large groups to resolve multiple design issues. Students learn to work together towards a comprehensive solution for a complex new urban district.

ARCH8001 often requires larger group collaboration. The studio that went to Mexico City in 2019 took multiple sites within a larger community in the informal neighborhoods south of the center and proposed complementary uses to enhance the district's needs. The studio group in 2022 that studied Akron worked in teams to analyze and make proposals for new sustainable working communities on the site of a former athletic facility.

ARCH8009 assesses individual work. The thesis emphasizes leadership in a different way. Student research entails consultation with outside sources through books, periodicals, and often, real clients and architectural offices engaged with similar projects. The faculty emphasize that the thesis project is a means of projecting new knowledge to the greater community. Through the thesis sequence students gain confidence and expertise to identify and tackle complex problems that range from community building to environmentally sustainable solutions to research in the use of new materials fulfilling one or more of the School research agendas.

Self-Assessment
In the Spring of 2023, 31 or the 32 students were allowed to present at the final review. One student had not completed requisite course work and was ineligible to move forward. Of the remaining 31, 2 successfully completed the written portion of the thesis over the summer. This has been typical over the past two years plus of the new thesis with approximately 90-95% completing on time and 3-5% completing over the following Summer.

Students are afforded additional opportunities for collaborative work in electives like the National Urban Land Institute competition done with students from the College of Business and the School of Planning, in furniture design courses with the School of Design students and faculty.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

Although SAID sits within a larger College, the primary contact students have is with the SAID faculty, staff, and administration. The College has tried to foster a shared graduate social life among graduate students and holds a gathering with support from the four Schools during the first week of the Fall Semester. This is an idea that is still being developed by the College.

The relatively small size of the program insures continuous and frequent faculty to student contact. The two years of COVID and the Fall of 2021, when the University had frequent outbreaks, curtailed many of the social events that had been critical to the life of the programs. One unforeseen aspect of the change in the curriculum, means that the M2 group is here for one semester before departing on co-op. This Fall the School is planning more social events for the M2 group. The M1 class works together and the Sukkah project has been highly successful in building community among the group.

Following the Fall semester the graduating class is here, as a group, for one calendar year. Students pass on knowledge and responsibilities for the operation of student organizations and student social life, and the two plus years of online teaching still has some repercussions on studio culture, planned social events, and social engagement. Despite those obvious obstacles, the School has re-engaged and continues to try to promote an open, engaged community while also academically demanding. As we are responsible for advancing students into the profession, while we are mindful of the pressure and demands on a graduate student and the needs for other forms of engagement outside the classroom.

Graduate Assistantships
Graduate students are eligible generally after one semester to assist as paid graduate assistants in classes for undergraduates. There are exceptions where UC BSArch graduates may teach in their first semester of the program. This arrangement helps in a shared teaching atmosphere at the School. Each year at least one graduate of the MArch is invited to stay on as an adjunct instructor for the first year undergraduate studios, and many stay on as adjunct instructors.

The School of Architecture and Interior Design Studio Culture Policy

Faculty and students of SAID created a studio culture policy several years ago. This is reviewed with students at the start of the Fall semester. As references, we used the AIAS Cincinnati Studio Culture Survey, 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. The Studio Cultural Policy is given out to students and reviewed at the start of the academic year.

There is a plan in place to review the SAID Studio Culture Policy to develop any necessary changes. This will be provided for the reviewing team later this Fall.

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.
- Co-operative 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.

Formal and Informal Social Engagement

The faculty, students and greater SAID community of alumni and partners participate regularly in a number of social activities.

Visiting Lectures

Visiting lecturers and guests of the School engage 12-15 students in lunch time conversations prior to the talk. Following the talk 2-4 students are included in a dinner with the visitor and faculty.

Faculty Retreats

At the start of the Fall semester faculty attend an all-day retreat to go over the calendar for the coming year and to engage in open discussions on curricular development, ongoing questions on research, and

other opportunities and concerns for the programs.

Faculty Parties
At the Interior Design accreditation, a visiting reviewer remarked that we were less a school than a family. The faculty have a fairly active shared social life together and despite family and professional obligations do spend a good deal of time together. We try to have one all faculty gathering each semester and smaller group dinners.

ARCH7001 Sukkah Build
The construction of the Sukkah also involves shared meals during construction. The Sukkah project is an early form of engagement of the M1 class so that they get to know and work with one another in the first month of classes. There is also a small party at the Director's house following the completion of construction.

DAAP Graduate Kickoff
Each Fall the College hosts a party for all graduate students in the College to introduce them to key faculty leaders in the programs.

Graduation and End of Year Events
There are several events held around graduation. Those include a cocktail party at the Directors house, a barbeque, and a School graduation ceremony with awards given to outstanding students. This followed by a party in the DAAPWorks space for graduating students that also include the undergraduate architecture and Interior design students, their friends and family.

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.

Self Assessment for Learning and Teaching Culture
The overall Learning and Teaching Culture is currently under assessment from the graduate student survey going out to recent graduates. The results of the survey will be made available at the Visit.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

The School has made a concerted effort to diversify the cultural references in all of its courses. Predominantly this has been addressed in the History Theory sequence **ARCH 7021 History to 1600**, **ARCH 7054 History of Cities**, **ARCH7072 History from 1600**, and **ARCH7037 Contemporary Theories in Architecture**. But this has also consciously been a part of other course work so that the range of practices can be identified as part of our agendas to **Think Beyond Sustainability**, and to look at **New Materials and Assemblies**, by broadening the cultural context to examine indigenous practices throughout the world as a source for sustainable practices.

ARCH7037 Contemporary Theories in Architecture looks at architectural production and discourse in the late 20th and early 21st century and challenges the modernist notion of universal truths and grand narratives, advocating for pluralism, diversity, and broad cultural references. This seminar, in particular, is a critique of modernism that considers the interdisciplinary nature of architectural theory post-1960s that includes readings from semiotics, structuralism, poststructuralism, postmodernism, and postcolonial theory as it pertains to architecture and urban design. It examines viewpoints shared by architects, art historians, and cultural and social historians, that architecture, is a product of its time—the social setting or the artistic culture—in which it was produced. It also explores the possible relationships between capitalism and the production of architectural knowledge and practices including critical approaches that

called for broadening the dominant formal discussion to include cultural, historical, ethical, and sustainable considerations both in the western and non-western world.

Several **ARCH8001** studios have worked with underrepresented communities. Our studio in Mexico City in 2020 did an extensive study on a low income neighborhood in the southern portion of the city. This was followed up by a studio in 2021 that worked in an immigrant neighborhood in Chicago.

Many thesis projects from **ARCH8009** have worked on underserved communities. Noteworthy examples include a thesis on a city in Guatemala that has been impacted by global warming, a thesis on Black women's space in Atlanta, a thesis on issues of representation in the Black community in Baltimore, a thesis on reviving the community of Mound bayou Mississippi, a thesis on a Black owned market in Washington D.C., several projects in first immigrant neighborhoods in Ohio and Illinois, and refugee housing in southern Italy and northern Syria.

The School reformed its national chapter of NOMAS in 2019 and has been an active participant in the national conference in 2019, 2021, 2022, and 2023. This summer Cincinnati opened a regional chapter of NOMA.

Several all-school lectures have also touched on these issues. Issues of equity and inclusion have been the subject of talks by Charles Cross, a representative of the Detroit Design Collaborative; Tatiana Bilbao speaking on her work in Mexico; Alison Williams with Brian Healy on public buildings for underrepresented communities;, Wesley Taylor on issues of representation in the Black community; and, this fall, Teddy Cruz and Fonna Forman, will speak on their work on the Mexican/American border communities and hold a workshop with students from the College.

Self-Assessment of Social Equity and Inclusion
The best assessment of the School commitment to Social Equity may be found in the thesis topics that students chose. In the class of 2023 almost every thesis was engaged in addressing needs of an underserved community or was directed at broader concerns for environment either directly through the program or indirectly through implications of energy conservation in architectural production.
The increase in scholarship has made a noticeable difference in the student body, and because the students themselves are the primary source and evidence of inclusivity, the School continues to make positive strides in diversifying its knowledge base and shared community.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:
Health is approached as a comprehensive set of values encompassing building code for life safety issues including egress and structural performance but also the performance of buildings and the ecology of the city. Basic issues of safety and health are introduced in the early studios **ARCH7001** and **ARCH7002**.

ARCH7004 Building Studio focusses at the building scale and develops and assesses for the following criteria:

Technical Documentation: *Develops* the ability to make technically clear drawings, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
Applied Research: *Develops* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

The syllabus states:
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 the 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.

Pre-Design: *Assesses the 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.
Accessibility: *Assesses the ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities
Sustainability: *Assesses the 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.

Life Safety: *Assesses the ability* to apply the basic principles of life-safety systems with an emphasis on egress.
Comprehensive Design: *Assesses the ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales.
Environmental Systems: *Develops an understanding of* 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.
Structural Systems: *Develops an 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.
Building Envelope Systems: *Develops an 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.

Building Service Systems: *Develops an 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.
Building Materials and Assemblies: *Develops an 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.

Self-Assessment of ARCH7004
In 2022 the course received, on average scores of 5.0 out of 6.0. Positive comments were made about the course content and the aim to advance knowledge of building practice and innovation. Students wer able to show an understanding of basic Life Safety issues. We made some minor adjustments to the syllabus and deliverables for 2023 in order to clarify content in this area.

ARCH7005 Urban Studio focusses at the urban scale and develops and assesses for the following criteria:

Technical Documentation: *Develops* the ability to make technically clear drawings, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for an urban design.
Applied Research: *Develops* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Integrated Approach to Site highlighting Practices, Technical Skills and Knowledge: Site expands the impact of the built environment beyond the scale of the individual building. Subjects cover include the creation of well-integrated urban and landscape systems, basic codes for buildings including life safety, and accessibility, and are assessed for applying principles of sustainable design.

Pre-Design: *Assesses the ability* to prepare a comprehensive program for an architectural project, such as establishing quantitative analysis of urban density which affects related issues of health and environment. Students are asked to review the relevant laws and standards and assessment of their implications for the project.
Accessibility: *Assesses the ability* to design sites and urban systems to provide independent and integrated use by individuals with physical (including mobility) disabilities as it pertains to site circulation.
Life Safety: *Assesses the ability* to apply the basic principles of life-safety systems for building egress and building access to fire and life safety vehicles.
Sustainability: *Assesses the ability* to design projects that optimize, conserve, or reuse natural and built resources for storm water management and catastrophic flooding, and thereby provide healthful environments for occupants/users, and enhance the environmental impacts of urban form through means such as bioclimatic design, and landscape ecology.
Environmental Systems: *Develops an understanding of* the principles of environmental systems such as solar orientation and daylighting and *assesses understanding* of storm retention systems and develops understanding of comprehensive urban systems that enhance the health of neighborhoods.
Building Materials and Assemblies: *Develops an 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.

These criteria are established in preliminary exercises and students provide both drawings and tables to prove the performance of the site to handle storm management, basic site circulation as it impacts accessibility and life safety. These exercises are brought to bear on the final designs which also may address understanding of building materials and assemblies in the overall performance of the district.

Self-Assessment of ARCH7005
In 2023 the course received, on average a 4.85- 5.0 out 6.0 from students completing the survey. 85% of the class received a grade of B or above which indicates an ability to demonstrate full design synthesis of regulatory requirements for site access, user requirements as it pertains to the urban design, and measureable consideration of the environmental impact of water management on the site.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

PD7001 Co-op is where students learn the pedagogical goals of the Architectural Experience Program (AXP) which is structured around the 96 key "tasks" that emerging architects must learn to be ready to practice architecture as licensed professionals. This course content and means of assessment are outlined in Section 3.1 – P.C.1 in this report.

ARCH 8041 Professional Practice and Ethics utilizes an interactive case study and role play setting to provide a more hands on approach to understanding an Architect's professional ethical, regulatory requirements and fundamental business practices. Exploration of economic market impacts on practice focus areas, sustainability trends, credentialing and project delivery methods help students analyze the forces that influence their individual practice pathways.

The Professional Practice and Ethics Course utilizes multiple evaluation methods for student *assessment* including:

1. Research Paper - a research paper that includes the legal entity, market focus areas, disciplines and ownership track on a firm practicing in the manner of the students practice pathway.
2. Project Interview Case Study - a student role play short-list interview for an actual project with jury review by a selection committee of community architects and marketing professionals.
3. Fee Negotiation Spreadsheet – a project fee budget spreadsheet assignment based upon an actual project involved with the interview assignment.
4. Contract Assignment – completion of a standard AIA contract for an actual project based upon the fee negotiation assignment.
5. Mid-Term Test – questions focused on ethical considerations, contract types and terms, standard of care, project delivery and setting up an architectural practice.
6. Pre-Design Zoning Assignment – a site analysis exercise including zoning regulation compliance on an actual project case study.
7. Final Exam - An essay format exam where students are provided a case study fact scenario and required to provide an analysis and response as a future architect practicing in the area. The questions typically focus on pre-design issues (property/real estate, geotechnical, environmental, zoning and land use issues), project pursuit issues (credentials, licensure, past performance, relevant experience), Setting up a practice issues (ownership, financing, staffing, overhead, market position, technology), Contractual issues (hourly vs lump sum fees, project delivery method, standard of care, confidentiality, basic services, intellectual property)

The pass rate for all is 100%. The above B grades which is a standard set by the University is 60%.

NAAB was not able to provide updated results before this report was due but we hope to provide this on request at the time of the visit.

ARCH 8045, 8046, 8047, 8048, 8049 ARE Prep courses are one credit classes offered as electives to the graduate students and cover the content of the Licensing Exams. Students will become familiar with the format and content of the various sections of the Architectural Registration Examination. Students gain experience with the subject matter and question types of each section of the ARE 5.0 through focused exercises and practice examinations. Students become conversant with the final stages of the architectural licensing process through their participation in the Integrated Path to Architectural Licensing Program. The sections relevant to SC.2 include:

Course	Section of Exam	Credits
ARCH8045	ARE Prep 1: PDD	1 Credit

ARCH8046	ARE Prep 2: PA	1 Credit
ARCH8047	ARE Prep 3: PjM & PcM	1 Credit
ARCH8048	ARE Prep 4: PPD	1 Credit
ARCH8049	ARE Prep 5: C&E	1 Credit

These courses are workshops designed to familiarize students with the various sections of the Architectural Registration Examination (ARE) and the question types and formats included with each. As these are workshops, the courses are graded pass/fail, and attendance and completion of the exercises are the measure of successful completion.

Informally, the guest lecture series content and the input of professionals on reviews adds to this body of knowledge.

SAID is evaluating the possibility of offering a new course that discusses marketing strategies, firm development, and entrepreneurial skills as an elective taught by alumni from the program for advanced students.

Self-Assessment of ARCH8049
Student scores from the course are at 4.5 and above out 6.0. Typical remarks are;
“practical knowledge of the ins and outs of the professional setting of architecture was extremely helpful. This was one of the most relevant and informative classes I’ve taken.” This is an area of the Licensing Exam where our students perform very well.

NAAB was not able to provide updated results before this report was due but we hope to provide this on request at the time of the visit.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

ARCH7004 Building Design lists in the syllabus under “Integrated Building Practices, Technical Skills and Knowledge” that students are assessed in concepts for accessibility, sustainability, Life Safety in terms of egress, and an Understanding or Development of skills in design codes as it pertains to the site in an Historic District. The codes also impact choices on Building Materials and Assemblies for their environmental impact and reuse.

ARCH7004 *focusses at the building scale and develops and assesses for the following criteria:*

Pre-Design: *Assesses the 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 basic 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.
Accessibility: *Assesses the ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities
Life Safety: *Assesses the ability* to apply the basic principles of life-safety systems with an emphasis on egress.
Structural Systems: *Develops an 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.
Building Service Systems: *Develops an 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.

Self-Assessment
In 2022 the course received, on average a 4.85- 5.0 out 6.0 from students completing the survey. Because an emphasis was put on design and material innovation over a stricter regulatory agenda there was less content having to do with design codes in an Historic District than in past iterations of the course. The basic issues of accessibility and life safety were part of the requirements and over 80% of students successfully demonstrating knowledge of these areas. For Fall 2023 the studio returned to the Historic District to test existing Design Code principals against student ability to innovate in the use of materials while conforming to and re-interpreting the historic code.

ARCH7005 Urbanism Studio does an exercise for the design of a dense, 100 acre site. Students have to prove, through drawings and an Excel worksheet, that the site can handle a 2 " rain storm, clean the water, and reduce the rate of flow to absorb into the system as a criteria for sustainable site design. The final studio project incorporates the exercise into a design solution for a 25-50 acre development site. Students must demonstrate general knowledge of the site design to allow for rainwater retention and flood prevention or accommodation as a criteria for the final design.

ARCH7005 *focusses at the urban scale and develops and assesses for the following criteria*:

Pre-Design: *Assesses the ability* to prepare a comprehensive program for an architectural project, establish a preliminary quantitative analysis of urban density as it affects related issues of health and environment, and review the relevant laws and standards and assessment of their implications for the project, in order to define the site extents and design assessment criteria.
Accessibility: *Assesses the ability* to design sites and urban systems to provide independent and integrated use by individuals with physical (including mobility) limitations.
Sustainability: *Assesses the ability* to design projects that optimize, conserve, or reuse natural and built resources for storm water management and catastrophic flooding, and thereby provide healthful environments for occupants/users, and enhance the environmental impacts of urban form through means such as bioclimatic design, and landscape ecology.
Life Safety: *Assesses the ability* to apply the basic principles of life-safety systems for building egress and building access to fire and life safety vehicles.

Self-Assessment
In 2023 the course received, on average a 4.85- 5.0 out 6.0 from students completing the survey.

ARCH 8041 Professional Practice and Ethics Pre-Design Zoning Assignment – includes a site analysis exercise including zoning regulation compliance on an actual project case study.
The Professional Practice and Ethics Course utilizes multiple evaluation methods for student *assessment* including:

1. Research Paper - a research paper that includes the legal entity, market focus areas, disciplines and ownership track on a firm practicing in the manner of the students practice pathway.
2. Pre-Design Zoning Assignment – a site analysis exercise including zoning regulation compliance on an actual project case study.
3. Final Exam - An essay format exam where students are provided a case study fact scenario and required to provide an analysis and response as a future architect practicing in the area. The questions typically focus on pre-design issues (property/real estate, geotechnical, environmental, zoning and land use issues), project pursuit issues (credentials, licensure, past performance, relevant experience), Setting up a practice issues (ownership, financing, staffing, overhead, market position, technology), Contractual issues (hourly vs lump sum fees, project delivery method, standard of care, confidentiality, basic services, intellectual property)

The pass rate for all is 100%. The above B grades which is a standard set by the University is 60%.

ARE Prep courses **ARCH 8045, 8046, 8047, 8048 ARE Prep** courses are one credit classes offered as electives to the graduate students and cover the content of the Licensing Exams. Students will become familiar with the format and content of the various sections of the Architectural Registration Examination. Students gain experience with the subject matter and question types of each section of the ARE 5.0 through focused exercises and practice examinations. Students become conversant with the final stages of the architectural licensing process through their participation in the Integrated Path to Architectural Licensing Program. The sections relevant to SC.3 include:

Course	Section of Exam	Credits
ARCH8045	ARE Prep 1: PDD	1 Credit
ARCH8046	ARE Prep 2: PA	1 Credit
ARCH8047	ARE Prep 3: PjM & PcM	1 Credit
ARCH8048	ARE Prep 4: PPD	1 Credit

These courses are workshops designed to familiarize students with the various sections of the Architectural Registration Examination (ARE) and the question types and formats included with each. As these are workshops, the courses are graded pass/fail, and attendance and completion of the exercises are the only measure of successful completion.

NAAB was not able to provide updated results before this report was due but we hope to provide this on request at the time of the visit.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

There are both Studios and Building Science courses that address SC.4 Technical Knowledge. They are **ARCH7004 Building Studio, ARCH7005 Urban Studio, ARCH7061 Construction Technology, ARCH7062 Integrated Technologies, ARCH7071 Structures 1,** and **ARCH7072 Structures 2.**

ARCH7004 Building Studio
ARCH7004 Building Studio focusses at the building scale and develops and assesses for the following criteria:

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.

Technical Documentation: *Assesses the ability* to make technically clear drawings, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design. These drawings are developed in **ARCH7061 Integrated Design.**

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 the 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.

Sustainability: *Develops an understanding how* 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.
Site Design: *Develops an understanding of the ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
Environmental Systems: *Develops an understanding* of 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.
Structural Systems: *Develops an 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.
Building Envelope Systems: *Develops an 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.
Building Service Systems: *Develops an 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.
Building Materials and Assemblies: *Develops an 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.

ARCH7061 Construction Technology
ARCH7061 Construction Technology introduces students to building construction.
The course has undergone changes to adjust to changes in technology required for the co-ops but also in terms of building practice and course delivery. We have also re-evaluated the courses based on both previous iterations of the class but also on the needs of the students.

Pre 2014 – The course prior to 2011 incorporated 3D Form-Z models in class to illustrate construction assemblies and sequence, structural hierarchy and principles, and designing details in response to various design choices. The student projects utilized AutoCAD to design and construct wall sections of various assemblies and a final project in which a detailed, component- based wall section was constructed in 3D using Form-Z.

The first major adjustment to this course occurred when the university's decision to convert the academic schedule from quarters to semesters collided with the rapid acceptance of Building Information Modeling as the new paradigm for communicating design intent across the AEC industry. Pressure from co-op employers to provide some level of Revit experience led to the adoption of Revit for both in class demonstrations of construction assemblies as well as the basis for completing a semester-long 3D virtual building project. The project introduces students to basic construction detailing in wood frame, masonry bearing and steel frame structures. Using Hejduk's half house, each student constructs a portion of their building using the three different materials over three different foundation types (full basement, crawl space and slab on grade) on a sloping site. Dimensions, site slope and combinations of foundation and structural material varies giving each student a unique set of problems to design and construct.

2014-15 – With the learning curve of Revit being rather steep, a series of in-class labs associated with each project submission was implemented. Students were encouraged to bring their laptops and model along with the instructor to help overcome the initial hurdles of using Revit. This proved helpful as was witnessed in the level of detail and completeness of the semester long project.

2015-2016 – While the in-class labs helped, they were still not effective for students struggling with both construction/structural principles and navigating the Revit abyss. Beginning in 2015, 7am help sessions immediately before the 8am class were implemented to help struggling students stay on track with assignments. These were typically well attended by approximately 30% of the class during the beginning of the semester trailing off toward the end of the term as their skills improved.

2016-2017 – With access to Echo 360 available on campus, the course began incorporating the recording of the lectures and "labs" so students could access them at any time outside of class. The advantage of recorded lectures is that students could pause and rewind portions if they did not grasp a concept on the first pass in class. Capturing lectures opened the possibility to edit the videos for an eventual "flipping" of the class. The lecture capture was highly successful, and students were often seen in the computer lab watching and pausing the lecture on their laptop then repeating the modeling sequence on the more powerful computers in the lab.

2018-2019 – The evaluation of the student projects was typically done by a team of graduate student assistants who were randomly given projects to grade. The inconsistency that arose from this method resulted in the adoption of a mentor-mentee strategy where a graduate assistant adopted a set of students for the entire term, grading all of their six submissions and monitoring their progress more closely.

2020-2021 – Covid 19 accelerated the planned implementation of flipping the class. Echo360 lectures were parsed, enhanced, and edited into 128 videos ranging from 10 to 15 minutes each. Videos were indexed so students can easily find information. Videos illustrating specific Revit strategies are also identified making it easy for students to find information. The mentor-mentee strategy continues and class time is used to dive deeper into construction and structural concepts and provide help with Revit idiosyncrasies.

Self-Assessment
This course has had low ratings over the past few years. The class is large and includes undergraduates in architecture, engineering and construction management. The School decide to separate out the graduate students for a new course to be run in Fall2023. The new syllabus will be provided at the Visit. The smaller class size will allow us to run a separate section for the graduate students and go into more depth on basic construction technique coupled with Revit workshops to prepare for co-op in the summer. The undergraduate course will be changes in Fall 2024 with new professors teaching the material.

ARCH7062 Integrated Technologies
ARCH7062 Integrated Technologies assesses Technical Knowledge.
The course requires case study analysis of existing buildings that demonstrate an integrated design approach from material selection to detail. Students build large scale models and do detailed drawings of the building envelope. Students also adapt their previous work in the **ARCH7004 Studio** to the more detailed development of the project which responds to **SC.5 Design Synthesis** and **SC.6 Building Integration**. *Information in this section repeats in those two SC criteria as Technical Knowledge, Design Synthesis, and Building Integration have common criteria for design.*

ARCH7062 provides an introduction to strategic and operative thinking when considering building technologies as constituent elements of the architectural designer's palette, and to challenge the segregation between discipline and profession. The course does not teach rote solutions for individual technical problems, but rather exposes students to architectural precedents, and architectural thinking that balances multiple, and sometimes contradictory agendas within a synthetic, value-laden design framework. By the end of this course, students should be able to:

- Actively research architectural precedents and be able to identify, assess and evaluate a.) environmentally informed responses b.) construction and detail ethics, and c.) structural concerns/performance. And further, understand how these issues are valued and interrelated by the architect.
- Identify, assess and evaluate structure, construction assemblies and detailing, and environmental responses that can/will have a consequential impact on the design project in terms of both performance and form. An understanding of how working with material choices and assembly processes, as well as detail and material systems, can serve architectural thinking in a generative capacity.

• Identify, assess and evaluate environmental conditions that can/will have a consequential impact to the design problem at the most schematic phases of design thinking, including the design activities of site selection and orientation as related to form and experience.

The course is organized along 13 sessions, and it is divided in three main parts:

#1 Materials. (6 weeks) Each week is dedicated to one of the most common building materials: masonry, concrete, timber, steel, glass & plastic. Each week has one lecture which is split into three parts. The first part introduces historical and conceptual characteristics of the material, the second part develops the material from a technical point of view, and the third part presents specific constructive typologies and components associated to the material.
#2 Envelope. (3 weeks) This sequence examines the characteristics, requirements, and demands of those entities that serve the purpose of supporting, enclosing, and protecting any building. There are three main topics of discussion: the envelope as concept, the envelope as system and the envelope as behavior. After part 1 & 2 there is a session dedicated to a case study showcase, with examples of strategic architectonic approaches to materiality, tectonics and technology. The goal of this session is not only to look at interesting architecture, but also to build knowledge about relevant architects who are doing radical work.
#3 Design Development Assignment. (2 weeks) This part is 100% practical and dedicated to developing work form the **ARCH7004 Studio** problem.

Deliverables
Project A Graphic Narrative This is an individual assignment. After each week, each student has to highlight a specific building concept through a single image or collage. In addition to that, a short written paragraph explains the choice. The exercises monitor basic understanding of the course content.

Project B Core Tectonics This is a two person group assignment that responds to the question of **Materials**. Each group works with the proposal developed during **ARCH7004,** the previous fall design studio. The objective is to critically relook at the project and redefine the conceptual, material, and typological approaches. For this project, the idea is to focus on the structure and the materiality, and define the main vertical and horizontal support strategies, as well as the material and technical aspects of the solution. The output of this phase will be an exploded 3d perspective.

Project C Shell Tectonics This is a two person group assignment that responds to the question of **Envelope**. Each group works with the proposal developed during **ARCH7004**, the previous fall design studio. Students study the envelope of the building, and the objective is to define, in detail, all the different components of the facade, the roof, and the floor of the design. The output of this phase is a detailed model of a slice of the project.

Project Weight • Graphic Narrative 30% of the final grade • Core Tectonics 30% of the final grade • Shell Tectonics 30% of the final grade • Attendance and participation 10% of the final grade

The course takes an holistic approach and covers these areas of student assessment:

Sustainability: *Assesses how* 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.
Site Design: *Assesses the ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
Environmental Systems: *Assesses the understanding* of 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.
Structural Systems: *Assesses the 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.

Building Envelope Systems: *Assesses the 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.
Building Service Systems: *Assesses the 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.
Building Materials and Assemblies: *Assesses the 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.

Self-Assessment
The course has had re-evaluation due to the professor who taught the course from 2016-2021 being ill. The professor who taught the course in 2022-23 took on a further integration of issues of sustainability and building design integration. The course ratings are in the 4.75-5.0 out 6.0 range, high for non-studio courses.

ARCH7071 Structures
ARCH7071 Structures is an introduction to structures and assesses basic knowledge of building structure. The has also undergone changes due to changes in staffing. From 2016-2020 one of SAID's professors with a dual degree in architecture and engineering taught the course. The course is an introductory course and is cross listed with the BSArch curriculum as a pre-requisite for M2 candidates. M1 students with no structures courses in their undergraduate course work are required to take this class. The course covers basic understanding of structure and structural concepts for the design of beams and columns.

Self-Assessment
In 2021 the course was evaluated by the six graduate students who were required to take the course and it received, on average a 4.3- 5.0 out 6.0 which marked an improvement of the content so that it was better suited to architects rather than engineers and construction managers.

ARCH7071 Structures 2
ARCH7072 Structures 2 covers basic instruction on lateral loads and long span and assesses knowledge of more advanced building structure. Several lectures are given by guests, and these have received positive comments in student evaluations. The new material added to the course uses Rhino-based add-ons to evaluate the performance of more complex structures. In groups of 2 or 3, students designed a structural system and estimated its behavior under a variety of load conditions. The students' choice of structural system includes selection of a construction material, and a specific type of geometry or method of using this material to form a load-bearing structure. The students use the structural system to design a building, that is primarily concerned with structural concerns and are encouraged to choose a structural system that is of relevance to their upcoming thesis project.

The students investigate the structural properties of their material system as well as the structural requirements of their building, including wind loads and seismic loads. Based on this information, the students develop an initial 3D model in Rhino3D that is analyzed with the Grasshopper plugin Karamba3D. The results of the Karamba analysis are verified through the construction and loading of a physical model. According to the deformations of the digital and physical models, the students propose a series of interventions to their design to assess and improve structural performance. These models are verified through digital and physical load simulation.

