E2C 2019 Information for Employers

Welcome
E2C re-visions the campus recruiting experience for students and employers in the creative field. Thank you for joining us to meet and recruit emerging creative talent, build your brand on campus, and network with other creative professionals.

Schedule
Please refer to the map (provided at check-in) for locations of specific events and employer expo/interview tables.

Thursday, October 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>11 a.m.</td>
<td>Employer Check-in Opens</td>
<td>Near Room 3430</td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Employer Orientation</td>
<td>Room 4400</td>
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<tr>
<td>12:30 p.m.</td>
<td>Welcome &amp; Kickoff for Employers and Students</td>
<td>Room 4400</td>
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<tr>
<td>1 - 4:30 p.m.</td>
<td>Creative Blitz</td>
<td>Project 1 Teams – Blue Box Project 2 Teams – top half of Grand Stair Project 3 Teams – bottom half of Grand Stair</td>
</tr>
<tr>
<td>4:30 - 5 p.m.</td>
<td>Wrap-Up &amp; Announcements for Next Day</td>
<td>Room 4400</td>
</tr>
<tr>
<td>5 - 6:30 p.m.</td>
<td>Happy Hour &amp; Networking</td>
<td>Near Gallery &amp; Grand Stair</td>
</tr>
<tr>
<td>7 - 9 p.m.</td>
<td>After-Party for DAAP Co-op Faculty and Employers (optional)</td>
<td>Cock and Bull Public House 2801 Short Vine Street Cincinnati OH 45219</td>
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Friday, October 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>8 a.m.</td>
<td>Coffee &amp; Donuts</td>
<td>Near Gallery (Rm 5275)</td>
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<tr>
<td>8 a.m.</td>
<td>Employer Check-In Opens Student Check-In Opens</td>
<td>Near Gallery (Rm 5275)</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Employer Expo Begins</td>
<td>Throughout building</td>
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<tr>
<td>10:30 a.m.</td>
<td>Interviews Begin</td>
<td>Throughout building</td>
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<tr>
<td>4:00 p.m.</td>
<td>Event Ends</td>
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</table>
Location
E2C takes place at the University of Cincinnati’s College of Design, Architecture, Art and Planning.

Parking
Park in the Clifton Court Garage, accessible from Clifton Avenue. Directions to Clifton Court Garage from any point: https://goo.gl/maps/2uLh8PvhRy1PA5j6. If the Clifton Court Garage is full, the next closest garage is Woodside Garage. Refer to the Parking Map on the last page of this document. If you park in a campus garage, be sure to ask for a parking voucher before you leave the event each day.

Uber/Lyft/Taxi
Refer to the Parking Map on the last page of this document for recommended pick-up and drop-off points.

Employer Check-In

On Thursday, Employer Check-In will be located on the 3000 level, just inside the building entrance from the Clifton Court Garage. You may check in starting at 11 a.m. Box lunches will be available. The first scheduled activity is Employer Orientation at 12:15 p.m. in Room 4400.

On Friday, Employer Check-In will be located on the 5000 level, outside the Gallery (Room 5275). Coffee and donuts will be available starting at 8 a.m., and the expo starts at 9 a.m. We encourage you to arrive early, as students will be eager to meet with you!

Displays
DAAP building guidelines prohibit hanging anything on or attaching anything to walls or columns. Please use easels, tabletop- or floor-mounted displays only. Thank you.

Program
To save paper, we have published the program PDF online. When available, you can download it from: https://www.uc.edu/campus-life/careereducation/events/e2c.html

Lanyards
Please return your lanyard to Employer Check-In or to any staff member before you leave on Friday, so we can use them again. Thank you.
E2C Event Elements

Creative Blitz
Day one of E2C kicks off with a design blitz benefiting a local non-profit. More than 400 creative students and professionals work in interdisciplinary teams to complete design challenges with tangible outcomes for the non-profit partner. See students in action to observe how they think, work and perform.

