The University of Memphis
Department of Architecture

Architecture Program Report for 2015 NAAB Visit for Continuing Accreditation

Master of Architecture
(pre-professional degree in architecture or approved related field + 60 credit hours)

Year of the Previous Visit: 2012
Current Term of Accreditation: At the March 2013 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for the University of Memphis Department of Architecture. As a result, the professional architecture program, Master of Architecture, was formally granted a three-year term of initial accreditation. The accreditation term is effective January 1, 2012.

Submitted to: The National Architectural Accrediting Board
Date: 5 September 2014

NOTES:
1. All sections should be in Ariel 10 pt type. The template indicates what titles or section headings should be in **bold** and what sections should be in *italics*.
2. All APRs should be formatted with 1" margins for all edges.
3. APRs should be single-spaced with appropriate spacing between paragraphs.
4. Please delete the watermark or change it to reflect your institution.
5. Please use the headers and footers as established in the template.
6. APRs should use the same part and section numbering formula as the *2009 Conditions.* Do not add or create additional part or section numbers.
7. APRs must be submitted in PDF or Word.

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Table of Contents

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

I.1.   Identity and Self Assessment

I.1.1.   History Mission
The APR must include the following:

- *A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education*
- *A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.*
- *A description of the activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.*
- *A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.*

History of the University

The University of Memphis is one of three comprehensive institutions of higher learning in the State of Tennessee. Situated primarily on a 1,607-acre urban campus with over 230 buildings at eight sites, the University of Memphis is the flagship of the Tennessee Board of Regents system with over 21,000 students and more than 3,000 degrees awarded annually. The University employs approximately 2500 persons including 930 full time faculty members and contributes more than $1.43 billion to the local economy each year.

The University of Memphis was founded under the auspices of the General Education Bill enacted by the Tennessee Legislature in 1909. The West Tennessee Normal School, as the institution was originally known, opened on 10 September 1912. In 1925 the name changed to West Tennessee State Teachers College and in 1941 to Memphis State College.

Graduate studies were initiated in 1950. In 1957 the state legislature designated full university status and the name of the institution changed to Memphis State University. In the 1960s, the State of Tennessee deeded Chucalissa Park and Museum to MSU, the School of Law, College of Engineering, School of Nursing, and the Bureau of Business and Economic Research were founded. The 1970s saw new buildings constructed across the campus, including a University Center and a 12-story library, and enrollment exceeded 20,000 students. In 1977, the College of Communication and Fine Arts, home to the Department of Architecture, was established. In 1983 Memphis State University became the first public university in Tennessee to gain program accreditation of its entire curriculum for which discipline accreditation was possible.

Memphis State University became The University of Memphis in 1994 and in 2000 the Architecture Program moved from the College of Engineering to the College of Communication and Fine Arts. In 2003 the FedEx Institute of Technology, adjacent to the Fogelman College of Business and Economics, was opened. Dr. David Rudd became president 2014.

The University offers 17 bachelors degrees in more than 250 areas of study, masters degrees in 54 subjects and doctoral degrees in 25 disciplines, in addition to the Juris Doctor and a specialist degree in education. The University also has on-line degree programs. In 2013, enrollment was 21,480 consisting of 17,222 undergraduate students, 3,897 graduate students, and 361 Law School students. Full time students make up 68 percent of the total. Men make up 40 percent of the students and 60 percent of the students are women.

The University of Memphis has 26 Chairs of Excellence, more than any other Tennessee university, and five state-approved Centers of Excellence as well as the FedEx Institute of Technology. The University also has the largest Honors Program in the state.

The University of Memphis is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelors, professional, masters, educational specialists, and doctoral degrees. SACS is the recognized regional accrediting body in the eleven U.S. Southern states. More information may be obtained from SACS by contacting the organization at 1866 Southern Lane, Decatur, Georgia 30033-4097. The SACS telephone number is 404.679.4501. The SACS web site address is http://www.sacscoc.org/. Individual colleges, schools and departments of the University of Memphis are accredited by the appropriate agencies.

The website of the University of Memphis is http://www.memphis.edu.

Mission of the University

The University of Memphis is a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship.

Vision: The University of Memphis will be recognized as one of America's great metropolitan research universities, noted for its comprehensive, innovative academic programs and for capitalizing on its urban setting and region to address the challenges of our global society.

Values: The University of Memphis, as an engaged learning community, celebrates:
- The pursuit of excellence in teaching and research as the highest measures of successful achievement.
- Interdisciplinary collaboration, artistic expression, and research as vehicles for leveraging our resources, solving problems, and multiplying our accomplishments.
- The transfer and dissemination of knowledge with community stakeholders for the intellectual, economic, and social advancement of our community.
- Innovation and creativity in everything we do.
- Respect for diversity and individual worth.
- Integrity and transparency in all our actions.
- Responsible stewardship and conservation of resources.
- Stewardship of wisdom, knowledge, and information created by our predecessors.
- Leadership and involvement in the economic, social, and professional growth of Memphis, the state of Tennessee, and the nation.

Strategic Priorities: The University of Memphis' strategic plan supports the following overarching strategic priorities:
- Investing in people
- Creating interdisciplinary initiatives
- Building productive partnerships
- Developing new resources
- Enhancing image and reputation
- Community connectedness

Goals: The Tennessee Board of Regents (TBR) requires the president of each institution in the system to "exercise such supervision and direction as will promote the efficient operation of the institution." Additionally, TBR requires that each institution under its authority submit a five-year plan that supports the mission, vision, goals and priorities of the system.
- Student Success: Provide distinctive learning experiences that foster lifelong success

- Research and Creativity: Cultivate the scholarship of discovery, integration, application, and teaching to advance knowledge and enhance society.
- Access and Diversity: Promote and sustain an accessible, vibrant community that values diversity.
- Partnerships: Cultivate relationships which link the mission of the University to external communities.
- Campus Culture and Service Excellence: Create a campus culture that advances shared governance and sustains and supports operational and service excellence.
- Sense of Place: Develop an inviting, sustainable campus setting.

The Strategic Plan was approved at the December 2005 meeting of the Tennessee Board of Regents and updated in 2010/2011 with revisions ongoing. More information on the Strategic Plan and planning process may be found at http://www.memphis.edu/stratplan/ and http://www.memphis.edu/stratplan/pdfs/StratPlan1011.pdf.

History of the Architecture Program

Today, the Department of Architecture consists of the Architecture Program and the Interior Design Program and the three degree programs: the professional Master of Architecture, the pre-professional Bachelor of Fine Arts in Architecture, and the professional Bachelor of Fine Arts in Interior Design. It is administratively housed within the College of Communication and Fine Arts which also includes the Department of Art, the Department of Communication, the Department of Journalism, the Department of Theatre and Dance and the Rudi E. Scheidt School of Music. The Art Museum of the University of Memphis, the Institute of Egyptian Art and Archeology, *The Daily Helmsman*, and WUMR-U92 FM are also housed in the College as is the Center for Sustainable Design (operated by the Department of Architecture).

Architectural education at the University of Memphis began in 1965 in the Industrial Arts Program. In 1966, several programs, including the Architectural Technology Program, were combined with Industrial Arts Education to create the Department of Engineering Technology. The degree became the Bachelor of Science in Engineering Technology (BSET) with a major in Architectural Technology. The original concept of the Architectural Technology Program was to provide the architectural community with highly skilled design drafters with engineering-oriented backgrounds. The BSET was accredited by the Technology Accreditation Commission of the Accrediting Board for Engineering and Technology (TAC of ABET).

Efforts to create a professional degree in architecture at the University of Memphis were ongoing for well over twenty years before the Master of Architecture degree was implemented and accredited. This effort was led by faculty, local architects, and others. The first significant mention of the need for a professional architecture program was in the Downtown Development Plan prepared by Venturi Rauch and Scott Brown for the Memphis Center City Commission in 1987. The Urban Design section of the plan stressed the importance of a professional architecture program to the well-being of the city. NOTE: Before joining the faculty, Michael Hagge and James Williamson worked on this plan: Professor Hagge as President of the Center City Development Corporation and Professor Williamson as the consulting architect in charge of the historic preservation, public and open spaces, and riverfront development segment.

In the 1990s, it became clear the program needed to evolve to better meet the needs of the students and the professional community. With the addition of new faculty and the implementation of dedicated studio space for each student, a significant change in the direction of the program took place. During this time, the goal of creating a professional program became more fully supported. In 2000, with the strong support of Dr. Richard Ranta, dean of the College of Communication and Fine Arts (CCFA) the Architecture Program was administratively moved to the CCFA from the College of Engineering and the Bachelor of Fine Arts in Architecture degree was created to replace the BSET in Architectural Technology degree. The BFA in Architecture

was developed as a pre-professional, four-year program of study and is the only one of its kind in Tennessee. Although the move to CCFA resulted in the loss of ABET accreditation, it provided an opportunity to develop a much stronger framework of support from within the University as well as from the professional community. In 2004, the Architecture Program moved from the Engineering Technology Building to the fourth floor of Jones Hall also occupied by the Department of Art (in 2012, the Department of Art moved into the Art and Communication Building and the Architecture Program expanded to its current space configuration).

The desire of the professional community and the Architecture Program faculty to develop a professional Master of Architecture degree program fully accredited by the National Architectural Accrediting Board (NAAB) became a focal point. Accordingly, the move was made to officially begin formal planning for the establishment of a professional degree program in architecture.

In 2004, a peer-review of the Architecture Program was conducted by Professor Larry Speck from the University of Texas at Austin and Professor Peter Waldman from the University of Virginia. Based upon their recommendations, the University of Memphis made the commitment to pursue a professional degree in architecture.

In 2005, the University asked former NAAB executive director Sharon Matthews to visit and offer an assessment of the BFA in Architecture degree program and to assist with the development of a plan of action to establish a professional Master of Architecture degree program. Ms. Matthews met with faculty, local architects, and university administrators over a several day period. Afterwards, a formalized planning process was implemented and support requested and received from a variety of individuals and organizations including but not limited to the Memphis Chapter of the American Institute of Architects, the Tennessee Board of Architectural and Engineering Examiners, the City of Memphis, the County of Shelby, and several prominent architecture firms and real estate developers. This action built upon the April 1992 visit of then-NAAB Executive Director John Maudlin-Jeronimo and his recommendations to create a professional degree program at the University of Memphis.

In November 2005 a formal letter of intent to establish the Master of Architecture degree was submitted to the Tennessee Board of Regents (TBR) by President Shirley Raines. The faculty of the Architecture Program, working with university administrators as well as local architects, developed a curriculum for the Master of Architecture and secured approval. After submission of the formal proposal in September 2006, the TBR began a review process and, at the request of President Shirley Raines, worked diligently to expedite the review and approval process.

The TBR contracted with University of Texas Professor Larry Speck, based on his experience as an architectural educator and his familiarity with the Architecture Program at the University of Memphis, to review the program. Upon receiving the report from Professor Speck, the proposal was placed on the TBR agenda and approved by unanimous vote at the meeting of 28/29 June 2007. After receiving the report and recommendation from the TBR, the Tennessee Higher Education Commission voted to approve the proposal to establish the Master of Architecture degree at their meeting on 26 July 2007.

Two significant events occurred in 2008. The Department of Architecture was created and, in March, the first NAAB site visit took place. Candidacy status was granted for the Master of Architecture degree program effective 1 January 2008. The first Master of Architecture students were admitted in the fall semester of 2008. The second NAAB visit took place in March 2010 and the Master of Architecture degree program was formally granted continuation of its Candidacy effective 1 January 2010. The first Master of Architecture students graduated shortly thereafter in May and August 2010. Initial Accreditation notification was received in March 2013 with accreditation retroactive to January 2012. The Master of Architecture degree remains a focus area of the University of Memphis.

Mission of the Architecture Program

The mission of the Department of Architecture is to prepare graduates to enter the professional practice of Architecture or Interior Design and to serve the Memphis and Mid-South region through research, engaged scholarship, interdisciplinary collaboration, and creative expression that contributes to sustainable, stable communities and enhances the quality of life for all citizens.

The goals of the Department of Architecture are:
- To provide the highest quality professional education through a well-rounded discovery-based curriculum in both the art and science of design with emphasis on processes, professional standards, and the practical application of design and technology;
- To provide research opportunities for faculty and students with emphasis on "hands on" multi-disciplinary projects through which students gain valuable professional experience while providing services to the citizens of the region; and
- To expand opportunities for Architecture and Interior Design students by bringing them together with faculty and students in the City Planning Program and other programs to address public issues, support stable and sustainable neighborhoods, and develop community visions throughout the region.

The mission and goals were adopted in 2005 as an element of the proposal to the Tennessee Board of Regents to establish the professional Master of Architecture degree.

Previously, The Department of Architecture had adopted these three major goals:
- To become a highly respected pre-professional architecture program with graduates regularly accepted with advanced standing into professional Master of Architecture degree programs nation-wide. *NOTE: This has been accomplished.*
- To develop a professional Master of Architecture degree program accredited by the National Architectural Accrediting Board. *NOTE: The Master of Architecture was approved by the University of Memphis, Tennessee Board of Regents and Tennessee Higher Education Commission, implemented, and approved for Candidacy status by NAAB effective 1 January 2008, Continuing Candidacy effective 1 January 2010, and initial accreditation effective 1 January 2012.*
- To establish the administrative structure within the College of Communication and Fine Arts to ensure the accreditation of the Master of Architecture degree. *NOTE: This has been accomplished. The Architecture Program became the Department of Architecture effective 1 July 2008 within the College of Communication and Fine Arts.*

The goals shown above were adopted for inclusion in the 2004 Peer Review Report.

The broad-based focus of the Master of Architecture degree program is to prepare graduates to enter the profession of architecture. The focus of the BFA in Architecture degree is to provide students with a foundation for continuing their architectural education in a professional Master of Architecture degree program, and to provide students with a foundation for entering the architectural workplace. Since the initiation of the BFA in Architecture degree, one hundred percent of students making application to a Master of Architecture degree program have been accepted and all have either finished their degree or are on track to do so.

As an urban research institution, the University of Memphis encourages faculty and students to become involved in the "urban laboratory" of the Memphis region through engaged scholarship and research, service, and creative activities. In recent years, faculty and students in the Department of Architecture have completed a number of externally and internally funded research projects as well as many non-funded projects throughout the Memphis urban area.

With a focus of "City Building" it has been the policy of the Department of Architecture within the past several years that each design studio from second through sixth year has at least one

project per semester with a community partner. Furthermore, design studios from third through sixth year are taught by registered architects, many of whom are principals in local firms, and some first and second year studios are also taught by registered architects.

Among the "community engagement" projects within the past few years are: two built sustainable design projects (LEED Platinum TERRA Demonstration House, Recycling Zone Prototype); government partnerships (Memphis Housing and Community Development, Shelby County Trustee's Office, Memphis Housing Authority, Downtown Memphis Commission); projects with non-profit community partners (BRIDGES USA, Crosstown Arts, Dixon Gallery and Gardens, Germantown Performing Arts Centre, Madison Avenue Alliance with the Visible Music School and Downtown Elementary School, Memphis Arts Park; Memphis Friendship Foundation with Heartsong Church and Memphis Islamic Center, Memphis LGBT Center, Memphis Youth Hub); and several projects within the University Neighborhoods District including housing, urban design and planning, and neighborhood park design. These and other projects help fulfill the mission of the Department and also of the University as an urban research institution and provide valuable hands-on experience for the students. http://www.memphis.edu/architecture/community.php

The Department of Architecture is also a founding partner of the Memphis Regional Design Center (MRDC) along with the City and Regional Planning program and others at the University of Memphis, as well as private firms, organizations, and foundations. The MRDC is presently evolving into the University of Memphis Design Center to be housed at the University. This new center will include a faculty member jointly appointed in Architecture and Planning and graduate assistantship positions.

The Department, in partnership with the Memphis Chapter of the American Institute of Architects, has conducted the Discovering Architecture Summer Program for the past eleven years. This day camp attracts young people from around the region and offers scholarships to economically disadvantaged youth.

Description of the Program

Architectural education at the University of Memphis is based on the "4+2" model which includes the 128 credit hour pre-professional Bachelor of Fine Arts in Architecture degree and the 60 credit hour professional Master of Architecture degree. As a NAAB-accredited first professional degree, the Master of Architecture meets the educational standards of the Tennessee Board of Architectural and Engineering Examiners for registration as an architect in Tennessee.

The Department of Architecture places the student at the center of discovery-based studies, and requires each student to assume responsible participation in their education. To accomplish this Master of Architecture students take a prescribed series of courses in the following broad categories: History and Theory Sequence, Professional and Technical Sequence, Design Studio Sequence, Thesis or Research Sequence, and Electives. Graduate design studios are thematic within the following broad categories: life-safety, building envelope and service systems, materials and assemblies; structural and environmental issues as design determinants; and comprehensive design.

Undergraduate students take a prescribed series of courses in the following broad categories: Fundamentals of Design Sequence, History and Theory Sequence, Structures Sequence, Professional and Technical Sequence, Computer Sequence, Design Studio Sequence, Architecture Research, and Architecture Electives. Undergraduate design studios are thematic within the following broad categories: Cultural/Social, Regionalism, Environmental/Sustainability, Structural, and Urban Issues.

While the program was designed based on the integration of the two degrees at the University of Memphis, persons holding an approved undergraduate degree in architecture or a related field

from another institution are eligible to apply for admission into the Master of Architecture degree. A process is in place to evaluate courses taken elsewhere that are used to meet NAAB Student Performance Criteria. Professor Sherry Bryan, who also serves as transcript evaluator for the Tennessee Board of Architectural and Engineering Examiners, maintains these evaluation files.

In assessing the pre-professional degree, the following course content or evidence of equivalent experience is required. Otherwise, the appropriate courses must be taken at the undergraduate level before being fully admitted to the Master of Architecture degree program: Architectural Graphics (both technical and freehand drawing), Architectural History (ancient through modern), Structural Design Principles (statics; strength of materials; gravity and lateral load tracing; design in timber, steel, concrete), Building Materials and Assembly (light construction), Environmental Systems (heat, light, sound, human comfort), and Architectural Design Studio (in addition to "design fundamentals" courses). Where slight deficiencies in preparation exist, applicants may be admitted with the stipulation that they complete additional design studio or supporting courses. These may not count toward the required graduate plan of study.

A total of 60 credit hours, including thesis studio or professional project studio, are required to earn the Master of Architecture degree. Of these, a minimum of 42 credit hours must be at the 7000 level, including no more than six credit hours of thesis studio or professional project studio. The electives may be taken from a wide variety of subjects including architecture, city planning, real estate development, urban anthropology, and education, among others.

Master of Architecture First Year – 30 Credit Hours (Academic Year 14/15)

Fall – 15 Credit Hours*
ARCH 7711   (6)   Advanced Architectural Design Studio 1
ARCH 7011   (3)   Advanced Architectural Design Seminar 1
ARCH 7211   (3)   Contemporary Architectural Theory
ARCH 6231   (3)   Issues in City Building

Spring – 15 Credit Hours*
ARCH 7712   (6)   Advanced Architectural Design Studio 2
ARCH 7012   (3)   Advanced Architectural Design Seminar 2
ARCH 7421   (3)   Advanced Environmental Systems
_____   (3)   Elective

Master of Architecture Second Year – 30 Credit Hours (Academic Year 14/15)

Fall – 15 Credit Hours
ARCH 7713   (6)   Advanced Architectural Design Studio 3
ARCH 7013   (3)   Advanced Architectural Design Seminar 3
ARCH 7930   (3)   Architectural Thesis Research
_____   (3)   Elective

Spring – 15 Credit Hours
ARCH 7431   (3)   Advanced Professional Practice
ARCH 7996   (6)   Architectural Thesis Studio**
_____   (3)   Elective
_____   (3)   Elective

* Students take ARCH 7031 Research and Training (non-credit workshop format) in their first and second semester. This course provides valuable information to enhance student skills necessary for graduate-level research and teaching in the Department.
** ARCH 7995 Professional Project Studio may be taken in lieu of Architectural Thesis Studio with the approval of the Director of Graduate Studies in Architecture. This is a professional practice oriented research course intended for students with appropriate professional experience.

I.1.2.   Learning Culture and Social Equity
The APR must include the following:
- *A copy of all policies related to learning culture (including the Studio Culture Policy)[1].*
- *Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established*
- *Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.*
- *Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.*
- *Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.*
- *Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism).*
- *Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts*

Learning Culture

The faculty and staff believe the students are the most important asset of the Department of Architecture and strive to help students achieve success in their chosen area of study. This is reflected in the close working relationship between faculty and students in the design studios and professional/technical courses as well as in special programs and activities such as the five active student organizations: the American Institute of Architecture Students (AIAS), the Student Affiliate of the Construction Specifications Institute (CSI), the National Organization of Minority Architecture Students (NOMAS), and the International Interior Design Association Campus Center (IIDA). The Kappa Alpha Chapter of Tau Sigma Delta was approved in 2013. Many students also participate in the University Honors Program as well as the Department of Architecture Honors Program, earning Honors distinction on their diploma.

One of the most distinctive features of architectural education is the degree of trust which must exist among students as well as between students and faculty members. Because of this trust and the fact that architecture is a profession with a code of ethics governing professional conduct (professional ethics is taught in the professional practice course), rules and protocols are in effect in the design studios and classes as well as other education-related environments. Towards this, students in the AIAS chapter and faculty developed a Studio Culture Policy which includes various policies and procedures as well as an Honor Code.

The Honor Code of the University of Memphis Department of Architecture states: *"I will not lie, cheat, or steal nor tolerate those who do."*

No one affiliated with the Department of Architecture is exempt from the Honor Code and must abide by it at all times while on the campus of the University of Memphis, its extended locations, or while participating in any activity affiliated with the University of Memphis Department of Architecture. In addition, it is expected that all students and faculty will respect others and will act in a manner so as to deserve respect.

The Studio Culture Policy and Honor Code is posted in the studios and contained in the Student Policies Manual, developed by faculty and students, which contains Rules of Conduct including general rules, studio behavior rules, critique etiquette, studio desk assignment policies, shop policies, among others. It also incorporates by reference the University of Memphis policies

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[1] For additional information on the development and assessment of studio culture, see *Toward an Evolution of Studio Culture*, published by the American Institute of Architecture Students, 2008.

regarding academic dishonesty, the code of rights and responsibilities, and the policies on disruptive behavior, harassment, and discrimination. Every syllabus used in the Department of Architecture contains language referencing the Department of Architecture Honor Code, the Department of Architecture Policies Manual, and University policies including a website link to each topic.

Studio Culture Policy - http://architecture.memphis.edu/studio-culture.pdf
Architecture Policy Manual - http://architecture.memphis.edu/policymanual.pdf
University Office of Judicial and Ethical Programs - http://saweb.memphis.edu/judicialaffairs/
Undergraduate Student Rights - http://www.memphis.edu/studentconduct/studenthandbook.htm
Grad Student Rights - http://www.memphis.edu/gradschool/student_rights_responsibilities.php

Active student participation is sought and an "open door" policy exists where students can freely voice opinions and concerns. Private "Town Hall" meetings between students and the chair of the Department also provide an opportunity for students to express their concerns while remaining anonymous to faculty. Architecture students can pursue matters such as grade appeals through University channels, if resolution cannot be reached within the administrative structure of the Department of Architecture.

The Department of Architecture Policies Manual (also referred to as the Orientation Manual) is made available to all new students, both graduate and undergraduate. It is discussed in detail at the mandatory New Student Orientation held each fall. All students must sign a statement indicating they have read and understand the content of the document.

In addition, the University of Memphis chapter of the AIAS developed and implemented "First Year Day" in which all first year students participate in a series of activities focused on academic success, policies and procedures, and "surviving" architecture school. This concept was developed entirely by AIAS students with complete support from the faculty.

The Department also makes every effort to accommodate students with disabilities. The following language is incorporated into every syllabus used in the Department: "Reasonable and appropriate accommodations will be provided to students with disabilities who present a memo from Student Disability Services (SDS). Students who request disability accommodations without a memo will be referred to SDS. http://www.memphis.edu/sds/faculty/ada504.php.

Finally, it has long been the policy of the Department of Architecture that all members of the Department of Architecture faculty, including adjunct faculty members, have the opportunity to be involved in the development of the Architecture degree curriculum. The faculty members meet periodically on a formal and informal basis to assess coordination among the various courses and make revisions, as appropriate. Outcomes from these meetings include the addition of new special topics courses annually and several modifications to both the graduate and undergraduate programs of study. Professor Jennifer Barker serves as the First Year Curriculum Coordinator and meets with faculty teaching first year (and other year) courses to ensure coordination and assist with student retention, develop procedures, and so forth.

Curriculum adjustments are also made periodically in response to the Student Evaluation of Teaching Effectiveness (SETE) reports which are completed by students near the end of each academic term. The Department strongly encourages faculty to achieve 100 percent participation by students in all of their classes. This process is used in every course and the results, available on-line, are taken seriously by the Department of Architecture faculty and students. The Department of Architecture has achieved virtually 100 percent student participation in all classes.

Social Equity

The University of Memphis is committed to efforts to promote equality and diversity. The Office of Institutional Equity operates under the Office of the President and monitors the policy of the

University on equal opportunity and affirmative action in employment and education in that it will not discriminate based on race, color, national origin, religion, age, sex (except where sex is a bona fide occupational qualification), disability, where the person is a qualified disabled person, or because of their status as a qualified disabled veteran or veteran of the Vietnam era. The words "An Equal Opportunity – Affirmative Action University" appear on all letterhead and other documents of the university. Detailed information on the various plans, policies, and related information may be found at their website. http://www.memphis.edu/presweb/affirmact/

It is the intent of the Tennessee Board of Regents that the Board and all of the institutions within the TBR System shall fully comply with the 2001 Geier Consent Decree; Executive Order 11246, as amended; the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; the Vietnam Era Veterans Readjustment Act of 1974, as amended; the Equal Pay Act of 1963, as amended; the Age Discrimination in Employment Act of 1967, as amended; the Age Discrimination Act of 1975; the Pregnancy Discrimination Act; applicable state statutes and all regulations promulgated pursuant thereto. It is also the intent of the Board of Regents that each campus of the Board shall be free of harassment on the basis of sex, race, color, religion, national origin, age or any other protected status and shall fully comply with the anti-harassment provisions of Titles VI and VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, as amended, the federal and state constitutions, and all other applicable federal and state statutes. Additional information may be founds at the TBR web site. http://www.tbr.edu/

Diversity - Faculty and Staff

The University of Memphis follows strict procedures for achieving diversity in faculty appointments, reappointments, and promotions. The Department of Architecture works with the Office of Institutional Equity to ensure applicable requirements are met. The Department has increased the outreach into the community to involve professionals and students from different cultural and socio-economic backgrounds. The Department strives to involve women and minority professionals, particularly African-Americans, as jurors in studios and as adjunct faculty.

Several years ago, in partnership with several local architecture offices, the Department initiated a new format for bringing additional visiting faculty into the studios. This consists of hiring one principal from a local architecture office as the lead faculty member and encouraging them to bring additional people from their office into the studios. This has increased faculty diversity, particularly regarding African-American architects, intern architects, and designers.

Of the full-time faculty members in the Department of Architecture teaching courses in the Architecture Program in the 2013/2014 academic year, four are white males and four are white females. Of the adjunct faculty teaching in the Architecture Program in the 2013/2014 academic year, three are white males, one is an African-American male, and two are white females. Two adjunct faculty members who generally teach architecture courses, but did not do so in the last year, are white males. The Administrative Associate for the Department is a white male. The racial and gender character of student workers within the Department varies from semester to semester, but over the past year, all were either African-American or Hispanic.

Diversity - Students

Admission to the degree programs within the Department of Architecture is competitive. All students seeking admission to the Master of Architecture degree program must first be admitted to the Graduate School. Admission to the degree program is based upon a review of the academic transcript, the portfolio, letters of recommendation, and statement of intent. For students formerly enrolled in programs accredited by the National Architectural Accrediting Board, a maximum of 24 semester hours in architecture course work may be approved.

Undergraduate admission is based upon academic performance, the Entrance Evaluation, and Candidacy Review. Copies of the Evaluation and Candidacy Review guidelines are posted on the Department web site and are given to all prospective students and all students enrolled in the Introduction to Architecture + Design course and at the New Architecture Student Orientation.

The student body of the Department of Architecture reflects gender and racial diversity at the graduate and undergraduate levels. However, the Master of Architecture degree program reflects a greater level of diversity than does the BFA in Architecture degree. Of the twelve full-time students enrolled as of the fall 2013 term, four are female and of these, one is non-white (Hispanic). Of the males, four are African-American and four are white. The total Master of Architecture class is 33 percent African-American and 33 percent female.

Of the twenty-three students who have earned the Master of Architecture degree and the seven expected to graduate in May 2015, seventeen are male and thirteen are female. Of the males, eight are African-American, one is Asian-Indian, and eight are white. Of the females, two are Asian-Indian, one is white/Native-American, one is Hispanic, and nine are white. Countries of origin for the international students included in the figures above are the Czech Republic, Slovak Republic, and South Africa, (white females); India (Asian-Indian females and male); and Brazil (Hispanic female).

Using the most recent full academic year data available, fall 2013, 79 students are listed as BFA in Architecture majors. Of these, 37 percent are African-American (a decrease of two percent since the last APR), and of the total population, 56 percent are listed as "non-white" (Black, Hispanic, Asian, Multi-Race) which has not changed. Female students make up 34 percent of the students enrolled in the undergraduate program, down one percent from the previous terms.

While the overall percent of African-Americans in the Department is the same as in the University, (approximately 38 percent African-American) these numbers are not reflected in graduation rates of African-American students. Since 2012, 78 percent of the BFA in Architecture graduates are white. The figure for African-American graduates is 8 percent. However, of the students expected to graduate in May 2015, 50 percent are "non-white" and of these, 25 percent are African-American, 17 percent are Middle-Eastern, and 8 percent are Hispanic. 34 percent are female.   Since the BFA in Architecture degree was created the origin of international students has included Canada, Mexico, Puerto Rico, Brazil, Venezuela, Czech Republic, Germany, Great Britain, Poland, Slovakia, Jordan, Palestine, Egypt, South Africa, Iran, India, and Vietnam.

Of the 115 students earning the BFA in Architecture degree since its beginning in 2001 through spring 2014, 66 percent are male and 34 percent are female; 32 percent were earned by "non-white" and international students; and 30 percent were earned by female students. Of the total BFA degrees awarded, 38 percent were "with honors" and several included honors thesis and departmental honors.

The Department of Architecture has initiated various activities designed to expand the diversity of the student body. One of these is the development, in partnership with AIA Memphis, of the Discovering Architecture Summer Program (day camp) with scholarships available to lower income students. In another, Professor Michael Hagge and former Professor Jim Lutz both selected inner-city schools with which to work in the AIA Memphis Modern Design Competition. Both of these schools have significant African-American populations. Professor Hagge and Professor Jennifer Barker are currently working with a community organization to develop an architecture and design oriented charter school which would serve primarily minority students.

In 2010, the University of Memphis chapter of the National Organization of Minority Architecture Students was officially formed. Professor Michael Hagge serves as faculty advisor and Adjunct Professor Jimmie Tucker serves as Secondary Advisor.

I.1.3. Responses to the Five Perspectives

The APR must include the following:

- *A narrative description of the program's response to each of the five perspectives.*
- *A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.*
- *A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).*

Many of the programs, activities, and coursework within the Department of Architecture cross several of the Five Perspectives. For example, every architectural design studio from second through sixth year must have at least one studio project with a community partner. This provides opportunities for students to work with issues they will likely find in professional practice, to build personal skills and leadership, to work in multi-/interdisciplinary settings, and to provide a benefit to the community. In addition, all graduate design studios and virtually all upper level undergraduate design studios and many of the required professional and technical courses throughout the curriculum are taught by registered architects.

Details on each of the Five Perspectives are provided below.

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

The University of Memphis is the flagship campus in the Tennessee Board of Regents system. The setting of the University within the three-state Mid-South Region provides an "urban laboratory" in which to learn, conduct research, and participate in a wide variety of professional, cultural, and other activities. The Department of Architecture benefits from the many resources of the University including the diverse, urban setting, a modern library, and the University Honors Program, among others.

All undergraduate students at the University of Memphis must meet a General Education requirement mandated by the Board of Regents. Graduate as well as undergraduate students may take electives outside the area of architecture and design. The Department has a history of engaged scholarship which includes working in interdisciplinary teams on projects benefiting local government, neighborhoods, other cities and towns within the region, non-profit organizations, and others. These provide a broad-range of educational experiences for the students and research opportunities for faculty and students. Interdisciplinary efforts include collaboration with other academic units including the School of Urban Affairs and Public Policy, particularly the City and Regional Planning Program.

The Department of Architecture was one of the initial academic units to participate in the Provost's Community Initiatives Program and offered numerous courses under the "coursework in the community" program. These courses provide valuable "hands-on" experience for the students while providing a meaningful benefit to the community including the University.

Students in the Department of Architecture, under faculty guidance, designed the TERRA (Technologically + Environmentally Responsive Residential Architecture) sustainable design demonstration house under the auspices of the Center for Sustainable Design, a partnership between the Department of Architecture and the FedEx Institute of Technology. TERRA was awarded LEED Platinum in 2010 and continues to serve as an education tool for the Department as well as local community organizations.

Many graduate students have had faculty members from outside the Department of Architecture serve as members of their thesis committee. This has provided students with a broad-based interdisciplinary way of seeing and providing solutions. In addition, Architecture faculty members have worked with students in the University College and other academic units and served in an advisory capacity on major projects and theses.

Department of Architecture faculty members represent the University of Memphis on several committees and boards outside the University. Among these are the Sustainable Shelby Green Building Task Force (Shelby County), Memphis and Shelby County Office of Sustainability - Sustainable Advisory Committee, and the Memphis Regional Design Center.

Architecture faculty members serve important roles in major University-wide committees and activities. This includes but is not limited to the following: Michael Hagge (Engaged Scholarship Committee, Excellence in Engaged Scholarship Selection Committee, Living-Learning Communities Advisory Board, Master Plan Update Committee, Green Fee Advisory Board, search committees including Director of Space Planning, Director of Recruitment and Orientation, Director of the City and Regional Planning Program); Sherry Bryan (Engaged Scholarship Committee); Michael Chisamore (Center for Biofuel Energy and Sustainable Technologies, search committee for Endowed Professor in Sustainable Real Estate); Jennifer Barker (Engaged Scholarship Committee); Jenna Thompson (University Recycling Committee, Engaged Scholarship Committee); Jeanne Myers (Process Improvement Committee, Women's History Month Committee); James Williamson (University Faculty Senate). Professor Hagge has also served on the following: President's Design Consultancy and President's Aerotropolis Gateways and Beautification Work Group. Service on these committees provides exposure for the Department and opportunities for faculty members to make significant contacts outside the Department. Faculty members are also active members of college and departmental committees.

Architecture faculty members are involved in many civic organizations and regularly involve students in activities sponsored by these organizations. Among these are Memphis Heritage, Inc., Victorian Village, Inc., and BRIDGES, USA. Faculty and students are involved in multi-disciplinary organizations including the American Institute of Architects (AIA), American Institute of Architecture Students (AIAS), Construction Specifications Institute (CSI), Urban Land Institute (ULI), American Institute of Certified Planners (AICP), and the International Interior Design Association (IIDA), among others. Architecture students regularly participate in events and conferences where interdisciplinary subject matter is available. Among these are local, regional, and national conferences of the AIA, AIAS, CSI, ULI, AICP, and IIDA.

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

The program of study for the Master of Architecture degree and the BFA in Architecture degree provides students with the academic background necessary for shaping the built environment. This is, however, only one part of architectural education at the University of Memphis. The Department strives to provide an environment of respect and empowerment. Beginning in the first year of study, a strong studio culture including the Architecture Honor Code, favorable work environments, and enrichment opportunities are available to all students within the Department.

Students are involved in many aspects of the Department and their opinions are actively sought after relative to curriculum and related issues. Students also are part of the search committee for all new, full-time faculty positions.

The Department has an in-depth participatory advising policy and maintains detailed files to assist students. Professor Sherry Bryan serves as Architecture Program Faculty Advisor and all students are required to meet with her before enrolling in any Architecture course. She received the University of Memphis Outstanding Faculty Advisor of the Year Award and the College of Communication and Fine Arts Advising Award. She also serves as Director of Graduate Studies in Architecture and advises all Master of Architecture students on academic and assistantship responsibilities and procedures.   Professor Michael Hagge serves as secondary academic advisor for graduate and undergraduate students.

The peer-mentor program matches upper-level students with beginning students to foster a sense of community. This informal program is overseen by the AIAS Chapter. Assignments in the Introduction to Architecture + Design course encourage interaction among beginning students and other students through formal activities and project participation. The student organizations also participate in the peer-mentor program.

The Department, in conjunction with the AIAS Chapter and other student organizations, conducts a mandatory New Architecture + Design Student Orientation (Surviving Design School) each fall. Students are provided with a detailed policy and procedures manual as well as an opportunity to meet faculty and students from each of the academic years. A copy of the manual may be found at this address: http://architecture.memphis.edu/PolicyManual.pdf.