Self-Assessment
ARCH7072 Structures 2 has also undergone some changes due to changes in staffing. In 2020our long-time Structure teacher retired. In the Fall of 2021 the course was taught by faculty in the College of Engineering. In the Fall of 2022 we brought the course back to the SAID faculty and revised the content, keeping the basic instruction on lateral loads and long span. On the first iteration of the course the reviews were generally positive in the 4.0 out 6.0 range but varying widely which is typical for the first run

through of the course and also typical of reviews of technical courses. Student feedback on the new design problem and use of software was positive.
In Fall 2022 82% received a B or above.

Proposed Changes to ARCH7072

- Only groups of 2 students to increase involvement
- Lectures on materials in the beginning
- A more structured document submission requirement with very detailed required list of contents
- Adjusted teaching of Finite Element Analysis as I am now more aware of likely mistakes or misunderstandings
- The last item includes a troubleshooting guide

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Design synthesis is taught throughout the program and is built up through a number of singular design methodologies and ranges from introductory problems to higher levels of development where student's skills are assessed. Design Synthesis is emphasized throughout the program but is assessed in the **ARCH7004 Building Design** and **ARCH7005 Urban Design** studios.

ARCH7001, the Sukkah project, introduces design synthesis as the user requirements outlined in the religious program description

ARCH7002 introduces program but does not assess for regulatory requirements.

ARCH7004 Building Design assesses Design Synthesis for user requirements, regulatory requirements that include accessibility, design codes, life safety in terms of egress, and demonstrates knowledge of building materials as choices that impact performance, sustainability standards, accessible design and structure. *The problems assess ability to synthesize design at the building scale.*

Self-Assessment of ARCH7004
In 2023 the course received, on average scores of 5.0 out of 6.0. Positive comments were made about the course content and the aim to advance knowledge of building practice and innovation.

ARCH7005 Urban Design has a complex site and program requiring architectural, urban design and some landscape design abilities. Design Synthesis between storm management systems, site ecology, urban infrastructure, and building density are assessed in preliminary exercises for sustainable use of landscape for water retention and quality. *The problems assess ability to synthesize design at the urban scale.*

The final design builds from the previously described exercise, local neighborhood precedent analysis, and architectural precedent analysis to come up with a comprehensive site strategy. The final designs are assessed for the synthetic design to accept a two inch rain storm, manage floods in the district, and develop an overall plan at relatively high density. The sites have varied over the past five years and have included a downtown Cincinnati Transit Oriented Development site, a mixed housing and light industry site, and an open parcel that sits between a downtown urban core, a light industry area, an historic low scale high density district, and the river.

Self-Assessment
In 2023 the course received, on average a 4.85- 5.0 out 6.0 from students completing the survey.

85% of the class received a grade of B or above which indicates an ability to demonstrate full design synthesis of regulatory requirements for site access, user requirements as it pertains to the urban design, and measureable consideration of the environmental impact of water management on the site.

ARCH8001 Research Studios will vary by topic. For examples, the airport studio, assesses for user requirements like the complex circulation systems required of an airport, integrates site design to the building program, and demonstrates knowledge of accessibility and other regulatory concerns for an airport. The Wright studio assess for user requirements, site conditions, and accessibility. The 2023 high Rise studio will develop student abilities to analyze and design for user requirements, site conditions, and environmental impact. Because the scale and scope of development varies with the individual critic, these studio are assessed for overall student development of design solutions as a lead in to the thesis.

ARCH8009 Thesis assesses a comprehensive design solution but the aspects of synthesis will vary by topic. While all measures of design synthesis are typically present, the emphasis may vary as site requirements may be reduced relative to other considerations for the research like material impact and performance. The problems assess ability to synthesize design at either the building scale or urban scale and can include both depending on the scale and depth of the investigation.

Self-Assessment
In the Spring of 2023, 31 or the 32 students were allowed to present at the final review. One student had not completed requisite course work and was ineligible to move forward. Of the remaining 31, 2 successfully completed the written portion of the thesis over the summer. This has been typical over the past two years plus of the new thesis with approximately 90-95% completing on time and 3-5% completing over the following Summer.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

Course sequence
Changes made to shorten the curriculum required rethinking the **Building Integration** studio. The School has always taken the art of building seriously, and each semester introduces new emphasis on design decisions that impact Building Integration. Although most students were capable of achieving this in the **ARCH7004** studio, students with one year of design experience and students coming from other programs were not yet capable of achieving this in one semester. The decision was made, starting in 2021-22, to coordinate courses and deliverables to insure better understanding of **Building Integration. Building Science** courses in the second year Summer support and develop studio content from the previous Fall.

ARCH7004 Building Design is the key assessment. point for SC.6 Building Integration. In the following Summer semester **ARCH7062 Integrated Technologies** and **ARCH7082 Environmental Technologies** have directly or indirectly complement the Studio.

Course Descriptions
ARCH7004 Building Design
ARCH7004 Building Design is the key point of assessment.
Students demonstrate integration of building envelope and assemblies, structural systems, life safety systems and knowledge of environmental control systems and building performance at a schematic level. Students are required to show wall sections and building assembly systems and specific details as part of the studio requirements.

ARCH 7062 Integrated Technologies

ARCH 7062 Integrated Technologies students investigate choices of materials in the structural core, envelope and develop construction details of case studies and revisit their **ARCH7004** work. **ARCH7062** begins with case study analysis of existing buildings that demonstrate an integrated design approach from material selection to detail. Students are assessed for Integrated Design through the development of large scale models and detailed drawings of their previous work in **ARCH7004** and adapt the design through more detailed development of the project.

At the beginning of the class, a survey/quiz is conducted to set a benchmark on their passive design knowledge, a prerequisite for this class. Less than half of them scored over 50%. Knowing architectural students are visual learners and understand technical content when they see it, learning is extended beyond classroom boundaries by adopting recently designed campus buildings as case study projects. In addition, Living Building Challenge-certified buildings designs are included as case studies to learn about contemporary ecological practices worldwide. Students also visit Building Energy Assessment, Solutions, and Technologies Lab on a satellite campus to learn about state-of-the-art building performance. A combination of site visits and case studies complements lectures and readings. The current challenge is to reflect this knowledge in their case study analysis report on which students get regular feedback and ensure they learn about all systems. We test their knowledge through their class presentation. A final survey/quiz tests their overall knowledge.

The course does not teach rote solutions for individual technical problems, but rather exposes students to architectural precedents, and architectural thinking that balances multiple, and sometimes contradictory agendas within a synthetic, value-laden design framework. By the end of this course, students are assessed for their ability to:

- Actively research architectural precedents and be able to identify, assess and evaluate a.) environmentally informed responses b.) construction and detail ethics, and c.) structural concerns/performance. And further, understand how these issues are valued and interrelated by the architect.
- Identify, assess and evaluate structure, construction assemblies and detailing, and environmental responses that can/will have a consequential impact on the design project in terms of both performance and form. An understanding of how working with material choices and assembly processes, as well as detail and material systems, can serve architectural thinking in a generative capacity.
- Identify, assess and evaluate environmental conditions that can/will have a consequential impact to the design problem at the most schematic phases of design thinking, including the design activities of site selection and orientation as related to form and experience.

The course is organized along 13 sessions, and it is divided in three main parts:

1. Materials. (6 weeks) Each week is dedicated to one common building materials: masonry, concrete, timber, steel, glass & plastic. Each week has one lecture split into three parts. The first part introduces historical and conceptual characteristics of the material, the second part develops the material from a technical point of view, and the third part presents specific constructive typologies and components associated to the material.
2. Envelope. (3 weeks) This sequence examines the characteristics, requirements, and demands of those entities that serve the purpose of supporting, enclosing, and protecting any building. There are three main topics of discussion: The envelope as concept, the envelope as system, and the envelope as behavior. After part 1 & 2 there is a session dedicated to a case study showcase, with examples of strategic architectonic approaches to materiality, tectonics and technology.
3. Design Development Assignment. (2 weeks) This part is 100% practical and will be dedicated to develop the ARCH7004 Building Studio assignment.

Deliverables
Project A Graphic Narrative This is an individual assignment. After each week, each student has to highlight a specific building concept through a single image or collage. In addition to that, a short written paragraph explains the choice. The exercises monitor basic understanding of the course content.

Project B Core Tectonics This is a two person group assignment that responds to the question of *Materials*. Each group works with the proposal developed during **ARCH7004,** the previous fall design studio. The objective is to critically relook at the project and redefine the conceptual, material, and typological approaches. For this project, the idea is to focus on the structure and the materiality, and define the main vertical and horizontal support strategies, as well as the material and technical aspects of the solution. The output of this phase will be an exploded 3d perspective.

Project C Shell Tectonics This is a two person group assignment that responds to the question of *Envelope*. Each group works with the proposal developed during **ARCH7004**, the previous fall design studio. Students study the envelope of the building, and the objective is to define, in detail, all the different components of the facade, the roof, and the floor of the design. The output of this phase is a detailed model of a slice of the project.

Project Weight • Graphic Narrative 30% of the final grade • Core Tectonics 30% of the final grade • Shell Tectonics 30% of the final grade • Attendance and participation 10% of the final grade

ARCH7082 Environmental Technologies
In **ARCH7082 Environmental Technologies**, students learn about 1) *mechanical, electrical, and plumbing systems in buildings*, 2) their relationship between natural and built environments to emphasize ecological thinking, and 3) how to mitigate climate change by leveraging ecological, advanced building performance, adaption, and resilience principles. The course combines lectures and reading on basic principles. The learning is extended to campus buildings designed by renowned architects, where students learn firsthand about systems, ecological thinking, climate mitigation, and resiliency. Six site visits arranged for this purpose are very helpful for on-site learning. In addition, a couple of guest lectures from practitioners demonstrated how they approach the above principles in their practice via case studies.

At the beginning of the class, a survey/quiz is conducted to set a benchmark on their passive design knowledge, a prerequisite for this class. Less than half of the students scored over 50%. Knowing architectural students are visual learners and understand technical content when they see it, learning is extended beyond classroom boundaries by adopting recently designed campus buildings as case study projects. In addition, Living Building Challenge-certified buildings designs are included as case studies to learn about contemporary ecological practices worldwide. Students also visit Building Energy Assessment, Solutions, and Technologies Lab on a satellite campus to learn about state-of-the-art building performance. A combination of site visits and case studies complements lectures and readings. The current challenge is to reflect this knowledge in their case study analysis report on which students get regular feedback and ensure they learn about all systems. We test their knowledge through their class presentation. A final survey/quiz tests their overall knowledge.

Students' knowledge is assessed via:
1. Quizzes on fundamental principles and vocabulary, building performance assignments,
2. Three simulation-based environmental performance analysis projects and
3 .A semester-long case study analysis project.
Quizzes and simulation projects are completed individually, providing a foundation for the next project. The case study project is completed in groups and encourages collaborative working as practiced in a real-world project. Each student focused on a system (such as HVAC) and coordinated with group members to understand how environmental systems and building design are integrated.

Quizzes. A quiz is conducted at the beginning of the class to set a benchmark on their passive design knowledge, a prerequisite for this class. Less than half of them scored over 50%. A follow-up quiz was conducted toward the end of the class, and all students scored over 90%. In addition, a quiz was conducted to test their knowledge from case studies and field trips. Most students scored over 90%. Quiz statistics are included as evidence.

The Environmental Analysis Projects (Projects 1-3). Those are completed using a whole building simulation program, DesignBuilder v7, for a shoe-box model. A small and simplified single-zone thermal model allows focused inquiries on the dynamic interaction of design decisions to improve energy performance and achieve energy-positive status. Project 1 focused on familiarizing the simulation program and analyzing the results. Project 2 challenged students to systematically decide about the passive design strategies and their sequencing to reduce energy use intensity (EUI) after applying each strategy. Students are asked to record EUI, heating, cooling, and lighting energy. They analyzed annual and seasonal energy changes for a shoe-box model located in Cincinnati (ASHRAE Climate Zone 4a: Mixed – Humid). Project 3 focused on lighting systems (daylighting and automated lighting controls) to further reduce EUI. Finally, an on-site renewable energy system was used to generate energy that helped make a shoe box a net-positive energy building. All student projects are included as evidence with feedback on their submission. A peer review process was followed for these projects, which helped them organize their projects for clarity (EUI savings per energy savings measures) and demonstrated analytical ability.

Case Study Project (Project 4). Knowing architectural students are visual learners and understand technical content better when they see it; learning is extended beyond classroom boundaries by adopting recently designed campus buildings as case study projects (such as Lindner College of Business, designed by Hennings Larsen, and Applied Health Sciences, designed by Perkins and Will). Students also visit the Building Energy Assessment, Solutions, and Technologies (BEAST) Lab on a satellite campus to learn about state-of-the-art building performance knowledge, including various HVAC systems, building automation systems (BAS), and how campus-wide co-generation plant supply the hot and chilled water to campus building in a most efficient way. In addition, Living Building Challenge-certified buildings are included as case studies to learn about contemporary ecological practices outside the campus. Combining site visits and case studies complemented lectures and readings and learning ecological and technical concepts. The case study project reflects this knowledge in students' case study analysis reports that went through at least three iterations (see feedback in the evidence) to ensure they learn about all systems. The final presentation and the case study report assess students' performance.

In summary, integrating the mechanical, electrical, and plumbing systems with building design is assessed via Project 4: Case Study, a major class project. The University of Cincinnati's urban campus helped develop a new pedagogical approach to teaching and learning about Environmental Technologies in buildings and their role in balancing the natural and built environment. Integrating a shoe-box model in the curriculum provided an excellent platform to learn to mitigate climate change by reducing energy needs and carbon emissions at the site and the source levels and on-site renewable energy generation. Thus, the combined in-class simulation and on-site learning helped improve students' learning outcomes.

Self-Assessment of Building Integration
The **Building Integration** sequence has gone through changes in staffing and content over the past several years. Resolving full design integration over one semester has required that different material be introduced over the course of the second year of the program so that Studio and Building Science course build upon one another to give students opportunities to develop work beyond a single course offering. With the change in curriculum, in 2021, **ARCH7005 Urban Design** was used for the integrated studio sequence with the idea that the studio project run at the same time as the other two classes might work for Building Integration. The faculty assessment was that teaching the content simultaneously repeated problems with work overload and the curricular content was revised as explained below. **ARCH7062** and **ARCH7082** have been altered each year during the recent curricular transition in order to fully assess student performance and balance workload.

The following is a short narrative of the changes made to the Studio and Building Science Courses for **SC.6 Building Integration**.

Academic Year 2020- 2021
ARCH7005 - Urban Studio used as Integrated Studio
ARCH7062 Integrated Technologies– case studies in integrated design

ARCH7082 Environmental Systems 2– used in support for integrated design of the studio

In the summer of 2021 **ARCH7082** and **ARCH7062** used the design for **ARCH7005, the Urban Studio,** as the means for developing wall sections and integrated environmental technologies, linking the water systems of the site design into the building itself. While this had some success, the difficulties of full development of the technical aspects of the building while still in a schematic design level proved difficult. Having multiple deadlines at the end of the semester on the same project was more than the students could handle. We found that we had merely replaced problems of the integrated studio approach of previous years.

Academic Year 2021- 2022
ARCH7004 – Building Design used as Integrated Design Studio
ARCH7062 Integrated Technologies – case study analysis of existing precedents with detailed models and drawings of precedents
ARCH7082 Environmental Systems 2 - case studies in integrated design

In the summer of 2022 the program made changes and uncoupled **ARCH7082** from the studio project and used the course to examine case studies of buildings on campus. Students could analyze an existing structure, make calculations on the building's environmental performance, and make design recommendations on how the envelope might be improved.
ARCH 7062 Integrated Technologies was taught by a new professor, starting in the summer of 2022, who successfully used case studies to analyze envelope, materials, and tectonics as a means of assessing the success and failure of an integrated design solution.

Academic Year 2022- 2023
ARCH7004 – Building Design used as Integrated Design Studio
ARCH7062 Integrated Technologies – development of ARCH7004 Building Design used for assessment requiring detailed models and drawings of the project
ARCH7082 Environmental Systems 2 - case studies in integrated design

In the summer of 2023 we kept **ARCH7082** as a case study. In the previous year the students' retention of concepts was more successful when they were able to evaluate an existing building rather than design and assess their own project.
ARCH7062 kept its emphasis on fully integrated design and began with case studies and then evaluated the **ARCH7004** studio project and made informed choices to integrate material choices, development of the envelope, and detailing to design a better performing building.

Academic Year 2022- 2023
ARCH7004 Building Design / ARCH 7062 Integrated Technologies

Self- Evaluation for Building Integration
This was the most successful version of the **ARCH7004** to **ARCH7062** pairing. In 2023 **ARCH7004** received, on average scores of 5.0 out of 6.0 from students. Positive comments were made about the course content and the aim to advance knowledge of building practice and innovation. **ARCH7062** also received 5.0 out of 6.0 from students

Students who had a less developed project from **ARCH7004** found the work challenging. But even students with strong work in **ARCH7004** carefully reconsidered choice made in the Fall studio. 50% of the students were able to achieve very high levels of integration with inventive use and integration of material choices to support Building Integration. 40% were able to demonstrate knowledge of Building Integration, and 10% still struggled to master the concepts. For the Summer of 2024 we will have a different instructor for the course, but we have a clear model for the shared content of the course sequence to develop.

Academic Year 2023- 2024

The ARCH7004 Building Studio will refine its deliverables to create clearer emphasis on developing an integrated design solution by simplifying the site and reducing work on full-scale material experimentation. **ARCH7062** will continue to supplement the **ARCH7004** studio and explore more advanced criteria for further project development.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

December 7, 2018

Dr. Neville Pinto President
University of Cincinnati 2600 Clifton Avenue
Cincinnati, OH 45221

Dear President Pinto:

This letter serves as formal notification and official record of action taken concerning University of Cincinnati by the Institutional Actions Council of the Higher Learning Commission at its meeting on December 3, 2018. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of University of Cincinnati with the next Reaffirmation of Accreditation in 2028- 29.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at https://www.hlcommission.org/ isr-request.

Within the next 30 days, HLC will also publish information about this action on its website at https://www.hlcommission.org/Student-Resources/recent-actions.html.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Jeffrey Rosen. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley President

CC: ALO

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: 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 optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

Links are provided here for M1 curriculum and here for M2 curriculum:
ARCH7004 Advanced Architectural Studio 6 Credits
ARCH7014 Design Visualization 3 Credits
ARCH7072 Structures 2 3 Credits
ARCH7054 History & Theory of Cities 3 Credits
PD7021 Introduction to Co-op 1 Credit
ARCH7005 Advanced Urban Studio 6 Credits
ARCH7037 Contemporary Theory 3 Credits
ARCH7062 Integrated Technologies 3 Credits ARCH7082 Environmental Technologies 3 Credits
ARCH8001 Building Design Research Studio 6 Credits
ARCH8011 Thesis Research & Development 3 Credits
ARCH8041 Professional Practice & Ethics 3 Credits
ARCH8009 Master of Architecture Thesis 6 Credits
ARCH8010 Master of Architecture Writing 3 Credits

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

There are no strict requirements for graduate students under General Studies as the undergraduate degree fulfills the institutional requirements; however, there are two professional electives in program and two free electives that can be done outside the program. Students with advanced standing who have open electives may take those as general studies provided they meet the accreditation standards for professional credit hours. For both the M1 and M2 track a baccalaureate degree of at least 120 undergraduate semester credits with 30 credit hours of general studies is required for admission to the program.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in

other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
The University of Cincinnati offers a number of certificate programs and dual-degree opportunities to allow students to gain expertise in a variety of allied fields. Most prominent among these are the Post-Baccalaureate Certificates in Historic Preservation and Urban Design, and the dual-degree M.Arch/MBA program with the Lindner College of Business.

The Certificate program in Historic Preservation is designed to develop an appreciation for and a working knowledge of the issues and techniques involved in historic preservation. The certificate is awarded upon the successful completion of a minimum of 18 semester credit hours, including a core curriculum of four required courses, including a studio with a historic preservation component. The certificate also requires an internship, which usually is satisfied with the co-op assignment, or with volunteer work with one of Cincinnati's not-for-profit organizations. Founded in 1981, the University of Cincinnati's certificate in historic preservation is one of the nation's oldest academic programs in historic preservation, and is accredited by NCPE, the National Council on Preservation Education.

The Post-baccalaureate Urban Design Certificate provides individuals with a foundational knowledge about the art and science of the design of urban systems to inform future visions for cities. The program introduces the skills and techniques to design livable, functional, and aesthetically appealing places in response to the current and future challenges of cities. Students develop the ability to think critically and to advance multidisciplinary solutions and appropriate sustainable design and management options that serve to promote harmony between the different facets of cities by considering them from a holistic perspective. Students earning the certificate program must complete 18 credit hours of course work, including four required core courses offered by the College's School of Planning. Two additional courses allow students to specialize in sustainability strategies; the design of public space; or social and cultural research.

The M.Arch/MBA joint degree program has become a popular option for some of UC's M.Arch students. Originally students applied to the MBA program after matriculation to the M.Arch, and completed both degrees independently, writing a separate thesis for both degrees. With the joint program, students now get credit for a number of courses that are common to both degrees, and the M.Arch thesis and the MBA thesis are now combined into one project, typically a development proposal with a detailed financial prospectus. Students intending to enroll in the joint program matriculate first into the M.Arch program, and must then take ten credits of preparatory courses from the Lindner School of Business or another institution; these courses may be taken as an undergraduate or in the penultimate graduate year in the M.Arch program. Once students have completed the Summer semester of the M.Arch program, they matriculate into the MBA program, stepping out of the M.Arch sequence in the Fall Semester to complete the coursework required of the MBA program during the Fall, Spring, and Summer Semesters. The MBA requires twelve courses (26 credits) focused on aspects of finance and management; the electives associated with this program are assumed by the M.Arch program. Joint-degree students rejoin the M.Arch program the following Fall, and thus complete the M.Arch and the MBA the following Spring, graduating with the cohort of students a year behind the cohort with which they began the degree program.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
The School, in addition to the accredited M.Arch offers an unaccredited BSArch degree, an accredited BINTD degree, an unaccredited MSArch degree, and a PhD degree. The information on all degrees is offered on the website at:
https://daap.uc.edu/academic-programs/school-of-architecture-interior-design.html

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
N.A.

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

The full M.Arch Program requires 99 credits of post-baccalaureate work without a pre-professional degree (the M.Arch 1 Path) or 64 semester graduate credits and a pre-professional degree in architecture, (the M.Arch 2 Path). In both cases a baccalaureate degree of at least 120 undergraduate semester credits with 30 credit hours of general studies is required for admission to the program and at least one academic term must be spent in paid employment in an architecture firm under the auspices of the co-op program. The course work for both pathways breaks down as follows:

Required Core for M.Arch 1 Path:
Professional Studies 35 Credits

ARCH7001 Order & Tectonics in Architecture 6 Credits
ARCH7012 Design Visualization I 4 Credits
ARCH7021 History of Architecture to 1600 3 Credits
ARCH7061 Construction Technology 3 Credits
ARCH7002 Civic Realm & Public Context Studio 6 Credits
ARCH7013 Design Visualization II 4 Credits
ARCH7022 History of Architecture 1600-Present 3 Credits
ARCH7081 Environmental Technologies I 3 Credits
ARCH7071 Structures I 3 Credits

Common to both Pathways:
Professional Studies 52 Credits

ARCH7004 Advanced Architectural Studio 6 Credits
ARCH7014 Design Visualization 3 Credits
ARCH7072 Structures 2 3 Credits
ARCH7054 History & Theory of Cities 3 Credits
PD7021 Introduction to Co-op 1 Credit
ARCH7005 Advanced Urban Studio 6 Credits
ARCH7037 Contemporary Theory 3 Credits
ARCH7062 Integrated Technologies 3 Credits
ARCH7082 Environmental Technologies 3 Credits
ARCH8001 Building Design Research Studio 6 Credits
ARCH8011 Thesis Research & Development 3 Credits
ARCH8041 Professional Practice & Ethics 3 Credits
ARCH8009 Master of Architecture Thesis 6 Credits
ARCH8010 Master of Architecture Writing 3 Credits

Elective Studies 12 Credits
Six graduate credits may be taken in any discipline. Six graduate credits must be taken from the SAID catalog. These courses in elective professional studies include:

ARCH6025 Introduction to Historic Preservation 3 Credits
ARCH6026 Techniques of Historic Preservation 3 Credits
ARCH6027 History of American Architecture 3 Credits
ARCH6036 Place and Dwelling 3 Credits
ARCH7031 Arch Theory I (to 1800) 3 Credits
ARCH7035 Arch Theory II (1800 to 1966) 3 Credits
ARCH7036 Advanced Theory Elective (Topical) 3 Credits
ARCH7038 Deleuze and Architecture 3 Credits
ARCH7039 Architecture & Geometry 3 Credits
ARCH7055 Film and Architecture 3 Credits
ARCH8024 Special Topics in Architectural History 3 Credits
ARCH8034 Special Topics in Architectural Theory 3 Credits
ARCH8035 Critical Theory 3 Credits
ARCH8037 Phenomenology & Architecture 3 Credits
ARCH8038 Cultural Approaches to Architecture 3 Credits
ARCH8045 ARE Prep 1: PDD 1 Credit
ARCH8046 ARE Prep 2: PA 1 Credit
ARCH8047 ARE Prep 3: PjM & PcM 1 Credit
ARCH8048 ARE Prep 4: PPD 1 Credit
ARCH8049 ARE Prep 5: C&E 1 Credit
ARCH8064 Special Topics in Construction 3 Credits
ARCH8074 Special Topics in Structures 3 Credits

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
N.A.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

Applications are accepted online through the School's website and submitted into Slate. Requirements for admission include a CV or resume, a Statement of Purpose, three letters of reference, a portfolio of work, and transcripts from an accredited program. There are options for a video interview. GREs were made optional starting in 2021. TOEFL tests are required for all foreign students who attended a non-English speaking university. Submissions are due January 10th and the Program Director assembles all the materials and sends out letters to the candidates if part of the submission is incomplete.

Small faculty committees of two to three members review batches of candidates and rank candidates by scores of 1-5. A score of 5 is high accept, 4 is accept, 3 is accept with reservations, 2 is wait list, a 1 is reject. Faculty add comments on their evaluation. Students do not apply specifically for M1 or M2 admission. Faculty will make assessments on the proper program, but all applications have a follow up review by the Graduate Coordinator and School Director to double check that all the criteria have been met for admission. The Graduate Coordinator and School Director then rank the groups and assign students into the M1 or M2 pool based on prior degree, work experience, and quality of the work submitted, which is described in detail in Section 4.3.2 of this document. Letters of Acceptance are sent out in the first half of February. Sample letters are included in the Appendix.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:

The full list of candidates is reviewed by the School Director and Graduate Director. Placement in the program options is done through a matrix that evaluates:

1. BSArch degree or equivalent pre-professional degree. Students who do not have a BSArch are put in the M1 pool. This degree equivalent must have had credits in Architectural History, Introductory Structures, and Introductory Building Science and environmental Technology. Students with the BSArch or equivalent are consider for either M1 or M2 placement.
2. Number of undergraduate architecture studios and credit hours of studio.
3. Complexity of studio problems. Students are compared with our own UC undergrads who have a rigorous set of studio experiences.
4. Skills classes for digital design background
5. Hours of work or co-op experience
6. GPA with special review of studio grades

The base line comparison for advanced placement into the M2 program is to our own undergraduate who enter into the M2 program at UC or several peer institutions.

A UC student has 7 studios at 6 credits per studio; the third year and fourth year are developed as housing and urban design, advanced fabrication, or technical development of a complex public building; 4 semesters of Skills with experience in all 2D graphics (Rhino, Revit, 3D digital modeling, and other advanced skills that complement these programs); UC students have 3 co-op semesters at the time of

application; we generally accept a UC student with a 3.0 or above. The Graduate College will only allow acceptance of students with a 3.0. Students who fall below this level must have a written letter for the exception from the Graduate Director.

The Associate School Director who also operates as our NAAB representative also reviews the undergraduate transcripts to ensure admitted students meet the standards.

A matrix of the program placement evaluation is supplied in the Appendix.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:
Students applying to the Masters program do so without prior placement into the M1 or M2 sequence. After evaluation by the Graduate Program Director with consultation from the School Director and Associate School Director two letters are sent. One is a form letter [describe that content here] and a second from the School Director which outlines the program and semester sequence over the course of study, the scholarship offer, expectations of other income from co-op employment and GA stipends where applicable.

Due to the changes made to the shortened curriculum there have been questions from prospective students as to their placement. The previous programs placed students with no background in the M1 8-semester sequence and most students with undergraduate BSArch degrees in the three-year 5-semester program. The new 6 and 4 semester tracks necessitated re-evaluation of the admissions process. Students with no architectural degree remain in the M1 6-semester track. Students admitted into the advanced, 4 semester track must meet the standards of our own undergraduates have a BSArch of equivalent degree, and have completed key course work in Building Science, History/Theory and Skills in order to meet the base line criteria for advanced standing.

With the new curriculum the benchmark for admission to the advanced level of the M2 program is our own undergraduates who have an unusual amount of experience. That includes seven semesters of architectural studios with comparative complexity and development comparable to some graduate programs, three semesters of co-op and, typically, one additional summer of work experience. Our own BSArch students gain admittance to two year programs at highly regarded and ranked institutions with the exception of the Ivy League schools which accept them into three year programs. This includes top publics like UVA and Michigan, and top private programs that include RISD, Pratt, Wash U, and Rice. The advanced standing given to our own undergraduates established our own criteria for raising the reputation of the MArch program and raising standards for advanced admission. As we build data on our graduates we are continually re-evaluating the standards for advanced admissions.

Students admitted to the M2 program should have a comparable set of experiences to our undergraduates. This can mean that students with only four to five semesters of studio may be admitted into the M1 program. We also examine the portfolios to insure that the complexity of the design problems compares to the final year of our undergraduate program. Students who have very little digital background have also been required to do the M1 sequence. Similarly, students, even those from the same undergraduate institution, who have no or little work experience, may also be admitted to the M1 sequence. As a result, some BSArch students are asked to do the six semester program. Though there may be some repetition from their undergraduate experience, the building sequence in the first semester and the heavy digital design and fabrication sequence in the second semester invariably have mitigated the limitations noted in the admitted student’s portfolio submission.