This year’s nonprofit partner is Cincinnati Arts and Technology Studios (CATS). CATS works with more than 400 at-risk teens each year, transforming them from into self-sufficient adults through creative studios and an artistic guild model of learning that lasts a lifetime.

Working from a creative brief, E2C Blitz teams will evaluate CATS’ current space and use design thinking to help design the school of the future.

Happy Hour & Networking
Following the blitz, students and employers will enjoy a happy hour and the chance to get to know each other over drinks and appetizers.

After-Party with DAAP Co-op Faculty (optional)
Cultivate your relationship with DAAP co-op faculty in an optional after-party on Thursday evening. DAAP co-op faculty can help you make the most of your co-op program and connect you with emerging talent. At the same time, we want to learn what we’re doing well and what we can do to help your organization reach its goals.

We will gather at the Cock & Bull Public House, 2801 Short Vine Street, Cincinnati OH 45219. Anyone is welcome, whether you pre-registered or not. This casual event is pay-your-own-way; food and beverages will be available for purchase.

Employer Expo
On Friday morning from 9:00 to 10:30 a.m., students will browse employer tables as in a traditional career fair. This is your chance to explain to students who you are and what you do, as well as identify students you want to interview, if you have not already filled your schedule.
Interviews
On Friday from 10:30 a.m. to 4:00 p.m., employers will conduct interviews with their selected candidates. We suggest 30-minute interview slots, which allows up to 11 interviews per table. Employers should contact individual students directly to schedule your interviews. How you fill your interview slots is up to you. You can pre-select students during the week of E2C, offer interviews to students you interact with at the event, keep your slots open for any student who walks up, or some combination.

By the end of the day on Friday, September 27, we will send you a unique link to a SignUpGenius online form which you can use to schedule students for interviews. If you are scheduling pre-selects, be sure to use this link. Then, at the E2C event, you can continue to use the online link to add students to your schedule on the fly.

On Friday, you should find at your table a tent card with green on one side and red on the other. This is to signal to students whether you are accepting walk-up interviews or not, and when. Starting at 10:30, flip the signal to RED when you are in an interview or have one coming up. Flip the signal to GREEN if you are open to having students walk up and ask to interview with you.

If you are not actively recruiting, consider conducting informal portfolio reviews during this time to meet students and identify potential talent for the future while helping them build and refine their professional skills.

E2C Amenities

Employer Lunch Room/Chill Room
Employers can relax, work, and eat lunch in Room 5430. During E2C, this room is not open to students. Box lunches will be provided in this room on Thursday and Friday.

Wifi
Visitors may use the open UC_Guest network. No password is required.

Restrooms
Restrooms are located throughout the building. If you notice that a restroom is out of supplies, please notify any E2C staff member.
Bag Storage
If you have a bag you need to store for the day, please contact the volunteers at Employer Check-In.

Shipping
If you need to ship materials before the event, please ship them to arrive no later than October 1, 2019.

Ship-to address for E2C:
Central Receiving
Attn: E2C
University of Cincinnati
792 E. McMillan
Cincinnati, OH 45206

Enclose a return shipping label with each package. At the close of the fair, securely pack, seal, and label your packages, and leave them on your table. UC Central Receiving will route them to the appropriate carrier on Monday, October 7. We do not assume responsibility for mishandled or misplaced packages.

Hotels
These three hotels are closest to campus:
- [Kingsgate Hotel and Conference Center](#) (served by a complimentary campus shuttle)
- [Fairfield Inn & Suites Cincinnati Uptown/University Area](#)
- [Hampton Inn & Suites Cincinnati/Uptown-University Area](#)
PARKING MAP

Calhoun Garage  
Campus Green Garage  
Clifton Court Garage  
Woodside Garage  
Alternate Garages

Information  
Parking Garages/Lots  
Accessible Route  
ATM/VTS  
Shuttle Stops

Car Service Dropoffs (Uber, Lyft, Taxi)  
- DAAP on Clifton Court  
- McMicken  
- UC Main Street  
- Calhoun Hall
5000 LEVEL