Students in the Department are encouraged to become involved in the academic community. Six student organizations exist within the Department.
- American Institute of Architecture Students, Professor Sherry Bryan, Faculty Advisor
- Construction Specifications Institute Student Affiliate, Professor James Williamson, Faculty Advisor
- International Interior Design Association Campus Center, Professor Michael Chisamore, Faculty Advisor, and Professor Jenna Thompson, Secondary Faculty Advisor
- National Organization of Minority Architecture Students, Professor Michael Hagge, Faculty Advisor, and Adjunct Professor Jimmie Tucker, Secondary Faculty Advisor
- Tau Sigma Delta National Honor Society, Professor Michael Hagge, Faculty Advisor, and Professor Jennifer Barker, Secondary Faculty Advisor
- Alpha Rho Chi, Professor Michael Hagge, Faculty Advisor, (currently inactive)

Students in the Department may compete for several scholarships within the Department, from the College of Communication and Fine Arts (CCFA), and from other sources. Two special fellowships (First Generation and Diversity) are listed below because Master of Architecture students were awarded these in 2013 and in 2014.
- Department of Architecture
  - LRK Architects Endowed Scholarship (M.Arch and BFA)
  - Van Walton Memorial Scholarship (M.Arch and BFA)
  - CSI Memphis Dempsie Morrison, Jr. Memorial Scholarship (awarded through the Memphis Chapter of the Construction Specifications Institute) (M.Arch and BFA)
  - James Weaver Memorial Scholarship in Interior Design (open to undergraduate Architecture students also pursuing a degree in Interior Design)
  - Interior Design Alumni Scholarship (undergraduate Architecture students who are members of IIDA Campus Center may also apply for this scholarship)
- CCFA and University of Memphis
  - Robinson Graduate Fellowship (CCFA)
  - Robinson Undergraduate Scholarship (CCFA)
  - First Generation PhD/MArch/MFA Fellowship (awarded by the Graduate School)
  - Diversity Fellowship (awarded by the Provost)

In addition to these, numerous scholarships, including full and partial tuition scholarships and work-study programs, among others, are available through the University.

The Department of Architecture assists students in career planning in several significant ways.
- Faculty members regularly work with students in the preparation of their portfolio and application submittals for Master of Architecture programs
- Interaction with a wide variety of professionals who visit the Architecture Program facilities as guest lecturers, jurors, studio critics, and thesis committee members
- Extensive faculty advising and mentoring
- Intern Development Program information distributed regularly
- Participation in AIA Memphis Associates activities
- Placement assistance in architecture offices
- Links on the Program web site to various professional organizations

The University of Memphis offers significant support in a variety of areas including career counseling, personal counseling, tutoring and other academic assistance, recreational activities, and active student government association, and other services.

The Department of Architecture is housed in Jones Hall which is situated in the center of the main campus adjacent to the Administration Building. The Department is one of three units housed in Jones Hall. The others are the Department of Foreign Languages and Literatures and the Network Services Department.

Each student enrolled in a design studio has a personal workspace on either the third or fourth floor of Jones Hall including a drafting table and chair that is accessible on a 24-hour, seven-days-a-week basis. Each student also has full access to computer labs on the third floor with a combined 50 stations consisting of the latest hardware and up-to-date software including AutoCAD, Revit, and Adobe Creative Suites, among others. The Department operates a gallery off the lobby in Jones Hall and a model assembly space in the basement. The Department of Architecture shares a woodshop with the Department of Art.

The Architecture + Design House, located in the Carpenter Complex on the northern edge of the main campus, is a two unit townhouse-style apartment operated by the Department in conjunction with the University Residence Life office. The House is part of the University Living Learning Community (LLC) program and was the first LLC approved by the University. The north unit is for women and the south is for men. The Department remains the only academic unit to have two units. Each unit has eight private bedrooms, a kitchen, living room, outdoor space, secured parking, and a fully-equipped design studio.

The Department of Architecture web site is written with the student in mind and contains extensive information on the degree, the program of study, courses, facilities, events, news, the faculty, student organizations, and other items. It also includes references to accreditation and links to the NAAB and other organizations. The address of the Department web site is http://www.memphis.edu/architecture/. Per University requirements, the Department web site is based upon the standard University of Memphis template.

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

The Department of Architecture recognizes the importance of preparing its graduates to enter the profession of architecture. The courses offered by the Department address topics that registered architects will encounter in practice and/or in the Architect Registration Examination (ARE). All courses are developed incorporating NAAB Student Performance Criteria. All of the graduate design studios and professional and technical courses and virtually all of the upper level courses in the undergraduate program are taught by registered architects who bring years of professional practice into the courses.

Several years ago, the Department created the formal position of Intern Development Program (IDP) Coordinator to educate students on the Intern Development Program and encourage them to begin IDP as soon as they are eligible to do so. Professor Michael Chisamore serves as IDP Coordinator and has attended annual sessions sponsored by NCARB, among others.

Before Professor Chisamore assumed this role, information on registration requirements was addressed informally or through the Introduction to Architecture + Design, Professional Practice, and Advanced Professional Practice courses, among others. The "Planning to be an Architect?" posters disseminated by NCARB have been and continue to be a regular item on the "permanent" information board in the Department.

Additional ways in which students are made aware of the Intern Development Program and architectural registration requirements include the following.
- The distribution of printed materials including state registration requirements and IDP information to students at special workshops and meetings.
- Periodic presentations and events sponsored through the Memphis Chapter of the American Institute of Architects.
- Scholarships to attend various AIA events awarded annually to students by AIA Memphis, AIA Tennessee, and the Department of Architecture.
- Links to NAAB, NCARB, AIA, ACSA, and others on the Department web site.

The Department also enjoys a very positive relationship with AIA Tennessee and the Tennessee Board of Architectural and Engineering Examiners ("State Board"). Periodically, the State Board meets in Memphis and the meeting is hosted by the University of Memphis. As a part of this, members make presentations to students in the Department of Architecture and the College of Engineering. In 2011, the AIA Tennessee annual convention was held in Memphis and students were involved in a number of activities, many covered by scholarships. AIA also provides scholarships to the state convention and has assisted AIAS members in attending Grassroots and Forum.

As the requirements for professional registration evolve nationally, they also do so in Tennessee. Graduates with the BFA in Architecture degree are eligible to sit for the Architect Registration Examination in Tennessee with five years of appropriate experience, including the IDP, but cannot receive an NCARB certificate. Students holding the now-defunct BSET (Architectural Technology) degree can sit for the ARE in Tennessee with seven years of appropriate experience including the IDP.

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

The Department of Architecture maintains a close relationship with the architectural community of the region. An impressive number of practitioners from a variety of professions regularly participate in Architecture Program activities. The presence of architects and designers, city planners, urban designers, interior designers, landscape architects, and others reinforces professional issues in the curriculum.

Non-faculty practicing professionals have participated in a wide variety of activities with Architecture students including:

- Design studio critique and competition juror
- Thesis committee member
- Guest lecturer in class or studio
- Major invited lecturer
- Involvement with student organizations
- AIA Memphis activities including regular meetings, Architecture Month events, special events, and intern activities
- Discovering Architecture Summer Program (a two week day camp co-sponsored by the Department and AIA Memphis)
- Construction Specifications Institute (CSI) activities including regular meetings, CSI Products Display Show, sponsorship of student participation in regional and national conferences, and distribution of product information
- Urban Land Institute (ULI) activities
- Field trips to offices and project sites

Interaction with architects and other professionals is a regular part of the curriculum. Virtually every formal critique in each design studio has at least one outside professional on the jury, and more often, two or more. By hearing a variety of perspectives, students better understand the multi-disciplinary approach to "city building" and design in general. The culturally diverse Memphis and Mid-South Region also provides opportunities for students to develop real, hands-on design solutions in partnership with community-based organizations.

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

The Department of Architecture has a tradition of community engagement in keeping with its mission and the mission of the University of Memphis. As mentioned previously, this engagement permeates the curriculum and provides opportunities for students in all academic years. The capabilities of the Department have been enhanced with the implementation of the Master of Architecture degree program and expanded partnerships including one with the Memphis Regional Design Center, a collaboration of the University, the Memphis Chapter of the AIA, the Hyde Foundation, and others.

In 2010, Professor Michael Hagge was presented the highest award for community engagement given by the University of Memphis, the Excellence in Engaged Scholarship Award. Professor Hagge served for two years as co-chair the Engaged Scholarship Faculty Committee established by the Provost to promote engaged scholarship among faculty members and continues to serve on several committees relative to engaged scholarship. In 2013, Professor Hagge was awarded the Benjamin W. Rawlins Jr. / Union Planters Professorship, the highest award within the college.

The Department has been recognized for its "culture of engagement" including community outreach and service in a variety of areas. The social content of many of the design studio and thesis projects affirms the central role of the architect and presents architecture as a responsible social art.   Students are taught that architecture is a profession and professionals have an obligation to "give back" to society.

Although detailed in the faculty credentials section, the role of full-time and adjunct faculty members in the community is extensive in the civic, professional, and academic settings. Faculty members serve on various committees of the local, state, and national AIA, serve on boards and commissions of several local government entities, and are engaged with community organizations such as BRIDGES, USA, the Memphis Regional Design Center, and many more. This commitment by the faculty transfers to the students as demonstrated by their involvement in the activities of AIA, Memphis Heritage, and many other community organizations.

Faculty members are also involved in a number of university-related programs and activities beyond their expected service obligations. This also benefits students who take advantage of faculty projects and activities including those focused on sustainability and design to enhance their own learning experiences. Among these are the Tiger Blue Goes Green and the Recycling Zone Prototype (RZP) designed by faculty and students and, for the most part, also constructed by faculty and students. The RZP was completed in 2012 and has been recognized for its contribution to promoting sustainability on campus. In 2014, the Department received a grant to make enhancements to the RZP which should be completed by 2015.

Architectural education and practice is built on collaborative learning. Even in individual design studio projects, students learn cooperatively, as they collaborate with a design professor and with each other. The public nature of design studio instruction and the critique process further allows students to learn from one another.   Students also learn through engaged research with Architecture faculty members as well as with faculty and students from other academic units. In the past few years, Architecture students have worked with faculty and students in Interior Design, City and Regional Planning, Anthropology, Urban Affairs, Theatre and Dance, Graphic Design, Fine Arts, and Engineering, among others.

The strong support from the local professional community is also an asset and offers opportunities for civic and other engagement. In addition to support mentioned elsewhere, the University of Memphis has been recognized for contributions to the advancement of the profession of architecture and for supporting the built environment. Professors Michael Hagge and Sherry Bryan received the highest honor given by the Memphis Chapter of the AIA, the Francis Gassner Award, in 2011. In 2012, the recipient was President Shirley Raines, recognized for her leadership, the support of several new buildings on campus and off campus, the establishment of the University as a major entity in the community, and her support of the Department of Architecture, among other attributes. Previous winners include former architecture faculty member Jim Lutz in 2008, Adjunct Professor Frank Ricks in 2006, former architecture faculty member, the late Francis Mah, in 1985, and several non-architect supporters of Architecture Program.

A description of how the Department of Architecture addresses the Five Perspectives in long-term planning and self-assessment are addressed in the next two sections of this document.

I.1.4.   Long Range Planning
The APR must include the following:
- *A description of the process by which the program identifies its objectives for continuous improvement.*
- *A description of the data and information sources used to inform the development of these objectives.*

- *A description of the role of long-range planning in other programmatic and institutional planning initiatives.*
- *A description of the role the five perspectives play in long-range planning.*

The Department of Architecture participates in the various planning processes of the College of Communication and Fine Arts and the University of Memphis. Included in this process is an annual program review at the college and university level and periodic updates submitted by the University to the Southern Association of Colleges and Schools (SACS). The latest five-year update report was submitted in 2012 with another report due in 2014.

Previously, goals and objectives of the Department of Architecture as well as long range planning focused primarily on enhancing the BFA in Architecture degree and creating the framework necessary to implement a professional Master of Architecture degree under the 4+2 format. With the establishment and initial accreditation of the Master of Architecture degree, the long range planning has evolved.

These areas for improvement were developed through the self-assessment process used by the Department with the broad guiding principle of providing the best educational experiences possible for the students while providing a benefit to the community and society in general.
- Achieve continuing accreditation from the National Architectural Accrediting Board for the Master of Architecture degree program and continuing accreditation from the Council for Interior Design Accreditation for the Bachelor of Fine Arts in Interior Design degree.
- Increase the retention and graduation rate in the BFA in Architecture and BFA in Interior Design degree programs while maintaining the quality of the programs.
- Increase community engagement activities through engaged scholarship, academic and professional internships, and research.
- Increase the awareness of sustainability in the community.
- Increase external/internal support.

Virtually all changes in the Master of Architecture degree program have come from internal assessments before, during, and after each semester. Some of these have also been in response to recommendations based on candidacy and initial accreditation visits as well as from students. Changes since the last NAAB site visit include the addition of the Issues in City Building course and the Research and Training course into the curriculum.

Changes in the BFA in Architecture degree program have occurred primarily as a result of the establishment of the professional Master of Architecture degree and the accreditation-driven and related changes necessary to develop the "4+2" curriculum integrating the existing pre-professional BFA in Architecture degree program of study with the Master of Architecture degree curriculum. Most recent is the elimination of the undergraduate course in professional practice per NAAB recommendations and offering that course only at the graduate level. The Issues in City Building and a new theory course, Contemporary Architecture 1, have been introduced into the BFA curriculum. Other changes are described in the previous APR. Some of these changes have also occurred as a result of input from faculty, students, and local design professionals.

The role of the five perspectives in the long-range planning process is to guide decisions relative to achieving Department goals and objectives including the accreditation of the Master of Architecture degree.

I.1.5. Program Self Assessment
The APR must include the following:
- *A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates*

to the five perspectives.
- *A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives.*
- *A description, if applicable, of institutional requirements for self-assessment.*
- *A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).*
- *Any other pertinent information.*

The Department of Architecture Self Assessment process is ongoing. The Department uses its mission and goals as well as the mission and strategic plan of the University of Memphis and measures its progress towards meeting these. This assessment incorporates input from faculty, students, members of the professional community, and others. The following information demonstrates how the Department of Architecture has addressed elements of the University of Memphis Strategic Plan.

University of Memphis Strategic Plan Goals and the Role of the Department of Architecture

Student Success
- *Engagement* – The Department has established a "culture of engagement" which results in every architectural design studio from second through sixth year having a real, community partner on at least one studio project. This benefits the students by providing valuable experience and benefits the community as well. This culture is fully embraced by the faculty and has become expected by students in the Department.
- *Living Learning Community* – The Architecture + Design House provides a special environment for residents through participation in various events and activities held at the House. The sharing of experiences among the various academic year cohorts has yielded academic benefits and formed close bonds among the students.
- *Leadership and Recognition* – Over the past several years, students have been selected to represent the university Honors Program and the Graduate School at special Tennessee Board of Regents / Legislative events in Nashville as well as various honors-related events. Two students just received prestigious graduate fellowships from the Provost. An architecture student recently received the AIA Memphis President's Award (the first time it has been awarded to a student). An architecture student received a special University of Memphis Presidential Honors Award as well as the national Special Achievement Award from the American Institute of Architects. Graduate and undergraduate students have had their work selected for display locally, including the AIA Memphis office among others, and nationally including exhibitions at the National Design Communication Association conferences, among others.
- *Acceptance Rates* of BFA Students into *Master of Architecture Programs* – One hundred percent of the students graduating with the BFA in Architecture degree since the inception of the degree that have made application to a professional Master of Architecture degree program have been accepted at one or more of their choices and all have finished or are on track to finish. This includes many of the top-ranked architecture schools in the nation.
- *Employment in the Profession* – Virtually all recent graduates of the architecture degree programs have found employment within the architectural field, most often with full-service architecture firms. Many of these graduates have elected to work in the Memphis area including several who returned after going elsewhere to earn the Master of Architecture degree.
- *Curriculum* – Meaningful programs and courses designed to reflect emerging technologies and to meet the needs of the students, the profession, and society have

been developed. Since the last accreditation visit, the Master of Architecture degree curriculum has been revised including the addition of the Issues in City Building course in the first semester of first year and also in first year, the introduction of the Research and Training course to better prepare students for the rigors of their thesis. Approximately eight years ago, the curriculum of the BFA in Architecture was substantially revised to reflect changing needs and to better fit into the Master of Architecture degree program. This included the addition of studio themes, new courses, a change in the focus of the undergraduate thesis course, and a complete course renumbering system. This evolution has continued with a more formalized integration of many of the professional and technical courses into the design studios.

- *Retention* – This remains an area of concern within the undergraduate programs. First year courses have been revised to improve retention from first to second semester and from first to second year. New Student Orientation and other programs were created and implemented by the AIAS chapter to further improve retention. Three faculty members received a Course Redesign Fellowship (Sherry Bryan, Jennifer Barker, Michael Hagge) to make and implement retention-related changes to the Introduction to Architecture + Design, Fundamentals of Design, and Architectural Graphics courses. Professor Jennifer Barker was appointed First Year Coordinator to better coordinate first year courses but also develop a more effective transition from first year to second year courses.

Research and Creativity

Through engaged scholarship, professional practice, research and creative activities, the Department of Architecture engages the community through partnerships in which students and faculty collaborate with community groups to create a more livable environment through architecture, urban design, and interior design. Whether externally funded or not, this collaboration benefits the students and the organizations and also serves to advance the mission of the University of Memphis as an urban research institution, engaged in interdisciplinary activities contributing to the intellectual, economic, cultural, and social well-being of the community, region, state, and nation.

The following represents the diversity of the community engagement within the Department over the past few years. Details are available on the Community Engagement website.
- Fall 2013 projects include: The *Water Lilies* Pavilion (Client/Partner Dixon Gallery and Gardens); Museum Design Concepts and Linkages (Client/Partner C.H. Nash Museum and Chucalissa Archaeological Museum); Memphis Youth Hub (Client/Partner City of Memphis and Pilgrim House Hostel); Storybooth Program Courtyard (Client/Partner Crosstown Arts); Design as a Performing Art Renovation (Client/Partner: Germantown Performing Arts Centre)
- Spring 2014 projects include: Master Plan and Buildings (Client/Partner White Station High School); Beale Street Urban Design Concept Plan (Downtown Memphis Commission); Sustainable Residence (Client/Partner Uptown Partnership); Master Plan and Buildings (Client/Partner The Edge District and Downtown Memphis Commission).

Access and Diversity

The Department of Architecture works to promote and sustain an accessible, vibrant community of faculty and students that values diversity and to cultivate a respectful and intellectually stimulating campus environment. The Department often partners with community groups and organizations serving a diverse population and has made efforts to maximize access to academic programs and to increase the representation of historically underrepresented groups. The Department strives to include ethnic and racial minorities and women as members of design juries and guest lecturers.
Partnerships

Through a number of community partnerships, the Department of Architecture has completed projects and activities that further the mission of the University of Memphis as an urban research institution. Many of these are listed under the research and creativity goal.

In addition, the partnerships formed with professional organizations such as the Memphis Chapter of the American Institute of Architects and Urban Land Institute have been quite beneficial to faculty and students. AIA has partnered with the Department on several successful fundraising activities including events to raise money for books for the library. The AIA and ULI regularly offer discounts (or free admission) to students to enable them to attend professional events. Many local design firms have also contributed money, furnishings, equipment, and so forth as well as in-kind services to the department. Adjunct faculty members (often firm principals) bring associates into the classes further enhancing the educational experiences of the students. The Memphis Chapter of the Construction Specifications Institute has also been very helpful to the Department. More recent partnerships include those with the Tennessee Society of Landscape Architects and the American Planning Association, both of whom have worked with the Department to co-sponsor lectures and other events.

Sense of Place

The Department has been actively engaged with various University of Memphis offices as well as the university district neighborhoods through a series of projects and partnerships intended to create a vibrant community. Among these are the following: Recycling Zone Prototype; Madison-Echols Cemetery Revitalization; FedEx Institute of Technology Ventures Lab; Red Acres Gateways Project; Design Guidelines for Central Avenue, Highland Street Design Guidelines; Highland District Plan, Memphis Fire Department Prototype Station Project; and the Place of Gathering + Celebration and the People ● Places ● Bikes funded design competition. The former president of the University funded another design competition to Re-think the Entry to the Administration Building.

In addition, the Architecture + Design House contributed to the unique campus setting benefiting residents as well as others in the Department. Faculty members have been involved in various University committees addressing sense of place issues. Professor Hagge serves on the Master Plan Update Committee, Green Fee Committee, and Aerotropolis Gateways Committee and formerly served on the now defunct Way-finding Committee and President's Design Consultancy. Master of Architecture students have also benefitted and contributed to this goal by working in the Campus Planning and Design office as well as the University Space Planning office.

Department of Architecture Goals for Advancing the Mission of the University

Goal 1 – Achieve continuing accreditation from the National Architectural Accrediting Board (NAAB) for the Master of Architecture degree program and continuing accreditation from the Council for Interior Design Accreditation (CIDA) for the BFA in Interior Design degree.
- Steps Taken
  - Successful completion of NAAB Candidacy and Initial Accreditation
  - Curriculum revisions per NAAB Student Performance Criteria and recommendations in Candidacy and Initial Accreditation visits
  - Curriculum revisions per Department self-study
  - Secured additional space for design studios, gallery, model assembly area, lighting lab, and storage
  - Hired three new tenure-track faculty members
  - Secured support and funding from state A+E Board, AIA Memphis, and AIA TN
  - Completed substantial improvements to the interior design curriculum
  - Appointed Director of the Interior Design Program
- Plan for Academic Year 2014/2015

- o Continue to make curricular changes to the BFA in Architecture degree to enhance student retention
- o Continue to make improvements to the interior design program
- Measurable Outcome
  - o NAAB continuing accreditation and CIDA continuing accreditation

Goal 2 – Increase number of students, retention, and graduation rate in the BFA in Architecture and BFA in Interior Design degree programs while maintaining the quality of the programs.
- Steps Taken
  - o Continued Architecture Summer Program with AIA Memphis (eleventh year)
  - o Developed new recruiting brochure and launched new website
  - o Expanded national, regional, and local advertising
  - o Enhanced and strengthened interior design curriculum
  - o Revised mandatory New Student Orientation conducted for the past eight years
  - o Revised First Year Day (Surviving Design School) introduced in August 2011
  - o Appointed First Year Coordinator and completed course revisions and coordination among all first year courses
  - o Expanded lecture series in partnership with AIA and others
  - o Secured endowed lecture series and another endowed scholarship
  - o Secured scholarships for BFA students wishing to enter the M.Arch program
- Plan for Academic Year 2014/2015
  - o Continue previously successful actions and enhance Mentor Program
  - o Conduct focused recruiting within region especially for interior design
  - o Continue to work towards the approval of an Architecture Charter School
  - o Sponsor "open house" recruiting days
  - o Complete space and faculty needs study based on projected student increases
  - o Complete additional course redesigns to enhance student retention
  - o Introduce community engagement activities into first year studios and classes
- Measurable Outcome
  - o Number of first year students going into second year (goal of 30 in 2015 up from 17 in 2011)
  - o Number of graduates (goal average above ten in both degree programs)
    - – ARCH Existing Five-Year Average is 10: 2014 was 8, anticipate 12 in 2015, 12 in 2016, 15 in 2017, 18 in 2018
    - – IDES Existing Five-Year Average is 7: 2014 was 8, anticipate 4 in 2015, 6 in 2016, 8 in 2017, 10 in 2018 (NOTE: BFA in Interior Design degree graduated first class in 2011)
  - o Acceptance rate of BFA in Architecture students into professional Master of Architecture degree programs nationwide (presently at 100%)
  - o Increase in number of BFA students making application to the University of Memphis Master of Architecture degree program

Goal 3 – Increase community engagement activities through engaged scholarship, academic and professional internships, and research.
- Steps Taken
  - o Every architecture design studio from second through sixth year is required to have at least one project with a community partner
  - o Every Interior Design studio from second through fourth year is required to have at least one project with a community partner
  - o Appointed an Intern Development Program / Interior Design Experience Program coordinator for the department
  - o Established elective academic internships (honors and non-honors) for interior design students under the direction of the department chair (undergraduate) and for architecture students under the supervision of the Director of Graduate Studies in Architecture (graduate and undergraduate)

- o Value of engaged scholarship and professional practice incorporated into Tenure and Promotion Guidelines
- Plan for Academic Year 2014/2015
  - o Expand the community engagement component into first year studios
  - o Expand internal emphasis on IDP and IDEP
  - o Continue other successful strategies
- Measurable Outcome
  - o Number of studios with community engagement projects
  - o Number of community partners
  - o Number of students with meaningful community engagement experience
  - o Number of students enrolled in academic and professional internships

Goal 4 – Increase awareness of sustainability in the community.
- Steps Taken
  - o Continued to use the TERRA LEED Platinum demonstration residence as a teaching tool for students and in the community
  - o Designed and constructed the Recycling Zone Prototype on campus
  - o Received a grant to enhance the Recycling Zone Prototype
  - o Faculty involved on boards and commissions
  - o Received grants for sustainable projects
  - o Worked with community partners on affordable, sustainable design
  - o Developed Department sustainability plan
  - o Established recycling zones throughout the Department space
  - o Established Wednesday lecture/film series focused on sustainability
  - o Developed and offered sustainability course to graduate students including those from outside the Department
- Plan for Academic Year 2014/2015
  - o Continue to apply for "Green Fee" and other grants
  - o Expand partnership with local government on demonstration projects
  - o Investigate participation in solar decathlon (with local government)
  - o Continue to investigate feasibility of a second TERRA project
- Measurable Outcome
  - o Number of partnerships
  - o Implementation of projects and activities

Goal 5 – Increase external/internal support.
- Steps Taken
  - o Received an increase in the annual operating budget in 2010 which has been maintained despite University-wide budget reductions
  - o Received approval and implemented an increase in the Student Fee from $20 to $30 per credit hour in all ARCH/IDES-prefix courses (graduate students receiving an assistantship do not pay this fee)
  - o Applied for and received grants and other support including furniture, equipment, and book donations
  - o Continued to receive annual grant funding from the Tennessee Board of Architectural and Engineering Examiners
  - o Received increased external sponsorship involvement in lecture series
- Plan for Academic Year 2014/2015
  - o Continue to seek external support and partnerships
  - o Continue to apply for grants and special project funding
  - o Identify community partners for possible collaborative projects and support
- Measurable Outcome
  - o Increase in support and partnerships

Facilities Goals

Goal 1 – Secure hardware and software necessary to teach the most current technologies in computer visualization, design and other applications.

- Steps Taken
    - o The Department received 40 new systems and the most current software for programs necessary for architectural instruction (AutoCAD, Revit, Adobe Creative Suites) through the Technology Access Fee (TAF)
    - o A new audio-visual system was installed in the Collaboration Studio and a new roll-around "smart cart" with a digital projector was acquired and expand technology capabilities and complement the "smart carts" including new projectors and screens were installed in both instructional computer labs in 2012
    - o The two adjacent instructional computer labs were enhanced with additional furnishings and tackable wall surfaces
    - o The Department of Architecture Imaging Center was updated and the older equipment was moved into the graduate studios
    - o The graduate computer lab was updated with the best systems removed from the Department lab when it was updated
    - o Blackboards were replaced with whiteboards and additional tackable wall surfaces were added
    - o Software updates for Autodesk products and Adobe Creative Suites were provided in all instructional spaces
- Plan for Academic Year 2014/2015
    - o Complete the three-year cycle replacement of computers in the two instructional computer spaces
    - o Continue to seek TAF funding for additional instructional software
    - o Continue to seek A+E Board Grants for additional furniture, lighting, and so forth

Goal 2 – Provide a high quality environment conducive to architectural education including studios, classrooms, photography facilities, wood and metal shops, exhibition space, and critique space.

- Steps Taken
    - o The third and fourth floor of Jones Hall were improved in 2012, substantially increasing instruction and studio space
    - o The Department of Architecture Gallery in Jones Hall was updated with audio visual equipment including sound system, projection system, and screen
    - o Equipment was acquired for the Model Assembly Lab, primarily through the A+E Board Grant
    - o The shared Art + Architecture Shop received enhancements and is fully functional with a full-time staff supervisor and graduate assistants
    - o The Department of Architecture Lighting Lab was completed and is fully operational
    - o Security cameras have been installed on the third floor and basement (these already existed on the fourth floor)
    - o Updated security systems were installed on the third floor
    - o Improvements were made to the toilet room on the third floor
    - o Aesthetic improvement, including paint, were made throughout the space dedicated to the Department
- Plan for Academic Year 2014/2015
    - o Install spot lighting in critique spaces including the third floor corridor
    - o Make improvements to the Jones Hall Lobby in partnership with other units occupying the building (display space and related items)

The role of the five perspectives in the self-assessment process is to guide decisions relative to achieving Department goals and objectives. The five perspectives are an integral part of how the

Department of Architecture approaches teaching, research (including engaged scholarship and professional practice), and service.

I.2.   Resources

I.2.1.   Human Resources & Human Resource Development
The APR must include the following:
Faculty/Staff
- *A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room[2]).*
- *A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.*
- *A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students.*
- *A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.*
- *The school's policy regarding human resource development opportunities, such as:*
  - *A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.*
  - *A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.*
  - *Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.*
- *A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.*
- *A list of visiting lecturers and critics brought to the school since the previous site visit.*
- *A list of public exhibitions brought to the school since the previous site visit.*

Students
- *A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).*
- *A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.*
- *Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities.*
- *Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.*
- *Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.*

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[2] This matrix is referenced elsewhere in this document; other references to matrices for faculty credentials are to this document.

- *Evidence of support to attend meetings of student organizations and honorary societies*

Faculty

All full-time and adjunct faculty members in the Department of Architecture hold the appropriate terminal degree for their area of instruction. All faculty members teaching an architecture design studio in second year or above have earned a degree in architecture and most are registered architects or currently participating in IDP. Each faculty member teaching first year foundations studios also holds a professional degree in architecture.

All Architecture faculty members spend the majority of their time teaching, with research and service second or third, depending upon the faculty member. Since the move to the College of Communication and Fine Arts, teaching loads have been adjusted to better provide adequate time for research and service. In addition, new specialty courses have been created to allow faculty to pursue practice and research through the courses, benefiting students as well.

Teaching loads for Architecture faculty members vary from semester to semester and person to person. The faculty advisor and program heads may receive release time. Other release time may be granted depending upon circumstances and course time may be "bought" through grants. The average faculty to student ratio in graduate core courses averages 1:5. In the undergraduate program from second year and above the ratio is less than 1:15. The ratio in first year foundations studios averages about 1:20. First semester lecture courses may be as high as 1:50.

Architecture faculty members received their degrees from a variety of institutions nationwide. This provides a diversity of backgrounds and approaches to teaching. Faculty members regularly participate in continuing education programs through professional and other organizations including the AIA, Urban Land Institute, and the American Planning Association, among others.

Full-Time Faculty Teaching Courses in the Architecture Program 2012-2014

Jennifer Barker, Assistant Professor – Tenure-Track
Sherry Bryan, Associate Professor – Tenured
Michael Chisamore, Associate Professor – Tenured
Michael Hagge, Associate Professor – Tenured
Tim Michael, Instructor – Annual Contract / Three-Year Renewable
Jeanne Myers, Assistant Professor – Tenure-Track (teaches graduate electives only)
Jenna Thompson, Assistant Professor – Tenure-Track (teaches graduate electives only)
James Williamson, Associate Professor – Tenured

Adjunct Faculty Teaching Courses in the Architecture Program 2012-2014

* Steve Auterman (fourth year design studio)
* Heather Hall (computer sequence)
# Pam Hurley (graduate thesis, graduate theory, graduate and undergraduate electives)
# Andy Kitsinger (graduate and undergraduate professional course, fourth year design studio)
# Andrew Parks (graduate and undergraduate electives, foundations studios, second year studio)
* Tamara Redburn (structures)
* Frank Ricks (fourth year design studio)
Jimmie Tucker (third year design studio)

NOTES:
Teaches in the Master of Architecture Degree Program
* Adjunct Faculty Member not presently teaching in the Architecture Program

Each semester, course instructors are evaluated using the SETE (Student Evaluation of Teaching Effectiveness - formerly Student Instructional Rating System) on-line process and the results are published. These results are used by the Department of Architecture to determine if changes to course content or other changes should be considered. The Department enjoys a very high rate of student participation in this process with many classes at or near 100 percent participation. Faculty members are also evaluated annually by the department chair and the evaluation is ultimately reviewed by the dean. The department chair and the Architecture Program director are evaluated by the dean.

Staff

The Department of Architecture has one full-time staff member, Chris Whitehead, Administrative Associate II, who serves as business officer in addition to other duties.

In the past academic year, the Department had four student workers, all of whom are enrolled in one or more of the degree programs within the Department. Of these, all are African-American (three males and one female). As of the date of this report, the Department has two part-time student workers, a Hispanic male and an African-American female. Each student is enrolled in both the architecture and interior design undergraduate degree programs.

The manager of the Art + Architecture Shop is Bryan Blankenship. He is assisted by graduate students in the Department of Art. Graduate students from the Department of Architecture may assist Department of Architecture faculty members in their various studios and classes as needed. Undergraduate students in the Department with the appropriate experience may also assist faculty members. The Department conducts mandatory use and safety training for these graduate and undergraduate students. The Safety Procedures and Art + Architecture Shop Rules and Regulations documents are contained with the Department of Architecture Policies Manual.

Graduate students and undergraduate students with the appropriate experience may also assist Department of Architecture faculty members using the Model Assembly Lab located in the basement of Jones Hall. Again, the Department conducts mandatory use and safety training.

The previous Development Officer for the College of Communication and Fine Arts, Patty Bladon, was involved in several initiatives with the Department of Architecture including fundraising, the transfer of the Roy P Harrover FAIA collection to the University Libraries, the endowment of the William R. Eubanks Lecture Series, and the endowment of two scholarships (LRK Architects Endowed Scholarship and James Weaver Memorial Scholarship). Ms. Bladon retired and the current CCFA Development Officer is Katherine Goliver.

The upkeep and maintenance of the computer labs and faculty computers is coordinated by Hugh Busby, Local Support Provider for the Information Technology Services (ITS), a component of Academic Affairs at the University of Memphis. ITS has more than 100 employees including programmers and systems analysts, consultants, system and network administrators, operators, and support personnel. The two Technology Access Fee (TAF) supported computer labs in rooms JO309 and JO311 are also supported by staff from Information Technology Services. Chris Whitehead coordinates technology-related issues within the Department. Professor Michael Chisamore and Mr. Whitehead represent the Department of Architecture on the College of Communication and Fine Arts Technology Committee.

The Faculty Matrix follows this page. It should be noted that several faculty members teach courses across the curriculum in the Architecture Program and Interior Design Program. The Matrix does not include courses in the Interior Design Program with an IDES prefix. Additional faculty information is contained in Part 4, Supplemental Materials.