Admitted students receive an official letter of acceptance but are also contacted by the School Director or Graduate Director by phone and/or email. UC students accepted into the programs have one on one

interviews with the School or Graduate Director. All students are invited to our virtual or in person Open House and have short interviews at those visits.

Students can appeal for waivers on courses in the M1 first year. The typical waivers are for **ARCH 7071 Structures**, and **ARCH7021 History and Theory to 1600** course where, after review of the syllabi from the undergraduate program, the faculty feel assured that the basic content of the courses is comparable. Faculty who teach course in Building Science, Skills, and History/Theory review syllabi from the undergraduate institution to evaluate content to allow waivers out of the M1 course work. The ability to waive required courses for these students allows them to take advantage of electives within the School, College, and University and to allow them to more easily pursue Certificates or joint degrees while in the program.

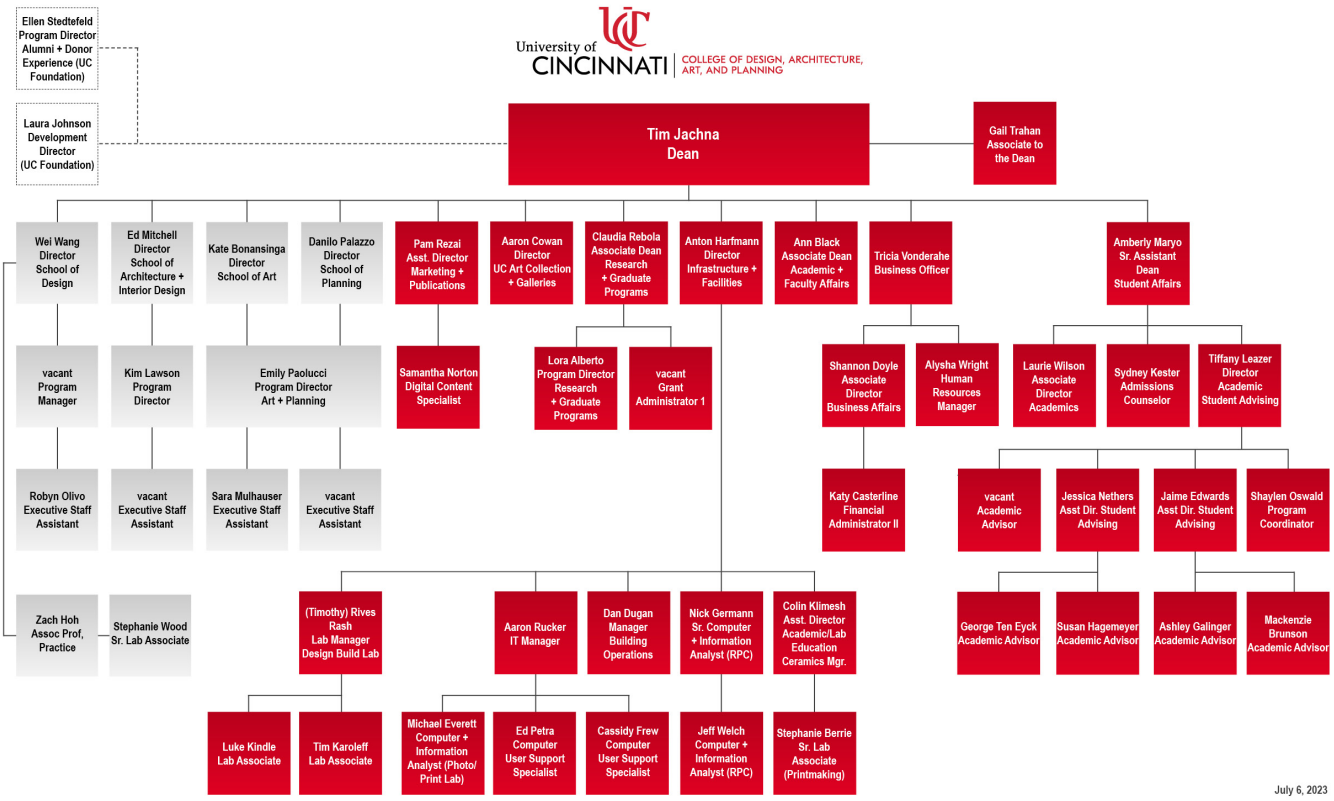
5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:



*This chart was provided by the Dean's office at DAAP

College Governance

The University is made up of 13 Colleges(15 or 16 if the Libraries are included) each with its own Dean. The School is one of four within the College of Design, Architecture, Art, and Planning (DAAP) The College has a Dean, an Associate Dean of Academic Faculty Affaris, an Associate Dean of Research, a Director of Facilities and Technology, and a staff that includes the Budget Director, Undergraduate Admission Director, and the Assistant Director of Marketing and Public Relations. All appointments in the Dean's office, shown in red, are made by the Dean and appointed directly by the Dean.

The Dean with the **Business Officer** is responsible for financial allocations to the four schools. Income generated from tuition is shared across the four Schools regardless of the direct income generated by individual schools. This is described later in Section 5.7.

- The Business Office also supervises faculty hires through the **Human Resource Director**.
- **The Associate Dean** supervises faculty related issues and is charge with advising on Promotion and Tenure.
- The **Associate Dean of Research** aids faculty in developing their individual research by fosters partnerships among faculty at the College and across the University. As a second duty the Associate Dean of Research operates at the College level as Director of Graduate Studies and meets with Graduate Directors once a month.

The Dean meets with his Staff and the four School Directors once a month to review decanal decisions. The Dean and four School Directors meet once a month to review School level concerns. The Dean holds individual appointments with each School Director approximately every other month.

SAID School Governance

The School Director is the faculty head of the School and is responsible for budget management, fundraising, alumni outreach, hiring of faculty, advising on faculty development, and curriculum development. The School Director also teaches. The School Director is hired through a search, voted on by the faculty for recommendation, approved by the Dean and hired by the President and Provost of the University.

The Associate School Director is responsible for oversight of accreditation standards for all of our programs, assists the School Director in faculty related issues, advises on curricular development for all programs, and assists in management of facilities, classroom assignments, and governance issues at the College and University levels.

The Graduate Director is in charge of the Master of Architecture program and is responsible for student advising, management of course content, graduate student events including exhibitions and end-of-year shows and the thesis. The Graduate Director also assists in course and curricular development.

The Program Director handles the processing of all graduate student paperwork, organizes and tracks the admission process, aids the Graduate Director in assigning Graduate Assistants, assists the Undergraduate and Graduate Director in awarding scholarships, and assists with the Executive Staff Assistant in School events including lectures, visiting faculty and reviewers, and processes budget requests for the School.

The SAID **Executive Assistant** assists the School Director and faculty in the organization of events, outreach including the School newsletter, scheduling, and daily operations of the School, its faculty, students, and visitors. The EA reports to the School Director and Program Director. *This position has not been filled since April of 2023.*

The **School of Architecture and Interior Design Academic Council** is made up of the School Director, the Associate School Director, the PhD/MS director, the MArch Graduate Director, the Undergraduate Director, and two senior faculty, one from Architecture and one from Interior Design. This group meets once a week to discuss School issues.

Leadership Assessment
The School Director is formally assessed by the Dean. The contract for the School Director is for a five year term and in the fourth year School Directors make a formal announcement if they want to continue on in the role. Director Mitchell was reviewed in the Spring of 2021 by a committee, appointed by the Dean, and consisting of two SAID faculty, a faculty member of the College, and a faculty member from the University (College of Business). The Director submitted a full CV, Course related material and a 40 page report on the status of the program's academic and financial accomplishments during the prior four years. The committee meets with the entire faculty to review the dossier and solicits input for their report.

That committee reports directly to the Dean to make recommendations on contract renewal. That was done in December of 2021. Director Mitchell was awarded an additional five year contract.

A similar process is done for the Dean and was conducted in the Spring of 2022. That committee also had two members of the SAID faculty. The Dean was renewed for a three year contract to begin in the 2023-2024 academic year.

Faculty are annually assessed through the Academic Performance Review (APR) process which include self-reporting and assessment with the School Director on an annual basis. Decisions on tenure track advancement, contract renewal and extension and reappointment are made first through the Faculty RPT Committee (Reappointment, Promotion and Tenure), followed by review by the School Director, the College RPT Committee, the Dean, the Provost, and the UC Board of Trustees.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:
Faculty Governance
The **School of Architecture and Interior Academic Council** meets weekly to review ongoing issues with student affairs, scheduling of reviews, policy development, events, curricular development, and hiring needs. Faculty meetings are held monthly within the School and there is a full College meeting once a month in Fall and Spring semester to review College level issues and policies.

Faculty serve on **School and College level committees.** These include the Curriculum Committee, the College Committee for Review, Promotion and Tenure (RPT), the Library Committee, and the College Grievance Committee. The School has its own RPT Committee, an ad hoc Curriculum Committee, the Architecture Search Committee for faculty hires, the Interior Design Search Committee for faculty hires, the Admission Committee and the Design Committee.

Shared *studio coordination* is done by the appointed coordinators prior to the start of the semester and on a regular basis to insure shared concerns, to coordinate reviews, and to assess progress throughout the semester.

The **University of Cincinnati Faculty Senate** represents all 4,000 faculty in furtherance of the mission of the university which is to promote student learning through excellence in teaching, research, and service. Faculty, by mandate of the Board of Trustees, "assist, advise, and counsel the President of the University and the Board" in matters including, but not limited to, “academic policies, admissions, degree programs, budgets, collegiate structures, and the formation and implementation of long-term plans.” A primary and central means to carry out this mandate is through the University Faculty Senate which includes over one hundred representatives from the multiple campuses on which faculty teach, conduct research, engage in scholarship, and provide service to the university.

To carry out these goals, the Faculty Senate works co-operatively with the President, the Board of Trustees, and the Provost Office; the many integral units around campus that provide support for faculty, students, and staff; and the students themselves. Through this shared responsibility of governance, and by embodying the precept that diversity is our strength, the University seeks to ensure that each of our students--now totaling over 50,000--reach their potential as thoughtful and informed citizens of the world. Currently one of the SAID faculty sits on the UC Faculty Senate.

Staff Governance

DAAP Staff Advisory Board

The DAAP Staff Advisory Board advocates for all staff within our college, provides advice on staff matters to the Dean and leads innovation across the university.

The mission is to:

- Advise the Dean on issues related to staff and make recommendations.
- Serve on the DAAP Operations Committee.
- Welcome, educate, and mentor new college staff members.
- Intentionally promote diversity, equity, and inclusion.
- Support, develop, and promote staff members, engagement, and activities.

Any active, full, or part-time, staff member in DAAP, is eligible to become a member of the Staff Advisory Board, except those that sit on DAC/DEC. Board members will serve a two-year term beginning on July 1 and ending on June 30. The board will have 5 elected members.
Appointments, through nomination and election, will be held annually to typically replace 3/2 of the 5 elected board members. Communications during the election process will state how many board positions are being filled in that year's elections. The vacant positions will be filled by the nominees who receive the highest number of votes.

Requirements of Staff Advisory Board Members:

- Attend all Staff Advisory Board Meetings.
- Participate in DAAP Operations Committee.
- Attend Committee Meetings (as needed by your assigned committee).
- Participation in other various events based on availability.
- Meet at least 1 time a month.

Staff Senate

The University of Cincinnati Staff Senate was established in 2018 as an advisory board to the President of the University and University administration. With representation among colleges, divisions, and departments, the UC Staff Senate serves the university by promoting, protecting, and representing the interests and perspective of university staff. It additionally serves staff through education and appreciation.
Staff Senate Meetings are open for anyone to attend. They occur once a month on first Wednesday of each month.

Student Organizations and Governance

Heads of the student organizations include the American Institute of Architecture Students (AIAS), National Organization of Minority Architects Students (NOMAS), and International Interior Design Association (IIDA) meet two to three times a semester with the School Director and on regular basis with the Undergraduate Director or Graduate Director. Faculty are appointed to serve as advisors to those student organizations.

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.

AIAS

The student chapter of the AIA, the AIAS, organizes social events that have included tours of historic Cincinnati architecture, participation in the National AIAS conference, firm talks through the Co-op office, portfolio reviews for younger students, sports events, and an annual class soiree.

NOMAS

The School reopened its NOMAS chapter in 2019. Despite the immediate consequences of the COVID shutdown, students have been re-engaged in activities with the national organization. Eight students attended the 2022 national conference in Nashville and 4-6 are planning on participating in the design

charrette and national conference in Portland, OR in 2023. Support for student engagement was provided by the School through the new Pecsok Gift Fund. Additional support has been given by local design firms.

5.2 Planning and Assessment
The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:
In the previous accreditation review the School was flagged for the lack of a Long Range Plan. A summary of the content of the 2017-2018 Long Range Plan is summarized in Section 1 of this report.

University Long Range Goals
Since the 2015 NAAB Report the University has made several changes in its mission that impact planning at the College and School levels. In summary, the University conducted a survey of the Colleges in 2018 resulting in the College, DAAP, issuing a Strategic Sizing Report in the Spring of 2019 with revisions made in 2020. The College, at that time (Fall 2019/Spring 2020), was not asked to grow but to raise the quality of the programs. That College level study was led by the four School Directors.

With a new Provost appointed in August of 2021 a change was made asking the College to grow at a rate of 3% per year. Those goals are currently being evaluated at the College level as the change impacts key factors not addressed including a lack of space, an implied increase in faculty to student ratio, and issues of retention.

DAAP Long Range Plan
DAAP has not had a long range plan since 2000, and this was largely the problem identified in the previous NAAB Report.. University and College level plans directly affect the SAID Long Range Plan. Changes in mission, explicit and implicit, have consequence son the goals of all four Schools in the College. Plans for a College-wide Long Range Plan were begun in August of 2023 with a target to complete this process by the close of the academic year. Because this is only in a preliminary stage, we cannot include any summary in this report.

SAID Long Range Plan
With no Long Range Plan from the College, the School enacted a process to meet the concerns of the 2015 NAAB Report. In the Fall of 2017 Director Mitchell, interviewed the faculty, wrote a draft of the Long Range Plan that addressed those concerns identified in the previous report and those that were internal concerns for the future of the program. The Long Range Plan was revised by the School Director with input from the **SAID Academic Council** and presented for faculty discussion in the Spring of 2018,

SAID anticipated that the changes to the MArch program would result in a short term drop in enrollment due to the reduction in the program length, and a temporary loss of revenue. But the program changes predicted a longer term rebound to the student enrollment numbers prior to those changes. That has been exactly what happened over those four years. In addition, SAID and the School of Planning proposed a joint, non-accredited Master in Urban Planning which has been approved through all levels of the university and is in process for review by the State. This would add a small contingent of students with a BArch degree or equivalent to the pool of potential Masters candidates for a non-accredited degree.

The School's Long Range Plan, has been largely enacted over the past six years and is documented in the section "Progress since the Previous Visit." A follow up assessment of the School was submitted to the Dean's office in December of 2020 addressing progress on the Plan and future needs and concerns.

The progress on mission and objectives is summarized in the first section of this report and was implemented as a phased transition during the academic years 2018-2019, 2019-2020, and transitioned

into the combined classes of old and new program length for the students graduating in 2020-2021. The academic plan was fully implemented for the classes graduating in 2021-2022 and 2022-2023.

The key points of the SAID Long Range Plan are listed in section 5.2.3

5.2.2 Key performance indicators used by the unit and the institution

Program Response:
We have only had our new program in place for two full academic years. Despite concerns that the shortened thesis would reduce the quality of the work the opposite has been the case. The more focused direction of **ARCH8011Thesis Writing** has helped develop the student projects and reduced the number of students who were prevented from moving on in the thesis sequence.

Results from Thesis Changes
In the former full year thesis in 2016-2017 12 students were not allowed to move forward with the independent thesis.

In 2021-2022 only 1 of 28 students did not complete the thesis. Of the other 27 of 28 completed the written and design portion of the thesis for Spring graduation, and 1 completed the written portion for the later summer deadline for the ETD (Electronic Transmission of Dissertation).
In 2022-2023 only 1 of 33 students did not complete the thesis. Of the other 32, 31 completed the written and design portion of the thesis for Spring graduation, and 1 completed the written portion for the later summer deadline for the ETD (Electronic Transmission of Dissertation).

Co-op Readiness
A second benchmark was a concern from the Co-op office that students in the three year program would not be adequately prepared for a co-op after two semesters rather than four as the program was previously run. During the transition the program had 5-7 students and the faculty of the School helped place students in appropriate work situations.

In the summer of 2023, 12 students in the M1 program were placed in co-ops. Three of the 12 were former Architecture and Engineering students and had prior co-op experience. The remaining 9 all found co-op jobs.

There will be added work for the co-op faculty to place the larger class of 18, but of the 18, 2 have prior co-ops, and several others have architectural work experience prior to enrolling in the program.

Employment
The School and the University does not survey for job placement after graduation, but all the students who graduated in 2022 and 2023 have jobs as teachers or as junior architects.

Student Survey
The School intends to conduct a brief survey of the two recent graduation classes and will make that information available at the time of the visit.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

SAID Long Range Plan 2017-2022

Curricular Changes
As noted above, the School revised teaching and program objectives at the start of the unforeseen obligation to fun remotely for the two years of COVID. Despite the challenges, the MArch program has been successful in achieving the goals of the Long Range Plan and fulfilling its academic mission. The graduate programs were reduced in length to the three year and two year tracks through curriculum

transition from 2018-20021. The Studio sequence (ARCH7001, ARCH7002, ARCH7004, ARCH7005, ARCH8001) was reviewed and altered to insure greater depth to the problems and skill development.

Courses in Building Science (ARCH7061, ARCH7071, ARCH7072, ARCH7081, and ARCH7082) were internally reviewed and changed to reflect new technological developments and to align more directly with current professional needs. **ARCH7061 Introduction to Building Science** will be revised for the Fall 2023 semester to both address the larger class size and to sharpen content for graduate level students. **ARCH7071 Structures 1** was affected by a sudden retirement and was taught in 2021 by the College of Engineering and Applied Science. **ARCH7072 Structures 2** was also taught by faculty in the College of Engineering, but in 2022 the course was brought back to the SAID faculty and revised with major updates to include the use of software developing complex structures. That course will again be revised based on student feedback for the Fall 2023 semester.

The thesis sequence was cut back from three semesters of research and writing development and two semesters of design to two semesters of writing and research and one semester of design (ARCH 8011 Fall, ARCH8011 Spring, ARCH8009 Thesis Studio). As noted elsewhere this change did not negatively affect output. More consistent requirements and coordination amongst the faculty has helped structure expectations and output so that the length and breadth of the written requirement is similar and matched the University's expectations for student writing. This entailed assigning faculty to larger groups, establishing clear criteria for the writing portion of the thesis, and developing a consistent faculty core group to marshal the individual thesis projects. We continue to self-evaluate in order to bring more faculty into regular discussions in order to benefit individual students with the specific expertise of our faculty, affiliated faculty in the College and University, and to develop input from professionals who are graduates of the program or supporters through the co-op program.

Change to the Student Body in the M1 and M2 program
The changes have resulted in an increase in students in the M1 sequence from 6 in 2017-2018, 7 in 2018-2019, 7 in 2019-2020 the first year of the shortened M1 change, 8 in 2020-2021, 6 in 2021-2022, to 12 in 2022-2023, and 18 for 2023-2024. With the addition of students to the M2 program the total at graduation for the MArch program has been 37 in 2017-2018, 41 2018-2019, 28 in 2019-2020, 46 in 2020-2021 (double class during the run of the old program and new program, 26 in 2021-2022, 33 in 2022-2023, and 29 anticipated for 2023-2024, and a projection of 45-48 in 2024-2025 which would be our highest total in many years. At the current projections, after overcoming both the change in program and the two years of COVID drop in enrollment, we will maximize the number of students that currently can fit into the studios. At the current projections, after overcoming both the change in program and the two years of COVID drop in enrollment, we will maximize the number of students that currently can fit into the studios.

Scholarships
Scholarships as reported in the previous VTR went from a total of 13 with an annual budget of $37,000 over the 13% provided by the Graduate College funds to 51 scholarships totaling $4.5 million and an increase of 18% funding through the Graduate College Funds. A majority of those new scholarships are endowed at a minimum contribution of $50,000 with a 4% yield. Additionally, MArch students have been awarded Yates Fellowships by the University, targeted for underrepresented students seeking graduate degrees. This is a full scholarship with a stipend. SAID has obtained Yates awards for the classes matriculating in 2020, 2021(2), and 2023 (2). The Simpson Fund is also providing an additional set of awards for 1-2 PhDs and $25,000 is earmarked for the Masters programs. A complete list of scholarships is provided in the Appendix.

New Programs
A goal was also set to establsih a joint MArch/MBA requiring an added year of enrollment to complete the MBA 26 credit curriculum with the College of Business funding for scholarship to match the SAID offer in the added year. That plan was approved by the School, the Colleges, and the University in the beginning of 2021, allowing 2 students to enroll in the joint degree program, both of whom graduated in 2023.

A second program, the unaccredited 3 semester Master of Urban Design (MUD), shared between SAID and the School of Planning, has been approved at the School, College, and University level, and awaits State approval.

Research
In addition, the University has made several campaigns to enhance Research since the last visit. The School has outlined its Research agenda through the identification of the four major research areas. The School had had several small donations from outside sources to help fund studio support for graduate studios. The goal to issue School-based publications resulted in the first book of student work, *Echos*, in 2019 and subsequent publications done through the University of Cincinnati Press. Five books have been published and five others are in progress as of this writing. Other publications of student work have been done with outside sources including "Two Sides of the *Border*: Reimagining the Region."

Facilities
The School Director was able to obtain funds for renovations to two of the large studio spaces. One, designated for the Interior Design students was refurbished in the summer of 2021 and the second, used by both undergraduates and graduate students, was refurbished in the summer of 2022. New desks were purchased from funds from the School and the College for each of these studios. The Betz Materials Library was completed from private funds in 2020. Additional funds from this donation were used to add equipment into all the studios for movable monitors. Additional equipment was added to the third year graduate studios. It should be noted that the issue of elevator access to the 8th floor Alms studio has yet to be addressed by the University.

SAID Long Range Plan 2023
SAID is in the process of outline a new long range plan. Aspects of that School level plan will be contingent on the College determining its own Long Range Plan as this will influence funding, revenue streams, workload equivalencies, facilities, research agendas, etc. The SAID plan must include our other programs not subject to the NAAB review. This includes the undergraduate non-accredited BSArch program, the CIDA accredited BSINTD Interiors program, the Master of Science in Architecture and the PhD in Architecture. As we have only had two years to evaluate our changes to the MArch program, we are at the beginning of formulating our next set of goals. The faculty discussed upcoming challenges at the School retreat at the start of the Fall 2023 semester.

Preliminary issues that will be reviewed by the faculty include:

- Faculty Workload
- Lack of Faculty for Electives and options in studio sequence
- Revenue Streams for Research
- Scholarship
- Leadership changes
- Review of the MS and PhD programs (including new focus areas in Urban Futures and Historic Preservation)
- Fiscal planning for the Simpson Fund

Faculty Workload
SAID has committed to heavier workload than faculty at the other three Schools and this discrepancy has not been addressed by the Dean. This directly effects the financial outlook of the College and impacts funds made available to SAID.

Lack of Faculty
In reports sent to the Dean the School Director showed that SAID lack 2-3 faculty and this results in a shortage of Electives offered and will affect differentiating the undergrad from the grad programs with faculty assignments and thereby having the same faculty teach MArch students multiple times in the three year sequence.

Revenue Streams for Research

Efforts are underway for direct support to the programs to supplement financial needs for student travel (see Simpson Fund below), studio support, and workshops. The School will need to have more commitments from alumni or corporate sponsors to raise the level of course-related support currently lacking at the College level.

Scholarships
The School is doing well in this area and the goal remains to fund 3-4 additional scholarship each year which we have surpassed every year since 2017.

Leadership changes
The members of the School Advisory Group are almost all over 60 years old and there will need to be changes over the next 2-3 years to involve other faculty. The time commitment and relatively low stipends and limited course release do not make these positions desirable for faculty who are either engaged in research or who currently play critical roles in required course teaching.

Review of MS and PhD
Though this is not directly impactful on the MArch program, these two programs are also under a standard review at the University level. An internal report was completed this summer (2023) and the formal review will be conducted in Fall 2023. The MS program has dwindled and changes in the demand for the PhD are being considered to better reflect faculty strengths and opportunities. The PhD program has shifted from a large number of international students with outside funding to a more conventional mix of national and international students supported by the School. The School would like to develop a Masters in Historic Preservation as the focus of the MS but would require additional faculty in the technical areas to run the program. Added faculty could supplement Elective options for MArch students.

Fiscal Planning for the Simpson Fund
SAID and the School of Planning received a substantial endowment gift in 2016. Those funds have gradually been released to the two schools. The fund was intended to support student scholarship and research. Due to rebates to the fund and the lack of travel and reduced research agendas during COVID there is a surplus in the Fund that will require a long range plan. The projected yearly yield sets the annual budget targets. 80% of that yield is currently being used for faculty salaries. Although funds for visiting faculty hires have been beneficial to both Schools, substantial portions of the salaries of the two School Directors and the Dean are being supported by these funds. This was not the original intent of the gift. The fund yield, as it was intended, should support research and outreach to enhance the programs strengths rather than supplement operation costs. The distributions of these funds is contingent on a majority vote from a 5 member Board that consists of the Provost, the Dean, the two School Directors and a lawyer for the estate. This expenditure for portions of the salaries for Dean and School Director were not approved by the Board.

The School Directors would like to take the Dean’s salary portion out of the fund and to consider having the School Directors’ salary portion also removed so that the fund directly supports the intended use. As noted earlier, without a College level long range fiscal plan to address the shortfall.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:
The School has done very well in meeting its Long Range Goals and making adjustments to online teaching for that two year period. Shortening the MArch program to more traditional lengths has appeared to add to the competitive nature of the program and the increase in scholarships has also benefitted recruitment.

The projected growth targets from the University do affect funding. While SAID has consistently met its student population and budget targets, this has not always been true of other schools in the College. SAID funding is tied to the other three schools, and deficits in other programs impact our own budget. As noted, we are still short 2-3 faculty for our programs and this is a challenge to course sizes which affect studios, the size of our required seminars, and what is recognized as a lack of elective options. Faculty are teaching required courses and there is a shortage of faculty to staff optional electives.

With a lack of funding from the College this has necessitated that the School Directors find outside funding for scholarships, visiting faculty, faculty travel funding, and course related support. The DAAP complex, originally designed for 1800 students now houses approximately 2400 and with the 3% growth targets set by the university, the impact on studio space is not fully addressed. Changes in use, scheduling and furniture have made some accommodation but there is not yet a Long Range Plan by the College to address these key issues. The studio sizes at SAID are already higher than most programs at 14-16 students in some of the studios, but the College has been unable to convince the leadership that studio learning requires smaller class size, particularly at the graduate level.

SAID has been able to retain and recruit excellent faculty, but the salary rate lags behind our national competitors by 20-25%. This is a concern, particularly in the recruitment of high-level research faculty and minority faculty. Both groups are in heavy demand and we have consistently lost key minority faculty to our competitors. We are currently working with the College of Engineering to exchange faculty teaching loads to accommodate the potential for hires in material sciences and structures so as to stay competitive in areas that are growing strengths of the program. The lack of space is also a hindrance to our faculty's ability to work on research projects that require long term use of labs or studios.

Beginning in 2017 the University made shifts from a primarily teaching university towards a shift in emphasis befitting the demands of a Carnegie R1 Research institution. This has been a major discussion in determining workload and expectations for tenured appointments, but the seed money support, compared to comparable programs, is underfunded. SAID has started small gift-based opportunities for targeted parts of the curriculum but will need additional space and equipment to enhance our research capacities.

The ongoing challenge for students is twofold. Our undergraduate program, though not ranked, is highly regarded, and the co-op program enhances the learning outcome of these students. Our BSArch undergraduates have been consistently admitted to MArch programs of top ten universities and in other cases have been awarded large scholarships and research stipends as enticement. We have done well in retaining our own students. But, the attraction of a new situation or the lure of scholarship, despite the comparative costs of the education, affects our ability to retain our best students for the MArch. We are challenged to find more students from the national pool, and any real recruitment and the costs of recruitment are not adequately supplied by the College. SAID has been required to seek its own funds from alumni for these purposes or has taken advantage of the national network to publicize our programs.

The current leadership group anticipates several changes over the next few years for the PhD, Graduate Director, Undergraduate Director and School Director. The group who currently holds those positions has performed beyond the scope of those workloads to the benefit of the programs, There will be new opportunities for transformation as this group steps down but also great challenges as the demands on faculty continue to increase.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

SAID has regular visitor and strong participation from practitioners, alumni, and fellow academics. This takes place in participation in student reviews, in job fairs, in the Co-op Program, and in visiting lectures which are held nearly every week outside of review weeks in the School calendar.

Co-op
Co-op provides a large list of over 300 employers who give feedback on the quality of work and preparedness of our students**.**

School Lectures and Selected Guest Critics

AY 2017-2018
Visiting Lectures/Special Presentations by:
Robert Somol, University of Illinois Chicago; Heather Roberge, UCLA; Michael Murphy, MASS Design Group; Vincent Sansalone, UC; Elie Hadid, Steven Kieran, Kieran Timberlake, Philadelphia; Substudio; Adam Yarinsky, ARO, NY; Chris Marcinkosky, PORT; Karolina Czeczek and Adam Frampton, Only If, NY; Alan Organschi, Grey Organschi, Yale; Brian Healy, Boston; Anna Dyson, Yale; Nasser Rabbat; Tatiana Bilbao, Mexico City; Ila Berman, UVA Dean.