**THURSDAY**
- Zone 3  |  Creative Blitz, Happy Hour
- Zone 4  |  Creative Blitz
- Zone 5  |  Creative Blitz
- 5430    |  Employer Lunch Room

**FRIDAY**
- Zone 3  |  Employer Tables
- Zone 4  |  Employer Tables
- Zone 5  |  Employer Tables
- 5430    |  Employer Lunch Room
- Library  |  Zen Zone
<table>
<thead>
<tr>
<th>Employer</th>
<th>Zone</th>
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<tr>
<td>39A LLC</td>
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<tr>
<td>Allegion</td>
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<tr>
<td>American Family Insurance</td>
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<tr>
<td>Arkinetics</td>
<td>5</td>
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<tr>
<td>Bergmeyer</td>
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<tr>
<td>BHDP Architecture</td>
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<tr>
<td>Carter’s / OshKosh</td>
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<tr>
<td>CESO, Inc.</td>
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<td>Chamberlain Group</td>
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<tr>
<td>ChangeUp</td>
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<td>CHICO’S FAS</td>
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<tr>
<td>Colony Brands, Inc.</td>
<td>2</td>
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<td>Corgan</td>
<td>3</td>
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<tr>
<td>Court Atkins</td>
<td>5</td>
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<tr>
<td>Cramer</td>
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<tr>
<td>Dell Technologies</td>
<td>2</td>
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<tr>
<td>Delotitte Digital</td>
<td>4</td>
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<tr>
<td>Design Group Inc. Arch &amp; Planning</td>
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<td>Empower</td>
<td>4</td>
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<td>Fisher Marantz Stone</td>
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<td>Fogarty Finger Architecture</td>
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<td>Forrest Perkins</td>
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<td>Frank Ponterio Interior Design</td>
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<td>Gallagher &amp; Associates</td>
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<td>Grand Studio</td>
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<td>HBG Design</td>
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<td>HKS Architecture &amp; Planning</td>
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<td>HOK - St. Louis</td>
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<td>Hord Coplan Macht</td>
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<td>HSB Architects &amp; Engineering</td>
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<td>ITE Scientific &amp; Technical Consulting</td>
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<td>JC Penny</td>
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<td>Johnson &amp; Johnson</td>
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<table>
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<tr>
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<td>Kingdom Production</td>
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<td>Kraemer Design + Production, Inc.</td>
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<td>L Brands</td>
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<tr>
<td>Lands' End</td>
<td>3</td>
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<td>Live Well Collaborative</td>
<td>3</td>
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<tr>
<td>Luckett and Farley</td>
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<td>M Moser Associates</td>
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<td>Macy's Inc.</td>
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<td>Meyers + Associates Architecture</td>
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<td>Milwaukee Tool</td>
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<td>Moody Nolan</td>
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<td>National Design Mart</td>
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<td>On Board Experiential Marketing</td>
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<td>Owens-Illinois, Inc.</td>
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<td>PCI Design Group, Inc.</td>
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<td>Quinn Evans Architects</td>
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<td>Relish Works</td>
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<tr>
<td>RM Creative</td>
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<td>Rule Joy Trammel Rubio (RTJR)</td>
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<td>Signature Hardware</td>
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<td>SMALLWOOD</td>
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<td>StudioSIX5</td>
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<td>The Catch Company</td>
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<td>The Kroger Co.</td>
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<tr>
<td>Thrivent - South Region</td>
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<tr>
<td>Trinity: Planning, Design, Architecture</td>
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<td>Universal Parks &amp; Resorts - Universal Creative</td>
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<td>URBN (Anthropologie, BHLDN, Free People,</td>
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<tr>
<td>Terrain, Urban Ottfitters)</td>
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<td>Wilson Associates</td>
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<tr>
<td>Yabu Pushelberg</td>
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</table>
THURSDAY

Zone 1  |  Employer Registration
4400  |  Opening & Closing Remarks

FRIDAY

Zone 1  |  Employer Tables
THURSDAY
Zone 2  |  DAAP Cafe
4400   |  Opening & Closing Remarks
       |  Studet Registration nearby

FRIDAY
Zone 2  |  Employer Tables
College of Design, Architecture, Art and Planning (DAAP) Creative Team
Please feel free to contact us for your creative talent needs!