Matrix for Faculty Credentials (Graduate Courses Excluding Electives) – Academic Year 2012/2013

Fall 2012

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7930	ARCH 7713	ARCH 7711	ARCH 7211	ARCH 6517[A]	ARCH 7013	ARCH 7011	ARCH N/A	ARCH N/A
Sherry Bryan	30+ years in design and architectural education; interested in advising and retention of first-year students; AIA, university, and other awards	X				X				
Michael Chisamore	20+ years of professional experience in architecture and design; research on architectural illustration; ASAI and other awards; LEED AP BD+C		X				X			
Michael Hagge	30+ years of professional experience in architecture, urban design, city planning, and related education; AIA, APA/AICP, university, and other awards	X								
James Williamson	35+ years of professional experience, AIA, other design and service awards; published internationally; research on Louis Kahn as a teacher; FAIA			X				X		
Pam Hurley (adjunct)	15+ years of design, fine arts, and design education experience; accomplished artist; research on cultural tourism as a revitalization tool				X					

[A] Only offered this semester/year - Replaced by ARCH 7031

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Graduate Courses Excluding Electives) – Academic Year 2012/2013

Spring 2013

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7996	ARCH 7995^A	ARCH 7712	ARCH 7431	ARCH 7421	ARCH 7031	ARCH 7012	ARCH N/A	ARCH N/A
Sherry Bryan	30+ years in design and architectural education; interested in advising and retention of first-year students; AIA, university, and other awards	X					X			
Michael Chisamore	20+ years of professional experience in architecture and design; research on architectural illustration; ASAI and other awards; LEED AP BD+C					X				
Michael Hagge	30+ years of professional experience in architecture, urban design, city planning, and related education; AIA, APA/AICP, university, and other awards	X								
Tim Michael	15+ years of professional experience in architecture and architectural education; numerous local, state, and regional AIA and other design awards			X				X		
James Williamson	35+ years of professional experience; AIA, other design and service awards; published internationally; research on Louis Kahn as a teacher; FAIA				X					
Pam Hurley (adjunct)	15+ years of design, fine arts, and design education experience; accomplished artist; research on cultural tourism as a revitalization tool	X								

^A Not offered this semester/year

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Graduate Courses Excluding Electives) – Academic Year 2013/2014

Fall 2013

Faculty Member	Summary of expertise, recent research, or experience	**ARCH 7996**	**ARCH 7930**	**ARCH 7713**	**ARCH 7711**	**ARCH 7211**	ARCH 7031	**ARCH 7013**	**ARCH 7011**	**ARCH 6231**
Jennifer Barker	9+ years of architectural and architectural education experience; research in design foundations and student retention; university awards		X				X			
Sherry Bryan	30+ years in design and architectural education; interested in advising and retention of first-year students; AIA, university, and other awards		X				X			
Michael Chisamore	20+ years of professional experience in architecture and design; research on architectural illustration; ASAI and other awards; LEED AP BD+C			X				X		
Michael Hagge	30+ years of professional experience in architecture, urban design, city planning, and related education; AIA, APA/AICP, university, other awards	X								
James Williamson	35+ years of professional experience, AIA, other design and service awards; published internationally; research on Louis Kahn as a teacher; FAIA				X				X	
Pam Hurley (adjunct)	15+ years of design, fine arts, and design education experience; accomplished artist; research on cultural tourism as a revitalization tool					X				
Andy Kitsinger (adjunct)	24+ years of professional experience in architecture, planning, urban development; expert in downtown revitalization strategies; AICP									X

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Graduate Courses Excluding Electives) – Academic Year 2013/2014

Spring 2014

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7996	ARCH 7995[A]	ARCH 7712	ARCH 7431	ARCH 7421	ARCH 7031	ARCH 7012	ARCH N/A	ARCH N/A
Jennifer Barker	9+ years of architectural and architectural education experience; research in design foundations and student retention; university awards						X			
Sherry Bryan	30+ years in design and architectural education; interested in advising and retention of first-year students; AIA, university, and other awards	X					X			
Michael Chisamore	20+ years of professional experience in architecture and design; research on architectural illustration; ASAI and other awards; LEED AP BD+C					X				
Michael Hagge	30+ years of professional experience in architecture, urban design, city planning, and related education; AIA, APA/AICP, university, and other awards	X								
Tim Michael	15+ years of professional experience in architecture and architectural education; numerous local, state, and regional AIA and other design awards			X				X		
James Williamson	35+ years of professional experience; AIA, other design and service awards; published internationally; research on Louis Kahn as a teacher; FAIA				X					
Pam Hurley (adjunct)	15+ years of design, fine arts, and design education experience; accomplished artist; research on cultural tourism as a revitalization tool	X								

[A] Not offered this semester/year

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Graduate Courses Excluding Electives) – Academic Year 2014/2015

Fall 2014

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7996	ARCH 7930	ARCH 7713	ARCH 7711	ARCH 7211	ARCH 7031	ARCH 7013	ARCH 7011	ARCH 6231
Jennifer Barker	9+ years of architectural and architectural education experience; research in design foundations and student retention; university awards		X				X			
Sherry Bryan	30+ years in design and architectural education; interested in advising and retention of first-year students; AIA, university, and other awards		X				X			
Michael Chisamore	20+ years of professional experience in architecture and design; research on architectural illustration; ASAI and other awards; LEED AP BD+C C			X				X		
Michael Hagge	30+ years of professional experience in architecture, urban design, city planning, and related education; AIA, APA/AICP, university, and other awards	X								
James Williamson	35+ years of professional experience, AIA, other design and service awards; published internationally; research on Louis Kahn as a teacher; FAIA				X				X	
Pam Hurley (adjunct)	15+ years of design, fine arts, and design education experience; accomplished artist; research on cultural tourism as a revitalization tool					X				
Andy Kitsinger (adjunct)	24+ years of professional experience in architecture, planning, urban development; expert in downtown revitalization strategies; AICP									X

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Graduate Electives) – Academic Year 2012/2013

Fall 2012

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7430	ARCH 7232	ARCH 7021
Sherry Bryan	30+ years of experience in design and architectural education; research interests on first-year experience, advising and retention of students; university, AIA and other awards	X	X	X

Matrix for Faculty Credentials (Graduate Electives) – Academic Year 2012/2013

Spring 2013

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7430	ARCH 7232	ARCH 7021	ARCH 6515	ARCH 6421
Sherry Bryan	30+ years of experience in design and architectural education; research interests on first-year experience, advising and retention of students; university, AIA and other awards	X	X	X		
Jeanne Myers	11+ years of professional experience in architecture and design; interests in historic preservation; AIA design and service awards				X	
Jenna Thompson	8+ years of professional experience in architecture, interior design, and sustainable design; research on sustainability; AIA and university awards; LEED AP, BD+C, ID+C					X

Matrix for Faculty Credentials (Graduate Electives) – Academic Year 2013/2014

Fall 2013

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7021	ARCH 6833
Sherry Bryan	30+ years of experience in design and architectural education; research interests on first-year experience, advising and retention of students; university, AIA and other awards	X	
Michael Chisamore	20+ years of professional experience in architecture and design; research on architectural illustration; ASAI and other awards; LEED AP BD+C		X

Matrix for Faculty Credentials (Graduate Electives) – Academic Year 2013/2014

Spring 2014

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7021	ARCH 6811	ARCH 6613	ARCH 6421
Sherry Bryan	30+ years of experience in design and architectural education; research interests on first-year experience, advising and retention of students; university, AIA and other awards	X			
Tim Michael	15+ years of professional experience in architecture and architectural education; numerous local, state, and regional AIA and other design awards		X		
Jenna Thompson	8+ years of professional experience in architecture, interior design, and sustainable design; research on sustainability; AIA and university awards; LEED AP, BD+C, ID+C				X
Andrew Parks (adjunct)	16+ years of professional experience in architecture and graphic design and 8+ years in architectural education; numerous AIA and other design awards			X	

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives) – Academic Year 2012/2013
(Please see Graduate Course Faculty Credentials Matrix for expanded credentials on previously listed FT faculty members)

Fall 2012 – Full Time Faculty

Faculty Member	Summary of expertise, research, or experience	ARCH 4715	ARCH 4441	ARCH 4221	ARCH 3713	ARCH 3421	ARCH 3312	ARCH 2711	ARCH 2611	ARCH 2412	ARCH 1211	ARCH 1120	ARCH 1111
Sherry Bryan	30+ years of relevant experience											X	
Michael Chisamore	20+ years of relevant experience	*Did not teach any required undergraduate ARCH prefix courses this semester*											
Michael Hagge	30+ years of relevant experience											X	
Tim Michael	15+ years of relevant experience	X	X							X			
Jeanne Myers	11+ years of relevant experience										X		
Jenna Thompson	8+ years of relevant experience					X							X
James Williamson	35+ years of relevant experience			**x**									

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives) – Academic Year 2012/2013
(Please see Graduate Course Faculty Credentials Matrix for expanded credentials on previously listed faculty members)

Fall 2012 – Adjunct Faculty

Faculty Member	Summary of expertise, research, or experience	ARCH 4715	ARCH 4441	**ARCH 4221**	ARCH 3713	ARCH 3421	**ARCH 3312**	ARCH 2711	ARCH 2611	ARCH 2412	ARCH 1211	ARCH 1120	ARCH 1111
Jennifer Barker	9+ years of relevant experience						X					X	
Heather Hall	6+ years of relevant experience								X				
Pam Hurley	15+ years of relevant experience												X
Peter Warren	12+ years of relevant experience							X					
Andrew Parks	16+ years of relevant experience							X					
Jimmie Tucker	32+ years of relevant experience				X								

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives) – Academic Year 2012/2013
(Please see Graduate Course Faculty Credentials Matrix for expanded credentials on previously listed FT faculty members)

Spring 2013 – **Full Time Faculty**

Faculty Member	Summary of expertise, research, or experience	ARCH 4930	ARCH 4716	ARCH 3714	**ARCH 3313**	ARCH 2712	ARCH 2612	ARCH 2311	ARCH 1411	ARCH 1212	ARCH 1113	ARCH 1112	ARCH N/A
Sherry Bryan	30+ years of relevant experience	X											
Michael Chisamore	20+ years of relevant experience	Did not teach any required undergraduate ARCH prefix courses this semester											
Michael Hagge	30+ years of relevant experience					X							
Tim Michael	16+ years of relevant experience								X		X		
Jeanne Myers	11+ years of relevant experience									X			
Jenna Thompson	8+ years of relevant experience											X	
James Williamson	35+ years of relevant experience			X									

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives) – Academic Year 2012/2013
(Please see Graduate Course Faculty Credentials Matrix for expanded credentials on previously listed faculty members)

Spring 2013 – Adjunct Faculty

Faculty Member	Summary of expertise, research, or experience	ARCH 4930	ARCH 4716	ARCH 3714	**ARCH 3313**	ARCH 2712	ARCH 2612	ARCH 2311	ARCH 1411	ARCH 1212	ARCH 1113	ARCH 1112	ARCH N/A
Jennifer Barker	9+ years of relevant experience				**X**	X							
Heather Hall	6+ years of relevant experience						X						
Pam Hurley	15+ years of relevant experience											X	
Andy Kitsinger	24+ years of relevant experience		X										
Andrew Parks	16+ years of relevant experience										X		
Tamara Redburn	12+ years of relevant experience							X					

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives) – Academic Year 2013/2014
(Please see Graduate Course Faculty Credentials Matrix for expanded credentials on previously listed FT faculty members)

Fall 2013 – Full Time Faculty

Faculty Member	Summary of expertise, research, or experience	ARCH 4715	ARCH 4441	ARCH 4231	**ARCH 4221**	ARCH 3713	ARCH 3421	**ARCH 3312**	ARCH 2711	ARCH 2611	ARCH 2412	ARCH 1120	ARCH 1111
Jennifer Barker	9+ years of relevant experience							X				X	
Sherry Bryan	30+ years of relevant experience	Did not teach any required undergraduate ARCH prefix courses this semester											
Michael Chisamore	20+ years of relevant experience	Did not teach any required undergraduate ARCH prefix courses this semester											
Michael Hagge	30+ years of relevant experience											X	
Tim Michael	15+ years of relevant experience	X	X								X		
Jeanne Myers	11+ years of relevant experience					X							X
Jenna Thompson	8+ years of relevant experience						X						
James Williamson	35+ years of relevant experience				**X**								X

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives) – Academic Year 2013/2014
(Please see Graduate Course Faculty Credentials Matrix for expanded credentials on previously listed faculty members)

Fall 2013 – Adjunct Faculty

Faculty Member	Summary of expertise, research, or experience	ARCH 4715	ARCH 4441	ARCH 4231	**ARCH 4221**	ARCH 3713	ARCH 3421	**ARCH 3312**	ARCH 2711	ARCH 2611	ARCH 2412	ARCH 1120	ARCH 1111
Heather Hall	6+ years of relevant experience									X			
Josh Jackson	11+ years of relevant experience								X				
Andy Kitsinger	24+ years of relevant experience			X									
Andrew Parks	16+ years of relevant experience								X				
Jimmie Tucker	32+ years of relevant experience					X							

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives) – Academic Year 2013/2014
(Please see Graduate Course Faculty Credentials Matrix for expanded credentials on previously listed FT faculty members)

Spring 2014 – Full Time Faculty

Faculty Member	Summary of expertise, research, or experience	ARCH 4930	ARCH 4716	ARCH 3714	**ARCH 3313**	ARCH 2712	ARCH 2612	ARCH 2311	ARCH 1411	ARCH 1212	ARCH 1113	ARCH 1112	ARCH N/A
Jennifer Barker	9+ years of relevant experience				**X**	X							
Sherry Bryan	30+ years of relevant experience	Did not teach any required undergraduate ARCH prefix courses this semester											
Michael Chisamore	20+ years of relevant experience	Did not teach any required undergraduate ARCH prefix courses this semester											
Michael Hagge	30+ years of relevant experience					X							
Tim Michael	15+ years of relevant experience								X			X	
Jeanne Myers	11+ years of relevant experience			X						X			
Jenna Thompson	8+ years of relevant experience										X		
James Williamson	35+ years of relevant experience			X									

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives) – Academic Year 2013/2014
(Please see Graduate Course Faculty Credentials Matrix for expanded credentials on previously listed faculty members)

Spring 2014 – Adjunct Faculty

Faculty Member	Summary of expertise, research, or experience	ARCH 4930	ARCH 4716	ARCH 3714	**ARCH 3313**	ARCH 2712	ARCH 2612	ARCH 2311	ARCH 1411	ARCH 1212	ARCH 1113	ARCH 1112	ARCH N/A
Heather Hall	6+ years of relevant experience						X						
Pam Hurley	15+ years of relevant experience										X		
Andy Kitsinger	24+ years of relevant experience		X										
Andrew Parks	16+ years of relevant experience											X	

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives) – Academic Year 2014/2015
(Please see Graduate Course Faculty Credentials Matrix for expanded credentials on previously listed FT faculty members)

Fall 2014 – Full Time Faculty (as of the date of this report)

Faculty Member	Summary of expertise, research, or experience	ARCH 4715	ARCH 4441	ARCH 4321	**ARCH 4221**	ARCH 3713	ARCH 3421	**ARCH 3321**	ARCH 2711	ARCH 2412	ARCH 2212	ARCH 1120	ARCH 1112
Jennifer Barker	9+ years of relevant experience							X				X	X
Sherry Bryan	30+ years of relevant experience												X
Michael Chisamore	20+ years of relevant experience	Did not teach any required undergraduate ARCH prefix courses this semester											
Michael Hagge	30+ years of relevant experience											X	
Tim Michael	15+ years of relevant experience	X								X			
Jeanne Myers	11+ years of relevant experience		X								X		X
Jenna Thompson	8+ years of relevant experience	X vertical studio				X vertical studio	X						
James Williamson	35+ years of relevant experience				**X**								

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives) – Academic Year 2014/2015
(Please see Graduate Course Faculty Credentials Matrix for expanded credentials on previously listed faculty members)

Fall 2014 – Adjunct Faculty (as of the date of this report)

Faculty Member	Summary of expertise, research, or experience	ARCH 4715	ARCH 4441	ARCH 4321	**ARCH 4221**	ARCH 3713	ARCH 3421	**ARCH 3321**	ARCH 2711	ARCH 2412	ARCH 2212	ARCH 1120	ARCH 1112
Josh Jackson	11+ years of relevant experience								X				
Andy Kitsinger	24+ years of relevant experience			X									
Andrew Parks	16+ years of relevant experience								X				
Jimmie Tucker	32+ years of relevant experience					X							

SPC Courses in **Bold** font

Matrix for Faculty Credentials (Undergraduate Electives) – Academic Year 2012/2013

Fall 2012

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4430	ARCH 4021
Sherry Bryan	30+ years of experience in design and architectural education; research interests on first-year experience, advising and retention of students; university, AIA and other awards	X	X
Michael Hagge	30+ years of professional experience in architecture, urban design, city planning, and related education; AIA, APA/AICP, university, and other awards	X	

Matrix for Faculty Credentials (Undergraduate Electives) – Academic Year 2012/2013

Spring 2013

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4830	ARCH 4430	ARCH 4021	ARCH 4515	ARCH 4421
Sherry Bryan	30+ years of experience in design and architectural education; research interests on first-year experience, advising and retention of students; university, AIA and other awards		X	X		
Michael Hagge	30+ years of professional experience in architecture, urban design, city planning, and related education; AIA, APA/AICP, university, and other awards	X				
Jeanne Myers	11+ years of professional experience in architecture and design; interests in historic preservation; AIA design and service awards				X	
Jenna Thompson	8+ years of professional experience in architecture, interior design, and sustainable design; research on sustainability; AIA and university awards; LEED AP, BD+C, ID+C					X

Matrix for Faculty Credentials (Undergraduate Electives) – Academic Year 2013/2014

Fall 2013

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4430	ARCH 4021
Sherry Bryan	30+ years of experience in design and architectural education; research interests on first-year experience, advising and retention of students; university, AIA and other awards	X	X
Michael Hagge	30+ years of professional experience in architecture, urban design, city planning, and related education; AIA, APA/AICP, university, and other awards	X	

Matrix for Faculty Credentials (Undergraduate Electives) – Academic Year 2013/2014

Spring 2014

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4613	ARCH 4430	ARCH 4421	ARCH 4021
Sherry Bryan	30+ years of experience in design and architectural education; research interests on first-year experience, advising and retention of students; university, AIA and other awards				X
Michael Hagge	30+ years of professional experience in architecture, urban design, city planning, and related education; AIA, APA/AICP, university, and other awards		X		
Jenna Thompson	8+ years of professional experience in architecture, interior design, and sustainable design; research on sustainability; AIA and university awards; LEED AP, BD+C, ID+C			X	
Andrew Parks (adjunct)	16+ years of professional experience in architecture and graphic design and 8+ years in architectural education; numerous AIA and other design awards	X			

Human Resources and Diversity

The University of Memphis is committed to Equal Employment Opportunity and Affirmative Action for faculty, staff, and students. The Office for Institutional Equity oversees the various plans and ensures compliance. It also oversees these key policy policies and procedures areas: Equal Employment Opportunity, Affirmative Action, Discrimination and Nepotism; Policy on Sexual Orientation; Harassment: Sexual and Racial; Recruitment, Application, and Selection of Faculty; and Advertising and Hiring for Non-Faculty Position Openings. The website for this office is http://www.memphis.edu/oie/.

Human Resource Development

The 2013 University of Memphis Faculty Handbook provides a description of policies, procedures, benefits, and other materials important to human resource development. The Handbook contains the following chapters: Introduction and Organization; Academic Freedom and Faculty Roles; Faculty Personnel Policies; Tenure and Promotion; Instruction; Research and Service; Professional Development and Awards; Salary, Leave and Economic Benefits; University Facilities and Benefits; and Appendices. A copy of the handbook may be found at http://www.memphis.edu/facres/pdfs/2013_faculty_handbook.pdf.

As described in the Faculty Handbook, the University of Memphis is committed to providing a variety of meaningful learning opportunities. Faculty members are encouraged to apply for sabbaticals (professional development assignments), either for a one semester (full pay) or one academic year (half pay) leave. The University offers tuition reimbursement for appropriate coursework and faculty members are also eligible to participate in various workshops and seminars offered through the University. The University also covers the annual costs of the professional privilege tax for faculty members registered in Tennessee. Details may be found at http://www.memphis.edu/facres/.

The Department of Architecture grants course release time and several faculty members have taken advantage of this. Faculty members may apply for a leave of either one semester or one year to pursue research and professional development opportunities. However, no faculty member in the Department of Architecture has taken advantage of sabbatical opportunities in recent years, primarily due to the commitment to work towards the initial and continuing accreditation of the Master of Architecture degree and to improve the BFA in Architecture and BFA in Interior Design degree programs. Faculty members are also free to pursue professional practice and/or research during the summer and winter break periods (a total of four months).

The Department regularly provides funding assistance for travel to appropriate conferences, such as ACSA and AIA. Faculty members presenting papers, moderating panels, or receiving major awards may also receive assistance and several have taken advantage of this in recent years. Additional travel funds are available on a limited basis through competitive application through the College of Communication and Fine Arts. In some instances, these funds may be matched on a fifty percent basis by "Poets Tax" monies available through the CCFA. Funds for travel to the ACSA Administrators Conference have been provided in the past by the Provost as part of the commitment of the University to the Architecture Program as well as by the dean of the College of Communication and Fine Arts. The Department has also contributed funds towards this.

Various grants are also available to faculty members. Among these is the Course Redesign Fellowship which was awarded to Professor Sherry Bryan in 2011. She collaborated with professors Michael Hagge and Jennifer Barker to redesign the Introduction to Architecture + Design and Fundamentals of Design courses offered in the first semester of first year in an effort to improve retention. Professors Bryan and Barker received a second grant to further study first year courses relative to retention.

Faculty may also apply for other grants through the University. For example, professors Sherry Bryan and Jennifer Barker and Administrative Associate Chris Whitehead received a technology grant of over $75,000 for improvements to the Collaboration Studio (JO 303). The members of the Department of Architecture "Green Team" (professors Sherry Bryan, Michael Chisamore, Jennifer Thompson, Jennifer Barker, Michael Hagge, and architecture student Megan Hoover) received a Green Fee Grant of over $35,000 in 2012 and another of approximately $18,000 in 2014 for the Recycling Zone Prototype constructed adjacent to Jones Hall. Professors Michael Hagge, Tim Michael and Tom Mason, each received a Strengthening Communities grant within the past several years and professors Michael Chisamore and Jenna Thompson each received a Strengthening Communities grant for upcoming academic year.   Professors Barker and Thompson were awarded an Engaged Learning Fellowship in August 2014.

Full-time faculty members in the Department are provided with a computer and appropriate software. All full-time faculty members have a private office or a partitioned space within the Faculty Collaboration Studio (JO 408) while adjunct faculty members share office space and computer systems. Software and supplies for each faculty member are purchased with funds from the Department budget as these are not eligible for Technology Access Fee funding. However, computer systems for full-time faculty members are "rolled down" from TAF-supported labs. The Local Service Provider assigned to the Department and his staff provides technical assistant to all faculty members in the Department.

All Department of Architecture faculty members participate in continuing education programs, both for formal CEU credits and informally, to remain current in their fields. This may be through various professional organizations, professional practice and/or research, community engagement, attendance at conferences and lectures, and through membership in professional organizations. Among these are American Institute of Architects; American Institute of Certified Planners; American Society of Architectural Illustrators, Association of Collegiate Schools of Architecture; Building Technology Educators Society; Construction Specifications Institute; Design Communications Association, Environmental Design Research Association; National Organization of Minority Architects; National Council of Architectural Registration Boards; Society of Architectural Historians; U.S. Green Building Council; and Urban Land Institute.

Appointment, Promotion, and Tenure

Faculty members in the Department of Architecture are expected to make meaningful contributions to the mission of the University of Memphis in teaching, research, and service. In addition, since the Department offers courses in architecture, interior design, urban design, and other forms of creative expression, faculty members within the Department are expected to contribute in meaningful ways to this diverse multidisciplinary culture.

The traditional faculty ranks (Professor, Associate Professor, Assistant Professor, and Instructor) and the qualifications relative to each are discussed in the faculty handbook. The following is taken from the handbook and constitutes minimal requirements for appointment, tenure and promotion at the University of Memphis.

- Professor: Documented evidence of ability in instruction, public service and research. Earned doctorate or equivalent terminal degree from an accredited institution in the instructional discipline or related area plus at least ten years appropriate professional experience in the instructional discipline or related area. Documented evidence of sustained high quality professional productivity and national recognition in the academic discipline.
- Associate Professor: Documented evidence of ability in instruction, public service and research. Earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area plus at least five years appropriate professional experience in the instructional discipline or related area. Documented evidence of high quality professional productivity leading to national recognition in the academic discipline.

- Assistant Professor: Evidence of potential ability in instruction, public service and research. Earned doctorate from an accredited institution in the instructional discipline or related area; or master's degree in the instructional discipline when that master's degree is the recognized terminal degree in that discipline.
- Instructor: Potential ability in instruction. Master's degree in the instructional discipline or a related area.

Faculty members in the Department of Architecture are appointed in accordance with established policies of the University of Memphis following the appropriate affirmative action and equal opportunity polices. Faculty may be appointed to the following positions: Tenure; Tenure-Track; Non-Tenured multi-year appointment for full-time; Non-Tenured one-year appointment for full-time or part-time; and Non-Tenured semester appointment for full-time or part-time.

The Department follows the tenure and promotion guidelines of the University of Memphis with additional requirements specific to architectural education. Promotions to Associate Professor and Professor are made in compliance with the Faculty Handbook and the Department of Architecture Tenure and Promotion Manual. http://www.memphis.edu/facres/pdfs/arch.pdf

The purpose of the Tenure and Promotion Manual is to provide procedures and criteria for evaluating faculty seeking tenure and/or promotion within the Department of Architecture. The content of this document is based upon the standards of the University of Memphis and its mission as well as the mission and goals of the College of Communications and Fine Arts and the Department of Architecture. Particular emphasis is given to the role or engaged scholarship, creative activities, and professional practice as meaningful scholarship.

Visiting Lecturers, Critics, and Exhibitions

The Department of Architecture has adopted a Wednesday lunch lecture/film series. These are themed to include lectures by faculty, Master of Architecture students, and others as well as films on sustainability. In 2011, the William R Eubanks Distinguished Lecture Series was fully endowed. While initially intended to bring prominent interior designers onto campus, the spring semester lecture is now open to related professions and recent lecturers have included architects and landscape architects as well as interior designers. The Department established a fall lecture series in 2013 and has partnered with several organizations such as the National Organization of Minority Architects, American Planning Association, and American Society of Landscape Architects on this series. The Department has also partnered with the Memphis Chapter of the American Institute of Architects and others to bring high-profile lecturers to Memphis.

The following list includes lectures since the last NAAB team visit by non-local individuals. It does not include lectures by faculty members or students. It also does not include lectures primarily sponsored by others such as AIA Memphis, the Urban Land Institute, Memphis Heritage, Inc., other academic units at the University of Memphis, and other local colleges and universities.

Spring 2013
Matthew Hird, architect, BDP Architects (Manchester, United Kingdom)
Susan Piedmont-Palladino, RA, Curator National Building Museum and faculty at the Virginia Tech Washing Alexandria Architecture Center (Alexandria, VA)

Fall 2013
Curtis Moody, FAIA, NCARB, LEED AP, NOMA, Moody●Nolan Architects (Columbus, OH)
Gordon Watkinson, Foto+Synthesis / Bauhaus twenty-21: An Ongoing Legacy (New York, NY)

Spring 2014
Verda Alexander, principal in Studio O+A (San Francisco, CA)

Fall 2014 (confirmed at of the date of this report)
Walter Hood, ASLA, Faculty at the University of California - Berkeley and Principal in Walter Hood Design (Oakland, CA)
Brian Phillips, AIA, LEED AP, Founding Principal of Interface Studio Architects (Philadelphia, PA) and faculty at the University of Pennsylvania

Guest Critics

Virtually every project in every design studio each semester has outside critics involved in the jury presentations. The following list covers the period since the last NAAB team visit. It excludes full-time faculty members who often participate in studios other than their own, and representatives of the clients or community partners

Lee Askew, FAIA (ANF Architects)
Suzie Askew, ASLA (Lichterman Nature Center)
Steve Auterman, RA, AICP (LRK Architects)
Roy Beauchamp (LRK Architects)
Lorie Chapman, AICP (Downtown Memphis Commission)
Gary Copeland, AIA, CSI (retired)
Rebecca Courtney, NCIDQ (LRK Architects)
Christy Darr, NCIDQ (Fleming Architects)
Jacob Davis, Assoc. AIA (archimania)
Jodi Davis, NCIDQ (ANF Architects)
Courtney Dickinson, NCIDQ (University of Memphis Campus Planning + Design)
Jack Duncan (brg3s)
Liz Engel, NCIDQ (Askew Nixon Ferguson Architects)
Josh Flowers, AIA, JD (Hnedak Bobo Group)
Scott Guidry, RA (designshop)
Joey Hagan, AIA (Architecture, Incorporated)
Reb Haizlip, AIA (Haizlip Studio)
Robin Halbert-Petty, NCIDQ (Design Squared, LLC)
John Harrison Jones, AIA (John Harrison Jones Architect)
Andy Hays, ASLA (Ritchie Smith Associates)
Allison Hennie, AIA (Allison Hennie Architect)
Matthew Hird, RIBA (Building Design Partnership / BDP)
Megan Hoover (University of Memphis, Department of Architecture)
Jason Jackson (brg3s)
Josh Jackson (Haizlip Studio)
David Jamison (University of Memphis Campus Planning + Design)
Keith Kays, AIA (Keith Kays Architect)
Lauren Kane (University of Memphis Campus Planning + Design)
Andy Kitsinger, AIA, AICP (Development Studio)
Carson Looney, FAIA (LRK Architects)
Tim McCullough, AIA (Tim McCullough Architect)
Kenneth Mulvany, ASLA (University of Memphis Campus Planning + Design)
Rob Norcross, AIA (LRK Architects)
Chris Norton, AIA (Braganza Group)
Thomas Pacello, AICP (Mayors Innovation Delivery Team)
Hyuna "Hannah" Park (Memphis College of Art, Department of Design)
Andrew Parks (archimania)
Chooch Pickard, AIA (Memphis Regional Design Center)
Tony Poteet, AICP (University of Memphis VP Campus Planning + Design)
Louis Pounders, FAIA (ANF Architects)
Will Randolph, Assoc. AIA (archimania)
Kenneth Reardon, AICP (University of Memphis City + Regional Planning Program)

Kamesha Hervey Richard (Ava Loren Design)
Brett Roler, AICP (Downtown Memphis Commission)
Kyle Rookstool, Assoc. AIA (archimania)
Laura Saija (visiting professor in City Planning from the University of Catania, Italy)
Juan Sanford, RA (LRK Architects)
Charlie Santo, AICP (University of Memphis City + Regional Planning Program)
Emily Scanlon, RA (LRK Architects)
Juan Self, AIA (Self+Tucker Architects)
Matt Seltzer, AIA (archimania)
Tracy Sigmon, AIA (Sigmon Consulting)
Jimmie Tucker, AIA (Self+Tucker Architects)
Scott Van Der Jagt, AIA (Haizlip Studio)
Mario Walker, Assoc. AIA (Self + Tucker Architects)
Todd Walker, FAIA (archimania)
Peter Warren, AIA (Warren Architecture)
Mark Weaver, FAIA (Hnedak Bobo Group)
Stephanie Wexler, NCIDQ (archimania)
Valli Wiggins, NCIDQ (ValliDesignStudio)
Michael Winter, Assoc. AIA (Fleming Architects)
Barry Yoakum, FAIA (archimania)

The following list is a sample of community partner and client representatives who also participated as a jury member.

Mairi Albertson (City of Memphis Housing and Community Development)
Ekundayo Bandele (Hattiloo Theatre)
Scott Blake (Victorian Village CDC)
Jeff Cox (St. Blues Guitars)
Scott J. Crosby (Burch, Porter & Johnson)
Philip Donovan (FTN Financial Group)
John Dudas (Belz Enterprises)
Duane Ewing (Memphis Friendship Foundation)
Beth Flanagan (Memphis Medical Center)
Jill Forrester (Trolley Stop Café)
Kathy Green (Downtown Elementary School)
Anthony Lee (Marshall Arts Studio)
John Lancaster (Memphis Area Transit Authority)
David Mansfield (White Station High School)
R. Brad Martin (President, University of Memphis)
Alexandria Mobley (Uptown Partnership)
Lawrence Migliari (Outdoors Incorporated)
Anika Munshi (Memphis Islamic Center / Memphis Friendship Foundation)
Richard Myers, (White Station High School / Apperson Crump PLC)
John Pritchard (Author)
Ken Steorts (Visible Music College)
Steve Stone (Heartsong Christian Church / Memphis Friendship Foundation)
Brice Timmons (University of Memphis Cecil C. Humphreys School of Law)
Mike Todd (Edge Neighborhood President)
Henry Turley (Henry Turley Company)

Public Exhibitions of Student Work Since the Last NAAB Visit (outside Jones Hall)

2012
AIA Celebration of Architecture (Circuit Playhouse on the Square)
Department of Architecture Awards Reception (University Center)

William R Eubanks Lecture Series (Fogelman Executive Center)

2013
AIA Celebration of Architecture (Memphis Pink Palace Museum)
Architectural Photography Exhibit (Germantown Performing Arts Center)
Bauhaus twenty-21: An Ongoing Legacy (Art Museum of the University of Memphis – several models constructed by architecture students and included with this exhibit in Memphis will remain with the exhibit as it travels internationally)
Department of Architecture Awards Reception (Memphis Pink Palace Museum)
GPAC Project (Germantown Performing Arts Center)
Curtis Moody Lecture (Fogelman Executive Center)
William R Eubanks Lecture Series (Fogelman Executive Center)

2014
AIA Celebration of Architecture (Tower Room at Clark Tower)
Department of Architecture Awards Reception (Memphis Pink Palace Museum)
President's Design Competition (University of Memphis Administration Building)
WSHS Project (White Station High School)
William R Eubanks Lecture Series (Fogelman Executive Center)

Several exhibits were featured in the Department of Architecture Gallery. Among these were an architectural photography exhibit, design competition entries and winners, Master of Architecture thesis projects, and many of the other graduate and undergraduate design studio projects.

Students

The Department of Architecture is student-centered with a commitment to provide the best educational experience possible. The Master of Architecture degree program at the University of Memphis has attracted students from the local region, other parts of the United States, and internationally. While the program of study builds upon the four-year, pre-professional Bachelor of Fine Arts in Architecture degree offered by the University, it is also intended to permit students from other "4+2" schools as well as from other related degree programs to enter.

One of the goals of establishing the Master of Architecture degree at the University of Memphis was to keep talented students in the undergraduate program in Memphis after their graduation. This is reflected in the enrollment to date. Of the twenty-eight students who have entered the first professional Master of Architecture degree program since its inception, fifteen (54%) are from the University of Memphis BFA in Architecture degree program (including four international students), four are international students from foreign schools, three are from other "4+2" schools, and six are from related degree programs. The students from related degree programs completed courses at the undergraduate level before being fully admitted into the Master of Architecture degree program. Of the five students admitted to the Master of Architecture degree to date for the fall 2014 semester, three (60%) are from the BFA in Architecture degree program, one is an international student from a foreign school, and one is an international student transferring from a Master of Architecture degree program at another school.

All students seeking admission to the Master of Architecture degree program must be first admitted to the University of Memphis and to the Graduate School. All graduate students must comply with the general requirements of the Graduate School as well as the requirements of the Master of Architecture degree program. The websites listed below detail the Graduate School requirements.
Admission Regulations - http://www.memphis.edu/gradcatalog/admission_reg/index.php
Academic Regulations - http://www.memphis.edu/gradcatalog/acad_reg/index.php
Minimum Degree Requirements - http://www.memphis.edu/gradcatalog/deg_req/masters.php

In addition to application to the Graduate School, all persons making application to the Master of Architecture degree program must submit the following materials directly to the Department of Architecture as indicated in the Graduate Catalog:

- <u>Portfolio:</u> Applicant portfolios are reviewed for demonstration of aesthetic judgment, basic design ability, visual investigation skills, and abilities in architectural design, including identification of building elements and an understanding of their assembly, integration of building systems, a knowledge of building structure, and other evidence of understanding and abilities conforming to NAAB performance criteria.
- <u>Letters of Recommendation:</u> Three letters of recommendation are required.
- <u>Statement of Intent:</u> Applicants must submit a two-page essay describing professional background, objectives, and motivation for pursuing graduate study in Architecture. This brief statement should reflect an individual interest in the Master of Architecture program and provide some indication of professional goals or intentions.

Prerequisites for admission include the following:

- Persons making application to the first professional Master of Architecture degree program must have completed an approved pre-professional undergraduate degree in Architecture, Environmental Design, or the equivalent.
  - o In assessing the pre-professional degree, the following course content or evidence of equivalent experience is required. Otherwise, the appropriate courses must be taken at the undergraduate level before being admitted to the Master of Architecture degree program:
    - Architectural Graphics (both technical and freehand drawing), 6 semester hours
    - Architectural History (ancient through modern), 6 semester hours
    - Structural Design Principles (statics; strength of materials; gravity and lateral load tracing; design in timber, steel, concrete), 9 semester hours
    - Building Materials and Assembly (light construction), 3 semester hours
    - Environmental Systems (heat, light, sound, comfort), 3 semester hours
    - Architectural Design Studio (in addition to "design fundamentals" courses), 24 semester hours
  - o Where slight deficiencies in preparation exist, applicants may be admitted with the stipulation that they complete additional design studio or supporting courses. These may not count toward the required graduate plan of study.
- Persons making application to the post-professional Master of Architecture degree program must have completed a NAAB-accredited professional undergraduate degree in architecture. The Architecture Program director may approve a maximum of 30 semester hours in architecture course work from the professional degree.

The Director of Graduate Studies in Architecture may recommend to the Graduate School acceptance of no more than 12 semester hours of credit for architecture course work successfully completed at another institution. For students formerly enrolled in programs accredited by the NAAB, a maximum of 30 semester hours in architecture course work may be approved.

Professor Sherry Bryan serves as formal advisor for students seeking admission into the Master of Architecture degree program. Professor Michael Hagge serves as backup advisor. The full members of the graduate faculty of the Department of Architecture review application packages including portfolios and vote on acceptance. Other faculty members may also participate.

Student Support Services, Advising, and Internships

Because of the tutorial method employed in architectural education, advising and mentoring occur on both a formal and informal basis. A strong advising network is in place within the Department of Architecture to ensure each student is fully apprised of opportunities, program requirements, and expectations. In addition, all first year graduate students are required to attend the New

Architecture Graduate Student Orientation held each fall. A similar but separate mandatory orientation is held for new undergraduate students and graduate students are welcome to attend this as well.

Every student in the Department of Architecture is required to meet with the Department faculty advisor prior to being issued a permit to enroll in ARCH and/or IDES prefix courses each semester. By meeting with the advisor, each student receives direction on courses and also an assessment of progress towards the degree. Professor Sherry Bryan serves as Architecture Program Academic Advisor and provides academic advising for every student enrolled in the Program as well as mentoring and career counseling. In the past, other Architecture faculty members were assigned advisees but having a single advisor has proven to be more effective. Professor Michael Hagge serves as backup advisor and other faculty members are being trained to serve as back up advisors.

Advising is handled through individual planning sessions at the graduate level and by both individual and group sessions to discuss general requirements at the undergraduate level. A detailed file for each student is kept in the Department of Architecture office. These files contain the degree plan, special information such as scholarships, and a semester-by-semester course record. The Department uses a detailed advising and planning form, a copy of which is provided to the student. Graduation check-out is first completed within the Department and then by the Graduation Analyst for the College or the Graduate School, as appropriate.