Guest Critics:
Joss Coggeshall, Brian Healy, Carolina Czeczek, Jeffrey Johnson, Michael Schuster, John Senhauser, Matthew Shoettelkoette, Jim Cheng,

AY2018-2019
Visiting Lectures/Special Presentations by:
Michael Schuster, MSA, Cincinnati; Mimi Hoang, NY; Aaron Jones; Edson Cabalfin, UC Alvin Huang, Los Angeles; Mark Hutker, Hutker Architects, MA; Eva Maddox, Chicago; Na Wei, Beijing; Could Be Architecture; Michael Webb, Archigram; “Unsupported” panel, Jesse Reiser, Reiser Unemoto, NY and Princeton; Bridgette Shim, Shim Sutcliffe, Toronto.

Thesis Guest Critics:
Joss Coggeshall, Carolina Czeczek, Jeffrey Johnson, Michael Schuster, John Senhauser, Matthew Shoettelkoette, Jim Cheng, Jay Chatterjee, Vikas Mehta, Danilo Palazzo

AY2019-2020
Visiting Lectures/Special Presentations by:
Todd Gannon, Bootsy Collins, Otis Williams, Philip Paul; Ken Friedman, UC; Michael Sørensen, Henning Larsen, Denmark and NY; Dana Cupkova, Carnegie Mellon; Jenny Sabin, Cornell; Sam Jacob, London, Peter Zellner, Los Angles; Ben Nicholson; Heather Bizon, UC and CMU.

Thesis Guest Critics:
Joss Coggeshall, Carolina Czeczek, Jeffrey Johnson, Michael Schuster, John Senhauser, Matthew Shoettelkoette, Jim Cheng, Jay Chatterjee, Aniket Shahane, William Taylor, Heather Bizon, Dana Cupkova

AY2020-2021
Visiting Lectures/Special Presentations by:
Bennett Neiman, UC; Jeffrey Johnson, University of Kentucky; Patrick Bellew, Atelier 10, London; Allison Williams, San Francscio; Carie Penabad and Adib Cúre, Miami; Lawrence Blough, Pratt Institute; Bernard Tschumi, Columbia; ; Victor Legorreta, Legoretta Architects, Mexico City; Deborah Berke, Deborah Berke Architects, Dean of Yale; Gregg Pasquarelli, SHoP; David Darling, Aiden Darling, San Franciso; Verda Alexander, San Francisco.

Thesis Guest Critics:
Kristen Barry, Andrei Harwell, Wes Hiatt, Ryan Ball, Lawrence Blough, Jim Cheng, John Senhauser, William Wesley Taylor, Doug Marsh, Joeb Moore, Alan Organschi, Carolina Czeczek, Jay Chatterjee

AY2021-20022
Visiting Lectures/Special Presentations by:
Ensamble Studio- Debra Mesa + Alvaro Catalan; William Wesley Taylor, Howard University; Joseph Clarke, University of Toronto; Ottavio Di Blasi, Milan Polytechnic; Brent Leggs; Stan Allen, Princeton University; Roger Sherman, Perkins and Will, LA; John Ochsendorf, MIT; Daniel Barber, Penn; David Waggonner, Waggoner Ball, New Orleans; Sergi Serrat, Barcelona; John Hancock; Barry Yoakum, archimani, Memphis; Charles Davis II, University of Buffalo; Mimi and Tim Love, Utile, Boston; Michael Young, The Cooper Union

Thesis Guest Critics:
Jim Cheng, Michael Schuster, John Senhauser, Jeffrey Johnson, Matthew Schottlekotte, Josh Coggeshall, Heather Bizon, Brian Healy, Jay Chatterjee

AY2022-2023
Visiting Lectures/Special Presentations by:
Jennifer Bonner, Harvard; Virginia San Fratello, Rael-San Fratello, San Jose; Todd Gannon, OSU; Peter Yi, UC; Carl Elefante; Marlon Blackwell, Auburn; Madeline Schwartzman, Columbia University; Charles Cross, Detroit Design Collaborative; Kiel Moe, Northeastern and Harvard; Nancy Ludwig, ICON Architecture, Boston; Mary Roskilly, Anecdote Architectural Experience, Nashville.

Thesis Guest Critics:
Sergi Serrat, Lawrence Blough, Michael Schuster, Jared Abraham, Heather Bizon, Erik Verboon, Josh Coggeshall, Laila Ammar, Doug Marsh, John Senhauser, Tim Sharp, Claire Shafer, Steve Kenat

Alumni Events
Formal events have included an event for over 150 alumni at the 2018 AIA National Conference, 30 alumni at the 2019 AIA National Conference in Las Vegas. Since 2019 the events were either not held in person or the time slated for alumni gatherings ceased to be part of the AIA calendar. Every year there is a small gathering of alumni for the key reunion dates. The College hosts DAAPX, talks by DAAP alumni which typically feature 3-4 SAID alumni. The School Director has also visited New York (3 times), Boston (3 times), Chicago (3 times), Indianapolis (5 times), Houston, Florida, Washington DC (2 times), Nashville, upstate New York, the Ohio AIA conference for alumni events. The Graduate Director has also hosted events in New York. These events are opportunities for fund raising but are also useful occasions to connect with SAID alums for updates on the School achievements and a means of seeking outside advice as to change in practice and assessment of our graduates.

The School Director regularly visits key offices in Cincinnati includincludeding GBBN, SHP, BHDP, MSA, KZF and some smaller offices for shared talks, research agendas and assessment of student performance. Alumni firms from San Francisco, Los Angeles, New York, Boston, Chicago, Houston, and Indianapolis have also participated in the lecture series or in informal lunch workshops with our students. This Fall we will host an alumni for a drawing workshop, the architect Teddy Cruz for a workshop, and assist two different architectural groups in their installations at an exhibit at the Center for Contemporary Art.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

The School Director and the Graduate Director meet with all new students as a group and the Graduate Director meets individually with new students at the start of their time in the program. The Graduate Director meets with the Program Director to track student web audits at the end of every semester. The Graduate Director and School Director hold regular office hours and also meet individually with students if issues develop.

Students receive letter grades in every class and an evaluation form in the studios that assesses skills in Research Skills, Analytic Skills, Design Conceptualization, Design Resolution, Graphic Expression, Verbal Expression, Attendance, Technical proficiency, Preparation of Assignments and Group Participation. This form enables the faculty to evaluate progress while recognizing that different students will demonstrate strengths and weaknesses at different points of their development. In keeping with the NAAB goals for better self-assessment we have formed a Design Committee that reviews student progress prior to the start of the Fall of third year. This enables us to advise students on the best studios options for strengthening their skill set and also helps in advising on the areas to develop, when necessary, in the independent thesis.

The Thesis Committee, made up of the School Director, Graduate Director, faculty teaching **ARCH80010/8011Thesis Writing** or **ARCH8009 Thesis Studio** meet to assess progress and are at all major reviews. Students are evaluated two to three weeks prior to the final thesis presentation to assess that the written and visual thesis is advanced to the level that is adequate for public review and final presentation.

Faculty fill out an Annual Performance Report (eAPR) and review that with the School Director at the end of their respective academic contract. This is either in the Summer or Fall of the academic year. The report is a detailed assessment of *Teaching* that includes course evaluations and students taught with a synopsis of the success and areas of improvement of the courses taught; *Service*, the committee work completed and any outside service on local, regional, national, and international boards; *Research and Creative Work* that documents contributions in publications, design work, editorial work, and exhibits. Each category is scored by a point system voted and approved by the faculty of the School and corresponds to other Schools in the College. We have only worked with this system for two years so the full evaluation of the system has yet to be evaluated internally. The APR is done electronically and the School can provide a review of this process at the time of the visit.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Curricular Changes 2018-present

The M.Arch. program went through its first major changes when the School moved from quarters system to the semester calendar in 2012, which required that every course in the program be re-conceptualized.

With the arrival of Director Mitchell in 2017-2018 the curriculum was re-evaluated. Decrease in enrollment in the program was due, in part, to the length of the two program tracks. After faculty review a proposal was voted on by the SAID faculty, approved by the College and the University to reduce credit hours and the length of the program. In 2018, the M1 track was changed from an eight semester, four year program to a more standard six semester, three year program, and the M2 track changed from a five semester three year program to a four semester, two year program. For a short period students who had been admitted to the old curriculum remained in that sequence while new classes were admitted under the new curriculum.

The full transition to the current curriculum was completed for the class entering in the 2020-2021 academic year. Faculty and students were doubly challenged by teaching online due to COVID during the first two years of the transition to the new program. Both the old and new curriculum were run in

parallel in 2019-2020 and 2020-2021. Thus, the assessment activities of the past year have focused on the delivery of material in the new program format.

The largest changes to the curriculum involved eliminating a pre-thesis writing course and one semester of Thesis Design studio. The faculty who directly advise the studio sequence, the Graduate Director, and the School Director sit on all major reviews during the thesis semester. These occur approximately every three weeks. Also included are the thesis writing instructors, secondary advisors and members of the graduate faculty. These reviews enable a representative body of the faculty to assess student progress and evaluate the success and possible shortcomings of the thesis sequence. Though only three groups have gone through the shortened program, the faculty found that, even when both the full year and half year programs were run simultaneously, there was no tangible difference in the final output or the quality of the work. The outside reviewers also felt that the work had actually improved and that the shortened schedule led to more focus in the projects.

Faculty Assessment
Changes to the curriculum at the level of course content rather than courses themselves is ongoing. The School of Architecture and Interior Academic Council meets weekly to discuss curricular issues. Studios with multiple faculty meet regularly to assess outcomes. Changes to the MArch curriculum are vetted between the School Director, the Graduate Director and faculty in the respective areas of study – Studio, Skills, Building Science, and history/Theory. Course changes go through a formal process and School faculty vote followed by a College level vote and approval by the Provost.

Faculty fill out Annual Performance Reviews or APRs. The Annual Performance Review was submitted as a PDF up until 2020-2021 and has since been turned into a web-based submittal, or eAPR. Faculty meet with the School Director, typically over the summer, in person or online, to review the APR. The APR consists of three major areas of faculty assessment – *Teaching*, *Research and Creative Work*, and *Service*. Faculty also list goals for the following year. Performance in these areas is assessed in relationship to the Workload documents for the School. The *Teaching* section of the assessment includes review of student response. If aspects of the course have been identified as low they are discussed with the School Director and areas of improvement are suggested. For faculty who are routinely assessed at a low rate, a senior faculty sits in on the courses in order to suggest improvements on content or delivery. Faculty, of course, attend one another's reviews and report possible changes or reasons for altering course content.

Student Evaluation Process
At the end of each semester students are requested to fill out course evaluations which are logged electronically and sent to the School Director. These are reviewed with individual faculty members to discuss possible minor changes to course content. In order to assess the results of the past two years under the revised curriculum, a survey to our recent graduates was sent out and we will have results at the time of the visit.

Program Response:

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

The program changes made starting in 2018-2019 necessitated running parallel programs through 2018-2019 to 2020-2021, one on the old curriculum and one on the new curriculum. In 2020-2021 the final year of the program had one half of the program on the full year studio thesis and one half on the half year studio thesis. This was also a full year of online teaching and the year the NAAB program and student criteria was shifted. Changes to the curriculum take a full year of approvals through the university process.

The changes proved to be immediately successful. Elimination of Thesis Prep courses did not negatively impact the student work. Furthermore, setting minimum standards for the written portion of the thesis allowed better coordination among the faculty.

The internal changes to the curriculum were measured against standards of comparable programs around the country, but the curriculum necessarily differed because of the unique role of the professional co-op program and the importance of the individual thesis in the UC Masters program.

Other minor changes included eliminating a Site Design course and incorporating that body of knowledge directly into the ARCH7005 studio content. This also met with good results as evidenced in the success of the studio exercises, the direct impact on integrated design solutions for incorporating progressive standards into the site design, the program's recognition in the National ULI competitions, and the number of thesis projects that use site sustainability measures in their final projects. That content, in other words, is not seen as a stand-alone class, but as a benchmark for any student design solution.

We continue to evaluate our Design Integration. While we are fully confident of the ability of the students to meet the standards of the NAAB, we have ambitions to challenge ourselves on the design methods and issues of sustainability that impact standard practice versus new challenges to think Design Integration from the evaluation of materials, processes, complex mechanical and material system integration and the potential impact of new technologies, including AI, to revisit these areas of work.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

The School Director sets the curricular agenda in consultation with the Associate School Director, Graduate Director, the SAID Advisory Committee and key faculty affected by any changes. The Thesis sequence was revised by the same group and senior faculty including the former Graduate Director.

Proposals to any change in the curriculum are subject to a yearlong process vetted through the School, College, and University levels. The proposals made by the School Director and members of the ad hoc Curriculum Committee are sent to the School faculty and must be approved by a majority vote. That decision is then advanced to the College level where it is first reviewed by the College Curriculum Committee and voted on by the full faculty of the College for approval. The changes are then advanced to the provost's office for approval.

There is a Graduate College and Graduate Council that reviews new programs. The new joint MArch/MBA and the new Master in Urban Design are subject to this level of review.

Proposals to alter more than 50% of any curriculum have a different process but as we do not anticipate any major change of this magnitude we are not including that chart in this report.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:
SAID is part of the larger College of DAAP, and as such, the admissions, student affairs, and administrative support of its *undergraduate programs*, the BS Arch and the BSID, are largely *handled by*

the College. The College also supports the laboratories and shops without which the curriculum of the School would be most limited; these include the Computer Graphics Center, the Rapid Prototyping Center, the DAAP Shops, (now called the “Build Lab”) and photography and image reproductive facilities.

The School’s *graduate programs* are nearly exclusively *administered by the School*, with high-level support from the University’s Graduate College. The School has traditionally had a staff program coordinator to assist in the administration of the M.Arch and Ph.D programs, and an administrative assistant to support the School Director and the faculty. At the moment, this second position is vacant, and the School is in process to hire for this position. The maintenance of this position is critical to the School’s operation; one staff person cannot undertake of the tasks necessary to operate the School, with nearly 700 active students.

The faculty operate under a contract negotiated by the faculty union, a unit of the AAUP. As such, many Human Resource protocols are standardized campus-wide by the contract and the University administration. The M.Arch program is largely taught by full-time faculty, split among tenured faculty, tenure-track faculty, and full-time educators and professors-of-the-practice. Of the 176 graduate credits taught within the program last year, 153 were taught by full-time, permanent faculty, and 26 were taught by adjunct faculty, most of whom were specialists in engineering and law. Faculty are to be productive in Instruction, Research or Creative Work, and Service activities. The typical instructional workload of a faculty member is equivalent to 18 credit hours per academic year, or one studio and one support course per semester. Tenure-track faculty are given a release from a support course once a year, and all faculty are eligible for academic leave after six years of continuous service.

Tenure and Tenure-Track faculty are expected to contribute to the School’s research and creative work profile, but they are free to choose how they might do that. Service expectations amount to about five hours a week during the academic year, and this service runs the gamut from committee work within the School, to University task forces, to service on local and state boards and commissions and national scholarly associations. Faculty discuss their teaching and research goals with the School Director as part of their Annual Review process, and adjustments may be made to the instructional workload to accommodate a particularly ambitious research agenda or additional University or public service.

Each of the four Schools in the College drafted separate Workload documents. SAID was the first to submit theirs which included a 3/3 Load or 9 credit hours of teaching for two semesters for full time faculty. The Workload for the other three Schools varies, but SAID’s Workload remains the highest. The idea was that the four Schools would harmonize Workloads, but this has not been done as of this report. The discrepancies in Workload will affect the College Long Term Plan, briefly discussed in Section 5.2 of this report.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
Two faculty members serve as Architect Licensing Advisors as defined by NCARB. Associate Director Jeff Tilman has been serving in the role since 2015, and has attended Licensing Summits in 2017, 2019, and 2021. Professor Alex Christoforidis manages the Co-operative Education component of the M.Arch program, and he is also designated as an Architect Licensing Advisor.

The University of Cincinnati is a pilot program for IPAL, the Integrated Path to Architectural Licensure. Students who have most of their Architectural Experience Program (AXP) completed at matriculation into the M.Arch program may take the Architectural Registration Examination (ARE) while they are completing the requirements for the AXP and the M.Arch degree. As of this writing, one student has successfully completed the program at the completion of the M.Arch, and one more student is on-schedule to complete the entire program in 2024. The School offers preparatory courses for students in

the AXP program to assist them in taking and passing the ARE. The faculty monitor the IPAL students' progress through the AXP and ARE. We hope the number of students completing the program will stabilize in the coming years; full participation in the program has been hobbled by the Pandemic and the switch in examination providers, as well as the recent reduction in program time-to-degree.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

Faculty

Faculty Development Grants *(this is also accounted for in Section 5.63.)*

The University gives Faculty Development Grants which are competitive within the College. For fiscal year 20222-23 $43,442,20 in grants were distributed to members of the College faculty. SAID faculty have routinely been given these grants to travel for individual research or for additional training including professional licensing fees for courses, training conferences, and peer reviewed conference proceedings. The School offers small stipends for additional funding to cover gaps in the FD grants or to offer continued support for research work directly relevant to the development of the curriculum. These awards are for expenses related to disciplinary or extra-disciplinary professional development in teaching, research, scholarship, creative work, service and/or leadership as described in Article 24.1.1-3for any amount up to $5,000. This award may be used for, but is not limited to, any conference (to participate, present, moderate or attend), event, or opportunity, at the local, state, regional, national, or international level, in support of a Faculty Member's professional development and any events which aid in the development of knowledge, skills, and abilities associated with extra-discipline learning and training to support professional development of an individual's teaching, leadership, or scholarly activity. There is a maximum of two (2) funded applications per Faculty Member per academic year under this subsection.

Faculty Research Stipends

Faculty working towards tenure are also given stipends during this period to assist them in financing their research. The stipends vary but are approximately $5000 per year over the course of their tenure track reviews.

Faculty have used these funds to attend the National ACSA conferences and several have given papers at these events. Our NAAB coordinator attends the national conference. Faculty have attended the national AIA and the State AIA events. Faculty have also attended the SAH National conference and given papers. Two of the faculty are on the ACADIA board and attend its annual meeting. The School Director and Graduate Director have attended the NOMA conference for 2021 and 2022 and plan on attending the 2023 conference. The School Director attended the ACSA Leadership conference in 2019 and 2022, NOMA in 2022, the biennial AIA Large Firm Dean's Conference in 2020 and 2022. Other faculty have used Faculty Development grants for workshops on software development, national building conventions, heavy timber workshops for curricular development and interiors-related subjects and national trade shows and academic conferences.

Simpson Fund

The Orville Simpson Fund supports the hiring of Visiting Faculty and also supports faculty publications, faculty and student travel for upper level graduate studios, and faculty research and travel which is focused on Urban Futures. These gifts fund direct course work primarily for the benefit of the students, but indirectly support faculty research such as publications, equipment, and material procurement.

Other Funds

There are other sources of funds given as gifts to the School which have supported faculty leading graduate studios and for research done by students and faculty within the curriculum. Sources include the State Parks of Ohio, the Hillel Foundation, OMYA, Tristate Masonry Institute, and private donations for graduate research studios.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

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 the College of Cooperative Education and Professional Studies. Preparation, reflection, and evaluation define the foundation of the co-op program. Students are required to complete a either one or two semesters of co-operative education professional work assignments, depending on the program, in order to receive co-op certification. The co-op program includes classroom instruction, practitioner-led workshops, research, Architectural Experience Program [AXP] 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 co-operative 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 Architectural Experience Program [AXP] 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.

AXP
Students at the University of Cincinnati receive credit toward the requirements of the Architectural Experience Program [AXP] while working as employees under the supervision of licensed architects in firms that participate in the co-op program. AXP is introduced to students in their first professional development class, which is taught by faculty at the College of Co-operative Education and Professional Studies. For M. Arch. 1 students this is during their first semester of the program; for M. Arch. 2 students this is also during their first semester of the program. The co-op advisors, both of whom are registered architects, require the students to participate in AXP, and most students use the AXP 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 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.

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 AXP 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.

Student Life
UC students have access to hundreds of organizations, support services, academic experiences and activities. The full range of services is accessed through the university website at:

https://www.uc.edu/campus-life.html

The key areas of support are:

Professional Counselling
Counselling and Psychological Services (CAPS) provides students with free professional assistance for mental health related issues. CAPS is "committed to embracing and celebrating diversity that works towards the inclusivity and belongingness for all in our campus community" through culturally responsive approaches to therapy and examination and redefinition of roles, policies, and biases within the university system and services. Additionally, there is a part time professional counsellor assigned to the College.

Health and Wellness
Additional services include:
- The Student Wellness Center
- University Health Services

Mental Health and CAPS
Outreach and Community Engagement Services connects CAPS to the larger UC community through relationship building and collaboration.

Through Outreach and Community Engagement, the University informs students about CAPS services, decreases stigma about mental health, reduces barriers, and reaches out to individuals and communities that may otherwise not seek mental health services.

Outreach includes mental health programming; community consultation with students, faculty, and staff; presence at events to help improve the mental wellness of our campus; and raising awareness about mental health and wellbeing.

Special Counselling
Students who are Yates Fellows, a full tuition and stipend award for underrepresented students, are assigned a faculty mentor and have monthly meetings with representatives of the university to update them on their educational experience….

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

Resources are allocated to the School by the College for faculty hires, scholarships for graduate students (with the exception of the School based scholarships listed in the Appendix of this document) and for the physical plant.

Faculty
The following statistics reveal the results of recent faculty hires.

Gender:
The full-time faculty as of AY2023-2024 is made up of 25 tenure-related (unqualified) members. Of the 25, 6 are primarily Interiors faculty but also teach in Architecture. In addition there is one faculty who is currently a DAAP Dean and one Interiors faculty who is an Associate Dean - both with no teaching responsibilities as Staff rather than faculty, and one part time faculty with a joint appointment in Architectural Engineering.

Three of the 25 faculty who teach are qualified members (Educators) whose duties center on teaching. Of the 25 +3 or 28 ten (35%) are female. Of those 25 without joint responsibilities to other units, or DAAP administrative positions, 36% are female. Since the last NAAB visit in spring 2014, SAID has hired twelve full-time, tenure-track faculty (including the school director). Four of the twelve are female; two highly qualified women served as a Visiting Professors during the review period.

Race and Ethnicity:
Of the 28 full-time faculty at SAID in 2023, one is African-American, three are Asian, and two are South Asian: in percentage 21% of the full-time faculty are non-white. Of those 25 without joint responsibilities to other units, 24% are non-white. Since the last NAAB visit in spring 2014, SAID has hired (and retained) twelve full-time faculty, ten tenure-track, one Asian female, two Asian males, and one South Asian. Future hiring and recruitment of top-rate minority and female faculty should continue to address this issue.

Undergraduate Statistics

Graduate Statistics

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:
The School has been able to maintain its levels of diversity as shown above despite losing several key faculty to higher positions at other universities. 40% of hires made since the previous visit are minority faculty. SAID also relies on its PhD and local practitioners, hired as adjuncts, to fill out the teaching roster. Those students active as graduate assistants or as adjunct faculty include one Black, two Middle Eastern, and one South Asian faculty as regular contributors to teaching. The adjunct faculty for 2022-23 also included on Asian Annualized Adjunct. We will be hiring a new Middle Eastern female to the adjunct faculty. Because of the higher rate of turnover for these hires, the pool can change from year to year. Currently, among the 15 adjunct faculty hired for 2023-3024 9 are female, one is South Asian, one is Asian and two are from the Middle East. We still lack black faculty members. As Cincinnati only has one registered black architect, this is a community-wide concern. We have tried to develop young black graduates through the GA program and summer mentoring program.

The College is searching for a DEI Director after a failed search this past Spring. The duties of this job are being written by the College Dean's office, but the School has expressed a need to help identify strong black candidates. While the University is promoting minority hires, the administration has not backed that with the financing necessary to attract top candidates. We have seen that other programs have made highly competitive bids to either hire our own faculty or to attract talent from other programs.

This College does not have the salary levels of its competitors so this makes these efforts doubly challenging.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

Underrepresented Student Scholarships

Due to legal decisions at the State and Federal level there is concern about how future legislation may impact ongoing efforts to diversify the student body.

Over the past several years there has been concerted effort to by the School to insure and develop the diversity of our student body. SAID, like the rest of the College, has a strong regional draw and a more limited national and international pool of candidates. It is our belief that recruitment and development of talent starts *before* the admissions process. SAID is invested in its mentoring camps, in the recruitment and mentoring of undergraduates, the recruitment and mentoring of graduate students, and the nurturing and mentoring of graduates going into the profession. That mission is supported by the university, college, school, and alumni network.

As mentioned previously, the University offers several scholarships to aid in graduate recruitment. SAID has garnered two Provost Scholarships for a PhD, two Yates scholarships for PhDs, five Yates scholarships for MArchs, and has developed several new scholarships for underrepresented students in the past four years 2019-2023.

Provost Scholarship
The Graduate College will offer up to three PGF awards per year to incoming PhD students, with each winner receiving three years of a full-tuition scholarship in addition to a yearly living stipend of $25,000. Annual renewal will depend on the student's continued good academic standing and satisfactory progress toward degree completion. The fellowships will require no work commitments.

The Provost Graduate Fellowship (PGF) provides three years of funding, which includes a tuition scholarship for 3 years and an annual stipend of $25,000 for 3 years. Provost Fellows are also provided access to additional funds to defray some of the cost of Student Health Insurance. Students who purchase this university-supplied insurance receive *up to* $1,000/year for 3 years. When this benefit is combined with the GSHI award for graduate assistants and fellows, the yearly cost of the single-student health insurance coverage is negligible.

As part of nominating a student for the PGF, the graduate program devises a mentoring and academic support plan for the applicant. All Provost Fellows enter their graduate program with a designated "Provost Fellowship mentor" and a clear plan to support the fellow from matriculation to graduation. PhD students in our program who also have worked as Graduate Assistants or as Adjuncts have received two of these awards in the past three years.

Yates Scholarship
Each year, UC graduate programs nominate incoming students for the Yates Fellowship Program. In 2016, the Yates Fellowship Program expanded to support 25 incoming Master's and Doctoral students. New and continuing award winners receive a stipend and a full tuition scholarship. Additionally, each student is paired with a faculty member from his/her program, who acts as a guide to the program and university. Two PhDs have received this award and matriculated to UC. Five MArchs have received this award in the past four years and four of those have matriculated to UC.

SAID scholarships

Since the fall of 2017 SAID has increased the number of scholarships from 13 to 51 totaling $4.5 million and more than half are now endowed. The College has also added to our funds from 13% funding of the total tuition in 2020 to 18% given back in scholarship funds starting in 2022. In 2018 the School received $437,577 in scholarship from the University; in 2019 $419.002; in 2020 $281,584; in 2021 $303,966; in 2022 $434,523; and in 2023 $447,842.

This has returned to our previous funding totals but with the decrease in semesters has effectively increased our offers to incoming students so that the lower end offer is a 20% scholarship offer plus $10,000 earned in co-op and GA stipend ($2888 per semester). The high end offer is a 50% offer plus co-op and GA stipend. A 40% offer for an in state student amounts to a full tuition scholarship plus about $5000 towards expenses when co-op and GA stipends are added.

In the late spring of 2020, a concerted effort was made to add scholarships specifically designated for underrepresented students. This was initiated by the School Director and several alumni who practice in Cincinnati. Over the course of several online discussions during the pandemic, the group pledged to make efforts to support minority students. In addition, several other alumni who met with the School Director in the Fall of 2020 and in the Spring of 2021 made pledges to the School to help with scholarship to recruit minority or underrepresented students. The result is that the School has five new scholarships, one endowed, for minority students and added additional funds from previous pledges for additional scholarships for underrepresented students. Other funds solicited during this same time period support student organizations like NOMAS so that student members might attend the national conference as representatives of the program.

Though the results are relatively new, the incoming MArch 1 class of 18 has three black students on scholarship. Two are Yates scholars, one is a Betz Scholar (SAID scholarship) and one is supported by a combination of School-based aid.

M.Arch Total Enrollment for 2022-2023: **69 Total**

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	1	0	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	1	0	0	0	1	1
Hispanic/Latino	1	0	1	0	2	0	2
White	32	0	25	0	57	0	57
Two or more races	0	0	1	0	1	0	1
Nonresident alien	2	0	5	0	7	0	7
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	35	1	33	0	68	1	69

Summary: 18% identify as other than White

M.Arch Total Enrollment for 2023-2024: **83 Total**

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL

American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	2	0	1	0	3
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	3	0	2	0	5	0	5
Hispanic/Latino	3	0	2	0	5	0	5
White	26	0	20	0		0	46
Two or more races	0	0	1	0	1	0	1
Nonresident alien	7	0	8	0	7	0	15
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	40	0	35	0	75	0	75

Summary: 39% identify as other than White

Undergraduate Recruitment

The School's undergraduate student body is a primary source for talent for the Master's program. The School, however, does not control the admissions process. But starting in 2020 the School Director and Undergraduate Director made a request to review the 30 or so students "on the bubble" – those students who missed the established numerical cutoffs by small margins in test scores or grades. We have found that, of those 30, the vast majority self-identify as minority students. Accepting this group into the program has made changes to the makeup of the first year undergraduate class, a group that will graduate in 2024. Recent legislation may affect this process.

Pre-Professional Total Enrollment for 2022-2023: **86 in Senior Year**

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	5	0	12	0	17	0	17
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	6	0	7	0	13	0	13
Hispanic/Latino	7	0	9	0	16	0	16
White	141	3	140	2	281	5	286
Two or more races	8	0	17	0	25	0	25
Nonresident alien	2	0	11	0	13	0	13
Race and ethnicity unknown	2	0	0	0	2	0	2
TOTAL	171	3	196	2	367	5	372

Summary: 24% identify as other than White

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

The University statement on the official website reads as follows:

The Affirmative Action Plan (AAP) is a set of specific and results-oriented procedures to which we commit ourselves to apply every good faith effort. The objective of these procedures and special efforts is ***equal employment opportunity for all***. The following procedures, coupled with good

faith efforts, are designed to achieve the full utilization of women, minorities, persons with disabilities, and protected veterans at all levels and in all areas of the work force:

- **Policies** - Publish and disseminate internally and externally where appropriate, affirmative action and equal employment policies.
- **Effectiveness** - Utilize internal audit and reporting systems to evaluate and measure the effectiveness of affirmative action program activities and recommend corrective actions.
- **Underutilization** - Where underutilization of women, minorities, persons with disabilities, or protected veterans is determined to exist, establish annual numerical goals to increase the representation of the affected groups until full participation exists at all levels and in all segments of the workforce.