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EXPERIENCE-BASED LEARNING + DAAP

The University of Cincinnati is the birthplace of cooperative education (co-op). The Division of Experience-Based Learning and Career Education (ELCE) is proud to partner with DAAP to facilitate world-class experiential learning opportunities. Cooperative education is an educational model in which students alternate traditional academic semesters with semesters spent working full-time in their chosen field. Co-op positions are paid and are offered by a variety of organizations all over the country and the world. During each co-op semester, students complete an online course intended to help them focus on their academic and professional development. Co-op employers are also asked to evaluate student development and performance.

Undergraduate students in the College of Design, Architecture, Art, and Planning (DAAP) participate in three to five semester-long co-op experiences depending on major. Upon graduation, students have between 12 months (three semesters) to a year and a half (five semesters) of paid, professional design experience.

Graduate students participate in the experiential practicum program typically providing one to three semesters of professional experience, depending on major. Graduate students also prepare a project and presentation in addition to completing the online course intended to help them refine their focus on academic and professional development. Practicum employers are also asked to evaluate graduate student development and performance.

Undergraduate and graduate programs empower DAAP students with a core of knowledge that provides a solid educational base. Our students are prepared for careers in architecture, communication design, fashion design, fine arts, industrial design, interior design and urban planning by a passionate faculty, engaged co-op faculty advisors, rigorous academic endeavors, and a world-class professional practice (co-op) program.

ARCHITECTURE CO-OP (UNDERGRADUATE)

Architecture is the culturally responsible design and production of buildings that are useful, durable, meaningful, and responsive to their physical and social contexts. The School of Architecture and Interior Design (SAID) offers a four-year, pre-professional Bachelor of Science in Architecture degree focused on architectural coursework, general education courses, co-operative work experiences, and a senior capstone project. It teaches understanding of social, technical, and aesthetic content of the built environment; the skill to make or modify it; and the judgment to assess the value of changes.

This program prepares students for entry into a Master of Architecture program and careers as practicing architects. It includes approximately one year (3 semesters) of cooperative education. According to Design Intelligence, UC’s Master of Architecture program is one of the best professional architecture programs in the country. (As a pre-professional program, the Bachelor of Science in Architecture program is not eligible for these rankings.)

MASTER OF ARCHITECTURE (GRADUATE)

This program has two curricular tracks: one for students with bachelor’s degrees in other fields; the other for those who hold degrees in architecture. Distinguishing features of the program include: our long tradition of cooperative education (co-op), an open curriculum and choice of research focus for a student thesis; a top-tier interdisciplinary design/arts college, and strong Design Intelligence rankings. Participation in three co-op semesters through the Division of Experience-Based Learning and Career Education is a unique avenue for immersive experiential learning.
COMMUNICATION DESIGN CO-OP (UNDERGRADUATE)
Communication Designers provide access and understanding to information and ideas by using typography, motion, sound, color, symbols and images organized in a concise, effective and aesthetically pleasing manner. Communication Design persuades, informs, educates, or entertains an intended audience or user for a specific purpose. Designers are frequently called upon to create an entire system of information. They develop and implement overall communication strategies in order to reach a target market.

To address today's overwhelming information overload, Communication Designers must be able to adapt, understand users needs, and work simultaneously in all relevant media. To this end, students are well-versed in graphic (mostly print-based, including the design of advertising, way finding and environmental design, corporate communication, books, magazines or packaging), interaction (UX/UI, websites, applications) or time-based design (motion, video).