Transfer students from other architecture schools are advised by Professor Bryan and their portfolio is reviewed by the appropriate faculty members. Based on the review, a decision is made as to where to place the student in the program of study. Students at the University of Memphis wishing to change their major are advised by either Professor Bryan or Professor Hagge. To date, no graduate student has transferred into the Master of Architecture degree program although a student is considering doing so as of the date of this report. If this were to occur this semester or in the future, a similar review would be completed by the Director of Graduate Studies in Architecture and appropriate faculty members.

Formal advising for students wishing to pursue a professional Master of Architecture degree is held each academic year. Workshops and meetings on graduate school applications, portfolio development, and related issues are conducted each year.

Career guidance is provided within the Department and through the University. In addition to one-on-one counseling, the Department offers workshops and special activities on portfolio design and other issues facing students seeking entry into the professional workplace. The University offers significant support in a variety of areas including career counseling, personal counseling, tutoring and other academic assistance, recreational activities, and active student government association, and other services. The website of the University Career Services Office is http://www.memphis.edu/careerservices/.

Internships, both academic and professional, are an essential part of advising and mentoring. The Department has for-credit internship courses in place for all three degree programs and regularly works with students and employers to find the best opportunities available. The Department also works with the Tennessee Board of Architectural and Engineering Examiners and AIA Memphis to promote the Intern Development Program as well as summer and part-time internships within architecture offices. Professor Michael Chisamore serves as the IDP Coordinator for the Department. The Department also distributes AIA membership information.

The University strongly supports the importance of internships and created the Office of Academic Internships in 2010 to assist students find an internship in their chosen area of study. The website for this office is http://www.memphis.edu/internships/.

Field Trips and Off-Campus Activities

The Department supports a wide variety of trips and other off-campus activities within the Memphis region. These include visits to project sites, local architectural offices and related businesses, and visits to product manufacturing sites. These trips are coordinated by faculty, as well as through professional organizations including AIA Memphis, the Urban Land Institute, the US Green Building Council, and the Construction Specifications Institute, among others. Recent representative trips include the following:

- TERRA (Technologically + Environmentally Responsive Residential Architecture) Sustainable Design Demonstration House (sustainable design and site planning, material properties, community revitalization, environmental systems)
- BRIDGES USA Building (sustainable design and architecture)
- Residences within the area including residences designed by archimania, Coleman Coker, E. Fay Jones, LRK Architects, Francis Mah, and others
- Commercial and Institutional projects within the area including buildings designed by archimania, Architecture Incorporated, ANF Architects, brg3s Architects, Fleming Architects, Haizlip Studio, LRK Architects, Self+Tucker Architects, and others
- Brooks Museum of Art (various exhibits)
- Beale Street Landing (riverfront and downtown revitalization)
- Firm Visits (numerous sponsored by AIAS, CSI-S, and IIDA student organizations)
- Henry Turley Company (downtown development)
- Downtown Memphis Commission (downtown revitalization)
- Belz Enterprises and Uptown Partnership (neighborhood revitalization)
- Marvin Windows Plant Visit (manufacturing and installation)

In addition to local activities, the Department of Architecture offers a variety of educational trips, usually scheduled during fall and spring breaks and over long weekends, intended to provide students of all levels the opportunity to study significant works of the built environment. These are led by at least one member of the Architecture faculty, often part of a particular studio, but are also conducted independently. More often than not, additional faculty members participate. When possible, the Department subsidizes the costs of the travel for the students and faculty.

In the past several years, organized trips were taken to places within the United States and Canada. Among the subjects studied, depending upon the location, were architecture, urban design, city planning, riverfront revitalization, downtown revitalization, and sustainable design. Among the places visited were Atlanta, Baltimore, Baton Rouge, Boston, Chattanooga, Chicago, Columbus IN, Dallas, Fort Worth, Kansas City, Little Rock, Louisville, Nashville, New Harmony IN, New Orleans, New York City Area, Northwest Arkansas, Seattle, St. Louis, Vancouver, and Washington, DC. Trips organized by students and not including a faculty member are not listed.

Furthermore, the importance of architectural travel is reinforced throughout the curriculum and is a required element of the undergraduate Candidacy Review Portfolio submitted after the third semester of study.

The Study Abroad Studio has been offered formally as well as informally several times and was based in Vicenza, Italy. Students participated in faculty-led journeys to significant architectural and cultural sites in Italy, Switzerland, and France and have collaborated with architecture students and faculty from Virginia Tech. Professor Sherry Bryan, Professor Michael Hagge, and former Visiting Professor Kyung-Rip Park led this studio. Professor Michael Hagge and former Professor Jim Lutz led a team of architecture students that participated in a special "Prague Fountains" design competition in the Czech Republic. This was in association with CMC Architects in Prague. While there, students also traveled to other sites within the Czech Republic as well as to Berlin and Dresden, Germany.

Alternatives for future study abroad options are being explored including partnering with other architecture schools. The University offers several study abroad opportunities and architecture students have taken advantage of these to travel to China, South America, and other destinations. The website of the Study Abroad Office is http://www.memphis.edu/abroad/.

Participation in Professional Organizations and Societies, Honors Societies, and Others

Students in the Department of Architecture are encouraged to become involved in the academic community within the Department as well as the University. As described in Section I.1.3, Architecture Education and the Students, the Department is home to four active registered student organizations: American Institute of Architecture Students; Construction Specifications Institute Student Affiliate; National Organization of Minority Architecture Students; and International Interior Design Association Campus Center.

The Department is also home to the Kappa Alpha Chapter of the Tau Sigma Delta National Honor Society for Architecture. The University Honors Program is the largest in Tennessee.

While each organization serves specific needs, many students belong to more than one organization, thus expanding their networking and other opportunities. The "parent" organization of each student groups is very supportive in terms of mentoring and other support, especially AIA Memphis and CSI Memphis.

For example, Memphis Chapter of the American Institute of Architects offers discounts or free admission to students for virtually every activity over the year. The chapter has student work displayed in its downtown office and has provided assistance for AIAS officers to attend Grassroots. The Department helped with these costs and covered the expenses for the faculty advisor to also attend. AIA Memphis is also a partner in the prestigious Francis Mah Travel Grant which awards travel funds to the AIAS student or intern architect selected. The local firm brg3s (formerly JMGR), the Weinstein Foundation, the Department of Architecture, and the Mah family also contribute to the award. For the past several years, the AIA Memphis has partnered with AIAS on special fundraising activities at the annual Celebration of Architecture Gala. For the past several years, a silent auction of photographs and/or objects designed and built by students has been held as part of the annual Celebration of Architecture Gala and has raised over $1,000 each year. AIA Memphis has also sponsored fundraising activities with AIAS to raise money to purchase books for the Architecture Library.

The Memphis Chapter of the Construction Specifications Institute provides the Dempsie Morrison Jr Memorial Scholarship to at least two student members each year. This is a full tuition scholarship. In 2014, this scholarship was expanded to serve students in the Master of Architecture degree program. CSI Memphis also covers the cost of meals at monthly meetings and provides a booth to the Department of Architecture free of charge at the annual CSI Product Display Show. The show offers students an opportunity to talk with over a hundred vendors and to network among professionals from many different companies and organizations.

The Memphis Chapter of the National Organization of Minority Architects has been supportive of the University of Memphis chapter of the National Organization of Minority Architecture Students. This has included partnering with the Department of Architecture to assist students participating in the national NOMA design competition to attend the national conference and present their work as well as co-sponsoring major lectures on campus.

The International Interior Design Association City Center, in partnership with the IIDA Campus Center, sponsored a workshop to help students develop their resume and also discussed interview procedures, etiquette, and other topics intended to better prepare graduates for their job search. This workshop was attended by architecture and interior design students.

The chapter of Tau Sigma Delta, while the newest of the organizations within the Department, has already agreed to sponsor the signature fall lecture series in 2014 and beyond.

The University Honors Program combines the best of a small liberal arts school with the wide-ranging opportunities of a nationally recognized research university. Established in 1972, the Honors Program offers students the opportunity to take small classes and interdisciplinary seminars with the most outstanding faculty at the University. The program also includes many opportunities beyond the classroom such as study abroad, independent research, and co-curricular activities. Honors students also have the chance to participate in nationally recognized undergraduate research conferences and extend their learning through internships and public service. The web site is http://www.memphis.edu/honors/.

In 2006, the Department of Architecture created and offered its first dedicated Honors Program courses. Previously, Honors credit in Architecture had to be done by contract. The contract is still used and is available in all ARCH- and IDES-prefix courses. The Department also offers the Honors in Architecture program. Students participating in this receive a notation on their diploma and transcript. Professor Michael Hagge coordinates the Architecture Honors Program.

The University of Memphis has an active student organization program with hundreds of opportunities for students to become involved in wide-ranging activities and programs. Among the major organizations are the Student Activities Council (http://www.memphis.edu/sac/), the Office of Multi-Cultural Affairs (http://www.memphis.edu/multiculturalaffairs/organizations.php), and the Office of Student Leadership and Involvement (http://www.memphis.edu/student_leadership/).

Facilitation of Research, Scholarship, and Creative Activities

The Department of Architecture believes students should be active participants in the projects and activities within the department and outside which enhance their educational experiences. Several ways in which this occurs are described below.

To reward students for academic excellence, service, and commitment to the profession, the Department presents several awards to students at its annual Department of Architecture Awards Reception. Among these which are awarded by a nomination and vote of the faculty are the Architectural Research Centers Consortium Jonathan King Medal; Alpha Rho Chi Bronze Medal; Design Excellence Graduate Studio Project (winner and honorable mention); Design Excellence Undergraduate Studio Project (winner and honorable mention for both architecture and interior design); Department of Architecture Graduate Achievement Award; and Department of Architecture Creative Achievement Award. The Department also awards the AIA Henry Adams Medal and Certificate and inducts the new Tau Sigma Delta members at the Reception.

Awards from other organizations include the CSI Product Display Show Poster Competition (CSI Memphis) open to students and intern architects; and the Francis Mah Travel Award (AIA Memphis) open to University of Memphis and Mississippi State University students and intern architects who are Associate AIA members. Approximately half of the Mah awards have been won by University of Memphis architecture students.

Special Topics courses are a way to provide topic-specific courses to enhance the educational experiences of both graduate and undergraduate students. During the past several years, the Department of Architecture developed a series of Special Topics courses open to architecture students as well as interior design and city planning students. Among these courses offered since the previous site visit are Experiential Drawing Studio, Architectural Photography, and Introduction to Historic Preservation.

Several courses offered previously as Special Topics have now been added to the regular elective course listing and are open to graduate and undergraduate students. Among these are

Parameters in Architecture Studio, Furniture Design + Making Studio, Sustainable Design, and Computer Applications in Design 3, all electives for graduate and undergraduate students. The content from some courses which are no longer offered has been incorporated into other courses, foremost in the required graduate course Contemporary Architectural Theory and the elective graduate course, required undergraduate course, Determinants of Modern Design.

Independent Study courses have been offered in a variety of subjects within the past several years. Among these are courses in drawing and delineation and portfolio design. Several of these courses have been offered to students from other academic areas including interior design, city planning, and urban anthropology.

Master of Architecture students as well as undergraduate students have an opportunity to work with faculty members on research projects and other activities. Not only does this provide a valuable service to the community but it provides the students with meaningful experience. Excluding studio-based community engagement projects, examples of research involving student participants include the following projects.

- "Ordinary to Extraordinary: Learning and Leading Green" (partner BRIDGES, USA); principal investigator Professor Michael Hagge, Research Associate and BFA in Architecture student Kate Bidwell (completed M.Arch at University of Oregon and presently at brg3s architects in Memphis); developed math and science based curriculum to improve test scores of inner-city Memphis middle school students using sustainable design principles; Strengthening Communities Grant.
- "Old Town Millington Revitalization Plan" (partners Millington Court Services and City of Millington, TN); principal investigators Professor Tim Michael and Professor Tom Mason, Research Associate and BFA in Architecture student Holly Hendrix (completed MURP at University of Virginia and presently at LRK Architects in Memphis); prepared revitalization plan and guidelines for community engagement and job creation; Strengthening Communities Grant.
- "The Henning Project: A Community Awakening" (Town of Henning, TN); co-principal investigators Professor Michael Hagge and Research Associate and Master of Architecture student Pam Hurley (presently an Adjunct Professor in the Department of Architecture); prepared plan for alternative and non-traditional revitalization strategies through cultural tourism and storytelling; U.S. Department of Agriculture Grant.
- "A Vision for the Future" (Town of Henning, TN); co-principal investigators Professor Michael Hagge and Research Associate Pam Hurley; prepared community vision plan; U.S. Department of Agriculture Grant.
- "TERRA Post Occupancy Monitoring" (partner FedEx Institute of Technology); principal investigator Professor Michael Chisamore, Research Associate and Master of Architecture student Jenna Thompson (presently a tenure-track faculty member in the Department of Architecture); FedEx Institute of Technology/FedEx/Steelcase Grant.
- "Bioplastics" (partner FedEx Institute of Technology); principal investigator Professor Michael Chisamore, Master of Architecture student and Research Associate Jenna Thompson; explored bio-plastics as a material in architecture and interior design systems which led to the presentation of a paper by Ms. Thompson entitled "Control Issues: Bio-Plastics in the Design Curriculum" at the Building Technology Educators Society Conference in Toronto Canada; FedEx Institute of Technology/FedEx/Steelcase Grant.
- "Recycling Zone Prototype" (partner University of Memphis); principal investigators Professor Sherry Bryan, Professor Michael Chisamore, Professor Jenna Thompson, Professor Jennifer Barker, Research Associate and BFA in Architecture / BFA in Interior Design student Megan Hoover (presently in the University of Memphis M.Arch program); design and construction of a prototype recycling zone on campus adjacent to Jones Hall; University of Memphis Green Fee Grant; NOTE: Several other students, graduate and undergraduate, have been involved but not over the duration of the project; Professors

Barker and Thompson are graduates of the post-professional Master of Architecture degree program.

The following funded projects are scheduled to begin in the fall 2014 semester and involve Master of Architecture students.

- "Madison-Eckles Family Cemetery Project" (partner Normal Station Neighborhood Association); principal investigator Professor Michael Chisamore, Research Associate and Master of Architecture student Ashley Skrabut (completed BFA in Architecture at the University of Memphis); envision the restoration of the Madison-Eckles Family Cemetery and design a meditative green space for the property located in the neighborhood and work with faculty and students in the Department of Earth Sciences to assist in identifying and mapping unmarked gravesites using remote sensing techniques; Strengthening Communities Grant.
- "NeighborScape Demonstration Garden" (partner United Housing, Inc.); principal investigator Professor Jenna Thompson, Research Associate and Master of Architecture student Andrew Gray; expands on homeowner educational component offered by United Housing, Inc. by providing participants the opportunity to take an optional module on lawn maintenance and vegetable gardening; Strengthening Communities Grant.
- "Recycling Zone Prototype Enhancements" (partner University of Memphis); principal investigators professors Sherry Bryan, Michael Chisamore, Jenna Thompson, Jennifer Barker, and Master of Architecture student Megan Hoover; consists of a series of enhancements to the now two year old Recycling Zone Prototype; University of Memphis Green Fee Grant.

Design Competitions are another way in which students enhance existing knowledge while often acquiring new knowledge and skills. Since the previous visit, students have participated in several local and non-local competitions with a high degree of overall success. This only includes competitions entered as part of a studio or class or a student organization and does not include competitions entered by students on their own.

Local
- "A Vision for a Twenty-First Century University: Rethinking the Entry to the Administration Building" (former University of Memphis President Brad Martin declared five winners including three Master of Architecture students, one BFA in Architecture student, and one BFA in Interior Design student) (externally funded)
- Annual CSI Products Display Show Poster Competition (won by an architecture student each year for the past ten plus years) (externally funded)
- Downtown Memphis Commission "South Main Challenge" Design Competition (architecture students and faculty were among the finalists) (externally funded)
- Juvenile Diabetes Research Foundation "Cottages for the Cure Design" Competition (open only to AIAS members; construction of the designs is externally funded)
- "People ● Buses ● Bicycles" Design Competition (won by a BFA in Architecture student) (externally funded)

Non-Local
- AIA Indiana "One Site, Infinite Solutions" Ideas Competition
- Design Communication Association Exhibition 2014 "Juror Award" (won by BFA in Architecture and incoming Master of Architecture student)
- Design Communication Association Exhibition "Accepted for Exhibition" (BFA in Architecture and incoming Master of Architecture students)
- National Organization of Minority Architects Annual "Student Design Competition" (several entries over the past four years)

I.2.2.   Administrative Structure & Governance

The APR must include the following:

- *A description of the administrative structure for the program, the academic unit within which it is located, and the institution.*
- *A description of the program's administrative structure.*
- *A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.*
- *A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.*

Overall Administrative Structure

Reporting to the President, the Provost is the chief academic officer of the University whose role touches virtually every aspect of life at the University of Memphis. Twelve colleges and schools and the University Libraries fall directly under the jurisdiction of the Office of the Provost. The chief administrative officer in each reports to the Provost. These academic units are: Cecil C. Humphreys School of Law, College of Arts and Sciences, College of Communication and Fine Arts, College of Education, Health and Human Sciences, Fogelman College of Business and Economics, Graduate School, Herff College of Engineering, Kemmons Wilson School of Hospitality and Resort Management, Loewenberg School of Nursing, School of Communication Sciences and Disorders, School of Public Health, and University College

The Department of Architecture consists of the Architecture Program and the Interior Design Program and is administratively housed within the College of Communication and Fine Arts. The University understands that the accredited degree program must have a measure of autonomy that is comparable to that afforded other professional degree programs and sufficient to ensure conformance with the conditions for accreditation. The Department of Architecture has the same standing within the University and College hierarchy as other departments.

The College of Communication and Fine Arts is also home to the Department of Art, Department of Communication, Department of Journalism, Department of Theatre and Dance, and the Rudi E. Scheidt School of Music. The Art Museum of the University of Memphis, the Institute of Egyptian Art and Archeology, *The Daily Helmsman*, and WUMR-U92 FM are also housed in the College as is the Center for Sustainable Design (operated by the Department of Architecture).
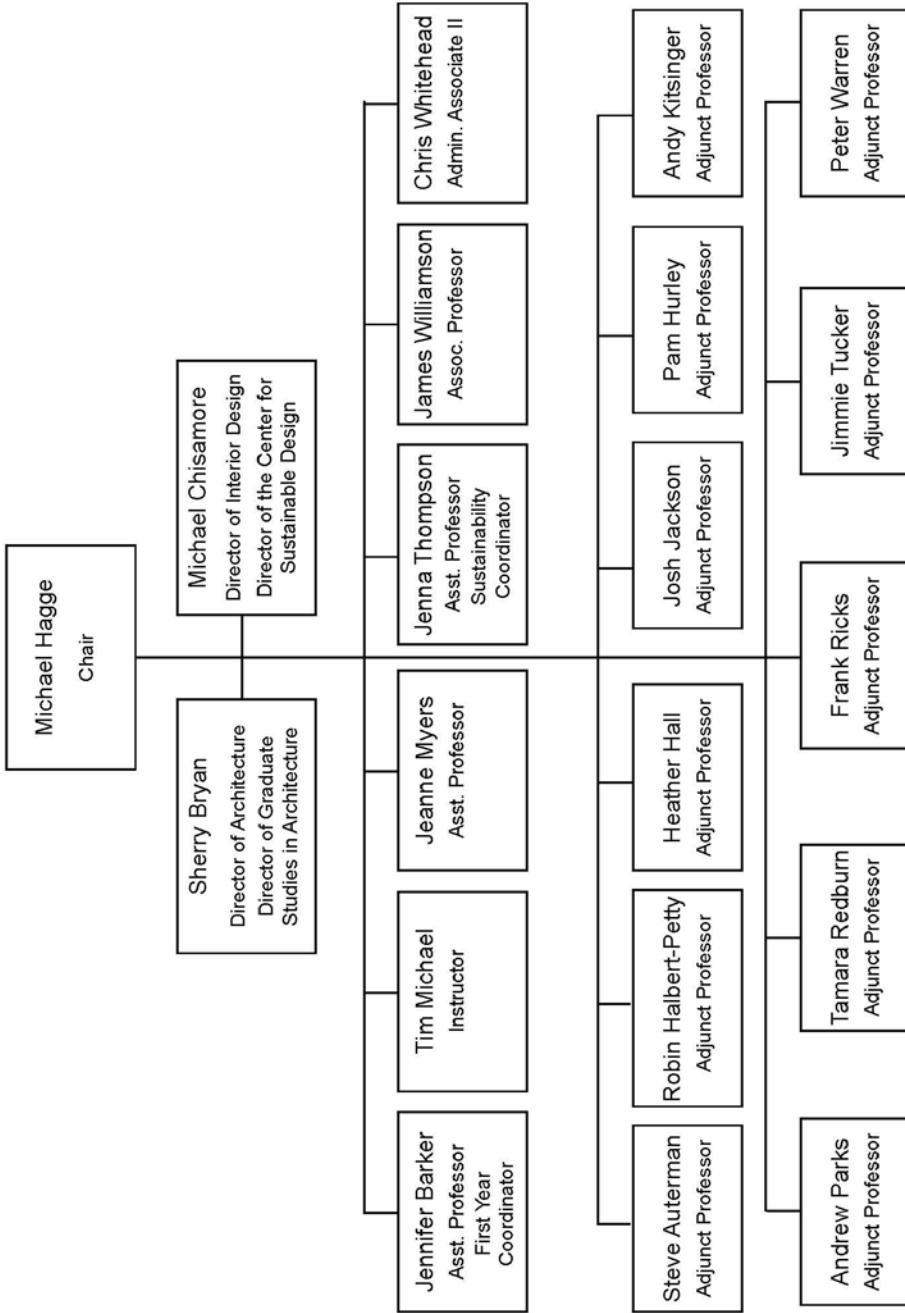
Administrative Structure of the Department

The administrative structure of the Department consists of an Executive Committee comprised of the chair, the director of the Architecture Program, the director of the Interior Design Program, and the Administrative Associate. This committee deals primarily with budget and operations issues. Because the Department is small, the two program director positions function primarily to promote the programs in the community and do not exercise administrative authority over faculty. Michael Hagge serves as department chair, Sherry Bryan serves as Director of the Architecture Program, Michael Chisamore serves as Director of the Interior Design Program, and Chris Whitehead serves as the Administrative Associate.

Special appointments within the Department include the following: Sherry Bryan, Director of Graduate Studies in Architecture; Michael Chisamore, Director of the Center for Sustainable Design; Jennifer Barker, First Year Curriculum Coordinator; Jenna Thompson, Sustainability Coordinator; Michael Chisamore, NCARB IDP Coordinator; and Michael Chisamore, NCIDQ IDEP Coordinator. James Williamson serves as the representative to the Faculty Senate.

The organization chart on the following page shows the full time and adjunct faculty members who have taught during the reporting period. As noted above, the two program directors do not have administrative authority over the faculty.

Department of Architecture Organizational Chart

Michael Hagge
Chair

Michael Chisamore
Director of Interior Design
Director of the Center for Sustainable Design

Sherry Bryan
Director of Architecture
Director of Graduate Studies in Architecture

Chris Whitehead
Admin. Associate II

James Williamson
Assoc. Professor

Jenna Thompson
Asst. Professor
Sustainability Coordinator

Jeanne Myers
Asst. Professor

Tim Michael
Instructor

Jennifer Barker
Asst. Professor
First Year Coordinator

Andy Kitsinger
Adjunct Professor

Pam Hurley
Adjunct Professor

Josh Jackson
Adjunct Professor

Heather Hall
Adjunct Professor

Robin Halbert-Petty
Adjunct Professor

Steve Auterman
Adjunct Professor

Frank Ricks
Adjunct Professor

Peter Warren
Adjunct Professor

Jimmie Tucker
Adjunct Professor

Tamara Redburn
Adjunct Professor

Andrew Parks
Adjunct Professor

Opportunities for Involvement

All faculty members contribute to the mission of the Department. In addition, adjunct faculty members are provided the opportunity to participate in all matters of the Department including curriculum development, recruiting, and short- and long-term planning.

There are permanent and ad-hoc committees within the Department of Architecture that provide critical input relative to the direction of the Department.   Among these committees are the following: Accreditation Committee; Curriculum Committee (Graduate); Curriculum Committee (Undergraduate); Exhibitions Committee; Green Team; Honors, Awards, and Scholarships Committee; Recruiting Committee; Space Planning Committee; Technology Committee; Eubanks Lecture Committee; Lecture Committee; and Tenure and Promotion Committee (all tenured faculty excluding the chair).

Student involvement is strongly encouraged in the Department and students are empowered in many ways.   For example, students are encouraged to submit proposals for special topics courses, field trips and longer journeys, and lectures.   Each studio has a sustainability representative to work with the Department on setting policy regarding sustainability.   Students have also been involved in the development of the Studio Culture Policy.

All faculty members post regular office hours on the door to their office and the chair of the Department and program directors maintain an "open door" policy for students to be able to meet individually or in groups.   The small size of the student body within the Department and the close working relationship among students and faculty members contributes to a "family" atmosphere.

Degrees Offered

The degree programs in the Department of Architecture are the Master of Architecture, the Bachelor of Fine Arts with a major in Architecture, and the Bachelor of Fine Arts with a major in Interior Design.   The degrees offered within the College of Communication and Fine Arts include the Doctor of Philosophy, Doctor of Musical Arts, Master of Architecture, Master of Fine Arts, Master of Arts, Master of Music, Bachelor of Fine Arts, Bachelor of Arts, and Bachelor of Music. Undergraduate majors in the College include Architecture, Interior Design, Art, Art History, Communication, Journalism, Music, Music Industry, and Theatre.

### I.2.3.   Physical Resources
The APR must include the following:
- *A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.*
- *A description of any changes to the physical facilities either under construction or proposed.*
- *A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.*
- *Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.*
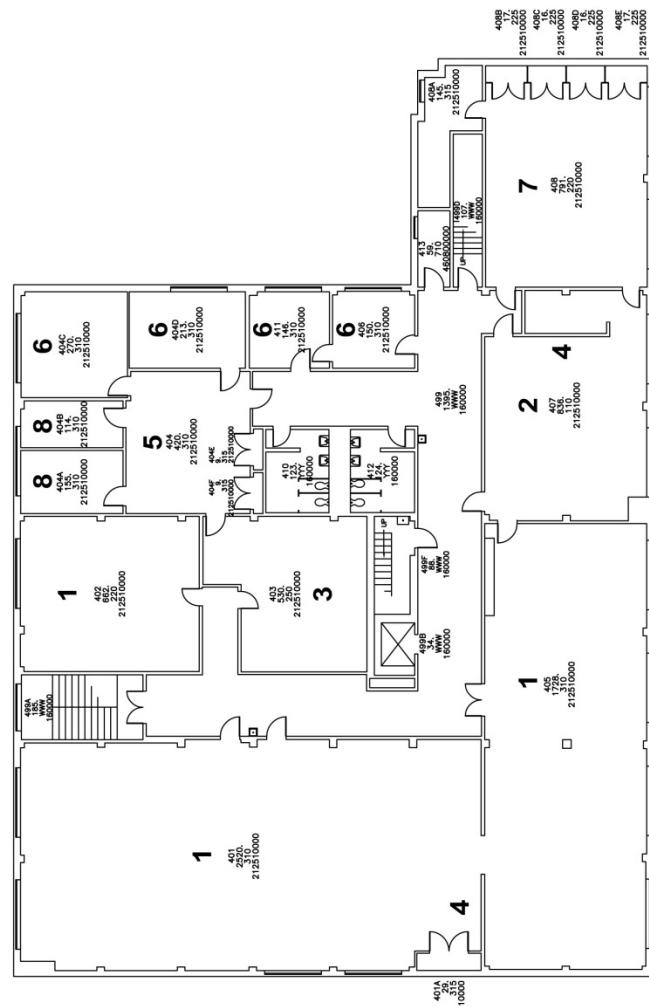
Floor plans of the space in Jones Hall dedicated to the Department of Architecture are provided following this page.   Also provided is a floor plan of the Art Building showing the shared Art + Architecture Shop.

On each plan, the present use of the space is noted.   None of these uses are expected to change before the next NAAB team visit.   However, based on future growth needs, the classroom space (JO 407) may be converted to studio space and the current Faculty Collaboration Studio (JO 408) may move to JO 402.   Based on its adjacency to the new studio space if JO 407 is converted, JO 408 would then be converted to a classroom.

Department of Architecture

1 Design Studio
2 Classroom
3 Conference Room and Storage
4 Presentation Space
5 Lobby
6 Faculty Office (Private)
7 Faculty Office (Collaboration)
8 Administrative Office
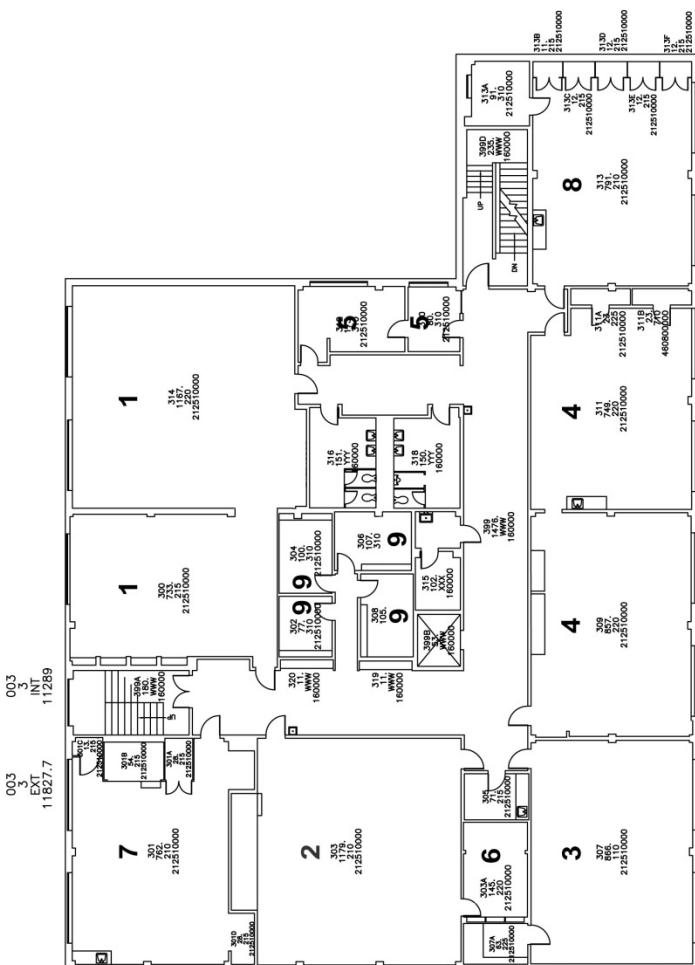
Office of Space Planning and Utilization
382 Administration Building

Jones Hall - 003
Fourth Floor
003-4-afm.dwg
Page 5 of 6

Release: 01/15/03
Revisions: 01/15/03
08/15/07 W

THE UNIVERSITY OF
MEMPHIS.

Department of Architecture

1 Graduate Design Studio
2 Undergraduate Collaboration Studio
3 Smart Classroom
4 Visualization + Media Lab
5 Imaging Center
6 Photography Room
7 Lighting Lab
8 Resource Library
9 Faculty Office
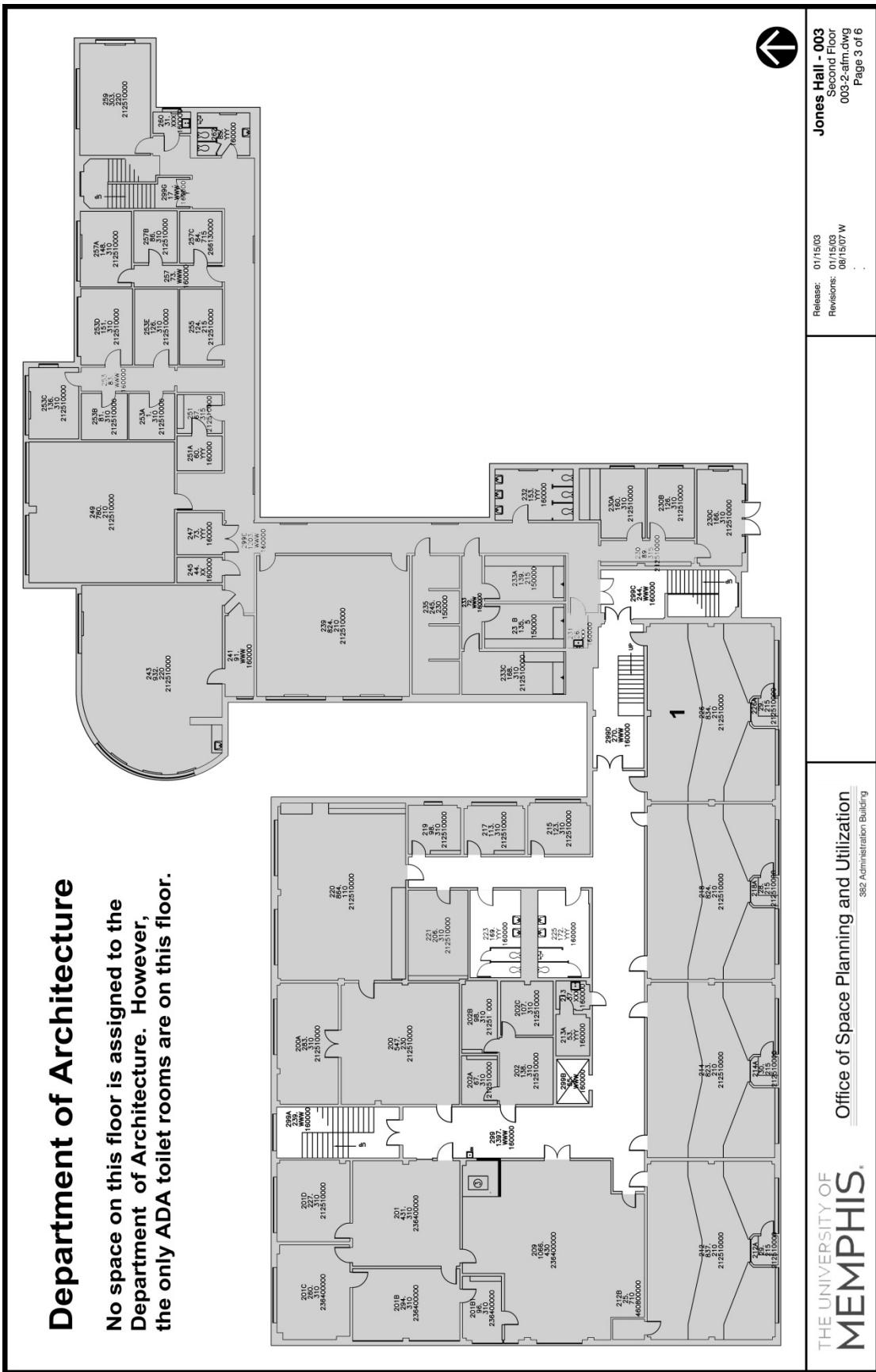
Office of Space Planning and Utilization
382 Administration Building

THE UNIVERSITY OF
MEMPHIS.

Jones Hall - 003
Third Floor
003-3-afm.dwg
Page 4 of 6

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Revisions: 01/15/03
08/15/07 W
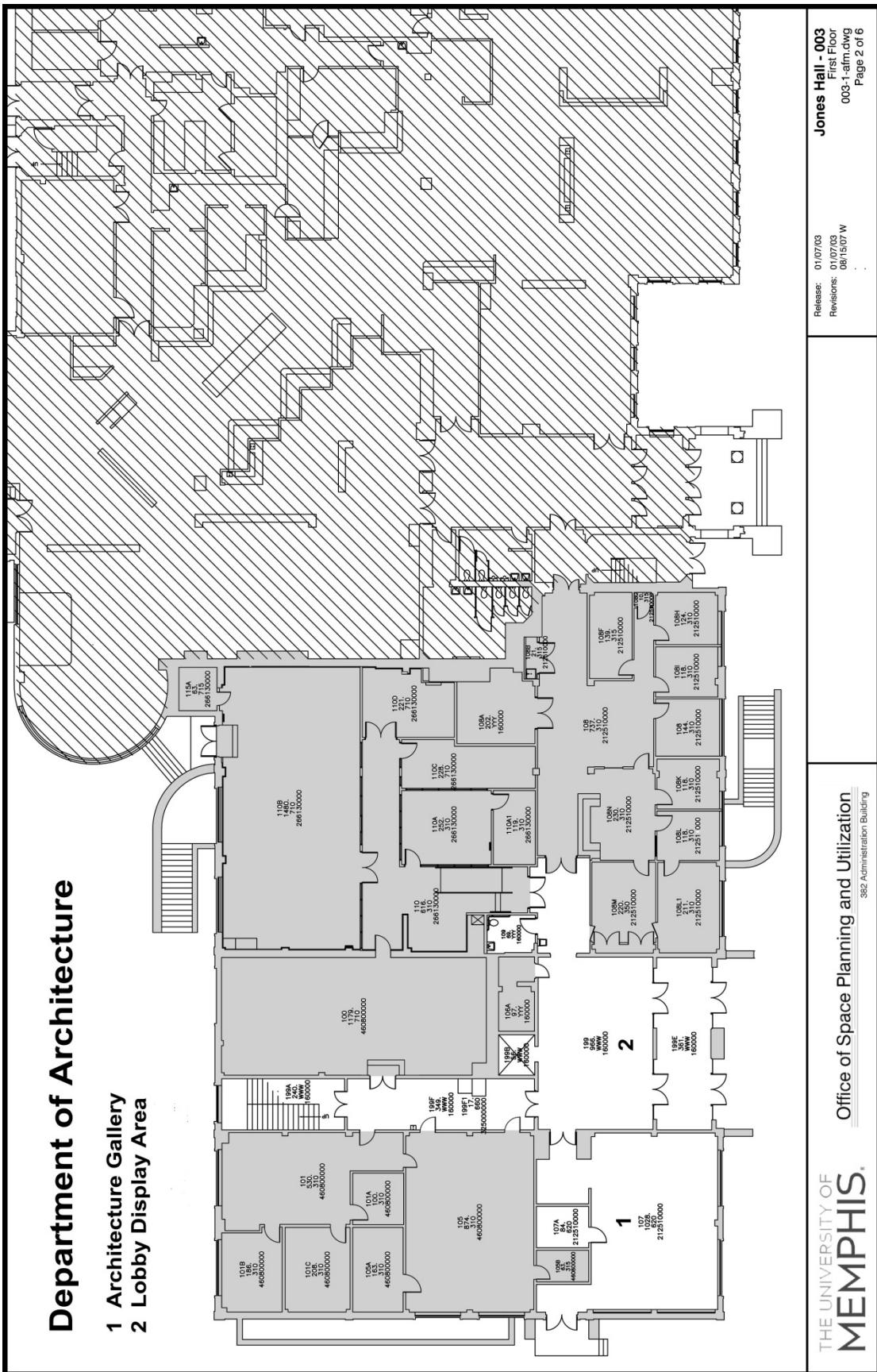
Department of Architecture

No space on this floor is assigned to the Department of Architecture. However, the only ADA toilet rooms are on this floor.