In keeping with the purpose of equal opportunity, the University of Cincinnati has consistently striven to improve the total quality of its work environment. To accomplish this goal the university provides all of its employees a work place free from discrimination based upon disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression.

As a federal contractor, the University of Cincinnati complies with affirmative action requirements of Executive Order 11246, as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Veterans' Readjustment Assistance Act of 1974, 38-USC 4212, as amended and the associated regulations promulgated by the U.S. Department of Labor. In compliance with regulatory requirements, the University of Cincinnati prepares annual written affirmative action plans for women, minorities, persons with disabilities, and protected veterans.

Each person, without regard to his or her position or status, is expected to comply with the spirit and intent of the university's policies on equal opportunity by treating people with respect and dignity. The university draws its human resources from a multi-cultural environment. Each of us brings with us our own unique racial and cultural experiences from the communities in which we reside. To achieve our goal of equal employment opportunity we will use affirmative action measures to address the barriers, which hinder good interpersonal work relationships and which tend to limit opportunities for women, minorities, persons with disabilities and protected veterans. We recognize the importance of work relationships in the growth and development of all persons. Therefore, the university has formulated an Equal Employment Opportunity and Affirmative Action policy that is implemented and documented through the AAP that recognizes the value of work force diversity. The affirmative action approach promotes a supportive climate for the selection, hiring, promotion, and retention of women, minorities, persons with disabilities and protected veterans, throughout the work force, at all job levels. To view or receive a copy of the University's AAP for women, minorities, persons with disabilities and protected veterans contact: oeohelp@uc.edu.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:
The office of Accessibility Resources is committed every day to providing full and equal access to students, employees and visitors with disabilities. The University is actively engaged in improving the accessibility of our community, in the classroom, in the workplace, on campus, and online.
Services & Resources include:

- Communication Access Team: Interpreting, CART, and captioning services
- Course Content Accessibility: guidance for instructors
- Accessible Technology: including software free to all UC students and employees
- Workplace Accommodations: resources for UC employees seeking accommodations via Human Resources

The School receives notice if students will be of need in our classes and Accessibility Resourses provides necessary information through the Access Coordinator for Student Affairs who determines accommodations to help remove barriers to access for students with disabilities.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

- Studio improvements to 8000 level studios
- Furniture replacement and upgrades
- Screen Equipment
- Simpson Center
- New Shop
- New Equipment – robotic printer, Nick stuff, DM center

The College of DAAP is housed in two buildings in proximity to each other on the main UC campus. These structures fill over 300,000 square feet of lecture, lab and office space to serve the DAAP faculty and staff. The School of Architecture and Interior Design is located on the 7th and 8th floor of Wolfson and the DAAP wing which serves students and faculty with lab spaces and faculty offices. Lecture spaces and support labs and shops are shared within the DAAP College. The SAID administrative office and faculty work areas, which include meeting spaces and materials library are in close proximity to offices and studio labs. More on this is described in the next sections of the report.

Graduate studios are housed on the 7th floor of the Alms wing of the building and on the 7th floor of the DAAP addition. 7001 is designated as the studio for advance research and thesis studios and has desks for 45 students, added space for assembly, mobile digital screens, pin up areas, slop sinks, and printers and scanners for student use. The 8th floor of Alms was renovated in the summer of 2022. The old dropped ceiling was removed, new HVAC and electric drops were added, sinks were replaced and the tile flooring removed. The existing desks were refurbished and digital screens were added into the studios. The studio seats between 60-65 students and has capacity for 82 students. The 7060 studios are the next in line for refurbishing. New electric was put in in 2022 and desks began to be replaced in 2022 and 2023. These studios also have mobile digital screens for reviews.

Public reviews are generally held on the fifth floor of the building in the Blue Box Gallery, the Grand Stair, and on occasion in the Reed Gallery. The end of year show of graduating student work, DAAPWorks is also held in these areas. Additional spaces in the Materials Library on the 8th floor and the Simpson Center on 7th floor are also used for class discussions and consultations with outside reviewers.

Negotiations are currently under way with the College to find additional space in the College Annex building for assembly space for grad student research.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

Instruction spaces such as lecture spaces, computer labs, rapid prototyping lab, print lab, wood shop, DAAP Library's gallery, and various types of review spaces are located within the DAAP building. This includes a small café and supply store. The facilities are well equipped to fulfill the needs of the program.

The DAAP College has very well-developed facilities to support students and faculty with both academic and technical needs. The DAAP building contains a well furbished DAAP Library with reading spaces, computers/printers and meeting spaces; a complete Build Lab containing a wood and metal shop which contains a large (5' x 10' bed) CNC cutting mill and fabrication spaces; a complete Photo Lab reproduction lab capable of printing 42"x12 feet long plotting; a fully equipped Computer IT Lab and Rapid Prototyping Lab with laser cutting, CNC machines, and 3D printing. The building contains two galleries featuring several exhibitions per semester and facilities for large and small lectures with numerous seminar spaces. Students have access to high end technologies across campus in the 1819 Technology Lab.

DAAP Facilities

The DAAP Build Lab
Due to the results of the 2013 NASAD review the College was required to expand the Build Lab and add safety measures to benefit students and faculty. The work to upgrade the facility was completed in 2018. The DAAP Build Lab occupies over 12,000 square feet on the 3000 level of the building and is home to a wide range of equipment. The scope of the DBL is to support the academic mission of the college by encouraging students and faculty to engage directly with the process of making and to experiment with materials and methods in order to enhance design processes and products.

Those wishing to use the DBL in any of its capacity must go through an initial orientation detailing more extensively the DBL policy at large, conduct, safety, and brief overview of the machines. Certain machines and equipment are off limits and require specific training provided by the DBL staff and proven by the user. Regardless of skill level it is encouraged for students and faculty to 'ask for assistance' to ensure not only safety measures, but also good working habits.

The DBL houses tools and machines for most wood and metal working needs as well as adequate assembly space. In addition, there is a Foundry, Paint Booth, Small Castings, and Exterior/Loading Dock area. Students/Faculty can also borrow and renew certain tools from the Tool Library.

Rapid Prototyping Center
Faculty and students also have access to the Rapid Prototyping Center or RPC, home to numerous state-of-the-art 3-D printing, laser cutting and Computer Numerical Controlled milling machines. The Rapid Prototyping Center provides creative services for faculty and students who need to build models in support of the design and research efforts. Faculty and students partner with center staff during the model development process then schedule the use of the rapid prototyping machinery that includes providing the final CAD model.

Equipment available in the RPC includes:

- Bridgeport VMC 1000 vertical machining center with 23 station tool changer and 44" x 20" inch table.
- Komo VR 510 S Series Router. 5' x 10' cutting area with Fanuc driver, 12 station tool changer, and 30 HP vacuum hold-down.
- Epilog 36EXT Laser Engraver. Accommodates cutting of thin materials and etching and engraving processes up to 24" x 36" in size.
- XYZ PartPro 350 xBC 3D powder printers. Both printers can produce color output within a build area of 350 × 222 × 200 mm
- uPrintSE ABS Extrusion 3D Printer. 300(x) 450Y dpi with a .010 inch z layer thickness prints in off white ABS plastic. 8" x 6" x 6" build volume.
- Formlabs Form 2 stereolithographic resin 3D printer. .001-.004 resolution. 5.7" x 5.7" x 6.9" build volume.

Ceramics Lab

The DAAP Ceramics Lab is one of the many resources available to students. Unlike other programs offered at similar schools, all labs are located in the same building. This proximity provides students with a distinct advantage in their studies at DAAP. SAID has a five axis robot in the ceramic lab that is used for work in the ARCH7004 studio and as a tool for ARCH8009 Thesis students. SAID students have also worked in the lab for developing slip casting systems for wall systems, garden structures, and have used ceramics as part of their thesis work.

The DAAP Ceramics Lab provides access to a wide array of equipment, tools, and materials required for the creation and research of ceramic works. Within the Ceramics Lab, students have access to several dedicated facilities including a plaster lab, glaze lab, raw materials/mixing lab, and electric, gas, and raku kilns. The studio equipment includes pottery wheels, a slab roller, clay extruder, wedging table, clay mixers, slip tank, pug mill, tile press, masonry saw, drying cabinet, spray booth, assorted hand tools, mixing implements, and communal workspace and ware carts.

The DAAP Computer Lab
The DAAP Computer Lab is s a state-of-the-art facility with high end workstations and various peripherals such as scanners, plotters and digital video editing suites. The computer lab is a place where university researchers have access to sophisticated graphics equipment and high levels of technical support for computer visualization, advanced computer graphics and virtual reality. To augment the use of laptops in classrooms, the large computer graphics instructional studio provides hands-on instruction labs for individual classes. The equipment supported by DAAP IT in the labs includes:

50 - Dell Precision 5820 workstations each with:
- Intel i7-9800X 3.8 GHz
- 40 GB of RAM
- Nvidia Quadro RTX 4000
- 1 TB Solid State Drive

- 5 – 60 inch LED wall-mounted monitors
- 5 - Xerox 7800s Laser Printers for self-copy service
- 2 – video editing and audio recording suites

DAAP Photo Lab
Located in suite 4440-4470 Aronoff, the photo facility provides the resources for the support of the current DAAP photography curriculum. The facility provides DAAP photography classes with equipment for image making in traditional color and silver based black and white photography, digital color management and digital printing. The DAAP Photo Lab also serves as an inventory of photography, video, lighting and sound equipment available for use. Scanning, digitizing and other research and instructional support activities also take place in a new “flat lab” area within the DAAP Photo Lab.

The facility houses a complete photographic laboratory with dark rooms and facilities for processing film-based photography, a print finish area, digital print areas that support output of high-end digital photography and two photography shooting studios. Specific digital output devices include:

- 1 - Mimaki UCJV300 UV-LED large format printer cutter
- 3 - HP ZX6200 Large format Printers
- 1 - Epson 9000 Large format archival printer
- 2 - Epson 4900 photo printers
- 4 – Epson P5000 photo printers

The Photo Lab is open to all students in all programs of DAAP. Printing and plotting services are available with no prior training. The photography shooting studios and the self-serve digital print room require an orientation given by a photo lab associate, which can be completed in the first few weeks of the semester. This can be done either by class or by individual sign-up. Once an orientation is completed, students can check out the studios, digital print room, and a variety of equipment that

applies to their classes and training. In order to check out rooms and equipment students must submit their Bearcat Card to the front desk.

Equipment Checkout
The Photo Lab offers an array of photography, video and sound equipment to students. To gain access to the photography equipment, students should complete a studio orientation with the Photo Lab staff. Access to the video and sound equipment is decided on a case-by-case basis. Students must be in a sound or video class and teachers must arrange with Photo Lab staff to gain access to the equipment.

SAID Facilities

Betz Material Library
SAID made improvements to its own Material Library through private donations. The Materials Library is used primarily by the Interiors program but is also used for seminars, group study, faculty meetings and special events for the School and the College. Upgrades included new finishes, electrical work, a new kitchen, and fixed digital screens.

Simpson Center
The Simpson Center was built out in 2023 for use for group study and seminars by faculty and visiting faculty for SAID and the School of Planning. Upgrades include all new furnishing, desks space for faculty, a library of SAID and SOP publications and student thesis books. There is also an area for conferences with a digital screen.

Other University Facilities

1819 Innovation Hub
The Cincinnati Innovation District, headquartered within the 1819 Innovation Hub attracts, produces, retains and develops talent by co-locating and collaborating with organizations. The district envelops myriad innovation assets and access to some of the world's leading academic and research centers, organizations and talent pools.

The UC Ground Floor Makerspace is the most advanced makerspace in the region. The mission is to empower creative problem solvers by providing training, access to equipment, and resources from ideation to creation. The Ground Floor Makerspace is a space for research, exploration and creation of new ideas, objects and products. We support making of all kinds, including:

- industry partnerships
- academics
- research
- personal and creative projects
- engagement with maker-oriented student groups

The UC Ground Floor Makerspace offer access to tools and training, expert-led experiences in making, and opportunities for students and partners to engage in rapid ideation and prototyping. The facilities include a purpose built: 12,000 square feet of prototyping and fabrication space housing equipment spanning basic hand tools to advanced manufacturing, and staff to engage students in design and prototype sprints, interdisciplinary capstone builds and experiments in non-sensitive IP development. Equipment includes 3D printers, laser cutters, woodworking, soldering stations and various other tools for prototyping and fabrication.

Digital Futures Center
Digital Futures brings many of the top researchers from colleges across UC to one location where they can create impactful new knowledge and applied solutions to real-world problems. Having the researchers in one location will help foster collaboration among them and their industry, government and community partners. Digital Futures, which includes 180,000 square feet across six floors, includes conference rooms, classrooms and "huddle rooms" that are available to the entire UC community and

community partners. It has two large event spaces available for large programs, conferences, seminars, lectures and performances.

The building features a two-story high-bay facility. This facility supports the testing and operation of robotics, drones, autonomous vehicles and work that involves vertical takeoffs and landings.

Digital Futures also is home to several units of the university's Office of Research, as well as nonprofit organizations Green Umbrella, Mayerson Academy, The Leadership Academy and Elementz. Members of the SAID faculty are currently doing research work in this facility.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

Faculty Support for Teaching
One Stop is the faculty support center for workshops on Design, Equity and Inclusion; Professional Development; Teaching and Learning; Digital Technology Solutions; and workshops from the Office of Research.
https://ce.uc.edu/FacDev/Workshops/Index/TL_P

Faculty Support for Research
DAAP Office of Research
The College's research and creative work are transdisciplinary in nature. At the intersection of our creative disciplines and science, DAAP provides significant examples of transdisciplinary research and creative work to redefine how we want to live/interact/augment our capabilities with others and our built environment. We celebrate technologies as systems to mediate our environment for improved experiences for humanity.

The DAAP Office of Research encourages collaborations with industry and communities for design impact. Following UC President Neville Pinto's "Next Lives Here" strategic vision, and the "Research 2030 UC's 10-Yr Strategic Plan for Research." DAAP Futures is built around five research capacity areas: Urban Systems, Health and Well Being, Creative Entrepreneurship, Digital Culture and Sustainable Living.

Headed by the Associate Dean of Research this office offers workshops, grant writing help for faculty, and small stipends to start research projects.

Research Stipends
Tenure track faculty are given research support in their first contract. These awards vary from faculty to faculty and are done with contributions from the Office of Research, the College, and the School. Faculty who have tenure are expected to secure their own funding through university initiatives, faculty development funds, or through outside sources. The School provides some support for faculty research as it corresponds with curricular development.

Equipment and Digital Support
Faculty are also given funds for purchase of equipment, typically for computers. Computers are updated approximately every five years. This fund is subject to change relative to the financial situation of the College. Several initiatives at SAID have targeted keeping its faculty abreast of technology. Partnering with Autodesk allows 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.

Faculty Development Grants
The University gives Faculty Development Grants which are competitive within the College. For fiscal

year 20222-23 $43,442.20 in grants were distributed to members of the College faculty. SAID faculty have routinely been given these grants to travel for individual research or for additional training including professional licensing fees for courses, training conferences, and peer reviewed conference proceedings. The School offers small stipends for additional funding to cover gaps in the FD grants or to offer continued support for research work directly relevant to the development of the curriculum. These awards are for expenses related to disciplinary or extra-disciplinary professional development in teaching, research, scholarship, creative work, service and/or leadership as described in Article 24.1.1-3for any amount up to $5,000. This award may be used for, but is not limited to, any conference (to participate, present, moderate or attend), event, or opportunity, at the local, state, regional, national, or international level, in support of a Faculty Member's professional development and any events which aid in the development of knowledge, skills, and abilities associated with extra-discipline learning and training to support professional development of an individual's teaching, leadership, or scholarly activity. There is a maximum of two (2) funded applications per Faculty Member per academic year under this subsection.

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, the Pogue- Wheeler provides support for teaching and research.

Course Release and Sabbatical
Faculty in the tenure track are given course release per the current Work Load Policy and the College gives stipends to support research and travel for tenure track professors. 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: William Williams, Tom Bible (retired), Aarati Kanekar, Udo Greinacher, Vincent Sansalone, Jeff Tilman, Christoph Klemmt, Pravin Bhiwanapakur, Terry Boling, Mara Marcu 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. 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.

Conferences
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. SAID faculty have attended the annual meetings of the ACSA, the annual ACSA Leadership Conference, and have presented at the annual conference of the ACSA, ACADIA, the Society of Architectural Historians, the Southern Association of Architectural Historians.

Mentoring
Faculty in the tenure track are assigned a faculty mentor who is there to help guide new teachers through the RPT process. New faculty also meet with the School Director after the first month of teaching to review the tenure process and to outline expectations to proceed through the stage of the tenure review.

Simpson Center
The Simpson Center is a shared facility and resource for the School of Architecture and the School of Planning. The Center is a workroom/office for Simpson Fellows, Simpson funded PhDs and faculty.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:
The University has Mandatory training in online teaching for digital platforms taught as online courses. These tutorials are updated yearly as software is improved.

The DAAP College Library is part of the larger University Library system. The DAAP Library provides services and lending to faculty. The full report on the resources of the College Library is provided in Section 5.8 in this report.

Ohio Link provides an online service to all faculty in the system. Faculty, staff, and students have unparalleled access to the print and electronic resources essential to their academic pursuits. Subscribers to the system include JSTOR and other major resources for academic publications.

Computers are provided to all new contract faculty and are renewed and replaced every five years on the faculty filing a request to the School Director. Software is provided to all professional staff and faculty at the College. Special requests for software may go through either the Dean's office or may be requested through Faculty Development Fund grants.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

During the COVID pandemic beginning in the Spring of 2020 the programs were forced to shift the curriculum to online teaching. This halted changes that were to emphasize mid level and advanced shop training specifically in digital fabrication and also affected the pedagogy of the grad school which has a strong emphasis on hand drawing, model building and full scale construction.

Workshops were held immediately on the use of Zoom, Teams, and Miro. The university aided in acquiring software and boosting the internet capacity to meet higher demands. Digital fabrication and the use of the library remained, but students were required to send files remotely and pick up work at the College or to pick up books at assigned times from the library.

Because faculty were working from their homes or offices, added work was required to bolster local servers. The change to teaching required rewriting of the syllabi, changing both the inputs and outputs for the programs. Reviews and lectures were held online for more than the two years. While this had negative effects – the loss of some 3D skills, discontinuity in the leadership of student organizations, loss of direct social contact – it did require the School to make constructive additions to our teaching and learning modes. This includes recording of many of the lectures for undergraduate course that enabled better use of in person class time, upgrading of digital skills in 2D, 3D, and 4D representation, increased participation from a national pool of adjunct faculty, additional critics for reviews at no cost, a wider array of lecturers from outside the region, and sharpening of presentation skills to accommodate online presentations, specifically in interactive presentations and video production. These gains, though substantive, could not offset the value of in-person, collaborative work and so

we have enthusiastically returned to previous modes of work, but with added skills and means of conveying architectural knowledge.

The co-op systems had to make small adjustments for beginning co-ops, primarily at the undergraduate level, but all of the students in the Masters program were employed remotely throughout the entire period. Those remote work situations have allowed students to continue working even while enrolled full time in the programs.

The long range repercussions are still being evaluated. We emphasized model building in the upper level studios as a design technique and methodology so as to accelerate student progress on complex building and site programs.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

Financial Model

The College works within the University's Performance Based Budget (PBB) model. Budgets are set by the Dean of the College and resources are allocated back to the individual schools and funds made available from the Dean's office are controlled by the School Director. Tenure and tenure track salaries are fixed (with a 3% annual increase) in the DAAP budget. Funds have been provided for some faculty travel and equipment upgrades from the College allocation but this has not been confirmed in the FY2024 budget.

All four schools operate under a collective financial systems so that gains and losses are shared throughout the College. Resources are tuition driven with minor distributions allocated as a percentage of grants obtained from individual School faculty members.

The School Director manages the budget funds allocated from the College to cover adjunct faculty salary (with limits on the individual salaries for each adjunct), preset stipends for Service for Program Directors, and Graduate Assistantships (which also are set on predetermined rates by the College).

Scholarships

A percentage of the tuition dollars generated are allocated as the base of scholarship offers. SAID had been operating with a 13% payback for scholarship until FY 2022. This was upped to 18% starting in FY2023; however, the sum total is similar to what the School received in 2018. An increase in the number of students increases the funding for this part of the scholarship funding. The changes in scholarship funding as a factor in the number of students and a percentage rate set by the College is listed in the table below.

School of Architecture and Interior Design Scholarship and other Resources

There are additional School-based resources for scholarship and research. Funds support all the programs in the School – BSArch, BSINTD, MArch, MS and PhD. Gifts for scholarships are either designated for specific programs or are left open to the discretion of the School Director and respective Program Directors. The School Director, with the help of the UC Foundation representative for DAAP, has been able to secure additional scholarship funding for graduates and undergraduates. The School set goals in the Long Range Plan to add 3-5 scholarship per year and has exceeded that each of the past 6 years.

School-based funds include the Simpson urban Futures gift which currently covers portions of both the Dean's salary and the two School Director's salaries (SAID and School of Planning). Other funds from this gift are used for salary and benefits for Visiting Professors, PhD stipends, MArch scholarships, travel stipends in the form of tuition rebates, and faculty research grants. Any use of the Simpson funds must be approved by a majority of the Board consisting of the Provost, Dean, the two School Directors and an attorney for the Simpson Endowment.

The Simpson Budget can be provided to the Visiting Team upon request.
A listing of the School-based resources for Scholarships and other funding is found in the Appendix.

Financial Statements
The financial figures submitted for the 2022 NAAB Annual Report are as follows:

a. Total Revenue from all sources **$4,102,667**
b. Expenditures
    i. Instruction $2,084,170
    ii. Capital $0
    iii. Overhead $538,912
c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accredited degree program. This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.
    Instruction + Overhead / FTE Enrollment: **$34,514**

A table of tuition revenue, faculty salary and benefits, non-faculty support and benefits and contributions to the College and University and Net Revenue after Expenses taken from the University Office of Research data analytics site, Tableau, reads as follows:

	2018	2019	2020	2021	2022	2023*
Credit Hours	14326	14595	14410	14422	13518	14131
Tuition Income	$ 7,741,115	$ 7,518,474	$ 7,397,599	$ 7,451,629	$ 6,969,770	$ 7,644,004
Instruction Salary and Benefits	$ 3,445,315	$ 3,501,608	$ 3,237,251	$ 3,162,860	$ 2,993,631	NA
Non-Instr. Salary and Benefits	$ 220,876	$ 130,096	$ 265,600	$ 310,447	$ 365,662	NA
Operating Exp.	$ 170,168	$ 131,527	$ 119,470	$ 102,338	$ 132,159	NA
Scholarship	$ 437,577	$ 419,002	$ 281,584	$ 303,966	$ 434,523	$ 447,842
Total Expenses	$ 4,283,927	$ 4,182,233	$ 3,903,906	$ 3,879,611	$ 3,866,366	NA
Net Revenue	$ 19,083	$ - 3,667	$ 218,115	$ 155,498	$ 117,256	NA

*Note: Billing for Fiscal year 2023 is only complete for the third quarter at the time of this report. Scholarship Funds are money given back to the School from the University and are based on a formula driven by enrollment. This does not include School based scholarships listed in the Appendix. All expenses and revenues are shared across the four SAID programs.

Figures supplied by the College Business office differ slightly showing a profit of $175,483 for FY2022. The Net Revenue for FY2023 should exceed $300,000.

Outside gift agreements
The School Director has also been able to obtain minor funding for graduate and undergraduate studios and support courses with the help of the UC Foundation when the source is from one of the School alumni. Those sources include:

OMYA Gift Fund
OMYA, an international chemical company with offices in Cincinnati has contributed $10,000 for studio support in 2021-2022 and 2022-2023. Negotiations are currently underway to increase funding for 2023-2024.

Sawyer Family Gift
The Sawyer Family contributed $50,000 shared by SAID and SOP for studies on property in Cincinnati. This funds supported the ARCH7005 studios and included funding for an exhibition and book two book publications on students research.

Ontic Initiative (formerly *Dwell Well*)
This fund is supported by Mark Hutker Architects as an annual gift to support research on domesticity. It has been used for Capstone undergraduate studios and has supported a website of School research and three publications.

Caesar Creek Gift
This is a two part gift from the State Park system to support first year graduate research for the design of a Nature Center.

Hillel Gift
This has been an annual gift of $3500-$5000 to support material purchases for the first year Sukkah project.

Monzell Sustainability Fund
This is money used for lectures, visiting faculty and program needs. There are currently $60,000 in the fund.

TriState Masonry Fund
This is money allocated for support of materials research in ARCH7004 and in support courses working with masonry. There are currently $40,000 in this fund.

Pecsok Fund
This fund is used to support student professional organizations. This is an endowed fund that yields $3000-$4000 per year.

The David Niland Fund

This fund supports one Visiting Faculty member for one semester per year and contributes to the School Lecture Series. This is an endowed fund. More information on scholarship is provided in the Appendix.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

The resources for architecture literature and information are supplied by the DAAP Library and are described in the next section of the report. This includes access to digital archives through OhioLink.

The School supplies large format digital screens in all the studios. Additional screen are in the Simpson Center and Betz Materials Library. All lecture classrooms in the College have digital presentation equipment and are serviced by staff in the College. All faculty are given laptops and service from the Digital Media Center to support their teaching and research.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

Library Facilities

Since 1996, The DAAP Library has occupied space in the Aronoff Center for Design and Art, designed by internationally known architect Peter Eisenman. This space provides approximately 11,500 usable square feet. The DAAP Library was designed to maximize the study and research of art, architecture, design and planning. In 2008, the name of the DAAP Library officially changed to the Robert A. Deshon and Karl J. Schlachter Library for Design, Architecture, Art, and Planning, thanks to a generous gift from Mark and Rosemary Schlachter. The principal library spaces include: entrance vestibule, information service desk, offices and related spaces, reference resources, special collections, computers and printer area, periodical display, reading room, book stacks, seminar room, and group study rooms. The entire facility is arranged within one security envelope, thus assuring the integrity and permanency of our collections. Environmental controls are maintained to assure appropriate lighting, heating and cooling levels. The entire facility has been designed in an effort to incorporate new and emerging technologies and maximize access to information resources both efficiently and flexibly.

Purpose and Operations

The DAAP Library is a departmental library staffed by professionals with specialized subject knowledge and training in the arts. The DAAP Library benefits from auxiliary services such as UCL inter-library loan and administrative services. The budget includes the collection acquisitions budget -- print and virtual materials -- as well as personnel budget. The budget is determined by the library administration in consultation with the head of DAAP library. The DAAP library exceeds NASAD standards in all areas.

The head of the DAAP Library strategically plans, budgets, directs, and formulates all collection and service activities of the DAAP Library and serves as the official liaison to the DAAP faculty and administration in collaborating with DAAP faculty on teaching, grant-writing,

and graduate student advising. The head of the DAAP Library determines the short and long-range planning of services and facilities.

DAAP LIBRARY COLLECTION

The DAAP Library supports and aligns with the current research and teaching practices of the college, and, as such, the collection evolves to meet the ongoing growth in the teaching and research mission of the college.
The DAAP Library collection provides access to nearly 100,000 monographs and bound journals that include numerous online and print periodicals. Also noteworthy is the growing special collection that holds rare and hand-crafted books and objects. The DAAP Library also offers seamless access to materials not held on site or online through OHIOLink, a state-wide network of academic, public and state libraries, including numerous subscription-based databases, e-journals, e-books, and unique digital collections.

The DAAP library has a substantial 20th century Modern Collection and collects design objects from the 20th century in consultation with design history teaching faculty. The design collection is primarily a teaching collection. The focus of collection is iconic 20th century objects that provide direct experience with the medium, the method, or the materials employed by the designer. The collection supports the disciplines of industrial design, museum studies, art history, and design history.

COLLECTION HIGHLIGHTS

DAAP Special Collection

Special Collections is a non-circulating diverse collection of rare, fragile, out-of-print, limited editions, finely bound and otherwise difficult to locate and/or purchase print materials.

Artists Book Collection

The library actively collects historically significant, experimental book/art objects from avant-garde, modern, and conceptual artists, such as Sol LeWitt, Edward Ruscha, Dieter Roth, along with their predecessors and contemporaries. The collection also includes several hundred hand-crafted books, many of which serve as excellent examples of fine binding and book illustration, reflecting the artistic movements of the 1970s and 1980s Materials from the collection are available for in-library use only and do not circulate.

Unique Digital Collections

The digital collections focus on scanned 35mm slides of the Greater Cincinnati area in architecture, public art, and design. A large portion of the collection contains scanned photographs taken by individuals associated with the Cincinnati Preservation Association, the Miami Purchase Association, and local artist Alice Weston.

Emile Mâle Collection

This collection consists of over 1000 books from the personal library of noted French art historian Emile Mâle. The materials in this collection focus on French Gothic Art and Architecture and the influence of Eastern European iconography. Most of the publications are written in French and reflect Mâle's significant contributions to twentieth century art history.

Noel Martin Collection

This collection includes selections from the personal library of honored and renowned Cincinnati designer Noel Martin (1922-2009). Noel Martin was an instructor at the Art Academy of Cincinnati and worked as a free-lance designer. The collection focuses on the various elements of design, and includes books and pamphlets on logo design; graphic design; font, typeface, and typography; typesetting, printing, and lithography; and innovative uses of paper.

Curricular Support

In support of the DAAP School of Architecture and Interior Design curriculum, the DAAP Library collects in the area of Library of Congress classification subclass NA: Architecture, and secondarily, classes H: Social Sciences and all related subclasses; T: Technology and all related subclasses.