FASHION DESIGN CO-OP (UNDERGRADUATE)
Fashion Design students must lead the marketplace by producing culturally relevant and impactful designs, across multiple product categories: apparel, accessories, textiles, health and home. The curriculum gives students a command of the creative and technical skills necessary to understand the three-dimensional form of consumer products. Students are taught to sketch, design, plan, construct and execute concepts through the mastery of research, technical processes, and craftsmanship. They are guided through the entire process of bringing a product to the marketplace including understanding the sustainability and business impacts of their design decisions. The curriculum educates students to become design professionals in trend forecasting, design research, apparel and accessory design, textile design and brand development.

INDUSTRIAL DESIGN CO-OP (UNDERGRADUATE)
Industrial Design is concerned with the appearance and usefulness of manufactured goods. When creating products, industrial designers think about technical performance, environmental concerns, human comfort, and aesthetics.

In DAAP's Industrial Design program, ranked first in the country by Design Intelligence, students learn to emphasize the humanistic qualities of products of mass production with special consideration for the comfort, safety, and aesthetic satisfaction that they may bring to the users. Design Intelligence ranks UC's Industrial Design program as the most admired program in the country among academic deans and department heads "for its co-op program, industry relations, and practical training."

On completion of these courses and two semesters of cooperative education, industrial design students may choose to focus on:

- general product design, creating cohesive and useful designs to solve a wide array of consumer/user needs
- transportation design, concentrating on the development of conceptual and technical skills related to human mobility and transportation design

Since Industrial Designers are employed wherever products are planned for mass production, there are ample career opportunities available. Industrial Designers are typically hired as consultants or on the design staff of a corporation and work on projects including automobiles, public transit systems, human-powered and single person vehicles, furniture, appliances, house wares, electronic equipment, tools, toys, packaging, machine tools, medical equipment, business machines and displays.
MASTER OF DESIGN (GRADUATE)
This two-year program supports advanced work in the student’s choice of industrial design, communication design, fashion design, or interdisciplinary graduate research. In 2016, the Master of Design program was ranked 6th in the nation by U.S. News and World Report and 4th in the US by Design Intelligence by employers. Students pursuing this post-professional degree explore sustainable design, universal design, design and identity, and design and consumerism. Participation in a graduate-level practicum through the Division of Experience-Based Learning and Career Education is another avenue for immersive experiential learning in conjunction with graduate coursework.

FINE ARTS CO-OP (UNDERGRADUATE)
The Fine Arts program is devoted to providing students with a fundamental core of knowledge and strong technical skills, and challenges students to pursue an interdisciplinary curriculum that encourages the development of their own unique visual language. With studios and seminars including illustration and painting, video and computer animation, photography, electronic art and design, and sculpture, Fine Arts students bring creative energy and specialized skills across 2D, 3D, and electronic mediums. Fine Arts students come from diverse perspectives, and leverage creative problem solving skills valuable to a variety of creative environments such as arts organizations and museums, commercial and corporate design, creative place making and community engagement, hands-on “making” and fabrication, and creative entrepreneurship.

INTERIOR DESIGN CO-OP (UNDERGRADUATE)
The Interior Design profession concerns itself with the interior spaces of buildings, emphasizing the physical, psychological, and social needs of people at work and leisure.

Through an academic program balanced between comprehensive courses, studios, and cooperative education experiences, students are taught to understand a client’s interactions within society and be capable of translating this understanding into appropriate and inspiring design for interior environments. Each level of the student’s education engages knowledge and skills in problem discovery and resolution, critical and imaginative thinking, verbal and visual communication, and appropriate technologies.

The Bachelor of Science in Interior Design program is five years in length and requires over 1.5 years of cooperative education experience. According to Design Intelligence, DAAP’s Interior Design program is consistently ranked in the top five in the country. Design Intelligence lists the Interior Design program as the number one most admired by academic deans and department heads in the country, citing “its co-op program, dedicated studio space, and competent graduates.”