Jones Hall - 003
Second Floor
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Page 3 of 6

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Revisions: 01/15/03
08/15/07 W

Office of Space Planning and Utilization
382 Administration Building

THE UNIVERSITY OF
MEMPHIS.
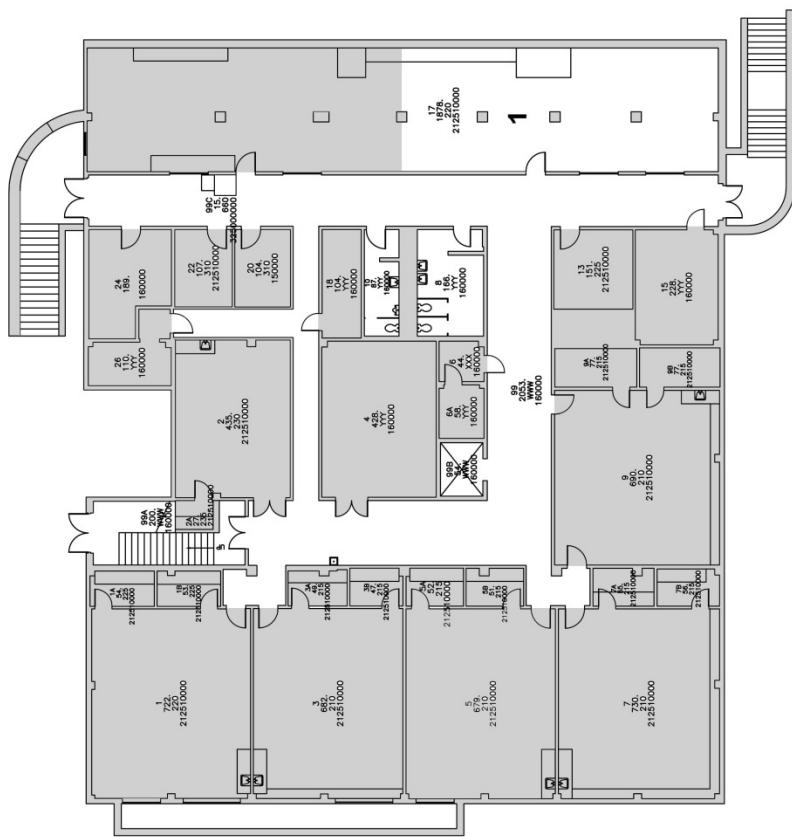
Department of Architecture

1 Architecture Gallery
2 Lobby Display Area

Office of Space Planning and Utilization
382 Administration Building

THE UNIVERSITY OF
MEMPHIS.

Jones Hall - 003
First Floor
003-1-afm.dwg
Page 2 of 6

Release: 01/07/03
Revisions: 01/07/03
08/15/07 W

Department of Architecture

1 Model Assembly and Storage Area
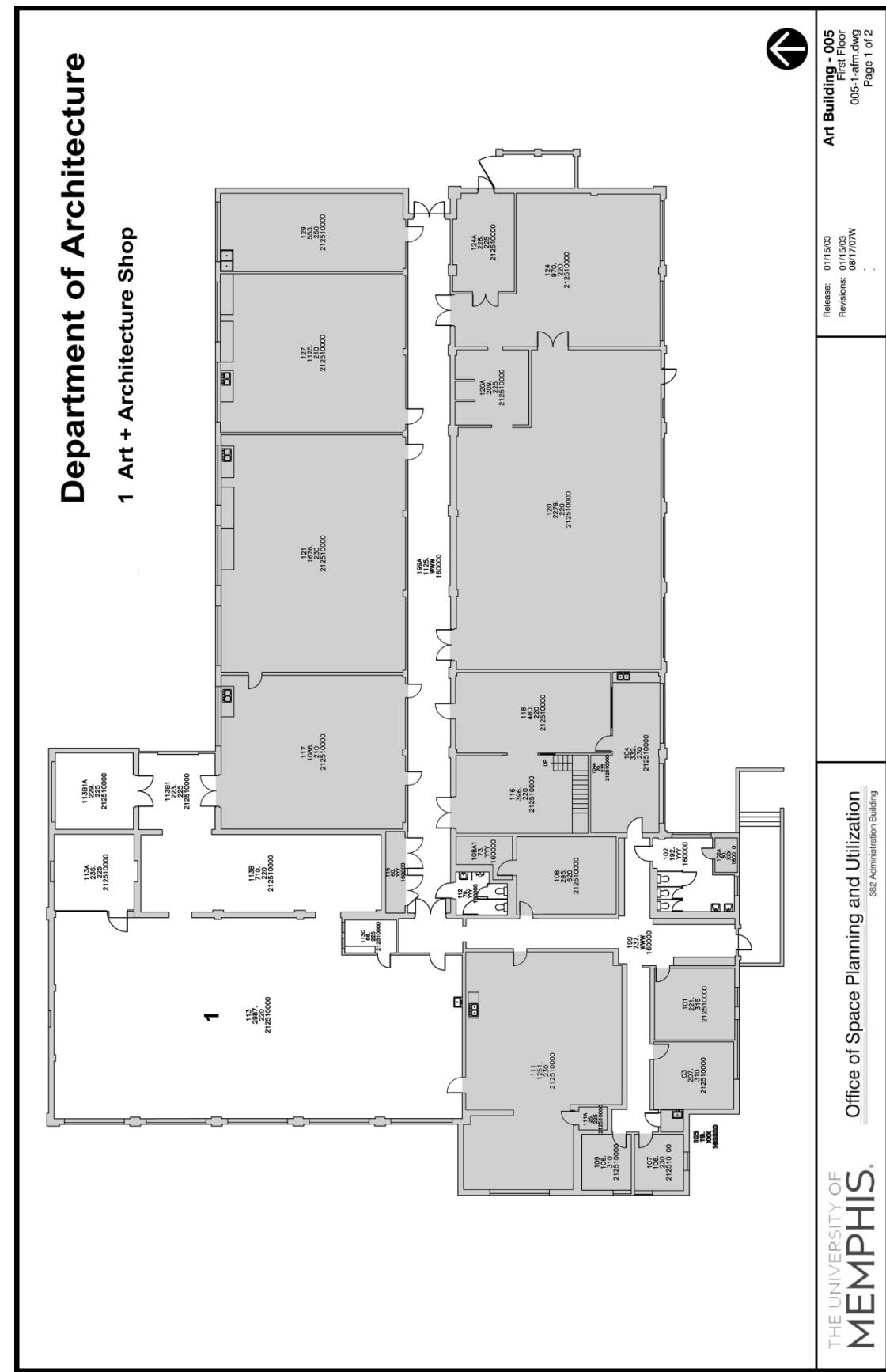
Jones Hall - 003
Basement Floor
003-B-afm.dwg
Page 1 of 6

Release: 01/15/03
Revisions: 01/15/03
08/15/07 W

THE UNIVERSITY OF
MEMPHIS.

Department of Architecture

1 Art + Architecture Shop

Physical Resources

The Department of Architecture has been housed within Jones Hall since the summer of 2004. The Architecture Program originally occupied most of the third floor of the Engineering Technology Building but with the administrative move of the Program to the College of Communication and Fine Arts, the decision to acquire the fourth floor of Jones Hall for use by the Architecture Program was made in 2000. Since moving into Jones Hall, the Department of Architecture has acquired additional space in response to Department needs, findings in previous Visiting Team Reports relative to space issues, and to the move of the Interior Design Program into the Department. Since 2012, the Department has occupied all of the fourth and third floors with a ground floor gallery and basement model assembly space.

Constructed in 1960, Jones Hall is ideally situated in the geographic center of the campus. The University Library and the College of Communication and Fine Arts building are located to the northeast about a five minute walk away. The Administration Building is located immediately adjacent to Jones Hall and the new Student Center is about a five minute walk to the southeast. The Architecture + Design House Living-Learning Community is located about a ten minute walk from Jones Hall. The Art + Architecture Shop is located adjacent to Jones Hall.

Space in Jones Hall dedicated to the Department of Architecture includes the fourth and third floors, the lobby gallery, and a model assembly and storage area in the basement. Instructional space includes design studios, two computer labs, a "smart" classroom, a collaboration space, seminar and presentation space, a resource library, and a lighting laboratory. The Departmental office is located on the fourth floor and faculty offices are located on both the third and fourth floors. The Department of Architecture Imaging Center is located on the third floor.

All students enrolled in a design studio course have a dedicated workspace in the studio and have 24-hour access, seven days a week, to their dedicated space. Each workspace consists of a drafting table with parallel bar and a stool. Students in second through fourth year also have a personal pinup space adjacent to their desk. Graduate students have all of this plus additional space for seminars, presentations, and meetings. The two Department of Architecture computer labs are open only to students within the Department and are accessible seven days a week. Each graduate work area also has a dedicated computer for personal use. Security cameras are present on each floor of the building.

A detailed description of the space assigned to the Department of Architecture is provided below.

Design Studios (JO 300 and JO 314 graduate / JO 403 and JO 405 undergraduate)

The two graduate architecture studios are located on the third floor. Both spaces have new lighting fixtures and large north-facing windows. These were completely renovated in 2012 and part of the wall between the rooms was opened up to permit easy access between the spaces. Seminar and layout space is provided within each. The undergraduate studios are in one large L-shaped room on the fourth floor. The space is "raw" with exposed concrete ceilings and concrete floors with large windows opening to the north, south, and west. Virtually all studio wall space on both floors is covered with tackable surfaces. The overcrowding noted in the 2010 report was eliminated with the acquisition of additional space in Jones Hall and studio space is adequate to meet current and short-term projected needs. Total studio space is approximately 7,600 square feet which equates almost exactly to the 50 square feet per student standard.

Visualization + Media Computer Labs (JO 309 and JO 311)

The two instructional computer labs operated by the Department (previously located on the third and fourth floor) were moved into adjacent space on the third floor of Jones Hall in January 2012. Students may enter each room through separate doorways or move between the two internally.

At the time of the move, the computer systems were updated and new "smart" classroom carts, projectors, and screens were installed creating a first class facility for the Department. New keypad entry doors and a security system were installed and two monitored corridor cameras similar to what already existed on the fourth floor were installed.

These two computer rooms are approximately 1,600 square feet total and have adequate table top space for student to spread out plans and other work as well as to work on their laptops while also working on the desktop systems. The entire building has a wireless network system. Each room contains 20 Dell Precision T5500 workstations (2.13 GHz Dual Quad Intel Xeon processor, 6 GB DDR3 ECC memory, 1 TB SATA hard drive) with Ultra-Sharp 24 inch flat screen monitors. The software on each computer and the instructor system is updated annually with the most current software for programs necessary for architectural instruction including AutoCAD, Revit, and Adobe Creative Suites. A printer and a scanner are also available for student use in each of these labs. Upkeep of these labs including hardware and software is through the Technology Access Fee (TAF) paid by each student at the University.

Graduate Student Computer Lab (contained within each graduate studio)

A computer is provided for the exclusive, personal use of each of the Master of Architecture students. While the graduate students have full access to the two Visualization + Media Computer Labs, the availability of these computers within the studio provides a more convenient location. The computers are Dell T5400 systems with flat screen monitors. The graduate studios also have a "mini" imaging center with a Dell OptiPlex GX620 computer and flat screen, HP Color LaserJet 5550n printer, and HP DesignJet 8000PS large format printer for their exclusive use.

Imaging Center (JO 310 and JO 312)

All students enrolled in courses in the Department of Architecture may use the Imaging Center to print large presentation boards as well as color documents at 8.5"x11" or larger sizes. Equipment in the Imaging Center includes a Dell T5400 workstation, Dell OptiPlex 740 workstation, Canon iPF8300 large format printer, HP DesignJet 500 large format printer, HP DesignJet HD scanner, and a Nikon slide scanner. The center also has a Buffalo TeraStation server. It is staffed by graduate and undergraduate students under the supervision of the Administrative Associate. Professor Jeanne Myers serves as faculty supervisor effective August 2014.

Classroom Facilities (JO 407 and JO 307)

The Department has dedicated classroom space on the fourth floor and a dedicated "smart" classroom on the third floor. These spaces are adequate to meet the needs of the Department and provide space for studio sessions as well as general classroom instruction and lectures. The "smart" classroom has an up-to-date projector, screen, digital projector, and computer system with the appropriate software. It is maintained through the Technology Access Fee program. The fourth floor classroom has new Steelcase tables and chairs provided through local partnerships. Both rooms also have tackable wall surfaces and directional lighting to allow for presentations and studio reviews.

Lighting Lab (JO 301)

The new Department of Architecture lighting lab opened on the third floor in May 2012 and replaced the existing small, inadequate lighting lab. This new lab includes a variety of instructional equipment for architecture and interior design students. The lab was funded by the University, the Department, and also through grant funds from the Planning and Visual Education Partnership (PAVE) and the Tennessee Board of Architectural and Engineering Examiners. Steelcase Node Chairs were also provided through the A+E Board grant.

Photography Space (JO 303A)

Students may use this space, which previously served as the Lighting Lab, for photographing models and other three-dimensional work as well as two-dimensional work on a copy stand or pinned up. Students have access to various colored backdrops as well.

Resource Library (JO 313)

The Department maintains a resource library for use by architecture and interior design students. The library is kept current by product representatives and others and also by donations from local architecture and interior design firms. It is staffed by students from both degree programs. Plans are ongoing to create a digital library and expanded materials section in the future. Efforts are also underway to develop a "Living Library" focused on sustainable products. Professor Jenna Thompson serves as faculty supervisor of the Resource Library.

Collaboration Studio (JO 303)

This multi-function space is used for classroom instruction, student organization meetings, guest lectures not requiring seating for more than 50 people, formal and informal student and professional presentations, and special events. In 2012, professors Sherry Bryan, Jennifer Barker (then an adjunct faculty member), and Chris Whitehead secured a $70,000+ grant to update the room with specialized audio-video equipment including a digital overhead projector, writable flat screen TV, projection system, and secondary flat screen TV, and more. All tables and chairs were purchased through a grant from the Tennessee A+E Board. The new Photography Space is accessed through this room.

Model Assembly Lab (JO 017)

The Department has a small model assembly space in the basement of Jones Hall. This is for the exclusive use of architecture and interior design students. Like the larger Art + Architecture Shop, faculty and/or graduate assistant supervision is required. Equipment in the lab was purchased primarily by grant funds from the Tennessee Board of Architectural and Engineering Examiners. The space includes a laser cutter in addition to Micro Mark equipment (table saw, miter saw, disk sander, planer, drill press, and band saw) and several work tables. The lab also has a dust collection system and air filtration systems.

Art + Architecture Shop (AB 113)

The Art + Architecture Shop is located adjacent to Jones Hall in the Art Building and is accessible to students during regular daytime hours. It is also accessible after hours and on weekends if the shop manager, a designated graduate assistant, or a faculty member is present. This facility is approximately 4,500 square feet and contains basic equipment including a table saw, band saws, miter saws, panel saw, drill presses, and various hand tools. Welding and metal-working equipment is also available for student use as is a sand-blasting machine.

Technology Initiatives and Equipment

The Department may apply annually for funding for technology-related equipment and software through the Technology Access Fee (TAF) program. This must be for use in instruction or to otherwise directly benefit students.

The Department has two roll-around "smart carts" each with a laptop computer and projection system that can be used in rooms lacking such equipment. Also available to faculty is a roll-around cart with a computer, large screen, and digital overhead projector. All full-time Architecture faculty members have a computer system for personal office use. Adjunct faculty

members are provided shared computer systems. The Department also has two laptop computers for faculty use as well as a digital SLR camera and video equipment.

Issues and Means to Resolve Each

The Department has been able to acquire new furnishings for virtually every non-studio space using funds from the Tennessee Board of Architectural and Engineering Examiners and permanent loans from LRK Architects, Memphis Business Interiors, faculty members, and others. Grant funds from the A+E Board have also been used to acquire furnishings for the graduate studio. Therefore, the deficiencies noted in previous reports are no longer an issue.

However, with few exceptions, all of the drafting tables in the design studios are well over thirty years old and many are older. While these still function, repairs are required for many of the parallel bars and desk tops. Funds from the A+E Board annual grant may be designated to replace tables in the future. These funds have already been used to provide new chairs for the graduate studios as noted above.

I.2.4. Financial Resources
The APR must include the following:
Program budgets:
- *Current fiscal year report(s) showing revenue and expenses from all sources.*
- *Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.*
- *Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities.*
- *Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.*

Institutional Financial Issues:
- *A brief narrative describing:*
  - *Pending reductions or increases in enrollment and plans for addressing these changes.*
  - *Pending reductions or increases in funding and plans for addressing these changes.*
  - *Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).*
  - *Any other financial issues the program and/or the institution may be facing.*

Department of Architecture Annual Operating Budget Past (Actual) and Forecast

	2011-12	2012-13	2013-14	2014-15	2015-16
Summer Admin Pay	5,416.52	5,551.94	5,636.00	5,692.00	5,749.28
Graduate Assistants	51,000.03	48,100.00	51,000.00	51,510.00	52,025.10
Student Part Time	9,129.90	11,404.32	2,112.00	2,133.12	2,154.45
Temporary Employees	0.00	1,000.00	0.00	0.00	0.00
Travel	10,034.40	9,519.95	6,527.90	6,593.17	6,659.11
Printing	181.99	290.00	519.97	525.16	530.42
Duplicating/Copying	106.08	216.43	2,292.04	2,314.96	2,338.11

Postal Charges	43.48	29.72	136.00	137.36	138.73
Telephone	3,790.28	3,229.45	2,721.80	2,749.01	2,776.50
Telephone Install	350.00	425.00	0.00	0.00	0.00
Equipment Maint.	195.00	1,735.18	541.50	546.91	552.38
PP Maintenance	2,335.23	3,125.97	696.11	703.07	710.10
Computer Software	0.00	39.98	96.97	97.93	98.91
Advertising Services	1.135.00	1,285.00	6,568.00	6,633.68	6,700.01
Membership Dues	11,709.95	10,213.95	14,149.95	14,291.45	14,434.36
Subscriptions	113.80	317.64	422.80	427.02	431.29
Other Admin. Services	0.00	2,484.77	2,870.00	2,898.70	2,927.68
Subscriptions	66.95	456.80	113.80	116.08	118.40
Supplies	18,028.31	21,725.67	12,589.48	12,715.37	12,842.53
Equipment	0.00	0.00	957.59	967.16	976.83
Rental of Equip.	380.00	611.00	575.40	581.15	586.96
Rental of Space	0.00	1,750.00	3,090.00	3,120.90	3,152.10
Subsidies to Org.	500.00	0.00	500.00	505.00	510.05
Training Expenses	0.00	0.00	590.00	595.90	601.85
Meals	3,942.53	2,743.80	3,180.29	3,212.09	3,244.21
Books	232.05	576.92	232.78	235.10	237.45
Other Services	2,598.59	927.80	1,053.72	1,064.25	1,074.90
Utilities – DT Studio	1,950.04	1,110.02	0.00	0.00	0.00
Awards to Students	0.00	0.00	2,500.00	2,525.00	2,550.25
Total	123,173.20	128,414.50	121,560.30	122,775.90	124,003.70

Department of Architecture Foundation Gift Account

This account is part of the University of Memphis Foundation and is used for special purposes such as funding lectures, certain travel, awards, among others. Persons wishing to make tax-exempt donations to the Department of Architecture may do so into this account.

Name of Foundations Account	2011/2012	2012/2013	2013/2014
Foundation Gift Account	13,268	62,377	12,991
Steelcase Account			50,000

Restricted Fund Balances (Scholarships)

These accounts are for the various scholarships offered within the Department and the endowed lecture series.

Name of Restricted Fund	2011/2012	2012/2013	2013/2014
LRK Architects Endowed Scholarship	29,756.35	31,800.55	35,327.16
CSI Dempsie Morrison Jr Memorial Scholarship	7,112.00	930.00	1,704.00
Van Walton Memorial Scholarship	52,431.44	55,307.72	61,489.83
Interior Design Alumni Scholarship	2,984.00	2,984.00	1,984.00
James Weaver Memorial Endowed Scholarship	34,946.15	38,210.80	42,481.87
William R. Eubanks Endowed Lecture Series	108,976.11	119,782.00	132,130.01

Expenditures and Investment per Student

The table below shows the past Fiscal Year budget and the per-student expenditures for the Department of Architecture and comparable professional programs at the University of Memphis. This information was provided by the University of Memphis Financial Planning Office.

Department of Architecture
Salaries + Benefits   983,929
Operating Expenditures   121,560
TOTAL BUDGET   1,105,489
Number of Students (majors)   116 (graduate; undergraduate including interior design)
Expenditures per Student   9,530

Department of Civil Engineering
Salaries + Benefits   1,308,400
Operating Expenditures   75,445
TOTAL BUDGET   1,455,845
Number of Students (majors)   156 (graduate; undergraduate including pre-civil)
Expenditures per Student   9,332

Department of Electrical Engineering
Salaries + Benefits   1,620,203
Operating Expenditures   33,511
TOTAL BUDGET   1,653,715
Number of Students (majors)   292
Expenditures per Student   5,663

Department of Mechanical Engineering
Salaries + Benefits   1,315,219
Operating Expenditures   36,061
TOTAL BUDGET   1,351,280
Number of Students (majors)   253 (graduate; undergraduate including pre-mech)
Expenditures per Student   5,341

School of Law
Salaries + Benefits   4,309,796
Operating Expenditures   166,907
TOTAL BUDGET   4,476,704
Number of Students (majors)   360 (graduate only)
Expenditures per Student   12,435

Comparative Total Dollars Spent per Student by Academic Units

Academic Unit	2011/2012	2012/2013	2013/2014
Department of Architecture	9,160	8,659	9,350
Department of Civil Engineering	9,569	9,199	9,332
Department of Electrical Engineering	7,099	5,300	5,663
Department of Mechanical Engineering	6,535	5,703	5,341
School of Law	10,323	12,287	12,435

Institutional Financial Issues

Higher education in the State of Tennessee is under-funded at virtually every level. This has resulted in the University of Memphis being required to seek alternative funding as well as increase tuition and fees although there was no increase for the 2014/2015 academic year. This

directly impacts the Department of Architecture and the Department has prepared several alternative budget scenarios to plan for reduced funding.

Until the past fiscal year, the Department of Architecture had not experienced any significant negative impacts. In fact, after the last of the NAAB candidacy visits, the overall operating budget of the Department was increased. In addition, all students enrolled in an ARCH-prefix or IDES-prefix course at the University of Memphis are assessed a $30 per credit hour fee (increased from $20 in place at the time of the initial accreditation visit). These funds may be used for a variety of purposes to enhance the quality of education for the students.

Based upon historical collection of this fee and estimated future short-term graduate and undergraduate enrollment figures the Student Fee may be expected to generate approximately $45,000-$50,000 per year. Many of the needs of the Master of Architecture degree program are met through these fees as these needs are shared with the BFA in Architecture and BFA in Interior Design degree programs. Master of Architecture students receiving an assistantship do not pay these fees.

Adjunct faculty are an essential element of the Department of Architecture, not only in terms of being able to meet teaching needs but also in the additional expertise each brings to the Department. Funding for adjunct faculty has included special allocations from the Office of the Provost. Adjunct faculty expenses have also been covered, in part, by the Office of the Vice Provost for Extended Programs for courses taught off campus. While less than many other architecture schools, the $1,000 per credit hour rate paid to all adjunct faculty members in the Department of Architecture is higher than the University standard. (the "standard" University rates range from $500 per credit hour to $675 per credit hour) Reductions in adjunct funding in the past two years have affected the Interior Design Program but have not significantly impacted the Architecture Program and all core and elective architecture courses have been offered as scheduled in the Program of Study for the Master of Architecture and BFA in Architecture degrees.

After the retirement of full-time faculty member Tom Mason in May 2010, the dean and provost approved hiring a full-time "visiting" faculty member, Pam Hurley, for this position rather than relying on adjunct faculty. This process was used again after the retirement of an Interior Design faculty member and Jenna Thompson was hired into the one-year visiting position. As of the date of this APR, there are no vacant full-time faculty positions.

I.2.5.   Information Resources
The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:
- *A description of the institutional context and administrative structure of the library and visual resources.*
- *An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:*
  - *Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.*
  - *Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.*
  - *Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).*
  - *Demonstrates sufficient funding to enable continuous collection growth.*
  - *Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.*

This section was written by Michael Hagge with data from Annelle Huggins, Associate Dean of University Libraries, and additional information from the University Libraries website. Data in the Appendix was provided by Annelle Huggins and is current as of July 2014.

University Libraries Facilities

The 195,000 square foot Ned R. McWherter Library is located west of Zach Curlin Drive and south of Norriswood Avenue. Opened in 1994, the building was constructed under earthquake-resistant building codes and provides one of the most electronically up-to-date information repositories within the region. The McWherter Library is fully accessible to the disabled.

The University Libraries collections contain more than 16 million items, which include monographs (print and electronic), periodical volumes, federal and state documents, maps and manuscripts. Holdings include over 3.7 million micro format materials and 1.33 million bound volumes. Students and faculty have access to over 150 electronic databases which index periodicals. Many of the databases offer full-text articles.

Wireless connectivity is provided throughout the building on all floors and 163 computer workstations are available for use by students, along with a growing number of laptops available at the Circulation Desk.

The distinctive feature of the building is the domed rotunda, copper-covered on the outside and centered with an oculus that floods the interior glass walls and grand staircase with natural light and spotlights the compass rose inlay of the granite floor four stories below. The University seal in the center of the eight-point compass contains a date which is changed each year, allowing University graduates to make souvenir rubbings.

The University of Memphis Libraries includes the McWherter Library, Communication Sciences and Disorders Branch Library, Math Branch Library, Music Branch Library, and the University of Memphis at Lambuth Branch Library located in Jackson, TN. The following are not part of the University Libraries: Law School Library, Egyptology Library, City and Regional Planning Library, and Department of Architecture Library.

The website of the University Libraries is http://www.memphis.edu/libraries/.

Library Staffing

The University Libraries currently has 87 full-time personnel: 25 faculty (professional librarians); 4 administrative professionals; and 50 support staff. In addition there are 9 FTE Student Assistants/Graduate Assistants.

Library Funding

The major funding source for the University Libraries is the University of Memphis budget. Additional funding is received from the Technology Access Fee (a student paid fee) and gifts received via the University of Memphis Foundation. During FY09/10 the University Libraries received Maintenance of Effort Funding to supplement the budgeted funds for the purchase of books. Funds allocated to the Department of Architecture are shown below.

Fiscal Year 09/10: Books: $6,999.28 expended / Serials: $ 195.28 expended
Fiscal Year 10/11: Books: $ 755.03 expended / Serials: $ 194.46 expended
Fiscal Year 11/12: Books: $4,050.06 expended / Serials $2,047.54 expended
Fiscal Year 12/13   Books: $1,005.13 expended / Serials: $1,848.60 expended
Fiscal Year 13/14   Books: $2,080.81 expended / Serials: $2,427.22 expended

The University Libraries Liaison to the Department of Architecture works with the Department to select items to add to the University Libraries collections as funding for books and journals is made available. Professor James Williamson serves as liaison to the University Libraries.

Appropriate University Libraries Holdings (July 2014)

There are 4,452 NA Architecture books (up from 3,854 in the 2012 APR) and 1,433 TH Building Construction books (up from1,207 in the 2012 APR) in the University Libraries system. This does not include books in the Department of Architecture Library or the City Planning Library. Additional information on University Libraries holdings is contained in the appendix.

In addition, the Library serves as the repository of the Roy P. Harrover FAIA Collection, an assembly of two- and three-dimensional work of well-known Memphis architect Roy Harrover. Among the notable buildings designed by Mr. Harrover are the Memphis International Airport Terminal, Memphis College of Art, the NBC Bank Building, First Unitarian Church (Church of the River), and Mud Island Park.

The Department of Architecture receives listings periodically from the University Libraries and selects books for addition to the library holdings. The Department has received special allocations to purchase books and has also used funds raised privately to purchase books. A donation was made in honor of Professor Michael Hagge for receiving the University of Memphis Engaged Scholarship Award.

Over the past several years, the Department has worked with the Memphis Chapter of the American Institute of Architects on a series of events to raise funds for the acquisition of new books. In addition, the donation of books and/or funds to purchase books was the "legacy project" of the 2011 AIA Tennessee Annual Convention. Several architects and designers within Memphis, Nashville, and east Tennessee have donated books from their personal collections.

Art + Architecture Visual Resource Center

The Department of Art Visual Resource Center (VRC), located in Room 104 of the Art and Communication Building, has approximately 165,000 slides on art and architecture, with approximately twenty-five percent exclusively related to architecture. These slides cover pre-historic to modern time periods. In addition, there are approximately 8,500 slides of 17-19th century American architecture that are being researched and cataloged. The VRC also has approximately 350 videos, some of which focus on architecture, and is planning to acquire more as funding becomes available. The Department of Architecture has access to the VRC.

Department of Architecture Library

The Department of Architecture maintains a collection of books, magazines, and periodicals which are available to students for use in their research and academic work. Faculty members also have personal collections which are often available to students. Several thousand slides are also held by the Department, mostly taken by faculty members. These are housed in the Resource Library in Jones Hall as well as in individual faculty offices. The Department of City and Regional Planning (School of Urban Affairs and Public Policy) operates a library of planning-related books and journals. Architecture students also have access to this resource.

The University of Memphis Libraries Strategic Plan 2013-2018

The Mission Statement, Vision Statement, Statement of Values, and Goals are contained within the Libraries Strategic Plan. http://www.memphis.edu/administration/stratplan_2013.php
http://www.memphis.edu/administration/pdfs/2013-2018%20Strategic%20Plan.pdf

I.3.   Institutional Characteristics

I.3.1.   Statistical Reports
This section should include the statistical reports described in the 2009 Conditions.

Program Student Characteristics

Students Enrolled in the Master of Architecture Degree

Gender	2010/2011	2011/2012	2012/2013	2013/2014
Total	14 / 100%	13 / 100%	12 / 100%	12 / 100%
Male	6 / 43%	9 / 69%	9 / 75%	8 / 67%
Female	8 / 57%	4 / 31%	3 / 25%	4 / 33%

Ethnicity	2010/2011	2011/2012	2012/2013	2013/2014
Total	14 / 100%	13 / 100%	12 / 100%	12 / 100%
White	7 / 50%	7 / 54%	7 / 58%	7 / 58%
Black	3 / 21%	4 / 30%	3 / 25%	4 / 33%
Asian	4 / 29%	1 / 8%	1 / 8%	0 / 0%
Hispanic	0 / 0%	0 / 0%	0 / 0%	1 / 8%
Native American	0 / 0%	0 / 0%	0 / 0%	0 / 0%
Multi-Race	0 / 0%	1 / 8%	0 / 0%	0 / 0%
Pacific Islander	0 / 0%	0 / 0%	0 / 0%	0 / 0%
Not Specified	0 / 0%	0 / 0%	0 / 0%	0 / 0%

Students Enrolled at the University of Memphis

Gender	2010/2011	2011/2012	2012/2013	2013/2014
Total	22,421 / 100%	22,725 / 100%	22,139 / 100%	21,480 / 100%
Male	8,649 / 39%	8,722 / 38%	13,368 / 60%	8,575 / 60%
Female	13,772 / 61%	14,003 / 62%	8,771 / 40%	12,905 / 40%

Ethnicity	2010/2011	2011/2012	2012/2013	2013/2014
Total	22,421 / 100%	22,725 / 100%	22,139 / 100%	21,480 / 100%
White	11,687 / 52%	11,572 / 51%	11,679 / 53%	11,437 / 53%
Black	8,277 / 37%	8,365 / 37%	8,020 / 36%	7,583 / 35%
Asian	596 / 3%	566 / 3%	947 / 4%	965 / 4%
Hispanic	483 / 2%	545 / 3%	645 / 3%	712 / 3%
Native American	49 / >1%	61 / >1%	65 / >1%	56 / >1%
Multi-Race	317 / 1%	472 / 2%	561 / 3%	582 / 3%
Pacific Islander	17 / >1%	25 / >1%	22 / >1%	22 / >1%
Not Specified	420 / 2%	291 / 1%	198 / >1%	123 / >1%

Qualifications of Students Admitted into the Master of Architecture Degree

Percent	2010/2011	2011/2012	2012/2013	2013/2014
Qualified	100	100	100	100
Not Qualified	0	0	0	0

Students are not fully admitted into the Master of Architecture degree program until pre-requisites have been completed. Some students, while meeting the admissions qualifications for pre-requisites, have elected to take courses in the BFA in Architecture degree program, particularly in the computer courses, to improve their skills. These courses do not count for graduate credit.

Percentage of Students Completing the Master of Architecture Degree within the Normal Time

Time Period (FT Students)	2010/2011	2011/2012	2012/2013	2013/2014*
Total	6 / 100%	5 / 100%	4 / 100%	4 / 100%
Normal Time (two years)	1 / 17%	2 / 40%	4 / 100%	2 / 50%
Within 150% of Normal	5 / 83%	3 / 60%	0 / 0%	2 / 50%

*Academic Year from the beginning of the Fall Semester through the end of the Summer Semester

To date, nineteen students have completed the professional Master of Architecture degree. Nine students completed the degree in two years. Seven completed the degree in the August after the May in which they were supposed to graduate due to a longer time than anticipated to complete their thesis. Three took longer due to medical and other personal reasons.

Major emphasis is now being placed on students graduating in May of the second year. To facilitate this, in 2012, ARCH 7713 Advanced Architectural Design Studio 3, ARCH 7930 Architectural Thesis Research, and ARCH 7996 Architecture Thesis Studio were modified accordingly. In the fall of 2013, ARCH 7031 Research and Training was developed and implemented in the first year of study. The improvement is shown in the table above (NOTE: the two students who did not graduate within two years shown in the 2013/2014 term had been in the program prior to the implementation of the ARCH 7031 course and other improvements). Three students have completed the post-professional degree but are not included in the figures above.