Acquisitions

The head of the DAAP Library serves as the selector for all DAAP disciplines. The acquisition process uses the UC Libraries vendor, Gobi, or the selector places a firm order using an internal form. DAAP Library staff receive the new materials, notify requestors, and place items on the new bookshelf.

The vast majority of the collection is located onsite at the DAAP Library. Some of the older bound journals, and less frequently consulted monographs, are located in the Southwest Depository that is accessible for ordering through our online catalog; users may “request” an item and it is delivered to the DAAP Library in 3-5 days.
The DAAP Library is open Monday through Thursday from 8 am-8 pm, Friday from 8 am-5 pm, and Saturday and Sunday from 1-5pm.

Library Instruction

Library instruction in research methods is a valuable outreach service of the DAAP library. Library instruction is tailored for various levels: basic orientation and tours of the facility, individual class instruction on specialized topics, and formalized classes on research skills and methodology. DAAP students and faculty are able to participate, collaborate, and initiate programs of instruction. DAAP faculty are encouraged to collaborate with the library staff to organize orientations and research methods, consultations and classes for students at all levels. Individual research consultation services can be made by appointment with the DAAP librarian. DAAP library staff are always available for point-of-contact phone research assistance.

Additional online research/reference service is offered through the main library *Ask a Librarian* service. DAAP Library provides numerous *LibGuides* related to the DAAP disciplines; the guides provide access to targeted areas in the collection and list books, journals, databases, and other resources. The University of Cincinnati libraries also sponsors workshops on specialized tools and software for bibliographic management.

Personnel

The DAAP Library staff includes one full-time, faculty-level librarian, one temporary librarian with expertise in fine arts and art history, one full-time paraprofessional staff member, and a team of 10-15 student staffers. The head of the DAAP Library is responsible for oversight of

all aspects of the DAAP Library, including policies, facilities, technology, teaching, web content and creation of online tutorials and research tools, conducting research consultations and/or group instruction sessions, selection and collection management, donations and development, event planning, and/or exhibitions. The current temporary librarian assists with instruction, collection development/management, and special collection processing. The current paraprofessional staff member is responsible for monographic and serials processing, provides public services and performs circulation, including supervision of student assistants of which the DAAP library employs 10-15 per semester. The student staff primarily provide users with access services, including circulation services and stacks management.

Finance

The DAAP library's annual budget (for faculty and staff salaries, electronic and print resources, supplies, facilities, and technology) is determined by the dean and executive-level administration of UC in consultation with the head of the DAAP library.

DAAP Library Web site: https://libraries.uc.edu/libraries/daap.html

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The conditions for accreditation are listed on the College website at:
https://daap.uc.edu/academic-programs/school-of-architecture-interior-design/master-of-architecture/curriculum.html

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

https://daap.uc.edu/academic-programs/school-of-architecture-interior-design/master-of-architecture/curriculum.html

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

https://www.uc.edu/co-op.html

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda

f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:
https://webapps2.uc.edu/ecurriculum/DegreePrograms/Home/ProgramPreview/7729#accreditation

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:
https://daap.uc.edu/prospective-students/admissions.html

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:
Students admitted to the program are sent two letters. One is a form letter generated by the University through Slate that notifies if the student was admitted and to what program. A second letter from the Director spells out the financial offer and scholarship. The costs for tuition are in three tiers. In increasing order of the cost they are: In State, Metro (zones in close proximity to Cincinnati in Kentucky and Indiana) and Out of State and International. Scholarship offers are then a percentage award of the base line tuition and may include additional scholarships at the University of School level. For example, a student may receive a Yates Scholarship from the University, for full tuition and stipend. The letter also includes expectations on additional funding for Graduate Assistantship and Co-op earnings based on general estimates of money earned by other students in the program. The scholarship offer is a guarantee for the time that the student is enrolled in the program provided that they remain in good standing and maintain a "B" average or above while enrolled.

Students currently enrolled in the program may also apply for additional scholarship or increase in scholarship. Students submit an application to the DAAP SAID scholarship link in the Spring for the following year.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:
https://www.uc.edu/about/bursar/tuition-fees/graduate---professional-students.html

APPENDIX

A. Master of Architecture Program Curriculum Chart
B. Rubric for Admissions
C. Sample Acceptance Letters
D. Evaluation Form for Student Studio Assessment
E. Co-op Employer Assessment Form
F. Student Co-op Assessment Form
G. List of SAID Scholarships and Gift Funds and Rubrics
H. Faculty CVs

	Year 1												Year 2												Year 3															
	Fall						Spring					Summ	Fall						Spring		Summer				Fall						Spring							OTHER ACTIVITIES			
	ARCH ORDER STUDIO	DESIGN VIS. 1	HIST. OF ARCH TO 1600	CONSTRUCT. TECH.	INTRO TO COOP		CIVIC REALM	DESIGN VIS. 2	HIST. OF ARCH 1600 YO PRESENT	ENVIR. TECH 1	STRUCTURES 1	COOP	ADVANCED BUILDING DESIGN	DESIGN VIS.3	STRUCTURES 2	HIST OF CITIES	ELECTIVE		COOP		URBAN STUDIO	INTEGRATED TECH.	CONTEMP. THEORY	ENVIR. TECH 2	RESEARCH STUDIO	THESIS WRITING	PRO PRACTICE AND ETHICS	ELECTIVE		THESIS STUDIO	THESIS WRITING	ELECTIVE	ELECTIVE	COOP OPTION	GRAD ASSISTANTSHIP	NOMAS	AIAS	ARE PREP COURSES
	ARCH 7001	ARCH7012	ARCH7021	ARCH7061	PD7021		ARCH 7002	ARCH 7013	ARCH 7022	ARCH 7081	ARCH 7071		ARCH 7004	ARCH 7013	ARCH 7072	ARCH 7054	ARCH 7036				ARCH 7005	ARCH 7062	ARCH 7037	ARCH 7082	ARCH 8001	ARCH 8011	ARCH 8041	ARCH 7036		ARCH 8009	ARCH 8010	ARCH 7036	ARCH 7036					
Shared Values																																							
Design	INTRO						INTRO					INTRO	DEV						DEV		DEV				DEV					ASSESS								
Env. Stewardship & Prof. Responsibility	INTRO												DEV								ASSESS	ASSESS																
Equity, Diversity & Inclusion	DEV								DEV							DEV							DEV												DEV			
Knowledge and Innvoation	INTRO						INTRO						DEV	DEV	DEV						DEV	DEV			DEV	DEV				ASSESS	ASSESS							
Leadership, Collab. & Community Engagemer	DEV											ASSESS				DEV			ASSESS		DEV									ASSESS					DEV	DEV	DEV	
Lifelong Learning					DEV							INTRO							DEV											ASSESS						DEV	DEV	
Program Criteria																																							
PC. 1 Career Paths					DEV							ASSESS							ASSESS							ASSESS													
PC.2 Design	INTRO						INTRO						DEV								DEV				DEV					ASSESS								
PC. 3 Ecological Know. & Respons.				INTRO																	ASSESS	ASSESS		DEV						ASSESS								
PC. 4 History and Theory			INTRO						DEV							INTRO							DEV							ASSESS	ASSESS							
PC. 5 Research and Innovation													DEV								DEV				DEV					ASSESS	ASSESS							
PC. 6 Leadership and Collaboration	DEV											ASSESS							ASSESS		DEV					ASSESS				ASSESS								
PC. 7 Learning & Teaching Culture																																			DEV				
PC. 8 Social Equity and inclusion	DEV																						ASSESS							ASSESS						DEV			
Student Criteria																																							
SC. 1 HSW in the Built Environment													ASSESS								ASSESS																		DEV
SC. 2 Professional Practice					DEV							ASSESS							ASSESS							ASSESS										DEV	DEV	DEV
SC. 3 Regulatory Context												INTRO	ASSESS						DEV		ASSESS					ASSESS			ASSESS									DEV
SC. 4 Technical Knowledge										DEV	ASSESS	DEV	DEV		ASSESS				DEV			ASSESS		ASSESS			ASSESS			ASSESS								DEV
SC. 5 Design Synthesis												INTRO	ASSESS						DEV		ASSESS	ASSESS							ASSESS									DEV
SC. 6 Building Integration													ASSESS								DEV	ASSESS		DEV					ASSESS									DEV

RED indicates all students are assessed
ORANGE indicates assessment relative to individual student work

Application Rubric for prospective graduate students Comparison >

Name of University	BS Architecture	#Studios	Studio Credit Hours	Credit Hours - Skills	Degree of Problem Complexity	Cumulative Design Score	GPA	Internship / CO-OP	Work experience	Rank by Faculty Commitee	Overall Score
					3 =high, 2= medium, 1=low		a=4.0, b=3.0 **MIN. 3.0**	# of semesters	3 = more than 1 year, 2 =1 year, 1 = summer work	1 to 5	
University of Cincinnati	YES	7	42	12	3			3			
Miami of Ohio	YES	8	44	8	1 or 2			0			
The Ohio Stat University	YES	6	36	6	2 or 3			0			
University of Kentucky	YES	7	42	9	2 or 3			0			
Kent State	YES	8	34	2	2			0			
University of Michigan	YES	5	25	12	2 or 3			0			
CEPT - India	YES				3			1			

College of Design, Architecture, Art, and Planning
School of Architecture and Interior Design
University of Cincinnati
PO Box 210016
Cincinnati, Ohio 45221-0016
Phone: 513-556-6426

February 20, 2023

ADDRESS
CITY, STATE

Dear **NAME:**

Congratulations on your acceptance to the University of Cincinnati. We are pleased to offer you a **Graduate Scholarship Award** to support your studies in pursuit of the **Master of Architecture 1** degree in the **School of Architecture and Interior Design,** College of Design, Architecture, Art, and Planning.

The Graduate Scholarship Award will cover **$9,630.60 (30%)** toward the cost of tuition for the 2023-24 academic year (two semesters). This award does not cover the Program Fee ($750/semester), Instructional Technology Information Equipment Fee ($184/semester), nor the cost of the University Student Health Insurance ($1,180/semester). The amount of your award is contingent upon a residency status of **Ohio Non Resident. Note that in order to maintain this award, you must achieve a satisfactory level of academic performance (3.0 GPA or better), and you must register for a minimum of 12 graduate credit hours each semester.**

There are some important requirements for your admission. They include:

A) **Verification of your completed bachelor's degree by official transcript sent directly from your past institutions either by electronic delivery to grad.admissions@uc.edu or mail to: Graduate Admissions, University of Cincinnati, P.O. Box 210091, Cincinnati, OH 45221-0091.**

B) **Payment of MArch Confirmation Fee through Student Application portal**

C) **Required Program Orientation: August 15, 2023.**

Please indicate your acceptance of this offer of support, as soon as possible, **by signing and returning a copy of this letter. In order to accept or decline admission you will also need to complete the online confirmation form available on your application status page.** Per a resolution by the **Council of Graduate Schools**, you are not required to respond to offers of financial support until April 15, 2023. For changes in your residency status or questions about the **MArch** Program, please contact **Kim Lawson (kim.lawson@uc.edu).**

I am looking forward to your reply.

Sincerely,

Ed Mitchell
School Director

I accept the offer: _____ Date: _____

I decline the offer: _____ Date: _____

College of Design, Architecture, Art, and Planning
School of Architecture and Interior Design
University of Cincinnati
PO Box 210016
Cincinnati, Ohio 45221-0016
Phone: 513-556-6426

February 20, 2023

ADDRESS
CITY, STATE

Dear **NAME:**

Congratulations on your acceptance to the University of Cincinnati. We are pleased to offer you a **Graduate Scholarship Award** to support your studies in pursuit of the **Master of Architecture 2** degree in the **School of Architecture and Interior Design,** College of Design, Architecture, Art, and Planning.

The Graduate Scholarship Award will cover **$4,891.20 (30%)** toward the cost of tuition for the 2023-24 academic year (two semesters). This award does not cover the Program Fee ($750/semester), Instructional Technology Information Equipment Fee ($184/semester), nor the cost of the University Student Health Insurance ($1,180/ semester). The amount of your award is contingent upon a residency status of **In State. Note that in order to maintain this award, you must achieve a satisfactory level of academic performance (3.0 GPA or better), and you must register for a minimum of 12 graduate credit hours each semester.**

There are some important requirements for your admission. They include:

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I am looking forward to your reply.

Sincerely,

Ed Mitchell
School Director

I accept the offer: _____ Date: _____

I decline the offer: _____ Date: _____

University of Cincinnati School of Architecture and Interior Design
Student Evaluation Form – Studio Courses

This form should be completed for each student in your course and returned to the School of Architecture and Interior Design. **PLEASE SEND COMPLETED EVALUATIONS TO: kim.lawson@uc.edu.** In addition to completing the form, you must provide a written evaluation to assist the student, his or her academic advisers, and future instructors. If you need additional space, please attach sheets to this form, being careful to identify and sign each sheet. One copy of this evaluation will be sent to the student, and a second copy will become part of the student's permanent academic file. Please type or print clearly all remarks.

Student: Last, First

Course: ARCHXXXX (insert correct course #)

Instructor: Name

Section Leader: Name

Term: **Fall 2017**

Grade:

Rate the student's academic performance in each of the categories below:

	Outstanding	Good	Satisfactory	Unsatisfactory	Unacceptable	Not Applicable
Research Skills						
Analytical Skills						
Design Conceptualization						
Design Resolution						
Graphic Expression						
Verbal Expression						
Attendance						
Technical Proficiency						
Preparation of Assignments						
Group Participation						

Instructor's Evaluation:

Employer Assessment

Student:
Term: Summer Semester 2021
Company: North Group

Location: Cincinnati Ohio 45202 United States

Please evaluate the student in the following professional areas based on your expectations of a student co-op or intern.
For more information on the rating scale: https://hr.berkeley.edu/performance/tools/rating-scale

---

Employer Assessment

Your Name

Please describe the essential function of your office/department/studio and the student's work assignment.

1) Communication

a. Speaks with clarity and confidence

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

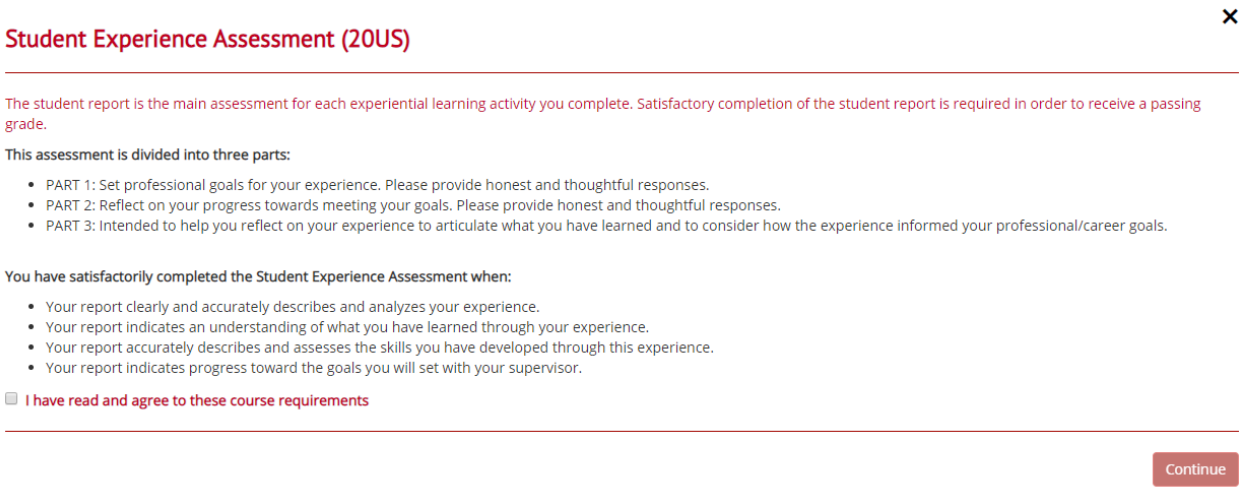
b. Writes clearly and concisely

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

c. Additional comments about the student's communication skills (optional)

“Student Experience Assessment”

Acknowledgement Page – Students select ‘I have read and agree to these course requirements’ prior to each time entering into the Student Experience Assessment.



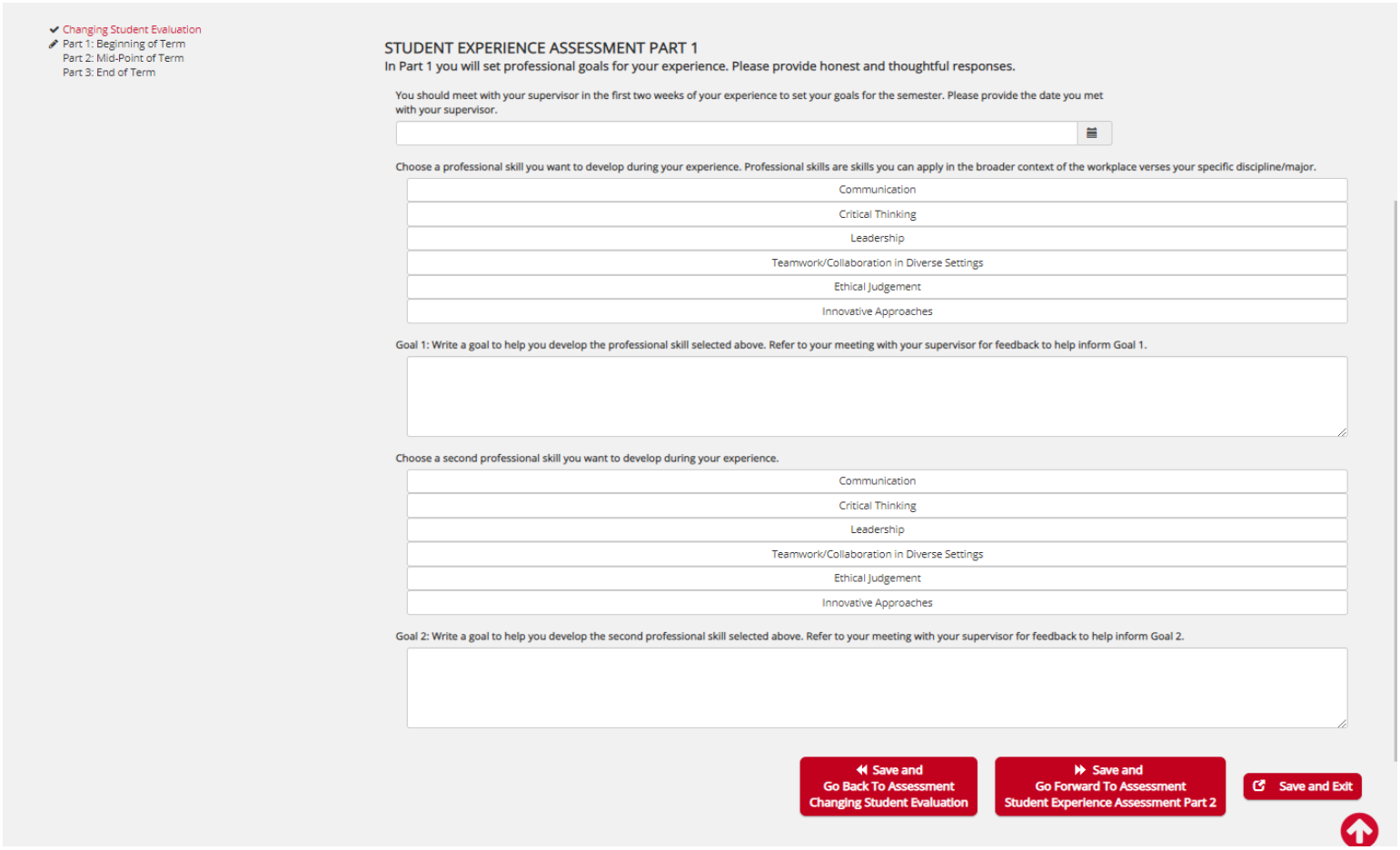
Students will complete the Evaluations prior to the Student Experience Assessments

This demonstration is a “Changing Student Evaluation”

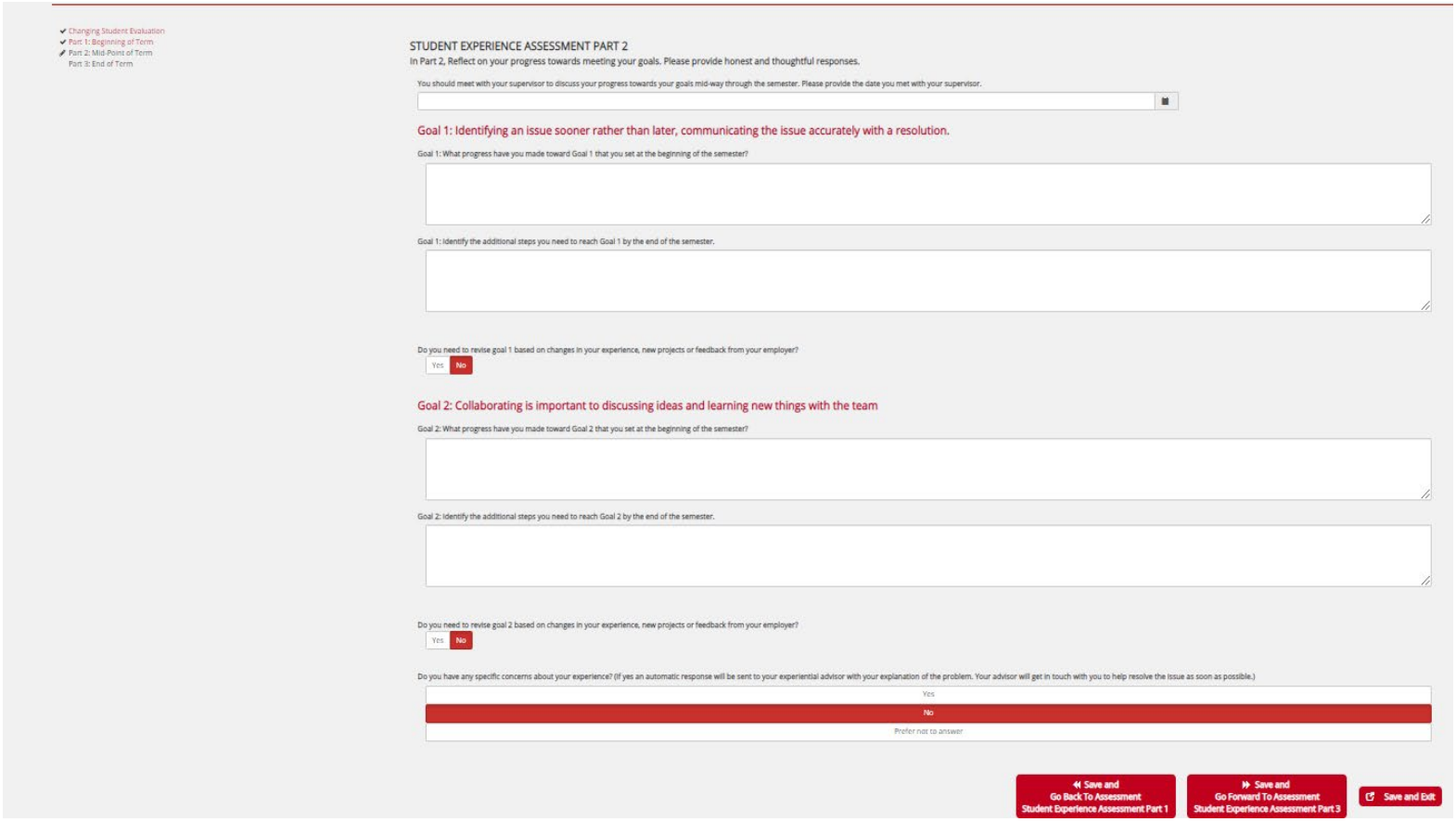
Pop up notifies Student they have completed their Evaluation

Navigation Panel

Student Experience Assessment Part 1



Student Experience Assessment Part 2



Student Experience Assessment Part 3

STUDENT EXPERIENCE ASSESSMENT PART 3

Part 3 is intended to help you reflect on your experience to articulate what you have learned and to consider how the experience informed your professional/career goals.

Consider your 2 goals you set at the beginning of the semester.

Professional Skill 1: Communication

Goal 1 Original: Identifying an issue sooner rather than later, communicating the issue accurately with a resolution.

Goal 1 Revised: **** NO RESPONSE SUBMITTED ****

Did you meet Goal 1?

Yes | No

Goal 1: How did you meet Goal 1? Provide specific information that demonstrates your success and at least one example.

Professional Skill 2: Teamwork/Collaboration in Diverse Settings

Goal 2 Original: Collaborating is important to discussing ideas and learning new things with the team

Goal 2 Revised: switch this to one on one collaboration

Did you meet Goal 2?

Yes | No

Goal 2: How did you meet Goal 2? Provide specific information that demonstrates your success and at least one example.

Please describe your responsibilities associated with this experience as if you are describing them to a future employer or on your resume. (recommended length 100-150 words)

Please describe what you have learned this semester professionally and personally. (recommended length 100-150 words)

How has this experience influenced your career goals and/or professional identity? (recommended length 100-150 words)

« Save and Go Back To Assessment Student Experience Assessment Part 2

Save and Go Forward To Page 2

Save and Exit

If Saved and Exit

Student Experience Assessment Part 3 has been saved

OK

Student Experience Assessment Part 3

Page 2

A. Communication

How would your supervisor rate your performance on:

Speaking with clarity and confidence

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Writing clearly and concisely

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Provide examples of how you utilized your communication skills (written or oral) through this experience. (Recommended length 100-150 words)

B. Critical Thinking

How would your supervisor rate your performance on:

Understanding and assessing a problem

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Applying classroom and/or specialized knowledge in the workplace

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Considering options and generate solution

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Interpreting and analyzing information

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Understanding and applying the technology and tools to function in the role

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Give an example of a challenge or failure that you faced during this experience. How did you navigate the situation and what did you learn that you can apply to future situations? (Recommended length 100-150 words)

Save and Go Back To Page 1 | Save and Go Forward To Page 3 | Save and Exit

Student Experience Assessment Part 3

Page 3

C. Teamwork/Collaboration in diverse settings

How would your supervisor rate your performance on:

Effectively collaborating with others to accomplish a goal

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Understanding the implications of your actions and how your actions are perceived

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Recognizing and appreciating differences within your team

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Understanding the impact of your position in the global workforce

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Identifying your personal biases and ask questions to understand perspectives different from your own.

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Provide an example of a time that you worked with others in a diverse setting. What did you learn about yourself and others through this experience? (recommended length 100-150)

D. Ethical Judgement

How would your supervisor rate your performance on:

Recognizing and assuming resposibility for your actions

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Demonstrating honesty and integrity

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

The degree to which your personal values align with the values of the organization

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Give an example of how your professional eithics or personal ethics were complimentary or contradictory to your experience. (recommended length 100-150)

Save and Go Back To Page 2 | Save and Go Forward To Page 4 | Save and Exit

Student Experience Assessment Part 3

Page 4

E. Innovative Approaches

How would your supervisor rate your performance on:

Demonstrating original and creative thinking

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Developing, implementing, and testing new ideas

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Reflect on what innovation looks like in your field and identify how you have observed or contributed to innovation in your current experience. (recommended length 100-150 words)

F. Professional Work Habits

How would your supervisor say that you:

Demonstrate a professional attitude

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Demonstrate self confidence

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Show initiative

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Attendance/punctuality

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Quantity of work

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Quality of work

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

The degree to which your skills and abilities will allow you to be successful

- Always
- Very Often
- Sometimes
- Rarely
- Never
- Not Applicable

Articulate two strengths and provide examples of how you demonstrated these strengths in your experience. (recommended length 100-150 words)

Articulate two areas for growth and how you plan to work toward improving these professional areas. (recommended length 100-150 words)

Save and Go Back To Page 3 | Save and Go Forward To Page 5 | Save and Ex

Student Experience Assessment Part 3

Page 5

G. Perceived Fit

How do you believe you fit into the organization

There is a good match between my skills and the requirments of this experience

- Strongly Agree
- Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Disagree
- Strongly Disagree

My personality is a good match for this experience

- Strongly Agree
- Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Disagree
- Strongly Disagree

My values match the values of the organization

- Strongly Agree
- Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Disagree
- Strongly Disagree

Is there anything else about your experience that you would like to share? (recommended length 100-150 words)

How would you rate your overall experience

- Excellent
- Very Good
- Good
- Fair
- Poor

Do you have a supervisor, mentor, or other person in the organization who you feel should be recognized for outstanding supervision, student support, or mentorship?

Yes | No

Please provide their name.

Please provide their email.

Save and Go Back To Page 4 | Save and Submit | Save and Exit

Questions for Student Assessment Experience Assessment (No Formatting)

Part 1: Beginning of Term

In Part 1 you will set professional goals for your experience. Please provide honest and thoughtful responses.

You should meet with your supervisor in the first two weeks of your experience to set your goals for the semester. Please provide the date you met with your supervisor.

Choose a professional skill you want to develop during your experience. Professional skills are skills you can apply in the broader context of the workplace verses your specific discipline/major.

Goal 1: Write a goal to help you develop the professional skill selected above. Refer to your meeting with your supervisor for feedback to help inform Goal 1.

Choose a second professional skill you want to develop during your experience.
Goal 2: Write a goal to help you develop the second professional skill selected above. Refer to your meeting with your supervisor for feedback to help inform Goal 2.

Part 2: Mid-Point of Term

STUDENT EXPERIENCE ASSESSMENT PART 2

In Part 2, Reflect on your progress towards meeting your goals. Please provide honest and thoughtful responses.

You should meet with your supervisor to discuss your progress towards your goals mid-way through the semester. Please provide the date you met with your supervisor.

Goal 1: What progress have you made toward Goal 1 that you set at the beginning of the semester?

Goal 1: Identify the additional steps you need to reach Goal 1 by the end of the semester.

Do you need to revise goal 1 based on changes in your experience, new projects or feedback from your employer?

Goal 2: What progress have you made toward Goal 2 that you set at the beginning of the semester?