MASTER OF INTERIOR DESIGN (GRADUATE)
This post-professional degree is focused on educating and nurturing a new generation of leaders and professionals to advance the development of specialized knowledge in user well-being and scholarly research. Combining design, practice, and theory in innovative ways enable graduates to skillfully lead and engage in the global design culture of the twenty-first century. Participation in a graduate practicum through the Division of Experience-Based Learning and Career Education is another avenue for immersive experiential learning and provides graduates with a significant advantage in the post-graduation job market.
URBAN PLANNING CO-OP (UNDERGRADUATE)
The Bachelor of Urban Planning (BUP), a five-year professional degree program, is one of the most well established and respected programs in the United States and has been accredited by the Planning Accreditation Board for nearly 35 years. The BUP program provides students with essential physical, economic, sociological, computer, graphic design, analytical and communication skills for the practice of planning in the complexities of the urban and metropolitan communities, with emphasis on place and place-making.

Through coursework and a cooperative education requirement, the program maintains a balanced approach to the planning and design of innovative futures by integrating the design, economic, environmental, political, and social dimensions of planning for livable places. Graduates earn a professional bachelor of urban planning degree, which qualifies them to apply for the American Institute of Certified Planners Board (AICP) examination.

MASTER OF COMMUNITY PLANNING (GRADUATE)
This Planning Accreditation Board (PAB) approved program provides an interdisciplinary planning education based on a tradition of service to the community of the university and the college. Student education includes innovative and cutting-edge social and natural sciences, experiential learning, sustainable development, community engagement approaches, and the design of livable urban futures. A special feature of the program is global exposure and opportunities provided by several programs and initiatives, including one in association with the Peace Corps and joint degrees with the College of Law. Participation in a graduate practicum through the Division of Experience-Based Learning and Career Education is another avenue for immersive experiential learning and provides graduates with a significant advantage in the post-graduation job market.

MASTER OF LANDSCAPE ARCHITECTURE (GRADUATE)
The MLA program is founded on the regional resources, assets, and challenges of the Cincinnati region and the Ohio River Valley, the contemporary practice of landscape architecture and its broad applications of regenerative planning, design, and stewardship, and the synthesis of art and science to balance human activity with natural systems. The program produces graduates who are prepared for leadership and interdisciplinary teamwork that will sustain the urban, regional, and global landscape in a prosperous and dynamic equilibrium. Cooperative education aims to provide MLA students with one domestic and one international work experience as part of their curriculum, providing graduates with a significant advantage in the post-graduation job market.

Please visit http://www.uc.edu/careereducation/experience-based-learning/co-op.html or call 513.556.COOP (2667) to learn more.
HOW DO YOU CREATE A PHYSICAL ENVIRONMENT AND INDOOR CLIMATE THAT BEST SUPPORTS IT’S PLACE-SPECIFIC FUNCTIONS, ACTIVITIES AND NEEDS ON A DAY-TO-DAY BASIS?
WORKSHOP AGENDA
CREATING A LIVING LAB

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CATS PROFILE
CINCINNATI ARTS AND TECHNOLOGY STUDIOS

The Cincinnati Arts & Technology Studios, a 501 (c) entity, was developed in 2003 and patterned after the Manchester Bidwell Center in Pittsburgh, founded by social entrepreneur Bill Strickland.

CATS helps 400 students per year earn fine arts or elective credits needed to graduate on time. At no cost to the students and their families, we re-engage students in learning, through the proven transformative power of arts-based experiences. An average 93% of CATS students graduate, year after year.

CATS offers five studio courses, designed to meet Ohio Department of Education visual arts standards, to high school juniors, seniors, and overage underclassmen. The students work alongside artists from the community in a guild model, earning credits toward graduation.

We also offer a rigorous workforce development program, Bridging the Gap, through which we help graduating seniors launch successful careers.

These results increase the prosperity of at-risk young people, their current and future families and, thereby, our neighborhoods and community.

OUR VISION
Transform at-risk teens into self-sufficient adults through learning that lasts a lifetime.