Program Faculty Characteristics

Faculty Demographics (University of Memphis)

FT/PT Status	FA 2011	FA 2012	FA 2013	FA 2014
Total	1,494 / 100%	1,538 / 100%	1,516 / 100%	N/A as of date of APR
Total FT	902 / 60%	918 / 60%	950 / 63%	N/A as of date of APR
Total PT	592 / 040%	620 / 040%	566 / 037%	N/A as of date of APR

Ethnicity	FA 2011	FA 2012	FA 2013	FA 2014
Total	1,494 / 100%	1,538 / 100%	1,516 / 100%	N/A as of date of APR
White	1,113 / 75%	1,138 / 74%	1,121 / 74%	N/A as of date of APR
Black	173 / 12%	185 / 12%	178 / 12%	N/A as of date of APR
Asian	92 / 6%	96 / 6%	102 / 7%	N/A as of date of APR
Hispanic	34 / 2%	33 / 2%	32 / 2%	N/A as of date of APR
Native American	2 / >1%	3 / >1%	2 / >1%	N/A as of date of APR
Multi-Race	22 / 2%	24 / 1%	19 / 2%	N/A as of date of APR
Pacific Islander	1 / >1%	1 / >1%	1 / >1%	N/A as of date of APR
Non-Resident Alien	52 / 3%	52 / 3%	59 / 4%	N/A as of date of APR
Not Specified	5 / >1%	6 / >1%	2 / >1%	N/A as of date of APR

Faculty Demographics (Department of Architecture)

FT/PT Status	FA 2011	FA 2012	FA 2103	FA2014
Total FT	8 / 100%	7 / 100%	8 / 100%	8 / 100%
Male	6 / 75%	4 / 57%	4 / 50%	4 / 50%
Female	2 / 25%	3 / 43%	4 / 50%	4 / 50%
Total PT	9 / 100%	10 / 100%	7 / 100%	5 / 100%
Male	4 / 44%	5 / 50%	4 / 57%	4 / 80%
Female	5 / 56%	5 / 50%	3 / 43%	1 / 20%

Ethnicity	FA 2011	FA 2012	FA 2103	FA2014
Total	17 / 100%	17 / 100%	15 / 100%	13 / 100%
White	15 / 88%	15 / 88%	13 / 87%	11 / 92%
Black	1 / 6%	1 / 6%	1 / 7%	1 / 0%
Asian	0 / 0%	0 / 0%	0 / 0%	0 / 0%
Hispanic	0 / 0%	0 / 0%	0 / 0%	0 / 0%
Native American	0 / 0%	0 / 0%	0 / 0%	0 / 0%
Multi-Race	1 / 6%	1 / 6%	1 / 7%	1 / 0%
Pacific Islander	0 / 0%	0 / 0%	0 / 0%	0 / 0%
Non-Resident Alien	0 / 0%	0 / 0%	0 / 0%	0 / 0%
Not Specified	0 / 0%	0 / 0%	0 / 0%	0 / 0%

Faculty Promoted and Tenured (University of Memphis)

Status	AY2011/2012	AY2012/2013	AY2013/2014
Promoted	37	39	42
Eligible for Tenure	26	33	28
Tenured	23	28	27

Faculty Promoted and Tenured (Department of Architecture)

Status	AY2011/2012	AY2012/2013	AY2013/2014
Promoted	0	0	1
Eligible for Tenure	0	1	1
Tenured	0	1	1

(James Williamson AY2012/2013 hired as Assoc. / Michael Chisamore AY 2013/2014)

Architectural Registrations in the US of Current Faculty

Status	AY2011/2012	AY2012/2013	AY2013/2014
Total	8	9	7

The registration jurisdictions of the faculty teaching in the Department from 2012 to the present are Tennessee, Alabama, Arkansas, California, Colorado, Florida, Georgia, Indiana, Louisiana, Maryland, Michigan, Mississippi, Missouri, New Jersey, New York, Nevada, Pennsylvania, Virginia, and Washington. Several are registered in more than one US jurisdiction. Of the faculty teaching during this period, three are AICP, eight are LEED accredited, and two are NCIDQ.

One of the three faculty members hired into a tenure track position since the initial accreditation visit is a registered architect (Tennessee). The other two faculty members hired into a tenure track position are in the process of completing the steps towards registration. Two of the current adjunct faculty members are also in the process of completing the steps towards registration.

I.3.2. Annual Reports

The APR must include, in addition to the materials described in the 2009 Conditions, a *statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.*

A letter attesting to the accuracy of the institutional data is contained in Part 4, Supplemental Materials.

I.3.3. Faculty Credentials

The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in the 2009 Conditions, Appendix 2]

- *His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.*
- *His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.*

All of the faculty members teaching in the Architecture Program at the graduate and/or undergraduate level have the appropriate degree and experience relative to the courses and subject matter they teach. All faculty members have a degree in architecture (graduate, undergraduate, or both) and several also have a graduate degree in a related subject area (city planning, urban design, fine arts, historic preservation). For details, please refer to Section I.2.1 and the Faculty Credentials Matrix and Part 4, Supplemental Materials.

I.4. Policy Review

The program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3 of the 2009 Conditions. A list of the documents to be placed in the team room should be included here in the APR.

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
  - Position descriptions for all faculty and staff
  - Rank, Tenure, & Promotion
  - Reappointment
  - EEO/AA
  - Diversity (including special hiring initiatives)
  - Faculty Development, including but not limited to research, scholarship creative activity, or sabbatical
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum

Part Two (II).   Educational Outcomes and Curriculum

II.1.1.   Student Performance Criteria
The APR must include:
- *A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.*
- *A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.*
  - *Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).*
  - *The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.*

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. [NOTE: Elective courses are not to be included on the matrix.]

The professional degree in Architecture is based on the "4+2" model and includes the pre-professional Bachelor of Fine Arts in Architecture degree and the professional Master of Architecture degree.   The requirements for students making application to the Master of Architecture degree program from the BFA in Architecture degree program at the University of Memphis or another approved pre-professional degree in architecture are the same.   If deficiencies in academic preparation are noted, students from other programs may be asked to complete courses in the BFA in Architecture degree program before being fully admitted in to the Master of Architecture degree program.

The broad-based focus of the Master of Architecture degree program is to prepare graduates to enter the profession of architecture. The focus of the BFA in Architecture degree is to provide students with a foundation for continuing their architectural education in a professional Master of Architecture degree program, and to provide students with a foundation for entering the architectural workplace. Since the initiation of the BFA in Architecture degree, one hundred percent of students making formal application to a Master of Architecture degree program have been accepted and all have either finished their degree or are on track to do so.

The goals of the Department of Architecture are:
- To provide the highest quality professional education through a well-rounded discovery-based curriculum in both the art and science of design with emphasis on processes, professional standards, and the practical application of design and technology;
- To provide research opportunities for faculty and students with emphasis on "hands on" multi-disciplinary projects through which students gain valuable professional experience while providing services to the citizens of the region; and
- To expand opportunities for Architecture and Interior Design students by bringing them together with faculty and students in the City Planning Program and other programs to address public issues, support stable and sustainable neighborhoods, and develop community visions throughout the region.

As an urban research institution, the University of Memphis encourages faculty and students to become involved in the "urban laboratory" of the Memphis region through engaged scholarship and research, service, and creative activities. In recent years, faculty and students in the Department of Architecture have completed a number of externally and internally funded research projects as well as many non-funded projects throughout the Memphis region.

The Graphic Curriculum Matrix follows.

Course Matrix – SCP expected to be met in the Master of Architecture degree program

NAAB Student Performance Criteria	ARCH 7996	ARCH 7930	ARCH 7713	ARCH 7712	ARCH 7711	ARCH 7431	ARCH 7421	ARCH 7211	ARCH 7013	ARCH 7012	ARCH 7011	ARCH 6231
Realm A: Critical Thinking and Representation												
A.1. Communication Skills (ability)	•											
A.2. Design Thinking Skills (ability)	•		•								•	
A.3. Visual Communication Skills (ability)	•		•									
A.4. Technical Documentation (ability)		•	•	•								
A.5. Investigative Skills (ability)		•					•					
A.6. Fundamental Design Skills (ability)	•				•							
A.7. Use of Precedents (ability)	•				•							
A.8. Ordering Systems Skills (understanding)			•	•								
A.9. Historical Traditions / Global Culture (understanding)								•				
A.10. Cultural Diversity (understanding)								•				
A.11. Applied Research (understanding)	•	•										
Realm B: Integrated Building Practices, Technical Skills and Knowledge												
B.1. Pre-Design (ability)			•	•								
B.2. Accessibility (ability)			•		•							
B.3. Sustainability (ability)			•				•					
B.4. Site Design (ability)			•		•							
B.5. Life Safety (ability)			•				•					
B.6. Comprehensive Design (ability)			•									•
B.7 Financial Considerations (understanding)						•	•					
B.8 Environmental Systems (understanding)			•				•					
B.9. Structural Systems (understanding)			•			•						
B. 10. Building Envelope Systems (understanding)			•			•	•					
B. 11. Building Service Systems (understanding)			•			•	•					
B. 12. Building Materials and Assemblies (understanding)			•	•		•						
Realm C: Leadership and Practice												
C. 1. Collaboration (ability)				•	•							
C. 2. Human Behavior (understanding)						•				•		
C. 3 Client Role in Architecture (understanding)						•						
C. 4. Project Management (understanding)						•						
C. 5. Practice Management (understanding)						•						
C. 6. Leadership (understanding)						•						
C. 7. Legal Responsibilities (understanding)						•						
C. 8. Ethics and Professional Judgment (understanding)						•						
C.9. Community and Social Responsibility (understanding)				•						•		

Shading denotes primary and secondary evidence of student achievement in each SPC.
The other courses shown are not used to denote primary and secondary evidence of student achievement in each SPC

Shading denotes primary and secondary evidence of student achievement in each SPC.
The other courses shown are required in the M.Arch degree program but are not used to denote primary and secondary evidence of student achievement in each SPC

Course Matrix – SPC expected to be met in pre-professional or preparatory education

NAAB Student Performance Criteria	ARCH 4221	ARCH 3421	ARCH 3313	ARCH 3312	ARCH 2612	ARCH 2611	ARCH 2412	ARCH 2311	ARCH 2212	ARCH 1211	ARCH 1113	ARCH 1112
Realm A: Critical Thinking and Representation												
A.1. Communication Skills (ability)												
A. 2. Design Thinking Skills (ability)												
A. 3. Visual Communication Skills (ability)												
A.4. Technical Documentation (ability)												
A.5. Investigative Skills (ability)												
A. 6. Fundamental Design Skills (ability)												
A. 7. Use of Precedents (ability)												
A. 8. Ordering Systems Skills (understanding)												
A. 9. Historical Traditions / Global Culture (understanding)	●								●	●		
A. 10. Cultural Diversity (understanding)	●								●	●		
A.11. Applied Research (understanding)												
Realm B: Integrated Building Practices, Technical Skills and Knowledge												
B. 1. Pre-Design (ability)												
B. 2. Accessibility (ability)												
B. 3. Sustainability (ability)												
B. 4. Site Design (ability)												
B. 5. Life Safety (ability)												
B. 6. Comprehensive Design (ability)												
B. 7 Financial Considerations (understanding)												
B. 8 Environmental Systems (understanding)												
B. 9. Structural Systems (understanding)			●	●								
B. 10. Building Envelope Systems (understanding)												
B. 11. Building Service Systems (understanding)												
B. 12. Building Materials and Assemblies (understanding)												
Realm C: Leadership and Practice												
C. 1. Collaboration (ability)												
C. 2. Human Behavior (understanding)												
C. 3 Client Role in Architecture (understanding)												
C. 4. Project Management (understanding)												
C. 5. Practice Management (understanding)												
C. 6. Leadership (understanding)												
C. 7. Legal Responsibilities (understanding)												
C. 8. Ethics and Professional Judgment (understanding)												
C.9. Community and Social Responsibility (understanding)												

Shading denotes primary and secondary evidence of student achievement in each SPC.
The other courses shown are used to meet internal Master of Architecture degree program prerequisites (excluding the 20 credit hours of post-foundations design studio).

I.2.   *Curricular Framework*

II.2.1. Regional 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.

The letter from the Southern Association of Colleges and Schools regarding the accreditation of the University of Memphis is included in Part 4, Supplemental Materials.

II.2.2. Professional Degrees and Curriculum
The APR must include the following:
- *Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.*
- *An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.*
- *Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.*
- *A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.*
- *A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.*
- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*

The professional architecture degree at the University of Memphis is the two-year degree Master of Architecture degree based on the "4+2" model. It consists of a minimum of 60 credit hours of graduate study. When combined with the pre-professional BFA in Architecture curriculum, a total of 188 credit hours are required to complete the sequence. The Bachelor of Fine Arts in Architecture is a 128 credit hour, four-year degree consisting of 87 credit hours of architecture and 41 credit hours of mandated general education courses. BFA students may take general studies courses for their two electives which would give them 47 non-architecture credit hours.

Of the total of 60 credit hours, including thesis studio or professional project studio, required to earn the Master of Architecture degree, 39 credit hours are required core courses, 9 credit hours are thesis courses, and 12 credit hours are electives. The electives may be taken from a wide variety of subjects including architecture, city planning, real estate development, urban anthropology, and education, among others. A minimum of 42 credit hours must be at the 7000 level, including no more than six credit hours of thesis studio or professional project studio.

Graduate students take a prescribed series of courses in the following broad categories: History and Theory Sequence, Professional and Technical Sequence, Design Studio Sequence, Seminar Sequence, Architecture Research and Thesis, and Electives. Undergraduate students take a prescribed series of courses in the following broad categories: Fundamentals of Design Sequence, History and Theory Sequence, Structures Sequence, Professional and Technical Sequence, Computer Sequence, Design Studio Sequence, and Electives. Undergraduate design studios are thematic within the following broad categories: Cultural/Social, Regionalism, Environmental/Sustainability, Structural, and Urban Issues. As shown in the matrix, primarily courses in the Master of Architecture degree are used to meet the Student Performance Criteria although some in the BFA in Architecture are also used.

Courses towards the Master of Architecture degree should be taken in the order shown in the program of study. The sequence assumes certain knowledge to be brought forth from the pre-professional undergraduate program of study whether at the University of Memphis or elsewhere. Students transferring from another institution must show evidence of meeting the equivalent courses in the Bachelor of Fine Arts in Architecture degree.

Master of Architecture First Year – 30 Credit Hours (Academic Year 14/15)

Fall – 15 Credit Hours*
ARCH 7711 (6) Advanced Architectural Design Studio 1
ARCH 7011 (3) Advanced Architectural Design Seminar 1
ARCH 7211 (3) Contemporary Architectural Theory
ARCH 6231 (3) Issues in City Building

Spring – 15 Credit Hours*
ARCH 7712 (6) Advanced Architectural Design Studio 2
ARCH 7012 (3) Advanced Architectural Design Seminar 2
ARCH 7421 (3) Advanced Environmental Systems
_____ (3) Elective

Master of Architecture Second Year – 30 Credit Hours (Academic Year 14/15)

Fall – 15 Credit Hours
ARCH 7713 (6) Advanced Architectural Design Studio 3
ARCH 7013 (3) Advanced Architectural Design Seminar 3
ARCH 7930 (3) Architectural Thesis Research
_____ (3) Elective

Spring – 15 Credit Hours
ARCH 7431 (3) Advanced Professional Practice
ARCH 7996 (6) Architectural Thesis Studio**
_____ (3) Elective
_____ (3) Elective

* Students take ARCH 7031 Research and Training (non-credit workshop format) in their first and second semester. This course provides valuable information to enhance student skills necessary for graduate-level research and teaching in the Department.
** ARCH 7995 Professional Project Studio may be taken in lieu of Architectural Thesis Studio with the approval of the Director of Graduate Studies in Architecture. This is a professional practice oriented research course intended for students with appropriate professional experience.

The overall focus of the Master of Architecture degree program is "City Building" which is in keeping with the mission of the Department of Architecture. As the degree program has developed, city building has been broadly defined to cover urban and non-urban conditions and include many related academic areas. This is not, however, a formal concentration within the degree. However, there is considerable interest in establishing a Certificate in City Building.

Since it is integrated into the "4+2" curriculum, the BFA in Architecture degree also has a focus on city building in its studios and studio projects. There is no minor in the degree although some students take courses in the Interior Design Program within the Department of Architecture.

II.2.3. Curriculum Review and Development
The APR must include a description of the composition of the program's curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

The review of the curriculum of the Master of Architecture degree program is through the faculty of the Department of Architecture with input from the students and others involved in the Architecture Program including but not limited to members of the local professional community, graduates who are either working in the profession or attending graduate school at the University of Memphis or elsewhere, and members of the advisory board. In addition, faculty members review their annual teaching evaluations and make content revisions accordingly.

The Department of Architecture has both a graduate and undergraduate curriculum committee. These committees meet periodically to evaluate issues within the curriculum and recommend changes, as appropriate. Most of the changes to the Master of Architecture curriculum have been in response to NAAB findings in previous site visits.

For example, based on findings from the NAAB initial candidacy and continuing candidacy site visit teams, revisions to the ARCH 7431 Advanced Professional Practice course were made to ensure minimal overlap with the undergraduate professional practice course. After teaching the course in the spring 2011 semester it was determined that another revision would be necessary. Ultimately, the decision was made to eliminate the undergraduate professional practice course and place the emphasis on ARCH 7431 Advanced Professional Practice.

In addition, some changes have occurred as a result of input from faculty, students, and local design professionals. For example, the participation in design competitions has been integrated into the curriculum. In response to the desires to create a capstone project more related to professional practice than academic research, ARCH 7995 Professional Projects Studio was created and offered as an alternative to ARCH 7996 Architecture Thesis Studio. ARCH 6231/4231 Issues in City Building was added to the graduate and undergraduate core in keeping with the "City Building" focus of the Department. ARCH 7031 Research and Training was added to assist graduate student in developing advanced research skills to enable them to become more successful in the timely completion of the graduate thesis. The course also assists in the development of teaching skills for those students assigned a teaching role as a part of their Graduate Assistantship. And ARCH 3222 Contemporary Architecture 1 was added to the core undergraduate curriculum and will be taught for the first time in the spring 2015 semester. And finally, the Department offers elective courses at both the graduate and undergraduate level each semester in response to the requests of students and others involved in the programs.

Beyond the Department level, changes in the curriculum must be approved by the College curriculum committees as well as at the University level. The Department is represented on both College committees and University committee meetings are attended by the Department chair and Program director, as necessary.

II.3.   Evaluation of Preparatory/Pre-professional Education
The APR must include the following:
- *A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record (See also I.2.1).*
- *If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)*
- *See January18, 2010 Explanatory Memorandum from the NAAB for additional information for completing this section of the APR. It is posted at www.naab.org*
  Category II: If your institution offers a NAAB-accredited M. Arch. degree or track for completing a NAAB-accredited degree that requires a pre-professional degree in architecture or a related field for admission and is awarded after completion of at least 30-or-more graduate credits for a total of at least 168 credits AND your institution also offers a non-accredited pre-professional degree in

architecture AND SPC are expected to have been met in certain undergraduate courses offered by your institution, then the follow advice applies:

> *1. In the APR*
>> *a. List the requirements for admission*
>> *b. If advanced standing is awarded to students newly admitted to the program, describe the process by which advanced standing is determined and awarded.*
>> *c. List any SPC that are expected to have been met in preparatory/preprofessional education offered by your institution.*
>> *d. List any SPC that are expected to have been met in preparatory/preprofessional education completed at another institution.*
>> *e. Describe the process for determining whether any SPC expected to have been met in preparatory/pre-professional education have been met.*
>
> *2. In the SPC matrix (Appendix 4), the top line, "SPC expected to have been met in preparatory or pre-professional education," place an X in any box for those SPC.*
>
> *3. In the team room*
>> *a. Provide evidence of student work only from those undergraduate courses in which SPC are most completely addressed.*
>> *b. Provide the team with a random sample of admission/advising files of students – with names and other identifiers removed – so the team can review the results of the process described above.*

While the professional "4+2" program at the University of Memphis was designed based on the integration of the Bachelor of Fine Arts in Architecture and Master of Architecture degrees, persons holding an approved undergraduate degree in architecture or a related field from another institution are eligible to apply for admission into the Master of Architecture degree program. A review process is in place to evaluate courses taken elsewhere that are used to meet NAAB Student Performance Criteria. Professor Sherry Bryan, who also serves as transcript evaluator for the Tennessee Board of Architectural and Engineering Examiners, maintains these evaluation files. In addition to Professor Bryan, the other members of the graduate faculty in the Department review application and portfolio materials submitted and offer input and recommendations on whether or not to admit students into the Master of Architecture degree program.

In assessing the pre-professional degree, the following course content or evidence of equivalent experience is required. Otherwise, the appropriate courses must be taken at the undergraduate level before being fully admitted to the Master of Architecture degree program: Architectural Graphics (both technical and freehand drawing), 6 credit hours; Architectural History (ancient through modern), 6 credit hours; Structural Design Principles (statics; strength of materials; gravity and lateral load tracing; design in timber, steel, concrete), 9 credit hours; Building Materials and Assembly (light construction), 3 credit hours; Environmental Systems (heat, light, sound, human comfort), 3 credit hours; Architectural Design Studio (in addition to "fundamentals" courses), 24 credit hours. Where slight deficiencies in preparation exist, applicants may be admitted with the stipulation that they complete additional design studio or professional/technical coursework at the undergraduate level. This additional work may not count toward the required graduate plan of study.

Courses are evaluated in several ways. If the student making application to the Master of Architecture degree completed the pre-professional degree in architecture at an institution with a NAAB-accredited graduate degree, transcript evidence of passing the comparable courses is generally accepted. In certain cases, additional information such as a course syllabus, textbooks, and related information may be required. Evidence may also be provided through a review of the portfolio, as appropriate. A review is also conducted to determine if the school indicates it meets certain Student Performance Criteria in its undergraduate degree program and if so, are those courses included in the list of pre-professional course requirements.

Historically, persons making application to the Master of Architecture degree with an undergraduate degree in a related field (architectural engineering, interior design) have been required to remedy deficiencies in courses in the Bachelor of Fine Arts in Architecture degree before being admitted into the Master of Architecture degree program.

Persons making application to the Master of Architecture degree with an undergraduate degree in architecture or related field from a foreign institution must meet all of the standards above. In certain cases, additional information such as a course syllabus, textbooks, and related information may be required. Evidence may also be provided through a review of the portfolio, as appropriate. In addition, the Department of Architecture has used course evaluations from the World Education Services (WES) to determine the prerequisites have been met.

Transfer credits from another institution are evaluated in accordance with the policy above. The Director of Graduate Studies in Architecture may recommend to the Graduate School acceptance of no more than 12 semester hours of credit for architecture course work successfully completed at another institution. For students formerly enrolled in programs accredited by the National Architectural Accrediting Board, a maximum of 24 semester hours in architecture course work may be approved.

Students holding a professional Bachelor of Architecture degree from a NAAB-accredited school may receive advanced standing in the Master of Architecture degree program of study. This is a post-professional degree. Generally, the fifth year of the undergraduate degree is counted in lieu of the first year of the Master of Architecture degree and the student is required to complete a minimum of 30 credit hours of graduate course work.

Skills deficiencies noted to date with persons admitted into the Master of Architecture degree program were related to current computer programs used in the Department of Architecture (AutoCAD, Revit, Adobe Creative Suites). However, since these computer skills are not a required prerequisite, these students were admitted to the Master of Architecture degree program and took computer courses at the undergraduate level. These courses did not count towards their required graduate course work.

The Matrix shows Student Performance Criteria expected to be met in the pre-professional degree at the University of Memphis. Students making application to the Master of Architecture degree program from another institution are also expected to have completed the necessary courses at their institution or another institution before being admitted into the Master of Architecture degree program. As an alternative, these students may remedy any curricular deficiencies in the Bachelor of Fine Arts in Architecture degree at the University of Memphis and then apply for admission into the Master of Architecture degree program.

II.4. Public Information
The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available. In the event, documents and resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.

II.4.1. Statement on NAAB-Accredited Degrees

http://www.memphis.edu/architecture/archaccreditation.php
http://www.memphis.edu/gradcatalog/degreeprog/ccfa/arch.php
http://www.memphis.edu/ugcatalog/collegeprog/ccfa/architecture.php (statement referencing the Graduate Catalog and stating the BFA is a pre-professional degree)

II.4.2.   Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

http://www.memphis.edu/architecture/archaccreditation.php

II.4.3.   Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:
www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
http://www.NCARB.org
http://www.aia.org
http://www.aias.org
http://www.acsa-arch.org

http://www.memphis.edu/architecture/resources.php
http://www.memphis.edu/architecture/archaccreditation.php
http://www.memphis.edu/careerservices/
http://www.memphis.edu/internships/

II.4.4.   Public Access to APRs and VTRs
In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public: All Annual Reports, including the narrative All NAAB responses to the Annual Report; The final decision letter from the NAAB; The most recent APR; The final edition of the most recent Visiting Team Report, including attachments and addenda.

http://www.memphis.edu/architecture/archaccreditation.php
http://www.memphis.edu/architecture/

II.4.5.   ARE Pass Rates
At present, NCARB has no information on the ARE pass rate for Master of Architecture graduates from the University of Memphis because no Master of Architecture graduates have yet completed the ARE. However, a number of graduates with the phased-out Bachelor of Science in Architectural Technology degree and the current BFA in Architecture degree have passed the ARE.

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Part Three.   Progress Since the Last Site Visit

1.   Summary of Responses to the Team Findings [2012]

   A. Responses to Conditions Not Met

   B7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

   Comment from Previous VTR (2012): *Student work reflects an understanding of construction cost estimating.   However, no evidence is provided to show the students' knowledge or understanding of acquisition costs, project financing and funding, financial feasibility, operational costs, and life-cycle costs.*

   Response from Program (2014):

   Members of the Department of Architecture faculty have met several times on this issue and the team is continuing to develop ways to ensure this SPC is fully met in the future. For example, in the spring 2013/14 ARCH 7431 Advanced Professional Practice course, an entire session was devoted to "Financial Considerations" which covered project development, value analysis and life cycle costing. In the fall 2013 semester, the following subjects were covered in the ARCH 6231 Issues in City Building course and will be covered again in the fall 2014 semester: financial development incentives including tax increment financing, TDZs, PILOTs, municipal bond financing, historic and low-income housing tax credits, façade improvement grants, low-interest development loan and forgivable business loans. These were in the context of policies that would influence where real estate investment occurs and the impact of incentives on project proformas. Also covered were real estate development proformas including project costs, sources and uses, financing costs, and project revenue/expenses in cash flow statements.

   In addition to a variety of readings, a representative from a local real estate development firm lectured on life cycle and operational costs, acquisition costs, project financing, and financial feasibility. This firm, and representatives of other real estate development firms with which the Department has a good relationship, have also been involved in other courses. Discussions are also ongoing with faculty in the City + Regional Planning program (CRP) and the Real Estate Development (RED) program relative to how they could work with the Department to further integrate this content into ARCH 7431 as well as other courses including graduate design studios.

   B. Responses to Causes of Concern

   The causes for concern in many cases involve documentation, articulation or clarification of policies and procedures that at present appear to be present, but only on an informal basis.

   Comment from Previous VTR (2012): The 2012 NAAB visiting team has no causes for concern. The members of the architecture program have spent many years moving toward program accreditation. They have sought and responded to advice from senior educators at other prominent schools as well as from NAAB directors and NAAB visiting teams leading up to this initial accreditation visit. The chair of the architecture program participated as an observer during a NAAB visit at another school the previous year. All of this preparation has greatly benefited the program.

   Response from Program (2014): The students and faculty sincerely appreciate the guidance noted above and the support of the professional community within the Memphis region.

2.   **Summary of Responses to Changes in the NAAB Conditions**

† This section is intended to give programs the opportunity to document how they have modified the program or resources in response to changes in the *2009 Conditions* as compared to the *Conditions* in effect at the time of the most recent visit.

The Department of Architecture has made the appropriate modifications to reflect the new conditions particularly in the curriculum and the development of the curriculum, the evaluation of pre-professional education.

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Part Four: Supplemental Information

1. Description of Policies and Procedures for Evaluating Student Work

    A Description is included herein.

2. Course Descriptions (see *2009 Conditions,* Appendix 1 for format)

    Course Descriptions are included herein.

3. Faculty Resumes (see *2009 Conditions,* Appendix 2 for format)

    Faculty Resumes are included herein.

4. *Visiting Team Report* (*VTR*) from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations.

    The VTR from the previous visit is included herein.

5. Catalog (or URL for retrieving online catalogs and related materials)

    http://www.memphis.edu/gradcatalog/degreeprog/ccfa/arch.php
    http://www.memphis.edu/ugcatalog/collegeprog/ccfa/architecture.php
    http://www.memphis.edu/architecture/

6. Response to the Offsite Program Questionnaire (See *2010 Procedures,* Section 8)

    The University of Memphis offers the Master of Architecture degree only on its main campus.

7. Letter attesting to the accuracy of the institutional data

    The letter is included herein.

8. Letter from the Southern Association of Colleges and Schools regarding the accreditation of the University of Memphis

    The letter is included herein.

9. Detailed information from the University Libraries

    Details on holdings including electronic media, policies, staffing, and related information are included herein.

10. Department of Architecture Honor Code / Studio Culture Policy

    The Studio Culture Policy is included herein.

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Description of Policies and Procedures for Evaluating Student Work

Student work is evaluated based on criteria set forth in the syllabus of each course as well as in assignment handouts and other materials. The Department uses a model syllabus which contains these and other criteria. Faculty members may modify the syllabus and handouts as necessary to meet their particular needs. The model syllabus follows.

Course Descriptions

The following section includes only the required courses in the Master of Architecture degree program and in the BFA in Architecture degree program. It does not include electives.

Some courses were renamed during the reporting period. In the following section, the current course name is shown first with the previous name in parentheses. All course binders reflect the current course name.

Course numbers are based on the following:

7000-6000 level – graduate
4000-1000 level – undergraduate

1st Number   Required Year Taken
2nd Number   Architecture Primary Category
3rd Number   Architecture Sub-Category
4th Number   Sequence within Category

Architecture Primary Category
1   Fundamentals of Design Sequence
2   History & Theory Sequence
3   Structures Sequence
4   Professional / Technical Sequence
5   Special Topics Courses
6   Computer Sequence
7   Required Design Studio Sequence
8   Elective Design Studio Sequence
9   Thesis
0   Independent Study / Seminar Courses

EXAMPLE: ARCH 4716 Architectural Design Studio 6
Fourth Year Undergraduate, Required Studio, General, Sixth in Required Studio Sequence

ARCH 7996 Architecture Thesis Studio, 1-6 credits (6 required for degree)

Course Description:
Emphasizes comprehensive integration of disciplinary and professional skills through formulation of architectural propositions grounded in theoretical, critical, and creative research.

Course Goals & Objectives:
- To explore fundamental elements of architecture and design theory and practice relative to personal interests.
- To enhance in-depth academic research abilities through an understanding of the characteristics of qualitative, quantitative, and descriptive (statistical) research techniques.
- To demonstrate an ability to apply academic research methods and techniques.
- To foster critical evaluation skills and independent thinking.
- To investigate the role of precedents in design and related areas of research.
- To work with selected Thesis Committee and chair using their input to influence decision making and areas of research.
- To complete a Thesis acceptable to faculty and committee members.
- To complete a Thesis acceptable to the Graduate School.

Student Performance Criterion/a addressed: *(varies with thesis topic)*
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.11. Applied Research

Topical Outline:
Thesis Design Project (60%)
Thesis Written Document (40%)

Prerequisites:
ARCH 7930

Textbooks/Learning Resources:
Spector, Tom, and Damron, Rebecca, *How Architects Write* (Routledge, 2012)
The Chicago Manual of Style (16th edition) (University of Chicago Press, 2010)
Textbooks from other courses and handouts appropriate to the thesis topic and area of research

Offered:
Spring only, annually (may be repeated for 1 credit hour SU/FA/SP semesters)

Faculty Assigned:
Jennifer Barker (Full Time)
Sherry Bryan (Full Time)
Michael Chisamore (Full Time)
Michael Hagge (Full Time)
Jenna Thompson (Full Time)
James Williamson (Full Time)
Pam Hurley (Adjunct)

ARCH 7995 Professional Project Studio, 6 credits

Course Description:
Studio research problems in architecture; changing topics address a variety of critical and ideological constructs; emphasizes creative professional research and design in a course of study developed with architecture faculty based on the individual research interest of the student.

Course Goals & Objectives:
- To develop through design, research, and scholarly investigations the abilities of students for independence, employing criteria to expand architectural investigation beyond preconceptions.
- To explore fundamental elements of architecture and design theory and practice relative to personal interests.
- To demonstrate an ability to apply professional and academic research methods and techniques.
- To foster critical evaluation skills and independent thinking.
- To investigate the role of precedents in design and related areas of research.
- To work with selected Project Committee and chair using their input to influence decision making and areas of research.
- To complete a Project acceptable to faculty and committee members.

Student Performance Criterion/a addressed: *(varies with thesis topic)*
A.1.   Communication Skills
A.2.   Design Thinking Skills
A.3.   Visual Communication Skills
A.6.   Fundamental Design Skills
A.7.   Use of Precedents
A.11. Applied Research

Topical Outline:
Project (60%)
Written Document (40%)

Prerequisites:
ARCH 7930, Permission of Instructor

Textbooks/Learning Resources:
Spector, Tom, and Damron, Rebecca, *How Architects Write* (Routledge, 2012)
The Chicago Manual of Style (16th edition) (University of Chicago Press, 2010)
Textbooks from other courses and handouts appropriate to the thesis topic and area of research

Offered:
Spring only; annually (may be repeated SU/FA/SP semesters)

Faculty assigned:
Sherry Bryan (Full Time)

ARCH 7930 Architecture Research, 3 credits

Course Description:
Study in research in a specific area culminating in an integrating experience through individual project; research techniques, preliminary research, and conceptual development of an architectural project; site analysis and selection, case studies; development of thesis or professional project proposal.

Course Goals & Objectives (list):
- To explore fundamental elements of architecture, design theory, and practice in relationship to personal interests. This includes developing a clear and focused, reflexive understanding of the interconnection between personal views and architectural practice.
- To enhance in-depth academic research abilities through an understanding of the characteristics of qualitative and quantitative research techniques and writing.
- To investigate the role of precedents in design and related areas of research.
- To demonstrate an ability to apply academic research methods and techniques.
- To foster critical evaluation skills and independent thinking.
- To select a Thesis Committee and chair and secure approval from each.
- To work diligently to explore the Thesis idea in the execution and application of the comprehensive design studio project.
- To complete a scholarly Thesis draft document (including graphics) acceptable to faculty and committee members for continuance into the spring semester Thesis studio.

Student Performance Criterion/a addressed:
A.5.   Investigative Skills
A.11. Applied Research

Topical Outline:
Research (35%)
Writing (40%)
Development of Thesis Document (15%)
Precedent Study (10%)

Prerequisites:
Permission of Instructor

Textbooks/Learning Resources:
McWherter Library Resources
Groat, Linda, and Wang, David, *Architectural Research Methods* (2nd edition) (Wiley, 2013)
Spector, Tom and Damron, Rebecca, *How Architects Write* (Routledge, 2012)
Strunk, William Jr. and White. E. B., *The Elements of Style (*4th edition) (Longman, 1999)
The Chicago Manual of Style (16th edition) (University of Chicago Press, 2010)
The Indiana Philosophy Ontology (InPhO) Project - https://inpho.cogs.indiana.edu/
The Stanford Encyclopedia of Philosophy - http://plato.stanford.edu/
Textbooks from other courses and handouts appropriate to the thesis topic and area of research

Offered:
Fall only; annually

Faculty Assigned:
Jennifer Barker (Full Time)
Sherry Bryan (Full Time)

ARCH 7713 Advanced Architecture Design Studio 3, 6 credits
(formerly ARCH 7713 Advanced Architecture Design Studio III, 6 credits)

Course Description:
Advanced studio problems in architecture; changing topics address a variety of critical and ideological constructs; emphasizes comprehensive design.

Course Goals & Objectives:
- To develop the most comprehensive project to date that demonstrates an abundance of thought from start to finish, from the concept to the execution. This building should be well conceived and well developed. It should exhibit a degree of professionalism indicative of the varied and amount of thought placed into the project.
- To understand buildings from a conceptual perspective, and also from a technical perspective.
- To demonstrate an understanding of structure and how it may be integrated within the design while maintaining conceptual intent.
- To demonstrate an understanding of building systems and how they may be integrated within the design while maintaining conceptual intent.
- To demonstrate an understanding of programming and how to develop a workable program.
- To demonstrate an understanding of basic diagramming and its importance in reinforcing the concept of your building.

Student Performance Criterion/a addressed:
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.4. Technical Documentation
A.8. Ordering Systems Skills
B.1. Pre-Design
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design
B.8. Environmental Systems
B.9. Structural Systems
B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Materials and Assemblies

Topical Outline:
Semester Design Project (90%)
Student Presentations (10%)

Prerequisites:
None / Corequisite ARCH 7013

Textbooks/Learning Resources:
Allen, Edward, and Iano, Joseph, *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (4th edition) (Wiley, 2007)

Offered:
Fall only; annually

Faculty Assigned:
Michael Chisamore (Full Time)

ARCH 7712 Advanced Architectural Design Studio 2, 6 credits
(formerly ARCH 7712 Advanced Architectural Design Studio II, 6 credits)

Course Description:
Advanced studio problems in architecture; changing topics address a variety of critical and ideological constructs; emphasizes structural and environmental issues as design determinants.

Course Goals & Objectives:
- To evaluate various environmental strategies and building systems critically with regard to their experience, design/cultural language and ability to meet the needs of their intended users.
- To analyze the societal, economic and urban implications of sustainable systems.
- To relate contemporary urban principles to design situations.
- To demonstrate an understanding of structure and how it may be integrated within the design while maintaining conceptual intent.
- To demonstrate an understanding of building systems and how they may be integrated within the design while maintaining conceptual intent.
- To demonstrate an understanding of programming and how to develop a workable program.
- To demonstrate an understanding of basic diagramming and its importance in reinforcing the concept of the building.

Student Performance Criterion/a addressed:
A.4. Technical Documentation
A.8. Ordering Systems Skills
B.1. Pre-Design
B.12. Building Materials and Assemblies
C.1. Collaboration
C.9. Community and Social Responsibility

Topical Outline:
Architectural Design (80%)
Structural Coordination (10%)
Environmental and Building System Coordination (10%)

Prerequisites:
ARCH 7711, ARCH 7011 / Corequisite ARCH 7012

Textbooks/Learning Resources:
Allen, Edward, and Iano, Joseph, *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (4th edition) (Wiley, 2007)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty assigned:
Tim Michael (Full Time)

ARCH 7711 Advanced Architectural Design Studio 1, 6 credits
(formerly ARCH 7711 Advanced Architectural Design Studio I, 6 credits)

Course Description:
Advanced studio problems in architecture; changing topics address a variety of critical and ideological constructs; emphasizes life-safety, building envelope and service systems, materials and assemblies.