Goal 2: Identify the additional steps you need to reach Goal 2 by the end of the semester.

Do you need to revise goal 2 based on changes in your experience, new projects or feedback from your employer?

Do you have any specific concerns about your experience? (If yes an automatic response will be sent to your experiential advisor with your explanation of the problem. Your advisor will get in touch with you to help resolve the issue as soon as possible.)

Part 3: End of Term

STUDENT EXPERIENCE ASSESSMENT PART 3

Part 3 is intended to help you reflect on your experience to articulate what you have learned and to consider how the experience informed your professional/career goals.

Consider your 2 goals you set at the beginning of the semester.

Did you meet Goal 1?

Goal 1: How did you meet Goal 1? Provide specific information that demonstrates your success and at least one example.

Did you meet Goal 2?

Goal 2: How did you meet Goal 2? Provide specific information that demonstrates your success and at least one example.

Please describe your responsibilities associated with this experience as if you are describing them to a future employer or on your resume. **(recommended length 100-150 words)**

Please describe what you have learned this semester professionally and personally. **(recommended length 100-150 words)**

How has this experience influenced your career goals and/or professional identity? (recommended length 100-150 words)

A. Communication

How would your supervisor rate your performance on:

Speaking with clarity and confidence

Writing clearly and concisely

Provide examples of how you utilized your communication skills (written or oral) through this experience. **(Recommended length 100-150 words)**

B. Critical Thinking

How would your supervisor rate your performance on:

Understanding and assessing a problem

Applying classroom and/or specialized knowledge in the workplace

Considering options and generate solution

Interpreting and analyzing information

Understanding and applying the technology and tools to function in the role

Give an example of a challenge or failure that you faced during this experience. How did you navigate the situation and what did you learn that you can apply to future situations? (Recommended length 100-150 words)

C. Teamwork/Collaboration in diverse settings

How would your supervisor rate your performance on:

Effectively collaborating with others to accomplish a goal

Understanding the implications of your actions and how your actions are perceived

Recognizing and appreciating differences within your team

Understanding the impact of your position in the global workforce

Identifying your personal biases and ask questions to understand perspectives different from your own.

Provide an example of a time that you worked with others in a diverse setting. What did you learn about yourself and others through this experience? (recommended length 100-150)

D. Ethical Judgement

How would your supervisor rate your performance on:

Recognizing and assuming responsibility for your actions

Demonstrating honesty and integrity

The degree to which your personal values align with the values of the organization

Give an example of how your professional eithics or personal ethics were complimentary or contradictory to your experience. (recommended length 100-150)

E. Innovative Approaches

How would your supervisor rate your performance on:

Demonstrating original and creative thinking

Developing, implementing, and testing new ideas

Reflect on what innovation looks like in your field and identify how you have observed or contributed to innovation in your current experience. **(recommended length 100-150 words)**

F. Professional Work Habits

How would your supervisor say that you:

Demonstrate a professional attitude

Demonstrate self-confidence

Show initiative

Attendance/punctuality

Quantity of work

Quality of work

The degree to which your skills and abilities will allow you to be successful

Articulate two strengths and provide examples of how you demonstrated these strengths in your experience. (recommended length 100-150 words)

Articulate two areas for growth and how you plan to work toward improving these professional areas. (recommended length 100-150 words)

G. Perceived Fit

How do you believe you fit into the organization?

There is a good match between my skills and the requirements of this experience

My values match the values of the organization

Is there anything else about your experience that you would like to share? (recommended length 100-150 words)

How would you rate your overall experience?

Do you have a supervisor, mentor, or other person in the organization who you feel should be recognized for outstanding supervision, student support, or mentorship?

Please provide their name

Please provide their email

2) Critical Thinking/Problem Solving/Decision Making

a. Problem Solving

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

b. Accesses and applies specialized knowledge

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

c. Displays ability to consider options and generate solutions

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

d.Interprets and analyzes information/data

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

e. Understands and applies the technology and skills necessary to function in the role

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

f. Additional comments about student's critical thinking/problem solving/decision making (optional)

3) Teamwork/Collaboration in Diverse Settings

a. Works effectively with others

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

b. Demonstrates cultural sensitivity

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

c. Additional comments about student's teamwork/collaboration in diverse settings (optional)

4) Ethical Judgement

a. Recognizes and assumes responsibility for actions

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

b. Demonstrates honesty and integrity

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

c. Additional comments about student's ethical judgement (optional)

5) Innovative Approaches

a. Demonstrates original and creative thinking

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

b. Designs, implements, and tests new ideas

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

c. Additional comments about student's innovative approaches (optional)

6) Professional Work Habits

a. Professional Attitude

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

b. Exhibits self confidence

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

c. Shows initiative

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

d. Attendance/Punctuality

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

e. Volume of work produced

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

f. Quality of work

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Improvement Needed
- Unsatisfactory
- Not Observed

g. Additional comments about student's professional work habits (optional)

---

8) How did the student contribute to your department's/organization's goals?

9) Compared to current and former co-op/interns how would you rate this students' performance?

- Exceptional top 10%
- Exceeds Expectations top 25%
- Meets Expectations top 50%
- Improvement Needed lower 25%
- Unsatisfactory lower 10%

10) Please list the student's specific strengths

11) Please list areas of concern regarding the student's performance

12) Please share any additional comments about the student or their experience (optional)

13) How can the University of Cincinnati better prepare our students for your workplace?

14) Could the work completed be done remotely?

- All
- Some
- None

15) Please select all that apply based on your interactions with the student and not budget considerations. Your answer will not be viewed by the student and is not a confirmation of hiring for co-op or full-time employment

- Recommend this student return their next available co-op term
- Consider the student for full-time employment
- Recommend this student consider other options for continued growth or specialized knowledge
- Do not recommend the student

Recommendation Comments

How many co-ops/interns have you supervised?

- 1
- 2-10
- 11-20
- 20+

How many co-ops/interns are you currently supervising?

Print

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School of Architecture and Interior Design
2022-2023 Scholarship Budget

Fund	Short Name	Fund Name	School	FY 2022 BUDGET	Notes	FY 2023 BUDGET
E102333	1975	UC Scholarship Study of Architecture	SAID	$ 1,000.00		$ 4,000.00
E100716	1984	1984 Architectural Class	SAID	$ 1,250.00		$ 1,250.00
F101551	American StructurePoint	American Structurepoint Scholarship	SAID	$ 3,500.00		$ 1,500.00
E101915	Betz	Eugene Betz Scholarship Fund Architect	SAID	$ 5,000.00		$ 4,000.00
E100944	BHDP	Baxter Hodell Donnelly Pres OT	SAID	$ 3,000.00		$ 3,000.00
F102820	BHDP - Camp and Grad	BHDP DAAPCamps and Graduate Scholarship	SAID	$ -		$ 5,000.00
F101672	Butcher	Susan Butcher Travel	SAID	$ 1,850.00	fund balance $998	$ 998.00
F101821	Champlin	Champlin Architecture Scholarship Fund	SAID	$ 1,500.00		$ 1,000.00
F102185	Collaborative	Collaborative Scholarship Fund	SAID	DO NOT AWARD	fun balance $0	DO NOT AWARD
E101950	DeGarmo	Todd DeGarmo Scholarship	SAID	$ 7,500.00		$ 8,000.00
E100679	Earls	Christopher Earls Family Endowment	SAID	$ 5,000.00		$ 5,000.00
F102248	Eggert	Paul Richard Eggert Architecture Mem Sch	SAID	DO NOT AWARD	func balance $247	DO NOT AWARD
E100927	Fabe	Fabe George Endwd Schlrshp Arc	SAID	$ 3,000.00		$ 4,500.00
E102175	Feibes/Schmitt	The Feibes & Schmitt Architects Scholarships	SAID	$ 2,500.00		$ 2,000.00
F102244	FRCH	FRCH Design Worldwide Scholarship	SAID	DO NOT AWARD	fund balance $237.11	DO NOT AWARD
F102890	Greiwe	Robert Greiwe Scholarship	SAID	$ -		$ 1,000.00
E101416	Hixson	Hixson Architecture Eng Interior Scholar	SAID	$ 1,250.00		$ 1,250.00
E102199	Hodell	The Jack E. Hodell, AIA, and Nadine J. Hodell Scholarship	SAID	$ 2,500.00		$ 2,500.00
F102006	Howell	James and Laurel Howell Scholarship	SAID	$ 1,500.00		$ 1,000.00
E102110	Huston Gay Men	Huston-McDermed Gay Men's Scholarship	SAID	$ 3,500.00		$ 4,000.00
F102582	Jacobs	Donald P. Jacobs Scholarship in Architecture	SAID	$ 9,500.00	recommend 2 awards	$ 3,000.00
E100270	Knoll	Knoll Inc and RJE Interiors Scholarship	SAID	$ 1,000.00		$ 1,250.00
E102372	Laubenthal	The Ray Laubenthal Scholarship Fund	SAID	$ 1,000.00		$ 1,500.00
E101625	Leo	Frank T. Leo Scholarship	SAID	$ 5,000.00		$ 5,000.00
E101565	Levy	The Lenore Cunix Levy Endowment Fund	SAID	$ 3,500.00		$ 3,500.00
F101440	Madzula	John S Madzula Scholarship Fund	SAID	$ 1,000.00	no funds	DO NOT AWARD
E102281	McKillip	The Mark McKillip Scholarship Endowment Fund	SAID	$ 1,900.00		$ 2,000.00
F102408	Moore	Alfred and Mary Alice Moore Scholarship	SAID	$ 833.00	no funds	DO NOT AWARD
F102176	Niland	David Niland Memorial Travel Fund	SAID	DO NOT AWARD	3/22/18: Holland Exchange: no longer permitting students	DO NOT AWARD
E100297	Persons-SAID	Persons Thomas B Scholarship	DAAP (SAID Freshman)/SAID	$ 3,000.00	Total budget $4000 - $1000 to incoming; $3000 to returning student	$ 3,000.00
E102418	Postell	Jim Postell Endowed Scholarship	SAID	$ -		$ 1,500.00
E100558	Richards	Richards John & Norma H Sch QI	SAID	$ 10,000.00		$ 10,000.00
E100985	Roush	Strauss Carl&Roush Raymond Sch	SAID	$ 1,500.00		$ 1,500.00
F101708	SAID	DAAP-SAID Scholarship Fund	SAID	$ 8,500.00	will some of this be used for AIA scholarships?	$ 10,000.00
F102020	Schuster	Michael and Michele Schuster Scholarship	SAID	$ 5,000.00	Recommend 2 awards at $2500 each	$ 5,000.00
E102085	SHP	SHP Endowed Scholarship in memory of James E. Steed	SAID	$ 2,000.00		$ 2,000.00
E102117	Strauss	Joseph Strauss Scholarship Architecture	SAID	$ 3,750.00	total budget: $7500; split three ways: Incoming - $3750; One returning - $1875; One returning underrepresented - $1875	$ 3,750.00
F102346	Sueberkrop	Erik Sueberkrop Scholarship Architecture	SAID	$ 1,500.00		$ 1,500.00
F102748	Taylor	William Wesley Taylor Schoarship UndrRpr	SAID	$ 5,000.00		$ 5,000.00
E100545	Tebow	Tebow Newton Scholarship	SAID	$ 3,500.00		$ 3,500.00
E101976	Tokar	Maureen Tansey Tokar Arch Scholarship	SAID	$ 3,000.00		$ 2,750.00
E101946	Ulmer	William B. Ulmer Endowed Scholarship Fun	SAID	$ 3,000.00		$ 3,000.00
E101101	Winkler	Smith/Wildermuth/Winkler	SAID	$ 4,000.00		$ 4,000.00
E101005	Wolfson	Wolfson Erwin S & Rose F Fell	SOD/SAID/SOP	$ 15,000.00	splitting total between three schools each year	$ 5,000.00
F101805	Zofcin	Bernard Zofcin Architecture Scholarship	SAID	$ -		$ 1,000.00

Total $ 128,748.00

Category	Items to Consider	Max Points
Academic Performance	Points assigned based on the following Overall GPA Scale • 3.750-4.0 – 35 points • 3.75-3.49 – 30 points • 3.49-3.25- 25 points • 3.25-3.0 – 20 points	35
Leadership	• Demonstrates sustained leadership on or off campus – 20 points • Regular leadership but not sustained – 15 points • Occasional leadership – 10 points • Little leadership documented – 5 points • No leadership documented – 0 points	10
Honors/Awards	• Student has received significant recognition for academic, leadership, or service achievement – 10 points • Student has received limited recognition for academic, leadership, or service achievement – 5 points • Student did not submit any evidence of recognition for academic, leadership, or service achievement – 0 points	10
Community Service	• Demonstrates sustained service on or off campus – 20 points • Regular service contribution but not sustained – 15 points • Occasional service contribution but not sustained – 10 points • Little service contribution documented – 5 points • No service contribution documented – 0 points	10
Demonstrated Financial Need	• FAFSA shows an EFC of 76% - 100% of COA – 20 points • FAFSA shows an EFC of 51% - 75% of COA – 15 points • FAFSA shows an EFC of 26% - 50% of COA – 10 points • FAFSA shows an EFC of 1% - 25% of COA – 5 points • FAFSA shows no need – 0 points	25
Additional Criteria	• Student works significant hours in on/off campus job • Student has significant family obligations out of the norm (e.g., caring for sick parents) • Student had an extenuating circumstance through which they demonstrated grit and perseverance (e.g., mental or physical illness, unexpected job loss, death of loved one) ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- • Demonstrates significant outside responsibilities and/or extenuating circumstances – 10 points • Occasional outside responsibilities and/or extenuating circumstances – 5 points • Little to no outside responsibilities nor extenuating circumstances documented – 0 points	10
TOTAL SCORE		/100

Name: Pravin Bhiwapurkar

Courses Taught (Four semesters prior to current visit)**:**
Arch 7081 Environmental Technology 2; Arch 7081 Environmental Technology 1 / SAID 2063 Design Science; Arch 3001 Design Studio (Housing); Arch 2003 Design Studio (Museum)

Educational Credentials:
2007 Ph.D. in Architecture, Illinois Institute of Technology, Chicago, IL, USA
2000 Masters in Building Engineering and Management, School of Planning and Architecture, New Delhi, India
1997 Bachelor of Architecture, Visvesvaraya National Institute of Technology, Nagpur, India

Teaching Experience:

2021- Associate Professor, School of Architecture and Interior Design, Uni of Cincinnati
2015-2021 Assistant Professor, School of Architecture and Interior Design, Uni of Cincinnati
2013-2015 Assistant Professor, Kent State University
2012-2013 Assistant Professor, Montana State University
2008-2010 Clinical Assistant Professor, Rensselaer Polytechnic University

Professional Experience:
2010-2012 Independent Sustainability Consultant, Cincinnati, OH
2006-2008 Energy Analyst/Project Manager, Energy Center of Wisconsin, Madison, WI

Licenses/Registration: LEED AP

Selected Publications and Recent Research:
2022 Loh, N. and Bhiwapurkar, P., ***Urban Heat Mitigating Building Form and Façade Framework****,* Architectural Science Review, 65:1, 57-71.
2021 (PI) **NSF Smart & Connected Communities, S&CC-IRG Track 1: Empowering Environmental Justice Communities with Socially Integrated Smart and Connected Technology Solutions to Improve Health and Wellbeing,** $2,400,000 (not funded)
2020 (Senior Researcher) **NSF Future of Work at Human-Technology Frontier (FW-HTF), Understanding the Relationship Between Humans and Technology to Improve the Quality of Work-life in Smart Buildings,** $149,976, PI: David Wendell
2020 (Collaborator) **EPA The Environmental Justice Collaborative Problem-Solving Cooperative Agreement Program**, $ 120,000, Project Director: Working In Neighborhood
2020 (PI) **Local Climate Zone: A New Approach to Examine Heat-related Vulnerability in Urban Communities**; University Research Council, Arts, Humanities, and Social Sciences Advancement Program Award, $10,000
2020 Bhiwapurkar, P., ***Towards a New Studio Pedagogy: Improving Social Determinants of Health through Community-engaged Research and Design*** (selected paper for the ACSA OPEN conference, San Diego, CA, USA, conference canceled)

Professional Memberships: International Association of Urban Climate (IAUC), Clinical and Translational Science and Training (CCTST)

Name: Udo Greinacher

Courses Taught (Four semesters prior to current visit)**:**
Arch 3001 (studio) / Arch 4051 (lecture; History & Theory of Cities) / Arch 4001 (studio) / Arch 5051 & Arch 7036 (seminar; Hollywood and the Future)

Educational Credentials:
Master of Architecture, UC Berkeley; 1991
Dipl. Ing. Arch. (FH) FHT Stuttgart, Germany; 1988

Teaching Experience:
Professor, Department of Architecture, University of Cincinnati, 2017- present
Associate Professor, Department of Architecture, University of Cincinnati, 1999 - 2017
Assistant Professor, Department of Architecture, University of Cincinnati, 1993 - 1999
Visiting Professor, Department of Architecture, Catholic University, Washington DC, 1997
Lecturer, Department of Architecture, University of California at Berkeley, 1991 - 1993

Professional Experience:
Designer and CAD consultant, Walter Hood Associates, Oakland; 1993 / 1991
Designer and CAD consultant, Jill Stoner Architect, Berkeley; 1991
Designer, Lars Lerup Associates, Berkeley; 1989 - 1990
Model maker, Stanley Saitowitz Office, San Francisco; 1989-1990
Assistant Architect, Kilpper & Associates, Stuttgart, Germany; 1986
Assistant Architect, Prof. Hauser, Tübingen, Germany; 1985-86

Licenses/Registration:
N/A

Selected Publications and Recent Research:
"Streetscapes - From Cluttered to Spartan and Back," to be published in Marinic, Gregory and Meninato, Pablo About Streets: Perspectives on Urban Design, Architecture and Placemaking (Springer, Rotterdam, 2024)
What Kind of Architect Are You?, by Udo Greinacher, (ORO Editions, San Francisco, 2021)
"From Good Looks To Substance: Savannah's Numerous Attempts at Self-preservation," published in De Urbanitate, (sITA, Volume 3/2015)
"James Bond - a True Modernist?" published in Rob Weiner, Jack Becker, and Lynn Whitefield, eds., James Bond in World and Popular Culture: the Films are Not Enough! (Newcastle upon Tyne : Cambridge Scholars, 2010)
50 from the 50's: Modern Architecture & Interiors in Cincinnati, by Udo Greinacher, Elizabeth Meyer, Susan Rissover, Patrick Snadon, and Margo Warminsky, (LuLuPress, 2008)
"Urban Renewal," published in Encyclopedia of Life Support Systems, (UNESCO, 2005)
"Time thought differently," book review, published in Antipodes, December 2002
"The Creative Destruction of Manhattan," book review, published in Urban Morphology vol. 6(1), 2002

Professional Memberships:
Foresight Certification, University of Houston, 2017

Name: Aarati Kanekar

Courses Taught (Four semesters prior to current visit)**:**

Su2023: Arch 2022 Design Studio; Arch 7037 Contemporary Theories in Architecture
F2022: Arch 4001 Elective Studio - 'Life' – World Expo Pavilions 2025, Osaka, Japan; Arch 7036 Elective Theory - "Lost" In Translation: Re-Presentation & Transformation of Meaning Across Arts
Su2022: Arch 2022 Design Studio; Arch 7037 Contemporary Theories in Architecture
F2021: Arch 4001 Elective Studio - Inhabiting the Poché; Arch 8011 Thesis Writing and Research

Educational Credentials:

Ph.D. – Architecture, Georgia Institute of Technology	2000
S.M.Arch.S., Massachusetts Institute of Technology	1992
Dip. Arch., School of Architecture, CEPT, Ahmedabad	1989
Undergraduate Exchange Scholarship Program, ETH Zürich	1987

Teaching Experience:

Professor of Architecture, SAID, DAAP, University of Cincinnati	2019 – present
Visiting Fulbright Fellow (CEPT), Ahmedabad	2015-2016
Associate Professor of Architecture, SAID, DAAP, University of Cincinnati	2006 – 2019
Assistant Professor, SAID, DAAP, University of Cincinnati	2000 – 2006
Instructor, College of Architecture, Georgia Institute of Technology	1999-2000
Research and Teaching Assistant, Georgia Institute of Technology	1994-95
Research and Teaching Assistant, Massachusetts Institute of Technology	1990-92

Professional Experience:

Curator & Archivist, Archival Center at Georgia Institute of Technology	1995- 2000
Architect, Prostar Stari Grad Mostar, Mostar, Bosnia	1995 & 1991
Architect, National Institute of Design (NID), Ahmedabad, India	1989-90
Architecture Intern, Hans.P. + Ruedi Merkli Architects, Zurich, Switzerland	1987
Architecture Intern, Stein, Doshi and Bhalla Associates, India	1986

Selected Publications and Recent Research:

Book
Architecture's Pre-texts: Spaces of Translation (Routledge, 2015)
Book Chapters (Editor Invited)

- "A Dialogue of Two Infrastructures: The Choreography of Water and Pathways in India" in *About Streets: Perspectives on Urban Design, Architecture, and Placemaking* (with Dr. Meghal Arya) edited by Gregory Marinic and Pablo Meninato, Springer Press, expected publication 2024
- "Spatial Construction of Meaning in Cross-Modal Translations" in *Space Within and Around: Visual Abstraction, Linguistic Analogy, and the Return to the Origin,* edited by Weiling He. The. China Architecture and Building Press, Language: English and Chinese, expected publication 2024
- "Chimeric City: Liminal Spaces of Indian Night Markets" in *The Interior Urbanism Theory Reader*, edited by Gregory Marinic, Routledge, expected publication 2023

Articles/Essays/ Proceedings [Refereed and Invited]

- "Rules and structures in the interactive home" in *Home, Architecture, Agency*, editors Brown, Denig, et.al. (Atlanta: Georgia Institute of Technology, Spring 2020), p. 47
- "23/B: The Accidental Memory Collector" in *Domus* India 69 Volume 7/Issue 3 January 2018. pp. 56-65

Name: Christoph Klemmt

Courses Taught (Four semesters prior to current visit)**:**

SS23: ARCH 4002 BLDG DES STUDIO, ARCH 5113/ARCH 7013 DESIGN VISUALIZATION 2
FS22: ARCH 4005 ARCHITECTURAL STUDIO 2, ARCH 7072 STRUCT 2, ARCH 7094 GRAD IND STUDY
SS22: ARCH 4002 BLDG DES STUDIO, ARCH 5113/ARCH 7013 DESIGN VISUALIZATION 2, ARCH 4091 IND STUDY
FS21: ARCH 7036/CHE 5099 ELEC. ARCH THEORY, SAID 2001 DES STUDIO 1

Educational Credentials:

2014 - 2021 Doctor Technicae, with distinction, University of Applied Arts Vienna, Austria
1998 - 2004 Architectural Association School of Architecture, London, AA Diploma 07/09/2004

Teaching Experience:

Since 2016 University of Cincinnati, Cincinnati. Associate Professor
2017 - 2019 Architectural Association Visiting School Vienna at the Angewandte. Programme Head

Professional Experience:

Since 2007 Orproject, London + Beijing. Founding Partner
2010 - 2015 Zaha Hadid Architects, Beijing. Lead Architect
2006 - 2009 Youmeheshe, London. Architectural Assistant

Licenses/Registration:

2008 professional registration with the Architektenkammer Hessen, Germany

Selected Publications and Recent Research:

Klemmt, Christoph. 2023. Growth-Based Methodology for the Topology Optimisation of Trusses. in Gengnagel, C., Baverel, O., Betti, G., Popescu, M., Ramsgaard Thomsen, M. & Wurm, J. (eds.) Towards Radical Regeneration - Design Modelling Symposium Berlin 2022. Springer. pp. 467–475. DOI: 10.1007/978-3-031-13249-0_37.

Klemmt, Christoph, Aghaei Meibodi, Mania, Beaucage, Gregory & Mcgee, Wes. 2022. Large-scale Robotic 3D Printing of Plant Fibre and Bioplastic Composites. in Proceedings of the 40th eCAADe Conference.

Klemmt, Christoph and Pantic, Igor. 2021. Discrete Cellular Growth. in Kory Bieg (ed.). 2018 TxA Emerging Design + Technology Conference Proceedings. pp.72-81.

Klemmt, Christoph. 2019. Discretization of cellular growth simulations for construction. Architectural Science Review. Taylor and Francis. DOI: 10.1080/00038628.2019.1653258

Professional Memberships:

Since 2008 Architektenkammer Hessen
Since 2017 ACADIA (Association for Computer Aided Design in Architecture)

Name: Gregory Marinic, PhD

Courses Taught:
ARCH 7035 Architecture Theory II, ARCH 9022 Advanced Theory Architecture Seminar, ARCH 4002 Building Design Studio, ARCH 8001 Building Design Studio, INTD 5002 Senior Studio II, INTD 4022 History Theory Criticism II, INTD 5002 Senior Studio II, ARCH 9093 Colloquium I, ARCH 9094 Colloquium II, ARCH 7090 MARCH Independent Study, ARCH 7094 Grad Independent Study

Educational Credentials:

2017 Doctor of Philosophy, Architecture
Texas A&M University, College of Architecture, College Station, TX; PhD History, Theory, Criticism

1999 Master of Architecture
University of Maryland, School of Architecture, Planning, & Preservation, College Park, MD

1991 Bachelor of Science, Geography, Urban Planning emphasis
Ohio University, Department of Geography, Athens, OH, Certificate of Latin American Studies

Teaching Experience:

2019-present University of Cincinnati, College of Design, Architecture, Art, & Planning,
Associate Professor, SAID RANK: Tenured Associate Professor

2017-2019 University of Kentucky, Lexington, KY
College of Design, *Director of Graduate Studies, SOI RANK: Tenured Associate Professor*

2015-2017 Syracuse University, Syracuse, NY
School of Design, *EDI Program Coordinator RANK: Tenured Associate Professor of Design*

2011-2015 University of Houston, Houston, TX
Gerald D. Hines College of Architecture & Design, *RANK: Tenure-Track Assistant Professor*

2010-2011 Universidad de Monterrey, Monterrey, Mexico
Department of Architecture; Division of Art, Architecture, and Design, *RANK: Full Professor*

2007-2010 Pratt Institute, Brooklyn, NY
School of Design, *Visiting Assistant Professor, RANK: Visiting Assistant Professor*

2008-2010 City University of New York, New York City College of Technology, Brooklyn, NY
School of Technology & Design, Department of Architectural Technology, *Lecturer*

Professional Experience:
1999-2008 Worked for firms in New York and London including Rafael Vinoly Architects, Gensler, Tsao & McKown Architects, ABS Skarbinski Architects, William Nicholas Bodouva Architects

Selected Publications and Recent Research:

2022 Co-EDITED BOOK: Marinic, G., & Meninato, P. Informality and the City: Theories, Actions, and Interventions, Springer: Rotterdam

2023 Co-EDITED BOOK: Marinic, G., & Meninato, P. About Streets: Public Space and the City, Springer

2023 EDITED BOOK: Marinic, G., The Interior Urbanism Theory Reader, Routledge: London

2022 Marinic, G., Domestic Deities: Indo-Caribbean Spatial Territorialization and Sacred Space in South Richmond Hill, Queens, *Journal of Urbanism*, Routledge: London

2019 Marinic, G., Material Atmospheres: Theorizing Recent Shifts in Interior Visualization, *Interiority Journal*, edited by Paramita Atmodiwirjo and Yandi Andri Yatmo, Universitas Indonesia: Jakarta

2017 Marinic, G., (re)Made by Water: Obsolescence, Urban Nomadism, and the New World Mall, Bangkok, *IntAR Journal of Interventions and Adaptive Reuse,* Rhode Island School of Design: Providence

Professional Memberships: ACSA, UAA

Name: Mara Olga Marcu

Courses Taught (Four semesters prior to current visit)**:**

Spring 2023: ARCH 7002 BLDG DES STUDIO ; ARCH 7036 ELECTIVE ARCHITECTURE THEORY
Fall 2022: ARCH 7004 CIVIC REALM + PUBLIC CONTEXT STUDIO; ARCH 1011 COMMUNICATION SKILLS 1
Spring 2022: ARCH 7002 BLDG DES STUDIO; ARCH 7036 ELECTIVE ARCHITECTURE THEORY
Fall 2021: ARCH 7004 CIVIC REALM + PUBLIC CONTEXT STUDIO; ARCH 1011 COMMUNICATION SKILLS 1

Educational Credentials:

2010 Glenn Murcutt International Master Class | Sydney, Australia | Certificate of Completion
2009 Harvard University, Graduate School of Design | Cambridge, USA | Master of Architecture
2005 University of Houston, Hines College of Architecture | Houston, USA | Bachelor of Architecture

Selected Teaching Experience:

2019– University of Cincinnati, School of Architecture and Interior Design, Associate Professor
2013–19 University of Cincinnati, School of Architecture and Interior Design, Assistant Professor
2016 American University of Sharjah, Department of Architecture | Dubai Area, UAE
Invited Visiting Assistant Professor | full-time visiting professorship
2011–13 University of Virginia, School of Architecture | Charlottesville, USA
Virginia Teaching Fellow | full-time research and teaching fellowship

Selected Professional Experience:

2018– MMXIII LLC | Cincinnati, USA, Founder
2010–2011 DesignLAB Houston | Houston, USA, Design Architect
2006 Edward Mills and Associates | New York, USA, Project Architect
2005-2006 Rafael Vinoly Architects | New York, USA, Architect

Licenses/Registration:

2009 Leadership in Energy and Environmental Design Accredited Professional (LEED AP)

Selected Publications and Recent Research:

Books

2018 Marcu, Mara, ed. ECHOS. Barcelona: Actar. December. Print.
ISBN 9781948765046. Library of Congress Publication Data: 2018942687

Book Chapters

2020 Marcu, Mara; Tang, Ming; Schueler, Adam. "BUBBLEgum". Data and Design: Methods of Computational Design Strategies, edited by Marcella del Signore, Nancy Diniz, and Frank Melendez. Taylor & Francis/Routledge. Forthcoming. Print.