OUR MISSION
- Unlock self-worth and potential of at-risk teens through the transformative power of art, a first-class environment and a character-building culture.
- Equip at-risk teens with skills, credentials and pathways to employment.
- Nurture at-risk teens through high school and into sustainable success.

CORE VALUES
- Respect, dignity and worth
- Integrity
- Inclusion
- Accountability
- Consistency
CAT’s On-Site Living Lab investigates user activity, experiences, and movement patterns within the school in all stages of occupancy.

Through mixed-methods research and innovative technology solutions, the Lab gathers useful data - building a deep understanding of everyday life within the built environment. This data is visualized and made available for direct use in order to optimize both design and use.

All participants in the E2C workshop will get an introduction to these methods and tools, while contributing to the research and design of the future studios and home of CATS during our important INVESTIGATION phase.

RETURN ON INVESTMENT

- Optimization of current operation
- Optimization of future building review and implementation
- More functional future of environment
- Prevention of construction errors and related costs
- Linking existing and new data
- Time saving by gathering knowledge in log

SOCIAL RETURN ON INVESTMENT

- Optimized use of building
- Increased satisfaction
- Lower stress level among students and employees
- Optimized indoor climate
- Less sick days
- Better learning among the students
CATS ON-SITE LIVING LAB
CREATIVE BRIEF - SPACE EVALUATION PROCESS

DEFINING
Develop Goals + Focus of Living Lab

ONBOARDING
User and Stakeholder Engagement

UNDERSTANDING
On-Site Analysis
User Needs Analysis

INVESTIGATING
Data Driven Collection, Evaluation and Analysis

E2C Workshop
Affordances Lecture
Design Thinking “Evaluation”

VISUALIZING
Co-Created Design Masterplan for Future Facility

EXECUTION
Site Selection
Building Design
### E2C WORKSHOP FOCUS

**CATS ON-SITE LIVING LAB**

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### WORKSHOP PROCESS

Each team in the workshop will investigate the CATS facility through a design thinking workshop. Representatives from CATS (including current students) will provide an introduction to the specific focus in each group - and then become an opportunity for direct user engagement with a key stakeholder for students and professionals.

On the day of the workshop - you will be divided into different groups each with a specific PROJECT FOCUS. Along with your documentation materials - you will have instructions along with the key questions and opportunities for the end of the workshop.

Along with contributing to the future of CATS, participants will gain a better understanding of evaluation methods such as the POE (a tool now used worldwide that was heavily developed through innovative work at UC+DAAP), while designing a school of the future.

### POST OCCUPANCY EVALUATION COMPONENTS

- **USER NEEDS ANALYSIS**
- **BUILDING EVALUATION**
- **SPACE BASED ACTIVITY MAPPING**
- **VISUAL FLOW TRACKING**
- **DESIGN DIRECTION**
- **USER NEEDS ANALYSIS**
When discussing the future of educational spaces - they are often thought of in the very distant future. But education is changing today - technology and expanded knowledge of the learning process have already evolved the classroom.

CURRENT “FUTURE” CHANGES

1. The layout of the classroom will change immensely.
2. Virtual and augmented reality will change the educational landscape.
3. Flexible assignments will accommodate multiple learning styles.
4. MOOCs and other online learning options will impact secondary education.
5. What else..?

Technology will certainly be a major factor in how education in the future differs from education today. However, it won’t be the only influence.

KEY QUESTIONS

- What is the current behavioral profile of your selected space?
- How can you improve the experience of all users in the learning environment?
- Where are renovation / physical improvement areas that could improve the room?
- What is the “classroom of the future” for this space?
  - In a perfect world - what would be the design, function, activity, programs, and technology be to make this a perfectly tuned support for the learning environment?

OPPORTUNITIES

POE - Post Occupancy Evaluation (Room-Specific)

A. Review the Existing Data / Findings w/ Student Researcher

B. Dialogue and Document the observations from the group regarding the environmental qualities of the space (ie, wall color, furniture, daylight, function, location, adjacency, etc.)
  - Document can be done in hand notes/post-its, diagrams, sketches, images.