Course Goals & Objectives:
- To explore design issues and techniques including their integration with concepts of life-safety, building envelope and service systems, and materials and assemblies.
- To further develop skills in speaking, writing, graphics, and critical thinking
- To explore the impact of diverse human needs, abilities, social patterns, and behavior on design
- To explore the application of the theories and principles covered in the Arch 7011 Advanced Architectural Design Seminar 1 to studio design problems.

Student Performance Criterion/a addressed:
A.6. Fundamental Design Skills
A.7. Use of Precedents
B.1. Pre-Design
B.2. Accessibility
B.4. Site Design
C.1. Collaboration

Topical Outline:
Design Skills (80%)
Life Safety, Building Envelope and Service Systems, Materials and Assemblies (20%)

Prerequisites:
None / Corequisite ARCH 7011

Textbooks/Learning Resources:
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
James Williamson (Full Time)

ARCH 7431 Advanced Professional Practice, 3 credits

Course Description:
Principles of practice including communication skills, technical documentation, financial consideration, human behavior, client role, project management, practice management, leadership, legal responsibilities, ethics and professional judgment, and community and social responsibility.

Course Goals & Objectives:
- To understand the various dimensions of professional life, including ethics, professional conduct, and service leadership.
- To understand the legal dimensions of architectural practice.
- To understand the importance of professional development for architects, including leadership and communication skills.
- To understand the different modes of architectural practice, including starting a firm and running a practice.
- To understand effective techniques of project management and administration, including programming, research and analysis, defining project services, sustainable design, project delivery, construction cost management, and maintenance of design quality.
- To develop skills in technical documentation, including specifications.
- To understand the contractual relationships between the client, the architect, and the contractor.
- To further develop collaborative skills, including team research and presentation techniques.
- To further develop skills in critical thinking.
- To understand effective techniques of project management and administration, including programming, research and analysis, defining project services, sustainable design, project delivery, construction cost management, and maintenance of design quality.
- To understand financial considerations, including cost estimating, value analysis, and life cycle costing

Student Performance Criterion/a addressed:
A.4. Technical Documentation
B.7. Financial Considerations
C.2. Human Behavior
C.3   Client Role in Architecture
C.4. Project Management
C.5. Practice Management
C.6. Leadership
C.7. Legal Responsibilities
C.8. Ethics and Professional Judgment

Topical Outline:
Reading, writing, lectures, and case study presentations (100%)

Prerequisites:
ARCH 3431 or ARCH 4431 (or approved equivalent) or Permission of Instructor

Textbooks/Learning Resources:
The Architecture Student's Handbook of Professional Practice (American Institute of Architects, 2009)
Visiting Lecturers and textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty Assigned:
James Williamson (Full Time)

ARCH 7421 Advanced Environmental Systems, 3 credits

Course Description:
Advanced principles, appropriate applications and performance of environmental systems; acoustical, lighting; climate modification systems, and energy use integrated with the building envelope.

Course Goals & Objectives:
- Evaluate various environmental systems, both conventional and alternative, in a broad and integrated context.
- Analyze the societal and urban implications of sustainable development.
- Apply acoustical principles to design situations.
- Evaluate building envelope designs.
- Evaluate natural and artificial lighting strategies.
- Apply knowledge of current vertical conveyance, security/communication and fire protection systems.

Student Performance Criterion/a addressed:
A.5. Investigative Skills
B.3. Sustainability
B.5. Life Safety
B.7. Financial Considerations
B.8. Environmental Systems
B.10. Building Envelope Systems
B.11. Building Service Systems

Topical Outline:
Environmental Systems - Conventional and Alternative (30%)
Acoustical Principles (20%)
Evaluate Building Envelope Designs (20%)
Lighting Strategies (20%)
Vertical Conveyance, Security/Communication and Fire Protection Systems (10%)

Prerequisites:
ARCH 3421 (or approved equivalent) or permission of instructor

Textbooks/Learning Resources:
Brown, G.Z., and Dekay, Mark, *Sun, Wind & Light: Architectural Design Strategies* (2nd edition) (Wiley, 2001)
Lechner, Norbert, *Heating, Cooling, Lighting: Design Methods for Architects* (3rd edition) (Wiley, 2009)
Stein, Reynolds, Grondzik and Kwok, *Mechanical and Electrical Equipment for Buildings* (11th edition) (Wiley, 2009)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty assigned:
Michael Chisamore (Full Time)

ARCH 7211 Contemporary Architectural Theory, 3 credits

Course Description:
Critical study of contemporary theoretical writings and related architectural production; contemporary issues informing current architectural discourse; the Modernist canon and "-isms" from the mid-twentieth century to the present.

Course Goals & Objectives:
- To develop skills that will assist students in exploring, analyzing, and critically evaluating selected theoretical principles, writings, and their influence in the realm of architectural design, and urban planning.
- To develop a critical eye and voice that can identify theories, theorists and their impact within schools of architectural thought and the world of art and design.
- To develop the ability to articulate, both in written form and verbally, the student's own opinion(s) of selected theoretical works, and ultimately, to create their own design philosophy.
- To assist the student to create a self-guided process necessary to produce scholarly writings which articulate their own opinions and philosophies, ideally with the goal of publishing.
- To provide the student with a framework for future critical analysis and potential topics for thesis work.

Student Performance Criterion/a addressed:
A.9.   Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline:
Participation (20%)
Visual Presentations (25%)
Writing (30%)
Leading Lectures (25%)

Prerequisites:
None

Textbooks/Learning Resources:
Jencks, Charles, and Kropf, Karl, *Theories and Manifestos of Contemporary Architecture* (Wiley, 2003)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
Pam Hurley (Adjunct)

ARCH 7013 Advanced Architecture Design Seminar 3, 3 credits
(formerly ARCH 7013 Advanced Architecture Design Seminar III, 3 credits)

Course Description:
Offered in conjunction with advanced studio problems in architecture; changing topics address a variety of critical and ideological constructs; emphasizes comprehensive design.

Course Goals & Objectives:
- To supplement studio work with a knowledge base gathered through readings and research projects within seminar.
- To expose oneself to the architectural theories and practices of some of the world's leading architects practicing today.

Student Performance Criterion/a addressed:
A.5.   Investigative Skills

Topical Outline:
Topical Lectures & Class Discussions (75%)
Weekly Assignments (20%)
Student Presentations (5%)

Prerequisites:
None / Corequisite ARCH 7713

Textbooks/Learning Resources:
Zumthor, Peter, *Thinking Architecture* (Princeton Architectural Press, 2000)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
Michael Chisamore (Full Time)

ARCH 7012 Advanced Architectural Design Seminar 2, 3 credits
(formerly ARCH 7012 Advanced Architectural Design Seminar II, 3 credits)

Course Description:
Offered in conjunction with advanced studio problems in architecture; changing topics address a variety of critical and ideological constructs; emphasizes structural and environmental issues as design determinants.

Course Goals & Objectives:
- To evaluate various environmental strategies and building systems critically with regard to their experience, design/cultural language and ability to meet the needs of their intended users.
- To analyze the societal, economic and urban implications of sustainable systems.
- To relate contemporary urban principles to design situations.
- To supplement studio work with a knowledge base gathered through readings and research projects within seminar.
- To expose oneself to the architectural theories and practices of some of the leading architects practicing today.

Student Performance Criterion/a addressed:
C.2.   Human Behavior
C.9.   Community and Social Responsibility

Topical Outline:
Research Projects (20%)
Readings - Discussions / Participation (20%)
Synopses (30%)
Experiential and Observational Writings (30%)

Prerequisites:
ARCH 7711, ARCH 7011 / Corequisite ARCH 7712

Textbooks/Learning Resources:
Baeza, Alberto Campo, *Idea, Light, and Gravity* (Toto Japan, 2009)
Frampton, Kenneth, *Labour, Work and Architecture* (Phaidon Press Limited, 2002)
Le Corbusier, *Towards a New Architecture* (Dover, 1986)
Moneo, Rafael, *Theoretical Anxiety and Design Strategies in the Work of Contemporary Architects* (MIT Press, 2004)
Torres, Elias and Tsien, Billie and Bruder, Will and Zumthor, Peter, *2G International Architecture Review 9: Williams Tsien* (Editorial Gustavo Gili [GG], 1999)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty assigned:
Tim Michael (Full Time)

ARCH 7011 Advanced Architectural Design Seminar 1, 3 credits
(formerly ARCH 7011 Advanced Architectural Design Seminar I, 3 credits)

Course Description:
Offered in conjunction with advanced studio problems in architecture; changing topics address a variety of critical and ideological constructs; emphasizes life-safety, building envelope and service systems, materials and assemblies.

Course Goals & Objectives:
- To explore key theories and issues of contemporary architectural design as revealed in the work of Louis I. Kahn (Fall 2011); to explore key theories and issues of contemporary architectural design as revealed in the work of winners of the Pritzker Prize (Fall 2010); to explore in depth key seminal theories, movements, and issues of contemporary architecture (Fall 2009).
- To understand how life-safety, building envelope and service systems, materials and assemblies are integrated with design.
- To further develop techniques of effective research, oral presentation, critical thinking, and analysis relative to architectural works.

Student Performance Criterion/a addressed:
A.1.   Communication Skills

Topical Outline:
Reading, writing, lectures, and student presentations (100%)

Prerequisites:
None / Corequisite ARCH 7711

Textbooks/Learning Resources:
Brownlee, David B. and De Long, David G., *Louis I. Kahn: In the Realm of Architecture* (Rizzoli, 1991)
Komendant, August, *18 Years with Architect Louis I. Kahn* (Aloray, 1975)
Larson, Kent, Louis I. *Kahn: Unbuilt Masterworks* (The Monacelli Press, 2000)
Louis I. Kahn: Conversations with Students (Architecture at Rice 26, Princeton Architectural Press)
Scully, Vincent Jr., *Louis I. Kahn* (George Braziller, 1962)
Twombly, Robert, ed., *Louis Kahn, Essential Texts* (Norton, 2003)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
James Williamson (Full Time)

ARCH 6231/4231 Issues in City Building, 3 credits

Course Description:
Review of historical and contemporary issues in architecture, urban design, planning, and real estate development within the context of urban environment.

Course Goals & Objectives (list):
- To explore fundamental elements of city building and strategies of formal composition and organization.
- To familiarize students with expanded architectural vocabulary to include urban design, planning, and real estate development.
- To introduce fundamental issues of planning and urban design principles especially in terms of the implications of larger physical and cultural context.
- To introduce neighborhood redevelopment strategies and components of a comprehensive master plan including land-use, zoning, connectivity, infrastructure and transportation systems.
- To introduce real estate and development financing issues.
- To introduce the adoption and agency approval process.
- To effectively use precedent analysis as a means of understanding and interpreting the components of city building.
- To understand the environmental survey of neighborhood existing conditions analysis and community engagement.
- To convey planning and architecture's role and responsibility in community building.
- To understand the structural ordering systems of buildings, sites, streets, blocks, and neighborhoods.
- To develop the ability to understand the components in creating a sense of place.
- To develop an understanding of environmental, sustainability and LEED ND principles.
- To foster critical analysis and evaluation skills as well as group and independent thinking.
- To develop visualization, conceptualization, and communication skills.

Student Performance Criterion/a addressed:
A.7. Financial Considerations

Topical Outline:
Exams and Quizzes (50%)
Projects Assignments (25%)
Research and Analysis (15%)
Sketchbook (5%)
Attendance and Participation (5%)

Prerequisites:
Permission of Instructor

Textbooks/Learning Resources:
Garvin, Alexander, *The American City: What Works, What Doesn't* (3rd edition) (McGraw-Hill, 2013)
Sucher, David, *City Comforts* (2nd edition) (City Comforts, Inc., 2003)
Personal Sketchbook (Min. size 5"x8")
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually (this class is also open to students from related programs including City Planning)

Faculty Assigned:
Andy Kitsinger (Adjunct)

ARCH 4930 Senior Thesis, 3 credits

Course Description:
Study and research in specific area culminating in an integrating experience through individual and/or group projects and technical reports.

Course Goals & Objectives:
- To focus on precedents and research as a basis for beginning a design
- To explore various design methods, fabrication techniques and related crafts

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Design Projects (40%)
Educational Portfolio (30%)
Precedent Analysis (10%)
Presentation Skills (20%)

Prerequisites:
ARCH 4715

Textbooks/Learning Resources:
Spector, Tom, and Damron, Rebecca, *How Architects Write* (Routledge, 2012)
Textbooks from other courses and handouts appropriate to the thesis topic and area of research

Offered:
Spring only; on demand

Faculty Assigned:
Sherry Bryan (Full Time)

NOTE: This course is no longer required for the BFA in Architecture degree and is only offered on demand as a special University and Department Honors Thesis course.

ARCH 4716 Architecture Design Studio 6, 5 credits
(formerly ARCH 4716 Architectural Design VI Studio, 5 credits)

Course Description:
Issues of urban design; role of architecture in creating livable, sustainable cities; built environment and urban condition.

Course Goals & Objectives:
- To explore design issues associated with a variety of building types, scales, and sites within the urban context.
- To further develop skills in speaking, writing, graphics, and critical thinking.
- To further develop research and organizational skills, including the preparation of an urban scale neighborhood redevelopment strategy, while demonstrating an understanding of land-use, zoning, infrastructure, transportation systems, and the principles of neighborhood sustainability.
- To produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, building assemblies, life-safety provisions, accessibility, and the principles of building sustainability.
- To familiarize students with expanded architectural vocabulary to include urban design, planning, and real estate development.
- To effectively use precedent analysis as a means of understanding and interpreting the components of a design project.
- To convey architecture's role and responsibility in community building.
- To understand the structural ordering systems of buildings, sites, streets, blocks, and neighborhoods.
- To develop the ability to understand the components in creating a sense of place.
- To understand the application of environmental, sustainability and LEED ND principles.
- To foster critical analysis and evaluation skills as well as group and independent thinking.
- To develop visualization, conceptualization, and communication skills.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Projects Assignments (60%)
Research and Analysis (15%)
Other Exercises and Assignments (15%)
Sketchbook (5%)
Attendance and Participation (5%)

Prerequisites:
ARCH 4715 / Corequisite ARCH 4930 (Honors Thesis)

Textbooks/Learning Resources:
American Planning Association, *Planning and Urban Design Standards* (Wiley, 2006)
Sucher, David, *City Comforts* (2nd edition) (City Comforts, Inc., 2003)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty assigned:
Andy Kitsinger

ARCH 4715 Architecture Design Studio 5, 5 credits
(formerly ARCH 4715 Architectural Design V Studio, 5 credits)

Course Description:
Assessment, selection, integration of structural systems, building envelope systems, environmental systems, life-safety systems, building service systems into a comprehensive building design.

Course Goals & Objectives (list):
- To explore design issues associated with a variety of building types, scales, and sites within the urban context.
- To further develop skills in speaking, writing, graphics, and critical thinking.
- To further develop research and organizational skills, including the preparation of an urban scale neighborhood redevelopment strategy, while demonstrating an understanding of land-use, zoning, infrastructure, transportation systems, and the principles of neighborhood sustainability.
- To produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, building assemblies, life-safety provisions, accessibility, and the principles of building sustainability.

Student Performance Criterion /and addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Research (15%)
Critical Thinking and Design (40%)
Drawing and other Representational Techniques (30%)
Presentation Skills (15%)

Prerequisites:
ARCH 3714 / Corequisite ARCH 4441

Textbooks/Learning Resources:
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
Tim Michael (Full Time)

ARCH 4441 Construction Documents, 3 credits

Course Description:
Construction drawings and specifications; document organization and integration of building systems; graphics conventions; structural and architectural detailing.

Course Goals & Objectives:
- To explore and grasp an understanding of general construction methods and how to document such methods. Learn to document a building in such a manner as to maintain the original design concept.
- To revel in the exploration of alternative construction methods beyond that which has been designed. Understand the consequences of such methods on the building design.
- To develop an understanding of building codes and how they apply. Learn to adapt a building's design to satisfy the codes while retaining the original design concept.
- To understand the components of the construction set and project manual.
- To understand role of consultants and which documents they provide.
- To learn to draw and to compile and coordinate a series of drawings together into a set which outlines how a building is to be constructed.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Final CD Set (80%)
Weekly Assignments (15%)
Sketchbook (5%)
Discussions and Lectures (25%)

Prerequisites:
ARCH 2612 or Equivalent, ARCH 3312, ARCH 3313, ARCH 3714

Textbooks/Learning Resources:
Allen, Edward, and Iano, Joseph, *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (4th edition) (Wiley, 2007)
Bassler, Bruce, and Hoke, John Ray Jr., *Architectural Graphic Standards Student Edition* (9th edition) (Wiley, 2000)
Ching, Francis D.K., *Building Codes Illustrated: A Guide to Understanding the 2009 International Building Code* (Wiley, 2008)
Ching, Francis D. K., *Building Construction Illustrated* (4th edition) (Wiley, 2008)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
Tim Michael (Full Time)
Jeanne Myers (Full Time)

ARCH 3714 Architecture Design Studio 4, 5 credits.
(formerly ARCH 3714 Architectural Design IV Studio, 5 credits)

Course Description:
Integration of design determinants; selection and design of structural systems, environmental systems, materials, and connections for large and small scale buildings.

Course Goals & Objectives:
- To explore design issues and sustainable techniques and their integration with structural systems, environmental systems, materials, and connections.
- To develop collaborative skills, including team research techniques.
- To develop skills in speaking, writing, graphics, and critical thinking.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Design skills (80%)
Life safety, environmental systems, structural systems, building materials, and assemblies (20%)

Prerequisites:
ARCH 3713 / Corequisites ARCH 3313, ARCH 3431

Textbooks/Learning Resources:
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty Assigned:
Jeanne Myers (Full Time)
James Williamson (Full Time)

ARCH 3713 Architecture Design Studio 3, 5 credits
(formerly ARCH 3713 Architectural Design III Studio, 5 credits)

Course Description:
Integrative design strategies that engage programmatic, contextual, and constructed dimensions of architecture and its representations with a focus on environmental and sustainable issues.

Course Goals & Objectives (list):
- To explore and manipulate tectonic elements of architecture and strategies of formal composition and organization.
- To familiarize students with the integration of building systems in a creative way as the generator of form and artistic opportunity in the design process, including structural, environmental, mechanical material and life safety systems.
- To convey that architecture is a reflection of the artistic, social, political and economic conditions of its time and place.
- To appreciate the role of precedent analysis as a means of understanding and interpreting both program and parti types.
- To understand and work with the effect of materials and construction methodologies on architectural form and space.
- To understand and work with the spatial implications of structural ordering systems of walls, columns, grids, and frames.
- To explore issues of site planning and design especially in terms of the implications of larger physical and cultural context.
- To develop the ability to understand and manipulate architectural space towards creating a sense of place.
- To develop visualization, conceptualization, and communication skills.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Architectural Design (80%)
Structural Coordination (10%)
Environmental and Building System Coordination (10%)

Prerequisites:
ARCH 2612, ARCH 2712 / Corequisites ARCH 3312, ARCH 3421

Textbooks/Learning Resources:
Ching, Francis D.K., *Architectural Graphics* (5th edition) (Wiley, 2009)
Ching, Francis D.K., *Architecture Form, Space and Order* (3rd edition) (Wiley, 2008)
Ching, Francis D.K., *Building Construction Illustrated* (4th edition) (Wiley, 2008)
Lechner, Norbert, *Heating, Cooling, Lighting: Design Methods for Architects* (3rd edition) (Wiley, 2009)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty assigned:
Jeanne Myers (Full Time)
Jenna Thompson (Full Time)
Jimmie Tucker (Adjunct)

ARCH 3421 Environmental Systems, 3 credits

Course Description:
Studies in environmental technologies in architecture; mechanical systems, plumbing, electrical and energy conservation.

Course Goals & Objectives:
- To introduce students to fundamental concepts of active and passive systems used to mitigate environmental factors impacting buildings.
- To familiarize students with the technical systems applicable to modern construction and how such are integrated.
- To introduce students to sustainable design and its quantification system LEED. Understand how sustainable design is implemented within today's practice of architecture.
- To convey that environmental issues in architecture possess global implications and that successful design must respond to this broader context.
- To grasp knowledge of environmental systems such that one understands the pragmatic application of such systems within the design of building, both in design studio as well as built case studies.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Building Research and Analysis Projects (30%)
Examinations (60%)
Presentations (10%)

Prerequisites:
None, / Corequisite ARCH 3713

Textbooks/Learning Resources:
Allen, Edward, and Iano, Jospeh, *The Architect's Studio Companion: Third Edition.* (Wiley, 2002)
Brown, G.Z., and Dekay, Mark, *Sun, Wind & Light: Architectural Design Strategies* (Wiley, 2001)
Lechner, Norbert, *Heating, Cooling, Lighting: Design Methods for Architects* (3rd edition) (Wiley, 2009)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
Jenna Thompson (Full Time)

ARCH 3322 Structural Design 2, 3 credits
(the sequence ARCH 3321 and 3322 replaced the sequence ARCH 2311, 3312, 3313 effective FA14)

Course Description:
Fundamentals of structural design and analysis of buildings and building components in relationship to materials.

Course Goals & Objectives:
- To identify and understand the meaning and concept of structural principles; to become comfortable applying the theory and practice of structural concepts (structural implications) to design projects; and, to show, with an increased accuracy, detail in structural components (including sizing, connections, etc.).
- To develop a thorough understanding of the terminology of structures encountered in the architectural profession.
- To develop an understanding and application of the prerequisite course topics as applied to the design of structural members.
- To utilize appropriate design manuals and code requirements relative to structural materials.
- To study the sources of structural failure due to flawed design, material limitation and insufficient site inspection.
- To supply an ability to recognize design flaws involving loads and spans to contribute to design parameters.
- To become aware of the effect of materials and construction methodologies on architectural form and space.
- To supply an analysis of structural problems similar to those covered on the Architect Registration Examination.
- To foster critical evaluation skills to appreciate "realistic" performance of structural members.

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

Topical Outline:
Application to Structural Material and Performance (70%)
Holistic Building Design, Soils and Foundations, Lateral-Force Effects (20%)
Structural Failure (10%)

Prerequisites:
ARCH 3321

Textbooks/Learning Resources:
Allen, Edward, and Iano, Joseph, *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (5th edition) (Wiley, 2011)
Ambrose, James, and Tripeny, Patrick, *Building Structures* (3rd edition) (Wiley, 2011)
Ching, Francis D.K., *A Visual Dictionary of Architecture* (2nd edition) (Wiley, 2011)
Levy, Matthys, and Salvadori, Mario, *Why Buildings Fall Down* (Norton, 2002)
American Concrete Institute, Various Publications
American Institute of Steel Construction, *Steel Construction Manual* (13th edition) (2006)
American Wood Council, *National Design Standard* (NDS-2012) (2012)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty Assigned:
Jennifer Barker (Full Time)

ARCH 3321 Structural Design 1, 3 credits
(the sequence ARCH 3321 and 3322 replaced the sequence ARCH 2311, 3312, 3313 effective FA14)

Course Description:
Introduction to analysis and design of building systems and impact of these systems based on fundamental principles of mechanics; force systems, equilibrium; axial sheer bending stress theory; stress diagrams, buckling, strain and deformation related to building load requirements of structural systems within architectural forms.

Course Goals & Objectives:
- To identify and understand the meaning and concept of structural principles; to become comfortable applying the theory and practice of structural concepts (structural implications) to design projects; and, to show, with an increased accuracy, detail in structural components (including sizing, connections, etc.).
- To develop a thorough understanding of the terminology of structures encountered in the architectural profession.
- To develop an understanding and application of the prerequisite course topics as applied to the design of structural members.
- To utilize appropriate design manuals and code requirements relative to structural materials.
- To supply an ability to recognize design flaws involving loads and spans to contribute to design parameters.
- To become aware of the effect of materials and construction methodologies on architectural form and space.
- To supply an analysis of structural problems similar to those covered on the Architect Registration Examination.
- To foster critical evaluation skills to appreciate "realistic" performance of structural members.

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

Topical Outline:
Basic Concepts in Structure and Form, Order, Code, Geography (10%)
Statics, Strength of Materials, Properties of Sections, Stresses and Forces (45%)
Application to Structural Material and Performance (45%)

Prerequisites:
PHYS 2010/2011

Textbooks/Learning Resources:
Allen, Edward, and Iano, Joseph, *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (5th edition) (Wiley, 2011)
Ambrose, James, and Tripeny, Patrick, *Building Structures* (3rd edition) (Wiley, 2011)
Ching, Francis D.K., *A Visual Dictionary of Architecture* (2nd edition) (Wiley, 2011)
American Concrete Institute, Various Publications
American Institute of Steel Construction, *Steel Construction Manual* (13th edition) (2006)
American Institute of Timber Construction, *Timber Construction Manual* (6th edition) (2012)
American Wood Council, *National Design Standard* (NDS-2012) (2012)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
Jennifer Barker (Full Time)

ARCH 3313 Structures 3, 3 credits
(the sequence ARCH 3321 and 3322 replaced the sequence ARCH 2311, 3312, 3313 effective FA14)

Course Description:
Fundamentals of structural design and analysis of concrete buildings and building components.

Course Goals & Objectives:
- To identify and understand the meaning and concept of structural principles; to become comfortable applying the theory and practice of structural concepts (structural implications) to design projects; and to show, with an increased accuracy, detail in structural components (including sizing, connections, etc.).
- To develop a thorough understanding of the terminology of structures – especially concrete members encountered in the architectural profession.
- To develop an understanding and application of the prerequisite course topics as applied to the design of structural concrete members.
- To utilize American Concrete Institute design requirements and code limitations.
- To study the source of structural failure due to flawed design, material limitation and insufficient site inspection.
- To become aware of the effect of materials and construction methodologies on architectural form and space.
- To supply an ability to recognize design flaws involving loads and spans to contribute to design parameters.
- To supply an analysis of structural problems similar to those covered on the Architect Registration Examination.
- To foster critical evaluation skills to appreciate "realistic" performance of concrete structural members.

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

Topical Outline:
Review of Statics (10%)
Review of Strength of Materials (20%)
Reinforced Concrete Theory (25%)
Reinforced Concrete Design and Analysis (45%)

Prerequisites:
ARCH 2311

Textbooks/Learning Resources:
Allen, Edward, and Iano, Joseph, *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (5th edition) (Wiley, 2011)
Ambrose, James, and Tripeny, Patrick, *Building Structures* (3rd edition) (Wiley, 2011)
Ching, Francis D.K., *A Visual Dictionary of Architecture* (2nd edition) (Wiley, 2011)
Levy, Matthys, and Salvadori, Mario, *Why Buildings Fall Down* (Norton, 2002)
American Concrete Institute, Various Publications
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty Assigned:
Jennifer Barker (Full Time)

ARCH 3312 Structures 3, 3 credits
(the sequence ARCH 3321 and 3322 replaced the sequence ARCH 2311, 3312, 3313 effective FA14)

Course Description:
Fundamentals of structural design and analysis of steel and timber buildings and building components.

Course Goals & Objectives:
- To identify and understand the meaning and concept of structural principles; to become comfortable applying the theory and practice of structural concepts (structural implications) to design projects; and, to show, with an increased accuracy, detail in structural components (including sizing, connections, etc.).
- To develop a thorough understanding of the terminology of structures, especially timber and steel members, encountered in the architectural profession.
- To develop an understanding and application of the prerequisite course topics as applied to the design of structural timber and steel members.
- To utilize the American Institute of Steel Construction ASD/LRFD steel design manual as well as the NDS design for wood design requirements and code limitations.
- To supply an ability to recognize design flaws involving loads and spans to contribute to design parameters.
- To become aware of the effect of materials and construction methodologies on architectural form and space.
- To supply an analysis of structural problems similar to those covered on the Architect Registration Examination.
- To foster critical evaluation skills to appreciate "realistic" performance of timber and steel structural members.

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

Topical Outline:
Review of Statics (25%)
Review of Strength of Materials (10%)
Timber Design (25%)
Steel Design (40%)

Prerequisites:
ARCH 2311

Textbooks/Learning Resources:
Allen, Edward, and Iano, Joseph, *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (5th edition) (Wiley, 2011)
Ambrose, James, and Tripeny, Patrick, *Building Structures* (3rd edition) (Wiley, 2011)
Ching, Francis D.K., *A Visual Dictionary of Architecture* (2nd edition) (Wiley, 2011)
American Institute of Steel Construction, *Steel Construction Manual* (13th edition) (2006)
American Institute of Timber Construction, *Timber Construction Manual* (6th edition) (2012)
American Wood Council, *National Design Standard* (NDS-2012) (2012)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
Jennifer Barker (Full Time)

ARCH 3221 Determinants of Modern Design, 3 credits
(formerly ARCH 4221 Determinants of Modern Design, 3 credits)

Course Description:
Significant works of architecture and urban design from 1900 to the present; focus on Europe, United States, non-Western world; examination of architecture as a mode of cultural production in relation to its aesthetic.

Course Goals & Objectives:
- To introduce students to the seminal theories underpinning works of Modern and contemporary architecture.
- To familiarize students with techniques of critical thinking and analysis relative to architectural works.
- To convey that architecture may be viewed as works of material culture, and as such, should be considered within the historical and social context of the societies that produced them.

Student Performance Criterion/a addressed:
A.9.   Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline:
Reading, writing, and illustrated lectures (100%)

Prerequisites:
ARCH 1211, ARCH 1212 or equivalent

Textbooks/Learning Resources:
Curtis, William J. R., *Modern Architecture Since 1900* (3rd edition) (Phaidon Press, Inc., 1996)
Handlin, David P*., American Architecture* (2nd edition) (Thames & Hudson, 2004)
Pevsner, Nikolaus, *Pioneers of Modern Design* (Penguin Books, 1972)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
James Williamson (Full Time)

ARCH 2712 Architecture Design Studio 2, 5 credits
(formerly ARCH 2712 Architectural Design II Studio, 5 credits)

Course Description:
Integration of concepts and methods as applied to building types, design, construction, and systems with a focus on regionalism; site analysis and development of design solutions integrating formally expressive visual ideas and functionally adept planning and design concepts.

Course Goals & Objectives:
- To explore fundamental tectonic elements of architecture and strategies of formal composition and organization.
- To familiarize students with the basic language used to describe and analyze buildings in terms of structure, form, and context.
- To convey that architecture is a reflection of the artistic, social, political and economic conditions of its time and place.
- To appreciate the role of precedent analysis as a means of understanding and interpreting both program and parti types.
- To become aware of the effect of materials and construction methodologies on architectural form and space.
- To introduce fundamental issues of site planning and urban design especially in terms of the implications of larger physical and cultural context.
- To recognize the spatial implications of structural ordering systems of walls, columns, grids, and frames.
- To develop the ability to understand and manipulate architectural space towards creating a sense of place.
- To develop visualization, conceptualization, and communication skills.
- To foster critical evaluation skills and independent thinking.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Architectural Design (80%)
Structural Coordination (10%)
Environmental and Building System Coordination (10%)

Prerequisites:
ARCH 2711 / Corequisite ARCH 2311, ARCH 2612

Textbooks/Learning Resources:
Allen, Edward, and Iano, Joseph, *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (5th edition) (Wiley, 2011)
Ching, Francis D.K., *Building Construction Illustrated* (4th edition) (Wiley, 2008)
Kwok, Allison, and Grondzik, Walter, *The Green Studio Handbook* (2nd edition) (Architectural Press, 2011)
Smith, Korydon, *Introducing Architectural Theory: Debating a Discipline* (Routledge, 2012)
White, Edward T., *Site Analysis* (Architectural Media Ltd., 1983)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty assigned:
Jennifer Barker (Full Time)
Michael Hagge (Full Time)

ARCH 2711 Architecture Design Studio 1, 5 credits
(formerly ARCH 2711 Architectural Design I Studio, 5 credits)

Course Description:
Projects to introduce architectural precedents, typology, form, space, order, meaning and place; understanding of specific cultural, social and physical contexts of architecture.

Course Goals & Objectives:
- To explore and grasp an understanding of the design process where an idea based on research and analysis is enriched by such external factors as landscape, culture, history, ecology, and economy as it takes on a physical presence.
- To develop critical thinking skills and the ability to "see" architecture and to grasp an understanding of what constitutes architecture versus buildings.
- To develop visualization, conceptualization, and communication skills with attention to detail and craft and to learn how to graphically explain an idea with the uses of conceptual, analytical and environmental diagrams.
- To familiarize students with the basic language used to describe and analyze buildings in terms of structure, form, environment and context.
- To appreciate the role of precedent analysis as a means of understanding and interpreting concept, program, typologies and methods of problem solving.
- To become aware of the way that materials and construction methodologies affect architectural form and space.
- To introduce fundamental issues of site planning and design, especially in terms of the implications of larger physical and cultural context.
- To develop the ability to understand and manipulate architectural space towards creating a sense of place.

Student Performance Criterion/addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Drawing and other representational techniques (10%)
Presentation Skills (20%)
Readings/Discussions (10%)
Design Projects (55%)
Sketchbook (5%)

Prerequisites:
ARCH 1112 / Corequisites ARCH 2412, ARCH 2611

Textbooks/Learning Resources:
Bielefeld, Bert, Basics: Design Ideas (Birkhäuser Architecture, 2007)
Frederick, Matthew, 101 Things I Learned in Architecture School (The MIT Press, 2007)
Munari, Bruno, Design as Art (Penguin Global, 2009)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
Josh Jackson (Adjunct)
Andrew Parks (Adjunct)
Peter Warren (Adjunct)

ARCH 2612 Computer Applications in Design 2, 3 credits
(formerly ARCH 2612 Computer Application in Architecture II)

Course Description:
Advanced concepts of computer generated drawings including utilization of third party software for special applications, 3-D building studies, site development.

Course Goals & Objectives:
- To learn basic 2-D and 3-D architectural design and rendering techniques using current technologies. (AutoCAD, Revit, others)
- To develop photo editing and compositing techniques as it relates to architecture.
- To explore ways to graphically illustrate and explain concepts, ideas and analytical observations.
- To understand digital media as a tool used to explain ideas and concepts as opposed to a means generating them.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Drawing and Visualization Techniques (90%)
Presentation Techniques (10%)

Prerequisites:
ARCH 2611 or equivalent

Textbooks/Learning Resources:
A combination of 2-D and 3-D web resources
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty Assigned:
Heather Hall (Adjunct)

ARCH 2611 Computer Applications Design 1, 3 credits
(formerly ARCH 2611 Computer Application in Architecture I)

Course Description:
Computer aided drafting and design applications to produce computer generated architectural design and working drawings.

Course Goals & Objectives:
- To learn basic 2-D and 3-D architectural design and rendering techniques using current technologies. (AutoCAD, Revit, others)
- To develop photo editing and compositing techniques as it relates to architecture.
- To explore ways to graphically illustrate and explain concepts, ideas and analytical observations.
- To understand digital media as a tool used to explain ideas and concepts as opposed to a means generating them.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Drawing and Visualization Techniques (90%)
Presentation Techniques (10%)

Prerequisites:
ARCH 1112

Textbooks/Learning Resources:
A combination of 2-D and 3-D web resources
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
Heather Hall (Adjunct)

ARCH 2412 Building Technology 2, 3 credits
(formerly ARCH 2412 Building Technology II, 3 credits)

Course Description:
Advanced study of building types and building systems; material and their properties as related to architecture; drafting of details included.

Course Goals & Objectives (list):
- To introduce students to fundamental concepts of architectural detailing, including sectional studies, waterproofing, tolerances, sequencing, and more.
- To familiarize students with the technical systems applicable to modern construction and how such are integrated, including vertical and horizontal ducting, wiring, lighting clearances, etc.
- To expose students to building systems and associated detailing required to make some of the most notable modern buildings of today.
- To convey the message that design doesn't stop at the conceptual level. It must be carried through the details such that they reinforce the concept.
- To grasp an understanding of how to create technical drawings of typical wall/envelope conditions.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Topical Lectures (70%)
Semester Assignments (15%)
Weekly Assignments (10%)
Examinations (5%)

Prerequisites:
ARCH 2411 or ARCH 1411

Textbooks/Learning Resources:
Allen, Edward, and Iano, Joseph, *Fundamentals of Building Construction: Materials & Methods* (6th edition) (Wiley, 2013)
Allen, Edward, and Iano, Joseph, *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (5th edition) (Wiley, 2011)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
Tim Michael (Full Time)

ARCH 2411 Building Technology 1, 3 credits
(formerly ARCH 1411 Building Technology I)

Course Description:
Building types and building systems; emphasis on the effect of scale, materials, assembly systems and detail methods upon architectural design; drafting of details included.