Edited Journals

2019 Christenson, Mike; Gerber, David J.; Jabi, Wassim; Marcu, Mara; Wit, Andrew John, ed. Architectural Science Review Special Issue: Means, Methods, Machines and Making in Architecture. Vol. 6, No. 5, Taylor Francis/Routledge. October. Print.
2018 Clayton, Mark; Daas, Mahesh; Gerber, David J.; Jabi, Wassim; Marcu, Mara; Parlac, Vera; Vasey, Lauren; Wit, Andrew John, ed. The International Journal of Architectural Computing: Artificial Intelligence and Robotics in Architecture: Autonomy, Agency and Indeterminacy. Vol. 16, Issue 4. Sage Publishers. December. Print.

Proceedings

2018 Marcu, Mara; Tang, Ming. "Optical Illusions of Volume: Simulation-based form finding and fabrication", ACSA 2018 The Ethical Imperative Paper Proceedings. ACSA Press.
2017 Marcu, Mara; Tang Ming. "Augmented Coral", ACADIA 2017 Disciplines Disruption Projects Catalog of the 37th Annual Conference of the Association for Computer Aided Design in Architecture. USA: Acadia Publishing Company. October 2017. p. 250-255. Print.

Professional Memberships:

2013–present ACSA Member 2010–2020; ACADIA Member, Board of Directors Member; Secretary
2018–19 IJAC (The International Journal of Architectural Computing) Editorial Board Member
2016–17 Wessex Institute of Technology (United Kingdom) Scientific Committee Member

Anca Matyiku, PhD, MArch

Courses Taught (Four semesters prior to current visit)**:**

- Interior Design Studio 3 (coordinator)
- Interior Design Studio 4
- Materials & Fibers for Interior Design (core technology course)
- Garden Stories & Sympoietic Artifacts (graduate elective in collaboration with Civic Garden Center)

Educational Credentials

2022 Ph.D. in Architecture, McGill University, Canada
2010 Masters of Architecture, University of Manitoba, Canada
2006 Bachelor of Architectural Studies (co-op), University of Waterloo, Canada

Teaching Experience

2021-pres. Assistant Professor, University of Cincinnati School of Architecture and Interior Design, USA
2019-2021 Visiting Assistant Professor, University of Colorado Denver, College of Architecture and Planning, USA
2018-2019 Visiting Instructor, Louisiana State University, School of Architecture, USA

Professional Experience (selected)

2012-pres. **MOTE projects**, co-founder with Chad Connery
2012 **DMA Architects**, Montreal, Canada - *Architectural Assistant*
2008-11 **Atelier In Situ**, Montreal, Canada - *Architectural Assistant / Interdisciplinary Designer*
2007 **Terry Farrell and Partners (now TFP Farrells)**, Hong Kong - *Architectural Assistant*
2006 **Richards Partington Architects**, London, United Kingdom - *Architectural Assistant*
2005 **HLW International**, London, United Kingdom – *Architecture and Interior Design*

Selected Publications and Recent Research

2021-curr. **NODES St. Lawrence Square** – St. Lawrence Square, Cincinnati, OH. Community engagement interdisciplinary design-build project

2023 Connery, Chad and Anca Matyiku. "Adjective Constructions WPG-MTL." In *Drawing Imaginary Places: Reflections on Time, Scale, Site and Narrative.* Drawing In. London: Bloomsbury, forthcoming.

2023 Matyiku, Anca. "Theatres of Architectural Imagination Performed in Bruno Schulz's Poetic Prose." In *Theatres of Architectural Imagination*, edited by Lisa Landrum and Sam Ridgway. New York, London: Routledge, 2023. (Peer-reviewed)

2022 Matyiku, Anca. "Storytellers and Outlaws: An Interdisciplinary Approach to Teaching as Research." In *Space and Language in Architectural Education: Catalysts and Tensions*, edited by Kasia Nawratek. New York, London: Routledge. (Peer-reviewed)

2021 Matyiku, Anca. "Literary Language and Palimpsests of Chronometries: Representations of Urban Space in Bruno Schulz's Prose." In *La Città Palinsesto / The City as Palimpsest*, edited by Maria Ines Pascariello, 365-70. Napoli: FedOA - Federico II University Press, 2020. (Peer-reviewed) http://www.fedoabooks.unina.it/index.php/fedoapress/catalog/view/249/279/1464-1

2018 Matyiku, Anca. "Project Daedalus: An Earnest Play of Building Between Storytelling and Metaphors." *Writingplace Journal: Literary Methods in Architectural Education*, no.1 (2018): 59-74. (Peer-reviewed)

2018 Matyiku, Anca. "Architecture Drawn Out of Bruno Schulz's Poetic Prose." In *Reading Architecture: Literary Imagination and Architectural Experience*, edited by A. Sioli and Y. Jung, 114-22. New York, London: Routledge, 2018. (Peer-reviewed)

2018 Matyiku, Anca and Chad Connery. "Dwelling Drawing Breath." In *Next Home Seoul,* edited by Kent Mundle, 108-17. Winnipeg: OCDI Press, 2018.

2017 Matyiku, Anca and Chad Connery. "Stones of Teeth: A Twofold Apologia in Retrospective of an Architectural Installation." *Scroope: The Cambridge Architecture Journal,* no. 26 (2017): 134-49.

Professional Memberships

2015-pres. Association of Collegiate Schools of Architecture

Name: Michael Mcinturf

Courses Taught:

Fall 2022	SAID 7004 Building Studio
Fall 2023	SAID 8001 Research Studio
Spring 2023, 2024	SAID 8009 Thesis Studio
Fall/Spring 2022-23	SAID 8011 Thesis Research
Fall/Spring 2023-24	SAID 8011 Thesis Research

Educational Credentials

1988	MArch	University of Illinois Chicago
1985	BArch	Miami University

Teaching Experience:

2005- School of Architecture and Interior Design, University of Cincinnati
Associate Professor
Date School of Architecture and Interior Design, University of Cincinnati
Assistant Professor
1996-98

Professional Experience:

1995-	MMA, principal
1988-97	Eisenman Architects, New York, NY, Associate
196-88	SOM, Chicago

Licenses/Registration:

1995-	OH
1995- 2005	NY

Selected Publications and Recent Research:

Professional Memberships:

1995-	AIA
1995-	NCARB

Name: Edward Mitchell

Courses Taught (Four semesters prior to current visit)**:**
SAID1031 Human Dimensions of Space, ARCH8011 Thesis Writing, ARCH8037 Contemporary Theory
Educational Credentials:
1989 Princeton University, MArch
1983 Brown University, B.A., with honors in Art History and Studio Art
Selected Teaching Experience:
University of Cincinnati, College of Design, Architecture, Art, and Planning, Cincinnati, Ohio
2017- Director, School of Architecture and Interior Design;
2020- Professor
2017-2020 Associate Professor
School of Architecture at Yale University, New Haven, Connecticut
2014 –2017 Associate Professor Adjunct
2002 – 2014 Assistant Professor Adjunct
1998 - 2002 Lecturer
Barnard College, Columbia University, New York
1993-1998 Adjunct Assistant Professor of Architecture
Pratt Institute, New York
1996-98 Adjunct Assistant Professor
1993 – 1996 Visiting Assistant Professor of Architecture
Selected Professional Experience:
1998 –present: Edward Mitchell Architects, NY, CT, OH
1996-98 ARCHITECTURE THEATRE *pro.ME.THE.US*, New Haven, CT
1989-93 Eisenman Architects, New York, NY
Licenses/Registration:
2017- present: OH
1998 – 2018: NY, CT
Selected Publications and Recent Research:
Selected Books
Echos, Co-editor with Mara Marcu, and contributor. Actar Press, 2018
Fulton Landing, The School of Architecture and Interior Design at the University of Cincinnati, co-editor, 2021
Building the Nest, The School of Architecture and Interior Design at the University of Cincinnati, co-editor, 2021
Common Wealth, Yale School of Architecture Post Professional Studios. The Yale School of Architecture, 2016
New Ecologies/New Constellations, Editor. ACSA conference publications. Spring, 2013
Selected Book Chapters
"Bigness Is Now Big Business: Black Holes for the Cosmo-politan", *The Next New York*, (ORO Editions, 2023)
"A Brief Allegory of the Vastness of Capitalism in the Time of Plague", *The Interior Urbanism Theory Reader*, Gregory Marinic, editor (Routledge, 2022)
"Blurred Edges: An Introduction to Collage City" in the Greek translation of *Collage City*. Edward Mitchell, Bernard Tschumi, and Anthony Vidler. Aristotelis Dimitrakopoulos, editor (Athens: Papazissi, 2020)
Selected Articles
"Don't Look Back: The pandemic can break architectural education out of the cloister for good" *https://www.archpaper.com/2020/08/post-pandemic-potentials-opportunity-for-architectural-education-to-break-out/ August 12, 2020*
"Empires of the Senseless," *Perspecta 52*, Fall 2019
Professional Memberships:
2010 – AIA, CT; AIA, OH
1998- present NCARB
2020 – present NOMA;
2021 – present Cincinnati Historic Preservation Society
2020 – present Urban Land Institute
2021 – present C.A.M.P Board member

Name: Martina Palocci

Courses Taught (Four semesters prior to current visit)**:**

School of Architecture and Interior Design, University of Cincinnati:

SAID 2001 – 003: Design Studio 1, Undergraduate

ARCH 7036 - 003: *Postcards from the future*, Elective Theory Seminar, Graduate

INTD 3001 – 003: Interior Design Studio 3, Undergraduate

ARCH 5051 – 002: *Not lost in translation*, Architecture Directed Elective, Undergraduate

Arch 7005: *Advanced Urban Design Studio*, Graduate Core Design Studio

ARCH 7036 - 002: *Not lost in translation*, Elective Theory Seminar, Graduate

Educational Credentials:

Master of Science in Architecture, AAM, Academy of Architecture Mendrisio-Switzerland, 2008 - 2010

Bachelor's Degree, Architecture, Academy of Architecture Mendrisio-Switzerland, 2006 – 2008

University exchange program Design, ULISBOA, Univerisidade de Lisboa-Portuga, l2005 - 2006

Bachelor's Interiors Architecture, Università degli studi La Sapienza, Facoltà di Architettura Valle Giulia

Teaching Experience:

Visiting Professor, School of Architecture and Interior Design, DAAP, University of Cincinnati, Cincinnati, OH, August 2022 – May 2023

Professional Experience:

Studio Tropicana, Architecture and Design, founder, Basel (Switzerland), 2020- Present

Studio Banana, Work habitat Senior Architect, Basel (Switzerland), 2021- 2023

Herzog & de Meuron, Architect, Basel (Switzerland), 2011- 2020

Nicola Probst Architect, Architect, Lugano (Switzerland), January 2011- August 2011

Aires Mateus Arquitectos, Junior Architect, Lisbon, Portugal, 2007- 2008

Licenses/Registration:

Registered Architect, SIA, Society for Architects and Engineers Switzerland

Professional Memberships:

Active Member at VSI.ASAI Active Member, Association of Interior Architects (IFI), 2020 - Presen

Name: Elizabeth H. Riorden

Courses Taught (Four semesters prior to current visit)**:**

A23: ARCH7021- History of Architecture I, Ancient Greece to Early Renaissance, World Architecture

S23: ARCH8009 – Master of Architecture Thesis Studio

A22: ARCH7021- History of Architecture I, Ancient Greece to Early Renaissance, World Architecture

S22: ARCH8009 – Master of Architecture Thesis Studio

Educational Credentials:

- Master of Architecture (M Arch), Columbia University, New York City, 1981
- Bachelor of Arts (AB), *magna cum laude*, Brown University, Providence, 1978 interdisciplinary major in Ancient and Medieval Culture, John Rowe Workman, advisor.

Teaching Experience:

- Associate Professor of Architecture, School of Architecture and Interior Design (SAID), University of Cincinnati (2008-present)
- Assistant Professor of Architecture, School of Architecture and Interior Design (SAID), University of Cincinnati (2002-2008)
- Adjunct Assistant Professor, SAID, University of Cincinnati (2001)

Selected Recent Professional Experience:

- Site Architect for the Antiochia ad Cragum Archaeological Project, Gazipaşa, Turkey. Directed by Prof. Michael Hoff, University of Nebraska, Lincoln NE. Beginning Summer 2023.
- Member of UNESCO/ICOMOS subcommittee working group to write best practices for making archaeological sites universally accessible. Conference presentation on this work, in Xanten, Germany.
- Field Research at the Prehistoric Castelluccian Sancturay at La Muculufa, Butera, Sicily. With co-PI Dr. Andrea Orlando; with permission of the *Assessorato dei Beni Culturali* of Sicily
- Field Research at the World Heritage site of Troy in Turkey. With co-PI Dr. Andrea Orlando; with permission of Prof. Rüstem Aslan, Troy Excavation Director; archaeoastronomical analysis of the landscape, finds and architecture.

Licenses/Registration:

- New York State License #019699 (currently dormant)

Selected Publications and Recent Research:

- 2023. (in translation to French/preparation). “The Architecture of the Benedictine Abbey of Psalmodi.” A chapter to be included in a book to accompany a forthcoming exhibit in France. With contributions from Jeffrey T. Tilman.
- 2023. (in preparation). “Introduction” and “Concluding Reflections” for published proceedings of Xanten, Germany symposium (August 2022) organized by the ICAHM working group on Accessibility to Archaeological Sites. Springer Open Access. Cynthia Dunning et al. co-authors/editors.
- 2023. (forthcoming). “Muculufa (Sicily), Castelluccian Culture and the Solstice Landscape” Italian Institute for Prehistory and Proto-History. Co-author, A. Orlando.

Professional Memberships:

- The Archaeological Institute of America since 2019.
- ICOMOS/US since 2013. Member of scientific committee ICAHM (International Committee on Archaeological Heritage Management). Affiliated Member of ICAHM, 2012-2013
- The Society of Architectural Historians

Name: Michael Rogovin

Courses Taught (Four semesters prior to current visit)**:**

- Architecture Studio 3 - ARCH3001 - 2022/2023
- Design Visualization 1 - ARCH7012 - 2022/2023
- Communication Skills 3 - SAID2013 - 2022/2023

Educational Credentials:

- Master of Architecture - University of Cincinnati, DAAP
  School of Architecture and Interior Design / 2016
- Bachelor of Science of Architecture - University of Cincinnati, DAAP
  School of Architecture and Interior Design / 2012

Teaching Experience:

- Adjunct Assistant Professor Annualized, School of Architecture and Interior Design (SAID), University of Cincinnati (2022-Present)
- Adjunct Instructor, School of Architecture and Interior Design (SAID), University of Cincinnati (2016-2022)

Professional Experience:

- Terry Boling Architect LLC. - Designer – (2016-Present)
- Liberty Hill Historic LLC. - Founder – (2022-Present)
- Perkins+Will - Intern - Atlanta, Georgia. (May - August 2015)
- GBBN Architects - Intern - Cincinnati, Ohio, (January - May 2014)
- William McDonough + Partners – Intern - San Francisco, California, (January - May 2013)

Selected Publications and Recent Research:

- *Future of Work: Designing the Creative Space of Tomorrow* - Principal Editor/Research Director - 2019

Name: Vincent Sansalone

Courses Taught (Four semesters prior to current visit):
SAID1001
ARCH7004
SAID1002
SAID1001

Educational Credentials:
1988 Bachelor of Fine Arts, Rhode Island School of Design – Providence, Rhode Island
1989 Bachelor of Architecture, Rhode Island School of Design – Providence, Rhode Island
2001 MFA Architecture, Cranbrook Academy of Art - Bloomfield Hills, Michigan

Teaching Experience:
2019 - Present School of Architecture and Interior Design, College of Design, Architecture, Art and Planning, University of Cincinnati, Cincinnati, Ohio
Associate Professor, Educator
2008 - 2019 School of Architecture and Interior Design, College of Design, Architecture, Art and Planning, University of Cincinnati, Cincinnati, Ohio
Assistant Professor, Educator
2003 - 2008 School of Architecture and Interior Design, College of Design, Architecture, Art and Planning, University of Cincinnati, Cincinnati, Ohio
Associate Professor, Educator
Visiting Assistant Professor
Spring 2003 School of Architecture and Interior Design, College of Design, Architecture, Art and Planning, University of Cincinnati, Cincinnati, Ohio
Associate Professor, Educator
Adjunct Professor of Architecture
Adjunct Professor Architecture
Fall 2002 School of Architecture, University of Detroit Mercy, Detroit, Michigan

Professional Experience:
2012 - present DPMT 7 (founder) Art and Architecture Research Collective Studio
Cincinnati, Ohio
2007 - 2009 aCVgP37 (founder) Design Studio Practice
Cincinnati, Ohio
2004 - 2007 Hueprojects (partner) Architecture Studio Practice
Detroit Michigan

Name: Ming Tang
Courses Taught (Four semesters prior to current visit)**:**
ARCH 3004.ARCH Studio I; ARCH 7036-04/ARCH5051-04.Elective Theory Seminar; ARCH 7014 VIZ-III; SAID 2001 Second Year Studio; ARCH 4001 4th Year ARCH Studio

Educational Credentials:
- 2008 Master of Fine Art, Interactive Design & Game Development, Savannah College of Art and Design
- 2003 Master of Art, Digital Media Art and Technology, Michigan State University
- 2000 Master of Architecture, School of Architecture, Tsinghua University, China
- 1997 Bachelor of Architecture, School of Architecture, Tsinghua University, China

Teaching Experience:
- 2021 ~present, Director of Extended Reality Lab, University of Cincinnati.
- 2016-present, Associate Professor, School of Architecture and Interior Design, College of DAAP, University of Cincinnati
- 2010- 2016, Assistant Professor, School of Architecture and Interior Design, College of DAAP, University of Cincinnati
- 2006-2010, Director of Electronic Design Program, Architecture Department, Savannah College of Art and Design
- 2003-2010, Professor of Architecture, Architecture Department, Savannah College of Art and Design

Professional Experience:
- 2007-present, Founder & Principal. TYA Design
- 2007-2010, Consultant, Gunn, Meyerhoff, Shay Architects, Savannah, GA
- 2009-2010, Consultant, Hussey, Gay, Bell & DeYoung Engineers & Architects
- 2007-2009, Lead designer, Media Interface Network Design (M.I.N.D) Lab, Michigan State University

Licenses/Registration: Registered Architect, NCARB, LEED AP

Selected Publications and Recent Research:
Tang, M. Adebisib, A. Using Eye-Tracking for Traffic Control Signage Design at Highway Work Zone. Interdisciplinary Journal of Signage and Wayfinding. Vol. 6, No. 2 (2022)
Tang.M. Shroyer.N, Cast-in-place Freeform Concrete with Big Area AdditiveManufacturing Formwork. International Journal of Architecture, Engineering and Construction Vol 10, No 2, June 2021, 12021005, 1-9.
Virtual Reality for Employee Safety Training.Therapeutic Crisis Intervention Simulation-Phase II. Sponsored research by the Cincinnati Children's Hospital Medical Center. PI. Tang. $22,365. Period: 2.2023- 12.2023.

Professional Memberships:
UC Digital Future; Institute for Research in Sensing (IRiS); Member of Industry 4.0 & 5.0 Institute (I45I), UC; Member of Center for Clinical and Translational Science and Training (CCTST)

Name: Andrew Tetrault

Courses Taught (Four semesters prior to current visit):
Arch 3001: Housing Design Studio, Undergraduate Core Design Studio
Arch 4001: Capstone Studio, Undergraduate Core Design Studio
Arch 4002: Capstone Studio, Undergraduate Core Design Studio
Arch 7004: Advanced Building Design Studio, Graduate Core Design Studio
Arch 7005: Advanced Urban Design Studio, Graduate Core Design Studio
Arch 7036: Real Estate Development Seminar, Graduate Elective Course

Educational Credentials:

2011	Master of Architecture, University of Pennsylvania, Philadelphia, PA
2008	Bachelor of Landscape Architecture, Purdue University, West Lafayette, IN,

Teaching Experience:

2022 – Present	Assistant Professor of Practice, School of Architecture and Interior Design, DAAP, University of Cincinnati, Cincinnati, OH, August
2019 – 2022	Adjunct Assistant Professor, School of Architecture and Interior Design, DAAP, University of Cincinnati, Cincinnati, OH,
2011	Graduate Teaching Assistant for Professor Annette Fierro, Weitzman School of Design, Architecture Department, University of Pennsylvania, Philadelphia, PA
2008	Undergraduate Teaching Assistant for Professor Paul Siciliano, Landscape Architecture Department, Purdue University, West Lafayette, IN

Professional Experience:

2018 –	von Euw Tetrault Architecture and Design, Co-founder and Partner, Cincinnati, OH
2020-2022	Herzog de Meuron, Senior Architect
2013-2018	Herzog de Meuron, Architect, Basel, Senior Architect,
2011 – 2012	Albaker Architects, Architect, Doha
2006-2007	The Olin Studio, Landscape Designer, Philadelphia
2010-2011	Studio Andrew Todd, Designer, Paris,

Licenses/Registration:
Licensed Architect, State of Ohio, United States (License Number: 2118747)

Selected Publications and Recent Research:
Andrew Tetrault, Edward Mitchell, Future of Fulton Landing. University of Cincinnati Press, 2021.

Professional Memberships:
Registered Architect, OH; SIA, Society for Architects and Engineers Switzerland

Name: Jeffrey T. Tilman

Courses Taught (Four semesters prior to current visit)**:**

Fall 2023 and 2022: ARCH6026/5126: Techniques of Historic Preservation
Summer 2023: ARCH2002: Studio 2; ARCH2023: HTC 3, The Classical Tradition
Spring 2023: SAID1021: HTC1, Modern Architecture; ARCH6027: American Architecture

Educational Credentials:

Ph.D,, MA , and Cert. Historic Preservation, University of Virginia, Spring 1998 and 1994
B.Arch, Cal Poly, San Luis Obispo, Spring 1988

Teaching Experience:

Assistant & Associate Professor, University of Cincinnati 2000-Present

Professional Experience:

Space Administrator and Database Administrator, University of Virginia, 1992-2000
Job Captain, Useldinger Architects, Campbell, California, 1990-1991
Intern Architect, Dahlin Group Architects, San Ramon, California, 1988-1990

Licenses/Registration:

California Architect's License, C22766, November 1991-Present

Selected Publications and Recent Research:

Arthur Brown Jr., Progressive Classicist. New York: W. W. Norton, 2006.

"Forming California Architects in France: The Pedagogy of the Ecole des Beaux-Arts at the Fin-de-Siècle." Book Chapter, *Julia Morgan: The Road to San Simeon, Visionary Architect of the California Renaissance*, Gordon Fuglie, ed. New York: Rizzoli, 2022.

"Sustainability in the Adaptive Reuse Studio: A Case Study in Cincinnati's Over-the-Rhine Historic District," *Preservation Education & Research* 5, (2012): 59-74.

"Creating a Model for the National Mall: The Design of the National Museum of Natural History," with Cynthia Field, Smithsonian Institution, *Journal of the Society of Architectural Historians* 63, no. 1 (March 2004): 52-73.

"The Houses of Newmarket Plantation: Five Generations of Building in Virginia," *Arris* (2003): *33-59.*

Professional Memberships:

AIA, 1992-Present**;** SAH, 1992-Present

Name: William Daryl Williams

Courses Taught

ARCH1061Design Science	2021-23
ARCh2001,4001,4002 Design Studios	2021-23
ARCH8011 Thesis Research	2020-22
ARCH7004 Building Design	2023
ARCH7061 Construction Technology	2023

Educational Credentials:

B.Arch University of Houston
M. Arch Harvard

Teaching Experience:

2010-2023	**University of Cincinnati**
1991-1994	UCLA
1994-1998	UC Berkeley
1998-2004	Rice University
2004-2010	Univeristy of Virginia

Professional Experience:

2004-Present	**WMDWMS LLC**
1985-1989	HJM (San Antonio, Houston),
1994-2004	WPa,

Licenses/Registration:

California,
Ohio (pending)

Selected Publications and Recent Research:

Hair Salon: Spatial tectonics of Black Hair
Row: Trajectories Through the Shotgun House
Dresser Trunk Project

Professional Memberships:

Board of Directors: Manifest Center for the Visual Arts

Name: Rebecca Williamson

Courses Taught:
ARCH7094-04 Grad Independent Study; ARCH8010 Thesis Writing; ARCH8012 MS Research Methods
ARCH8019-001 Teaching Practicum; ARCH7031 Architectural Theory 1

Educational Credentials

1998 Philosophy in Architecture
Graduate School of Fine Arts, University of Pennsylvania, Philadelphia, PA Doctor of
1985 Master of Architecture
College of Architecture, Virginia Polytechnic Institute and State University, Blacksburg, VA
1982 Bachelor of Fine Arts in Painting
Rhode Island School of Design, Providence, RI

Selected Teaching Experience:

2016 – present University of Cincinnati, Cincinnati, School of Architecture and Interior Design
College of Design, Art, Architecture, and Planning
Director, MS and PhD Programs in Architecture 2013 - present Associate Professor
2006 - 2013 Assistant Professor
University Studies Abroad Consortium, Università degli Studi di Torino, Italy
2008 Visiting Faculty Member
Master of Urbanism Program, "Sciences-Po," Institut d'Études Politiques de Paris, France
2005–2006 Adjunct Faculty Member
University of Illinois at Urbana-Champaign Study Abroad Program in Versailles
École Nationale Supérieure d'Architecture de Versailles, France
2001–2005 Assistant Professor and Exchange Faculty Member
School of Architecture, University of Illinois at Urbana-Champaign, Champaign, IL
1997–2001 Assistant Professor

Professional Experience:

2019 Rebecca Williamson Architect, sole proprietor
1987–89 Architecture + Furniture, New York, NY,
1986 Santiago Calatrava, Engineer/Architect, Zurich, Switzerland,
1986–87 Livio Vacchini, Architect, Locarno, Switzerland,

Licenses/Registration:

1992–present Registered Architect, Licensed in New York,

Selected Publications and Recent Research:

Edited Books

Ockman, J., Editor, and R. Williamson, Research Editor, 2012, *Architecture School: Three Centuries of Architecture Education in North America.* MIT Press. 440 pp. (named Architectural Record 2012 "Best Book")
Williamson, R., ed., 2000, *Living Architecture: The Architecture of Durisch and Nolli.*
University of Illinois at Urbana-Champaign Building Research Council. 83 pp.
Williamson, R. 2023. Clutter, Tidying, and Architectural Desire. In *Architectures of Hiding* ed. Federica Goffi, et.al., New York: Routledge.
Williamson, R. 2023. Guts of the City. In *About Streets*, ed. Gregory Marinic and Pablo Meninato, New York: Routledge.

Journal Articles

Williamson, R. 2021. *Mademoiselle Sculpsit*: A Backstory. In *Journal of Architecture Education* 75:2, 332-336
Williamson, R. 2019. Thinking Through Building. In *Montreal Architecture Review* Vol. 6, 11-27

Professional Memberships:

AIA

Name: De Peter Yi

Courses Taught (Four semesters prior to current visit)**:**
Summer 2023: ARCH 7005, Graduate Advanced Integrated Studio. ARCH 7005, Cincinnati Reuse Collective, Architecture Theory.
Fall 2022: ARCH 4001, Undergraduate Arch Studio 4, Cincinnati Timber Collective

Educational Credentials:
Master of Architecture, Rice University School of Architecture, Houston, TX, 2011 – 2014, AIA Henry Adams Certificate Recipient, William D Darden Thesis Award
Bachelor of Science in Architecture, University of Michigan, Ann Arbor, MI, 2006 -2010

Teaching Experience:
Assistant Professor, School of Architecture and Interior Design, University of Cincinnati, Cincinnati, OH, 2022 - Present
Lecturer, Taubman College of Architecture and Urban Planning, University of Michigan
Ann Arbor, MI, 2018 – 2022
Walter B Sanders Fellow, Taubman College of Architecture and Urban Planning, University of Michigan
Ann Arbor, MI, 2018 – 2019

Professional Experience:
Co-founder and Co-director, 1+1+ Architects, Detroit, MI, 2018 - Present
Architect and Lead Designer, Studio Gang Architects, Chicago, IL, 2014 -2018
Designer, WW Architecture, Houston, TX, 2013 - 2014
Designer, The Open Workshop, Toronto, ON, 2013
Designer, 1100 Architect, New York, NY, 2010 - 2011
Research Assistant, LAMAS, 2010

Licenses/Registration:
Licensed Architect, State of Michigan, 2020 – Present, License No. 1301071130

Selected Publications and Recent Research:
Yi, De Peter. “It Takes a Village: Modular Mass Timber and New Housing Imaginaries.” *2023 Timber Education Prize*, Association of Collegiate Schools of Architecture, 2023. $10,000.
Yi, De Peter and Laura Peterson. “Stewardship as Ownership.” Log Journal 54 (2022): 78-88.
Yi, De Peter, Laura Peterson, and Cyrus Penarroyo. “Detroit Reuse Collective.” *Engaging Detroit Workshops Grant*, Office of the Vice Provost, University of Michigan, 2022. $20,000.
Yi, De Peter. “Moving Parts.” Cite Magazine 102 (2021): 28-29.
Yi, De Peter and Laura Peterson. “How to Build Our Own Living Structures.” *Honorable Mention in LA Low Rise Housing Ideas for Los Angeles Design Challenge*, City of Los Angeles, 2021.
Yi, De Peter. “The SRO Housing Model in Houston: Adaptation, Transformation, Revitalization.” *Houston Design Research Grant*, Rice Design Alliance, 2020. $6,000.
Yi, De Peter. “5 Parts for 555.” Dimensions Journal 33 (2020): 82-91.
Yi, De Peter. “Cultivate Collective: Housing for a Contemporary Subject in China.” Bracket Journal: Takes Action (2020)
Yi, De Peter, Renata Graw, Jeremiah Chiu, Nancy P. Lin. *Building Subjects*. Basel: Standpunkte, 2019.
Yi, De Peter. “Canonical Collective” PLAT Journal 4.0: En Masse (Fall 2014): 110-119.

Professional Memberships:
National Council of Architectural Registration Boards