C. Document the Personas - SPECIFIC Users of the Space

D. Re-Design / Renovate the Current Classroom
  - Furniture, Layout, Programming, Use-Type, Etc.
  - Suggestions for Additional Use-Types

E. Design the “Classroom of the Future”
  - With the your specified room - design the perfect set-up for it’s use-type.
  - Include Architecture, Furniture, Layout, Color, Signage, Technology, Equipment, Artwork - build the recipe for the optimized space and learning environment.
For many schools - the environment itself is something that is often overlooked. Not at CATS - direct from our founder’s mission - CATS understands the environment’s impact on how children feel about attending school in the first place - and the is a major influence in them continuing to further their education. School design is at the center of a child’s education and plays a massive part in the running costs of a school and its ability to inspire.

Image a school built specifically to support the students, teachers, staff and visitors of CATS - full of daylight, breathable materials, natural vegetation, agility and technology. This wouldn’t just help teach core subjects but would ensure positive mental health and wellbeing opportunities for every user.

FOCUS AREAS

• What is the activity-based function of the current facility?

• How could the use, program, function, design, etc - be changed to improve the current environment?

• Where would you modify the current organization set-up, adjacency, flow to best optimized its current functions?

• What would the CATS of the Future look like in a new facility, building, set-up?

OPPORTUNITIES

POE - Post Occupancy Evaluation (Room-Specific)

A. Review the Existing Data / Findings w/ Student Researcher

B. Dialogue and Document the observations from the group regarding the environmental qualities of the space (ie, wall color, furniture, daylight, function, location, adjacency, etc.)
   - Document can be done in hand notes/post-its, diagrams, sketches, images.

C. Document the Personas - TYPICAL Users of the Space

D. Re-Design / Renovate the School Space
   - Furniture, Layout, Programming, Use-Type, Etc.
   - Suggestions for Additional Use-Types

E. Design the “School of the Future”
   - Include Architecture, Furniture, Layout, Color, Signage, Technology, Equipment, Artwork - build the recipe for the optimized space and learning environment.
DEPLOYABLE LIVING LAB

The CATS LAB will be CATS’s fully-accessible mobile outreach space. It will enable CATS to showcase the making of art, reach at-risk youth in their respective communities, attend a wide range of events, and attract activity in the form of potential future students and investors to CATS’ main site.

GOALS

The goal of the CATS LAB is to create an adaptable, mobile space that can travel across the Greater Cincinnati area, Ohio, and surrounding states - extending the reach of CATS to offer more opportunities for students in the region. The CATS LAB can be transformed into an educational space, a gallery or a workshop area, and provides opportunities for creating location- and activity-specific programming allowing the community to meet, investigate, exhibit, learn and co-create.

THE LIVING LAB WILL

Build knowledge and understanding of how our physical and cultural surroundings shape our activity opportunities through a series of methods derived from environmental psychology and design research
- Observation, tracking, activity mapping
- Flow and activity analysis
- Research dissemination

Empower participants to manipulate their environment to build a better relationship between space and everyday life
- Understand how small physical changes that can have a significant impact
- Engage students in activity based programming

Co-create architectural visions for the participant’s communities
- Engage students in co-creating activity opportunities in their own community
- Exhibit projects in the Lab for the community + at CATS for the student body

DELIVERABLES

POE - Post Occupancy Evaluation (Room-Specific)

A. Review the Existing Data / Findings w/ Student Researcher

B. Dialogue and Document the observations from the group regarding the environmental qualities of the space (ie, wall color, furniture, daylight, function, location, adjacency, etc.)
   - Document can be done in hand notes/post-its, diagrams, sketches, images.

C. Document the Personas - Specific Users of the Space

D. Design the “DEPLOYABLE LIVING LAB”.
   - Include Architecture, Furniture, Layout, Color, Signage, Technology, Equipment, Artwork - build the recipe for the optimized space and learning environment.