Course Goals & Objectives:
- To introduce students to fundamental concepts of architectural detailing, including foundations, wood framing, exterior skins, interior finishes, and masonry construction.
- To convey the importance of understanding how buildings are constructed. One who knows how to put buildings together knows how to control the design process.
- To expose students to building systems and associated detailing required to make some of the most notable modern buildings of today.
- To convey the message that design doesn't stop at the conceptual level. It must be carried through the details such that they reinforce the concept.
- To grasp an understanding of how to create technical drawings of typical wall/envelope conditions.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Topical Lectures (70%)
Semester Assignments (15%)
Weekly Assignments (10%)
Examinations (5%)

Prerequisites:
None / Corequisite ARCH 1112

Textbooks/Learning Resources:
Allen, Edward, and Iano, Joseph, *Fundamentals of Building Construction: Materials & Methods* (6th edition) (Wiley, 2013)
Allen, Edward, and Iano, Joseph, *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (5th edition) (Wiley, 2011)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty Assigned:
Tim Michael (Full Time)

ARCH 2311 Structures I, 3 credits
(the sequence ARCH 3321 and 3322 replaced the sequence ARCH 2311, 3312, 3313 effective FA14)

Course Description:
Introduction to analysis and design of building systems and impact of these systems based upon fundamental principles of mechanics; force systems, equilibrium; axial, shear, bending stress theory; stress diagrams, buckling, strain and deformation related to building load requirements of structural systems within architectural forms.

Course Goals & Objectives:
- To explore the analysis and design of structural systems for buildings and the impact of these systems.
- To analyze fundamental principles of mechanics related to building load requirements.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Lecture (90%)
Individual Work (10%)

Prerequisites:
PHYS 2010/2011

Textbooks/Learning Resources:
Onouye, Barry S., and Kane, Kevin, *Statics and Strength of Materials for Architecture and Building Construction* (4th edition) (Prentice Hall, 2011)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty Assigned:
Tamara Redburn (Adjunct)

ARCH 2212 History of Architecture 2, 3 credits
(formerly ARCH 1212 History of Architecture II)

Course Description:
Major trends in architecture from Renaissance to present; emphasis on pre-1900 era; development of architecture through cultural and technological change.

Course Goals & Objectives:
- To introduce students to the key sites, buildings, and architects of Western and Non-Western architecture from 14th century to present.
- To familiarize students with the basic terminology used to describe and analyze buildings in terms of structure, form, style, and context.
- To convey that architecture is a reflection of the artistic, social, political, and economic context of its time and place.
- To introduce students to architecture terminology used in the profession.
- To foster critical evaluation skills and independent thinking.
- To apply design principals and elements in architecture design analysis.

Student Performance Criterion/a addressed:
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline:
Research and Analysis Projects (35%)
Quizzes and Examinations (35%)
Individual Projects (25%)
Attendance and Participation (5%)

Prerequisites:
ARCH 1211 and HIST 1120

Textbooks/Learning Resources:
Moffett, Marion, and Fazio, Michael, and Wodehouse, Lawrence, *Buildings Across Time: An Introduction to World Architecture* (3rd edition) (McGraw-Hill, 2008)
Spector, Tom, and Damron, Rebecca, *How Architects Write* (Routledge, 2012)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually

Faculty assigned:
Jeanne Myers (Full Time)

ARCH 1211 History of Architecture I, 3 credits

Course Description:
Major trends in architecture from prehistoric times to Renaissance; emphasis on impact of technological and social changes on prevailing architectural styles.

Course Goals & Objectives:
- To introduce students to the key sites, buildings, and architects of Western and Non-Western architecture for the period of Pre-history through 1400.
- To familiarize students with the basic terminology used to describe and analyze buildings in terms of structure, form, style, and context.
- To convey that architecture is a reflection of the artistic, social, political, and economic context of its time and place.
- To introduce students to architecture terminology used in the profession.
- To foster critical evaluation skills and independent thinking.
- To apply design principals and elements in architecture design analysis.

Student Performance Criterion/a addressed:
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline:
Quizzes and Examinations (45%)
Individual Projects (30%)
Research and Analysis Projects (20%)
Attendance and Participation (5%)

Prerequisites:
HIST 1110

Textbooks/Learning Resources:
Moffett, Marion, and Fazio, Michael, and Wodehouse, Lawrence, *Buildings Across Time: An Introduction to World Architecture* (3rd edition) (McGraw-Hill, 2008)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered (semester and year):
Spring only; annually

Faculty assigned:
Jeanne Myers (Full Time)

ARCH 1120 Introduction to Architecture + Design, 3 credits

Course Description:
Fundamental principles of architecture and design; sustainability, historical, cultural, theoretical aspects of architecture and design; architecture and interior design profession values, ethics.

Course Goals & Objectives:
- To explore various fundamental tectonic elements of design and strategies of formal composition and organization.
- To become aware of the place of architecture and design through precedent analysis and case studies.
- To explore the role of prominent architects and designers through research, case studies, and projects.
- To develop visualization, conceptualization, and communication skills with attention to details and craft.
- To foster critical evaluation skills and independent thinking.

Student Performance Criterion/a addressed (list number and title):
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Formal Composition (20%)
Precedent Analysis (20%)
Basics of the Profession (20%)
Communication Skills (20%)
Evaluation Skills (20%)

Prerequisites:
None

Textbooks/Learning Resources:
Ching, Francis, D.K., *A Visual Dictionary of Architecture* (2nd edition) (Wiley, 2011)
Ching, Francis D.K., *Architecture Form, Space and Order* (3rd edition) (Wiley, 2008)
Crowe, Norman, and Laseau, Paul. *Visual Notes for Architects and Designers* (Wiley, 1986)
Mann, Thorbjoern, *Time Management for Architects* (Norton, 2003)
Pause, Michael, *Precedents in Architecture: Analytic Diagrams, Formative Ideas, and Partis (Fourth Edition)* (Wiley, 2012)
Piotrowski, Christine, *Becoming an Interior Designer* (Wiley, 2008)
Smith, Korydon, *Introducing Architectural Theory: Debating a Discipline* (Routledge, 2012)
Waldrep, Lee W., *Becoming an Architect* (Wiley, 2009))
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually / Summer annually on demand

Faculty assigned:
Jennifer Barker (Full Time)
Sherry Bryan (Full Time)
Michael Hagge (Full Time)

ARCH 1113 Design Visualization, 3 credits

Course Description:
Freehand drawing skills for designers; perception-based drawing and concept ideation; principles of one and two point perspective; use of light, shade and shadow in representation of architectural forms and spaces.

Course Goals & Objectives:
- To explore how marks on paper can suggest dimension, specific materials, textures or patterns
- To develop visualization and conceptualization skills with attention to composition and craft. The hand is an extension of the mind, and must be able to graphically explain the visions of the designer.
- To explore the way in which the composition of elements in a work can heighten one's awareness of the space defined by these elements.
- To develop a methodology of representing three-dimensional space onto a two-dimensional surface.
- To learn how the type, direction, pattern and orientation of pencil marks can establish unity and coherence as well as richness and variety.
- To learn how to "see" in perspective and be able to rapidly reproduce images from both observation and perception.
- To explore ways to illustrate and explain concepts, ideas and analytical observations.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Drawing and other Representational Techniques (80%)
Presentation Skills (20%)

Prerequisites:
ARCH 1111 / Corequisite ARCH 1112

Textbooks/Learning Resources:
Koenig, Peter A., *Design Graphics: Drawing Techniques for Design Professionals* (3rd edition) (Prentice Hall, 2011)
Yee, Rendow, *Architectural Drawing: A Visual Compendium of Types and Methods* (4th edition) (Wiley, 2012)

Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually

Faculty Assigned:
Tim Michael (Full Time)
Jenna Thompson (Full Time)
Pam Hurley (Adjunct)
Andrew Parks (Adjunct)

ARCH 1112 Architecture Graphics Studio, 3 credits

Course Description:
Graphic communication principles in architecture; mechanical drawing skills; introduction to digital presentation techniques; architectural modeling; orthographic and paraline projections; graphics reproduction techniques.

Course Goals & Objectives (list):
- To develop the ability to accurately read and see architectural space through analysis, measurement, drawing, and model building.
- To become familiar with the basic language used to describe and analyze buildings in terms of structure, form, and context.
- To convey that architecture is a reflection of the artistic, social, political, environmental, and economic conditions of its time and place.
- To appreciate the role of precedent analysis as a means of understanding and interpreting both program and parti types.
- To develop the ability to understand, design, create, and manipulate architectural space towards creating a sense of place.
- To develop visualization, conceptualization, communication, and graphic skills.
- To foster critical evaluation skills and independent thinking.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Technical Drawing and Other Graphic Representational Techniques (40%)
Research and Analysis – Sustainable Design (25%)
Sustainable Design Project (25%)
Presentation Skills (10%)

Prerequisites:
ARCH 1111, ARCH 1120, ARCH 1211 / Corequisites ARCH 1113, ARCH 1212, ARCH 1411,

Textbooks/Learning Resources:
Ching, Francis D.K., *A Visual Dictionary of Architecture* (2nd edition) (Wiley, 2011)
Ching, Francis D.K., *Architecture Form, Space and Order* (3rd edition) (Wiley, 2008)
Mann, Thorbjoern. *Time Management for Architects and Designers* (Norton, 2003)
Yee, Rendow. *Architectural Drawing: A Visual Compendium of Types and Methods* (4th edition) (Wiley, 2012)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Spring only; annually (Fall only beginning FA14)

Faculty Assigned:
Jennifer Barker (Full Time)
Sherry Bryan (Full Time)
Tim Michael (Full Time)
Jennifer Thompson (Full Time)
Pamela Hurley (Adjunct)
Andrew Parks (Adjunct)

ARCH 1111 Fundamentals of Design, 3 credits

Course Description:
Visual perception, principles and systems of order that inform two and three dimensional design, architectural composition and urban design; basic architectural principles used in design of building, interior spaces and sites.

Course Goals & Objectives:
- To explore various fundamental elements of design and strategies of formal composition and organization.
- To develop the ability to conceptualize architectural forms and spaces in two and three dimensions.
- To develop an understanding of the inherent tectonic qualities of materials.
- To develop visualization, conceptualization, and communication skills with attention to detail and craft.
- To learn the fundamentals of architectural composition.
- To foster critical evaluation skills and independent thinking.

Student Performance Criterion/a addressed:
This course is not used to provide the greatest evidence of student achievement relative to SPC

Topical Outline:
Drawing and other Representational Techniques (80%)
Presentation Skills (20%)

Prerequisites:
ARCH 1120

Textbooks/Learning Resources:
Ching, Francis D.K., *A Visual Dictionary of Architecture* (2nd edition) (Wiley, 2011)
Ching, Francis D.K., *Architecture Form, Space and Order* (3rd edition) (Wiley, 2008)
Koren, Leonard, *Wabi-Sabi: for Artists, Designers, Poets & Philosophers* (Imperfect Publishing, 2008)
Mann, Thorbjoern, *Time Management for Architects* (Norton, 2003)
Smith, Korydon, *Introducing Architectural Theory: Debating a Discipline* (Routledge, 2012)
Textbooks from other courses, as appropriate, handouts, and assigned readings

Offered:
Fall only; annually (Spring only beginning FA12)

Faculty Assigned:
Jeanne Myers (Full Time)
Jennifer Thompson (Full Time)
Pamela Hurley (Adjunct)

Faculty Qualifications and Courses Taught Since Last Visit
(Please see matrix beginning on page 29)

Visiting Team Report 2012

Letter Attesting to Accuracy of Information

Cynthia Martin, PhD
Office of Institutional Research
211 Administration Building
Memphis, Tennessee 38152

Office: 901-678-1321
cmartin@memphis.edu

July 22, 2014

Michael Hagge, Chair
Department of Architecture
Benjamin W. Rawlins Jr. / Union Planters Professor
404 Jones Hall
University of Memphis
Memphis, TN 38152

Dear Professor Hagge:

All data released to you prepared by The Office of Institutional Research is official 14th day census data, consistent with data reported to the Tennessee Board of Regents.

Sincerely,

Cynthia Martin, PhD
Research Analyst

Letters Regarding Accreditation from SACS

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org
January 5, 2006

Dr. Shirley C. Raines
President
The University of Memphis
341 Administration Building
Memphis, TN 38152-3370

Dear Dr. Raines:

The following action regarding your institution was taken at the December 2005 meeting of the Commission on Colleges:

> The Commission reaffirmed accreditation with a request for a First Monitoring Report due April 14, 2006, addressing the visiting committee's recommendations applicable to the following referenced *Principle*:
>
> **CS 3.3.1 (Institutional Effectiveness), Recommendation 4**
> Provide evidence of successful progress toward QEP goals based on data-supported baseline profile of the subject student population.
>
> **CS 3.3.1 (Institutional Effectiveness), Recommendation 5**
> Provide evidence of multiple measures to assess the effectiveness of the QEP.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" five years after their reaffirmation review. Institutions will be notified by the President of the Commission regarding its specific due date. For more information regarding the Impact Report, access www.sacscoc.org/commpub1.asp#Policies and click onto "Reports Submitted for Committee or Commission Review."

Guidelines for the additional report also are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If they have questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send the original and **five copies** to your Commission staff member.

Please note that Federal regulations and Commission policy stipulate that an institution must remedy deficiencies within two years following the Commission's initial action on the institution. At the end of that two-year period, if the institution is not in compliance with the *Principles of Accreditation*, representatives from the institution may be required to appear before the Commission, or one of its standing committees, to answer questions as to why the institution

Dr. Shirley C. Raines
January 5, 2006
Page Two

should not be removed from membership. If the Commission determines good cause at that time, the Commission may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the Commission does not determine good cause, the institution must be removed from membership. (See enclosed Commission policy "Sanctions, Denial of Reaffirmation, and Removal from Membership.")

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:rlb

cc: Dr. Gerald D. Lord

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org
July 7, 2006

Dr. Shirley C. Raines
President
University of Memphis
341 Administration Building
Memphis, TN 38152-3370

Dear Dr. Raines:

The following action regarding your institution was taken at the June 2006 meeting of the Commission on Colleges:

> The Commission on Colleges reviewed the institution's First Monitoring Report following reaffirmation of accreditation. No additional report was requested.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:rlb

cc: Dr. Gerald D. Lord

c: Ralph Faudree
    faxed 7/17/06

cc: Pogie
    Franceschetti

Detailed Information from the University Libraries

UNIVERSITY LIBRARIES: SUPPLEMENTAL INFORMATION

APPENDIX A: GENERAL INFORMATION

University Libraries, University of Memphis

The University Libraries is committed to the provision of access to scholarly resources through the acquisition, organization, management, and preservation of the collections and through supportive reference and instruction services. The University Libraries seeks to maintain a leadership role in information management in support of the University's mission as a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship.

Libraries Resources and Budget, Administration, and Operations

The University Libraries receives a majority of its financial support (for both operating and library materials) from the University's E&G Budget. The Dean of University Libraries presents an annual Libraries' budget review to the Provost to ascertain that the University Administration is kept abreast of the University Libraries' funding needs.

The University Libraries also receives TAF (Technology Access Fee) funds which derive from student paid fees. These funds are specifically ear-marked for the support of student use of technology and information technology. The University Libraries' TAF receipts are used to support access to electronic resources via the Libraries' website.

Additionally, the University Libraries and the University Advancement Division seek funding for endowments to support the growth of the collections within the University Libraries. The Friends of the University Libraries is a small, but vital part of this support.

The University Libraries has an active Interlibrary Loan Department which uses the ILLiad and RAPIDILL systems to fill faculty and student requests for materials not locally owned. Interlibrary Loan is a free service to students and faculty through which he/she can make requests via the University Libraries' website (http://www.memphis.edu/libraries) from over 10,000 libraries world-wide. The University Libraries also participates in collaborative document delivery with its fellow-members of the Association of Southeastern Research Libraries and members of TENN-SHARE. These two programs insure prompt delivery of items requested from the participating libraries.

The University Libraries maintains reciprocal borrowing privileges with other local academic institutions, including Christian Brothers University; Southwest TN State Community College; and Rhodes College. These agreements allow University of Memphis students access to the libraries at these institutions.

The University Libraries' Liaison program joins a Libraries' Faculty member with a departmental liaison in each academic department. A collection development plan, written collaboratively by the Libraries' Faculty Liaison and the faculty in the department, is the basis for decision-making for all types of library materials purchased. (These policies are available for viewing on the University Libraries' website.) It is the Libraries' Faculty Liaison who receives and evaluates the requests for the possible purchase of materials form the Departmental Liaison, who in turn has received the requests from the department's faculty. It is the Libraries' Faculty Liaison's responsibility to insure that the collection under his/her purview is responsive (within the availability of funds) to the curriculum and research needs of the students and faculty.

The collections of the University Libraries are housed in the McWherter Library and 4 branch libraries (Communication Sciences and Disorders; Math; Music; and UofM at Lambuth). In majority, those items in the collection which support the Architecture Program will be found in the McWherter Library and in electronic format on the University Libraries' website (http://www/memphis.edu/libraries).

Funding for monographs (books) purchases is allocated (when funds are available) to the academic departments each year by the Dean of University Libraries. Funding for serial purchases has remained static for a number of years and any new titles requested, require commensurate costs serial subscriptions to be dropped. Appendix B delineates the holdings within the University Libraries by format.

Below is the recent history of expenditures in support of Architecture:

	Monographs	Serials
2009/2010:	$ 6,999.28	$ 195.28
2010/2011:	$ 755.03	$ 194.46
2011/2012:	$ 4,050.06	$ 2,047.54
2012/2013:	$ 1,005.13	$ 1,848.60
2013/2014:	$ 2,080.81	$ 2,427.22

The Architecture monographs collection includes Library of Congress Classifications: NA and TH. Holdings in the University Libraries for those two classifications as of July 2014:

NA (Architecture): 4,452
TH (Building Construction): 1,433

The University Libraries currently receives access to 10,067 serial subscriptions in either print or electronic format. A complete listing of currently received journals that were originally requested by Architecture is found in Appendix C. (Please note there may be additional titles held by the University Libraries which support the Architecture program, but which were originally requested by faculty in other academic departments. These titles do not appear on this listing.)

In reviewing the "Core List of Periodicals Titles for a First-Degree-Program in Architecture" prepared by the Association of Architecture School Librarians, the University Libraries currently maintains subscriptions to 11 and has electronic full-text access to 17 of the 53 recommended titles:

Subscriptions maintained:

Abitare	*Japan Architect*
Architect	*Landscape Architecture*
Architectural Record	*Planning*
Architectural Review	*RIBA Journal*
ARQ	*Urban Land*
Interior Design	

Full-text electronic access available (availability to recent years may be embargoed):

Architects' Journal	*Journal of Architectural Education*
Architectural Design	*Journal of the American Planning Association*
Architectural History	*Journal of the Society of Architectural Historians*
Baumeister	*Landscape Journal*
Environment and Behavior	*Metropolis*
GreenSource	*Perspecta*
Grey Room	*Places*
Journal of Architectural and Planning	*Thresholds*
Research	*Werk Bauen und Wohnen*

As the Regional Federal Depository for the State of Tennessee, the University Libraries receives and/or has access to all U. S. Government Printing Office publications in print, microform, and electronic formats. This collection is, by law, available to all U. S. citizens, most especially the citizens of Tennessee.

The University Libraries' website (http://www.memphis.edu/libraries) is THE place to connect to the world of information. Included at this website is access to over 150 electronic resources (indexes, full-text databases, abstracts) and over 109,000 electronic books. All are available to the University Libraries' users, either on or off Campus.

A listing of electronic resources most appropriate to Architecture can be found in Appendix D. (When searching the University Libraries' online catalog using subject "architecture" "not computer" and material type "E-Book" 375 titles are listed in the response as available for use by UofM students and faculty.)

Libraries Services

The University Libraries' Research and Information Services (RIS) Desk is located on the first floor of the McWherter Library in the Learning Commons. The RIS Desk is staffed during all the open hours of the McWherter Library, while the Learning Commons and its Technical Support Desk are open extended hours during exam periods. The staff at the RIS Desk seeks to help library users successfully meet their information needs. Throughout each semester the RIS Desk staff present "open-walk-in" instructional sessions on the various electronic resources available on the Libraries' website.

The University Libraries Research and Instructional Services faculty/staff are committed to offering programs that enhance information literacy. The core of the program is course-related instruction, in which librarians collaborate with faculty in the academic departments to teach those skills that students need in course assignments and related research. Requests for instructional services can be made via the Libraries' website.

Circulation policies for all types of patrons and materials are available on the University Libraries' website. The Reserve Room hours mirror that of the McWherter Library. The University Libraries' hours of operation differ with location and time of year. The current hours are posted on the Libraries' website (http://www.memphis.edu/libraries). The McWherter Library is open 93.5 hours per week during the regular semester, with abbreviated hours between semesters.

Libraries Staff

The University Libraries currently has 88 full-time personnel: 25 faculty (professional librarians); 4 administrative professionals; 50 support staff ; and 9 FTE student assistants.

The University Libraries' faculty is appointed to full faculty-status/tenure track positions. The Dean of University Libraries reports directly to the Provost of the University and is currently partnering with the Vice-Provost for Information Services in reviewing and revising the vision for the University Libraries. At present there is no library faculty member with educational subject expertise in architecture.

The Support Staff include Library Assistants I, II, and III levels, which requires appropriate education/experience to allow these staff members to help organize and explain the resources offered within the Libraries. Other levels of Support Staff and Administrative Professionals include Office Associates, Business Officer II, Senior Facilities Coordinator, and Administrative Associate II.

Libraries Facilities

The University Libraries' McWherter Library and 2 Branch Libraries (Math and Music, adjacent to appropriate academic department) are located on the University's Main Campus. The Communication Sciences and Disorders Branch Library is located in Memphis' medical area downtown and the Uof M at Lambuth Branch Library is located in Jackson, TN (approximately 90 miles from the Main Campus.)

The McWherter Library offers full wireless access to the internet in addition to 163 computer workstations for wired access via the Campus Network. Group and individual study carrels are available throughout the building, as are appropriate copiers, printers, microformat readers and reader-printers. Einstein's Bagel shop can also be found at the entrance to McWherter Library.

Architecture students and faculty are served by all areas of the University Libraries, but most specifically by the McWherter Library, in which resources to support the curriculum and research needs of the architecture program can be found.

APPENDIX B: UNIVERSITY LIBRARIES' HOLDINGS AS OF 6/30/2014:

Type of Material	6/30/13 Total	Fiscal Year 13/14		
		Added UofM	Withdrawn	6/30/14 Total
Bound volumes	1,327,545	11,750	859	1,338,436
Electronic Books	76,956	32,061	0	**109,017
Reels of Microfilm	137,240	142	0	137,382
Microfiche, etc.	3,625,873	18,373	0	3,644,246
Government Documents (hardcopy)	629,816	5,824	0	635,640
Phonorecords	14,922	1	49	14,874
Compact Discs Audio	9,555	513	0	10,068
Compact Discs Print	6,003	8	0	6,011
Audiocassettes	8,180	0	0	8,180
Manuscripts	10,080,737	149,310	0	10,230,047
Photographs	814,569	0	0	814,569
Uncataloged Pamphlets	4,064	0	0	4,064
Maps	61,093	96	0	61,189
Film - 16mm	149	0	0	149
Videocassettes 1/2"	4,588	2	0	4,590
Videocassettes 3/4"	12	0	0	12
Slides	1,255	0	0	1,255
Slide Sets	7	0	0	7
Filmstrips	30	0	0	30
Transparencies	1	0	0	1
Filmstrip/Cassette Sets	13	0	0	13
Multimedia Kits	7	0	0	7
3-D Models	1	0	0	1
Computer Software	27	0	0	27
Study Print Sets	96	0	0	96
DVD	1,888	96	0	1,984

APPENDIX C: CURRENT PERIODICAL SUBSCRIPTIONS ORGINALLY REQUESTED BY ARCHITECTURE

Abitare	*Architectural Review*	*Planning*
Architect	*ARQ*	*RIBA*
Architectural Index	*Japan Architect*	*Urban Land*
Architectural Record	*Landscape Architecture*	

APPENDIX D: UNIVERSITY LIBRARIES' ELECTRONIC RESOURCES IN SUPPORT OF ARCHITECTURE

DATABASES

Architectural Index - Architectural Index provides an online index to major architectural and related magazines, giving the magazine, issue, and page number of articles. Users may conduct searches on indexed terms including the following keywords: building type or subject, architect/designer or firm, location of building, author, magazine, and range of years. Coverage: January 1982 to December 2010.

Art Fulltext and Art Index Retrospective - Covers periodicals in the fine and decorative arts along with non-Western art, new and contemporary art, crafts, costume, textiles, and such traditional areas as art research, art history, architecture, and archaeology. Includes periodicals, yearbooks, museum bulletins, competition and award notices, exhibition listings, interviews, film reviews, and more. Coverage: indexing, 1929- ; abstracts, 1994- ; full text, 1997-present.

Arts and Humanities Citation Index - Indexes and provides cited references for the world's leading arts and humanities journals; some overlap with social sciences. Coverage: 1976-.

Bibliography of the History of Art - Indexes the international literature on fine arts—-painting, sculpture, drawing, prints, architecture. Decorative and applied arts—crafts, graphic arts, and folk and popular art also included. Coverage: 1973-.

Humanities Fulltext - Indexes periodicals in archaeology, art, classics, film, folklore, journalism, linguistics, music, the performing arts, philosophy, religion, world history, and world literature. Coverage: citations & abstracts, 1907- ; select full text, 1994-

Other Multidisciplinary databases are available to support architecture

Academic OneFile	Oxford Reference Online
Current Contents Connect	ABI Inform
LexisNexis Academic	Business Source Premier

Electronic Encyclopedias

Grove Encyclopedia of Classical Art and Architecture
Reference guide to the visual arts of the Classical period, with historical and cultural information about art forms, artists, rulers, philosophers, architecture, works of art, archaeological sites and stylistic developments. Coverage: 2007 edition.

Oxford Companion to Architecture
Covers architecture in all aspects, including architects, building types, movements and styles, aspects of design, and definitions. International in scope. Particularly strong in modern and vernacular architecture.

Journal Databases

JSTOR The JSTOR database consists of complete backfiles of core scholarly journals in all disciplines. Coverage: varies--going back to first year of publication and coming up to 3-5 years ago.
Architecture & Architectural History journals in *JSTOR*

> *APT Bulletin (1986 – 2013)*
> *Architectural History ((1958-2010)*
> *Assemblage (1986-2000)*
> *Buildings & Landscapes (2007-2014)*
> *Bulletin of the Association for Preservation Technology (1969-1986)*
> *Design Issues (1984-2008) (2009-2012)*
> *Future Anterior (2004-2013)*
> *Garden History (1972-2010)*
> *Garden History Society Newsletter (1972-2010)*
> *Gesta (1963-2014)*
> *Grey Room (2000-2008) (2009-2013)*
> *Hesperia (1932-2014)*
> *Hesperia Supplements (1937-2010)*
> *Journal of Architectural Education (1947-1983)(1984-2006)(2007-2013)*
> *Journal of Housing and the Built Environment (1991-1999)(2000-2010)(2011-2013)*
> *Journal of the American Society of Architectural Historians (1941-2014)*
> *Memoirs of the American Academy in Rome (1915-2008)*
> *Memoirs of the American Academy in Rome. Supplementary Volumes (2002-2008)*
> *Newsletter of the Association for Preservation Technology (1969)*
> *Perspecta (1952-2008)*
> *Perspectives in Vernacular Architecture (1982-2006)*
> *Positions (2008-2010)*
> *Quarterly Newsletter (Garden History Society) (1966-1977)(1972-2010)*
> *Supplementary Papers of the American School of Classical Studies in Rome (1905-1908)*
> *ITatti Studies (1985-2014)*
> *Winterthur Portfolio (1964-2014)*

E-JOURNALS: available through Libraries' subscriptions and/or access to full-text databases

The list below indicates a sampling of the e-journal titles in the subject area of Art, Architecture, and Applied Arts. The complete listing with holdings can be found under "Articles & Journals – Journal Titles" under "Art, Architecture & Applied Arts" when searching the University Libraries Catalog Classic.

- Architecture (186)
- Arts & Crafts (67)
- Fine Arts - General (135)
- Gardens, Landscape Architecture & Parks (41)
- Visual Arts

> Decorative Arts (97)
> Drawing, Design & Illustration (23)
> Painting (5)
> Photography (95)

> Print Media (2)
> Sculpture (6)
> Visual Arts - General (462)

ART + ARCHITECTURE VISUAL RESOURCE CENTER

The VRC has approximately 165,000 slides on art and architecture, with approximately twenty-five percent exclusively related to architecture. These cover pre-historic to modern time periods. In addition, there are approximately 8,500 slides of 17-19th century American architecture that are being researched and cataloged. The VRC also has approximately 350 videos, some of which focus on architecture, and is planning to acquire more as funding becomes available.

Studio Culture Policy

THE UNIVERSITY OF
MEMPHIS. | # Department of Architecture

Studio Culture Policy

The faculty and students in the Department of Architecture understand and value the impact the design studio has on the overall educational experience. To enhance and preserve the effectiveness of the studio environment, the Department of Architecture Honor Code was developed and implemented. It has been in place since 1987.

The Honor Code of the University of Memphis Department of Architecture states:

"I will not lie, cheat, or steal nor tolerate those who do."

Because architecture and interior design are professions with a code of ethics governing professional conduct, similar rules and protocols are in effect in the design studios and classes as well as other education-related environments.

One of the most distinctive features of architectural and interior design education is the degree of trust which must exist among students as well as between students and faculty members. Students are responsible for themselves and for others.

No one affiliated with the Department of Architecture is exempt from the Honor Code and must abide by it at all times while on the campus of the University of Memphis, its extended locations, or while participating in any activity affiliated with the University of Memphis Department of Architecture.

In addition, it is expected that all students and faculty will respect others and will act in a manner so as to deserve respect.

Violating the Honor Code has serious implications. Depending on the severity of the violation, penalties include: receiving a grade of F on the examination or assignment, receiving a grade of F in the course, loss of studio privileges, exclusion from the degree programs, or expulsion from the University of Memphis. Violation may also result in a report being submitted to the Office of Judicial and Ethical Programs under the Division of Student Affairs.

The Department of Architecture focuses on fostering a studio environment that enhances the ability of students to run parallel to the mission of the University of Memphis as a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship. By creating and maintaining an environment that is both positive and respectful, the creative process is much more likely to emerge and succeed.

In addition to the Honor Code, a set of rules, regulations, policies, and procedures have been developed and implemented. These are revised periodically to reflect changing conditions and needs of the faculty and students of the Department of Architecture. A complete set of policies may be found in the Department of Architecture Policies Manual or at http://architecture.memphis.edu/policiesmanual.pdf.

General Rules of Conduct

Architecture and interior design are professions with a code of ethics governing professional conduct. Similar rules and protocols are in effect in the design studios, labs, and classrooms.

- Students must arrive on time and ready to work. This means having all equipment and materials necessary to complete the current assignment. Research associated with a project should be conducted outside scheduled class meetings unless otherwise arranged. Except for a brief break (5-10 minute), students are expected to remain for the entire designated class period. Students departing early without permission will be counted as absent.
- The majority of all work on assigned projects must be performed in the design studio unless otherwise directed or approved.
- Unless stipulated, work in progress should be left on the drawing board at the end of the day to allow for faculty and peer-review.
- All active workstations must have at least two functioning desk lamps (CFL bulbs).
- Never give the key fob, the combination to the lock on the doors, or the alarm codes to anyone or allow unauthorized persons into the studios or computer labs. ONLY students officially enrolled in a studio or designated classes taught in the Department of Architecture are permitted in the studio.

Rules of the Studio

The studio is a professional workplace – it should be treated as such. While the Department of Architecture provides every student enrolled in a studio course a designated place in the appropriate studio, this is a privilege, not a right, and the following rules must be followed.

- Respect others in the studio.
- Respect the work and workspace of others. Respect your own work and workspace.
- Do not borrow supplies or equipment from others without their knowledge and approval.
- Use only personal stereos with earphones – do not play music at a level that is distracting to others.
- Do not use a desk that is not assigned to you unless first given permission.
- Do not use spray fixative, spray adhesive, paint, stain or any similar materials on unprotected desktops, floors or other work surfaces in the studio, classrooms, corridors and/or stairways.
- Do not cut materials on an unprotected drawing board or work surface.
- Do not use the plastic edge of a parallel rule as a straightedge when cutting material.
- Clean up your workspace after you are finished for the day.
- Do not apply decals, stickers, or used tape or drafting dots to the equipment or furnishings. Properly dispose of chewing gum in trash receptacles.
- Do not otherwise deface or abuse the studio, equipment or its contents.
- Do not place personal locks on flat files drawers – use only combination locks provided by the Department. Unauthorized locks will be cut off.
- Do not wear excessive amounts of cologne or perfume (if others can smell it, it is excessive).
- Always be sure that the door to the studio is securely locked when you leave and turn on the alarm if you are the last to leave.
- All personal belongings and materials must be removed from the studio at the end of each semester. Workspaces must be left clean and in good working order. Students failing to do so may receive a grade of "Incomplete" until the workspaces are properly attended.
- Properly secure valuable personal belongings (laptops, cameras, calculators, personal electronics, etc.) when leaving the room. Neither the University of Memphis nor the Department of Architecture is responsible for loss due to theft.

Rules of Critique Etiquette

The formal and informal critique is an inherent and integral part of the evaluation process in design education. Faculty and invited reviewers are encouraged to deliver criticism constructively when engaging students and others in the review of student work. Design studios are inherently places of exchange, and studio projects are common ground for open discussion and creative design exploration. All studio participants are encouraged to exchange ideas, opinions, and experiences in a collegial manner.

- Be prepared and present with confidence.
- Pin-up in a timely manner and take the work down when finished (unless otherwise instructed) so that others may use the space. Assist your colleagues in setting up and taking down work.
- Respect the person presenting at all times.
- Offer constructive criticism only of the work; your comments should never be structured as a criticism of an individual.
- Give your full attention to the person and work being presented; do not engage in distracting collateral conversations or activities.
- Do not leave the room if you are a member of the studio presenting. If the jury is in the room you should be in the room listening and taking notes.
- Respect persons who lose their composure while presenting, it may happen to you too.

It is expected that all students enrolled in the design studio classes and guests visiting the studios will abide by these rules. Failure to abide by these rules may result in the violator being asked to leave the studio and a grade of "F" assigned to the work in question or for the course.

Studio Desk Assignments and Pin-Up Spaces

Assignment of desks in all studios and classrooms is at the discretion of the instructor. However, historically studio assignments have been made based on the following.

- Students in the Tau Sigma Delta Honor Society, University Honors Program and/or Department of Architecture Honors Program, officers in the registered student organizations within the Department (AIAS, CSI-S, IIDA-CC, and NOMAS), and residents of the Architecture + Design Houses may select their desk in advance of the move-in date. Selection is in the order listed.
- Students not falling into the categories above may select their desk on the designated move-in day on a first come first served basis.
- Faculty teaching first year studios generally place the students according to studio needs and conditions and may or may not chose to follow the early selection procedure.

This process rewards students who have taken the initiative to enhance their educational experiences by excelling academically or being involved in appropriate professional activities.

Each student in the third and fourth floor studios except in the first year studio area is provided with a personal pin-up space. These should contain items relevant to the study of architecture or interior design and should be professional in appearance.

The studio perimeter walls covered in Homasote® are for use by faculty and may contain items relevant to projects being undertaken within the studios. These may also be used for critiques and pin-ups. These are not intended for personal student use unless otherwise noted (example, the graduate studio perimeter wall are intended for student use).

University of Memphis Policies

All students are bound by the University of Memphis policies on academic dishonesty, disruptive behavior, and other policies in the University of Memphis Code of Student Rights and Responsibilities. Students violating these policies may be subject to disciplinary action. This document may be found at http://www.memphis.edu/studentconduct/pdfs/csrr.pdf. For more information, please visit the website of the Office of Student Conduct at http://www.memphis.edu/studentconduct/.

Time Management

Time management is critical to success in architecture and interior design school. Students are encouraged to work in an efficient manner during regular studio hours and a reasonable amount of additional time, rather than working throughout the overnight hours. In addition to the amount of time a student spends in studio, time management must also be practiced to effectively balance schoolwork, extra-curricular activities, and personal time. "All-Nighters" are strongly discouraged!

Interdisciplinary Collaboration

The Department has established a "culture of engagement" which results in virtually every design studio having a real, community partner on at least one studio project. This benefits the students by providing valuable experience and benefits the community as well. This culture has become accepted and expected by students in the department.

To gain the necessary knowledge and experience for students to be prepared to enter the design profession, collaboration with other disciplines is a necessary addition to design education. Students are given opportunities throughout their academic career to collaborate with many different fields of study including City and Regional Planning, Anthropology, Real Estate Development, and others. This also includes the option of working on community-based research and design projects where students can gain a broad range of ability and understanding.

Diversity

The Department of Architecture supports active, open dialogue and the studio must be a place where diverse life experiences and opinions are shared. A culture of respect and open inquiry supports the life-long learning process that begins in architecture and design school. As well as social diversity, the Department also encourages students of different academic levels to collaborate with one another to participate in educational exercises.

Closing

To ensure the effectiveness and implementation of the Department of Architecture Studio Culture Policy, it will be reviewed and updated every other year. The body that is responsible for this will be a representative committee comprised of the faculty (full-time and adjunct) and students (leaders from TSD and the registered student organizations AIAS, CSI-S, IIDA-CC, and NOMAS). The Studio Culture Policy will also be reviewed in town hall style meetings, which will be held once a year to receive feedback from the entire student body.

The Studio Culture Policy was developed by the University of Memphis Chapter of the American Institute of Architecture Students in partnership with the faculty of the Department of Architecture.