Architecture Program Report

The University of Memphis

7 September 2023

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**The University of Memphis**
Name of Academic Unit	Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture Track: N/A ☒ Master of Architecture Track: *Undergraduate degree with architecture major + 60 graduate semester credit hours* ☐ Doctor of Architecture Track: N/A
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2015
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Michael Hagge, Chair, Department of Architecture
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. Ryan Fisher, Interim Dean, College of Communication and Fine Arts
Chief Academic Officer of the Institution	Dr. David Russomanno, Provost
President of the Institution	Dr. Bill Hardgrave, President
Individual submitting the APR	Michael Hagge, Chair, Department of Architecture
Name and email address of individual to whom questions should be directed	Jennifer Barker - jlbrker1@memphis.edu Michael Hagge - mdhagge@memphis.edu

Submission Requirements:

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

Architecture Program Report

The University of Memphis

Table of Contents

NAAB

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

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

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

Program Response:

As noted in the letter from NAAB responding to the 2020 Interim Progress Report for Year Five, the program "has demonstrated satisfactory progress towards addressing deficiencies identified in the 2 Year Interim Progress Report. No further information is required at this time."
NAAB Response to the Five-Year Interim Progress Report
University of Memphis Five-Year Interim Progress Report

As noted in the letter from NAAB responding to the 2017 Interim Progress Report, the program "has demonstrated satisfactory progress towards addressing deficiencies identified in the most recent VTR. No further information is required until the 5-year IPR, which will be due in fall 2020."
NAAB Response to the Two-Year Interim Progress Report
University of Memphis Two-Year Interim Progress Report

The VTR for the last accreditation visit in 2015 stated the following conditions were not met (text noted through italics).
B.4. Site Design
II.4.5 ARE Pass Rates

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

B.4 Site Design
2015 Visiting Team Assessment: The team did not find evidence of site development through topographical manipulation, grading and the analysis of cut and fill, service access, or water management design.
*This criterion calls for **ability** to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.*

2017 IPR Response: The Department has added exercises in two M.Arch studio courses (ARCH 7711 and ARCH 7713) to specifically address the issues raised by the Visiting Team and additional aspects of site development.

II.4.5 ARE Pass Rates
2015 Visiting Team Assessment: The visiting team marked this requirement as Not Met, although this requirement does not apply since the program has not been in existence long enough for a graduate to take the exam.

2017 IPR Response: Since the date of the last visit, M.Arch graduates have taken and passed the ARE and are now practicing architecture in Tennessee, Texas, and South Carolina, among other jurisdictions. Data has been received from NCARB as well as the Tennessee Board of Architectural and Engineering Examiners relative to the pass rate. A link to the NCARB site documenting ARE pass rates has been added to the Department of Architecture website. The Department also participates in the NCARB Licensing Advisor program with both a faculty advisor and an AIAS-appointed student advisor.

The VTR includes several Causes of Concern as listed below. All were satisfied by the Two-Year IPR.

A. Faculty Diversity
B. Organizational Framework
C. Long-Range Planning
D. Full Program Integration
E. Assessment
F. Conflict Resolution

Faculty Diversity
2015 Visiting Team Comments: Achieving more ethnic diversity among the faculty is an issue that should be steadfastly pursued with any new hire—tenure/tenure-track or adjunct. The visiting team noted that there was no departmental diversity policy or set of diversity protocols that would advance this concern.

2017 IPR Response: The Department of Architecture follows the University of Memphis policy on hiring and advertising positions to promote diversity. All faculty/staff hires in the Department have followed the University policy regarding affirmative action, equal opportunity, and diversity. The Department works closely with the Memphis Chapter of the National Organization of Minority Architects and supports a chapter of the National Organization of Minority Architecture Students. The Department has continuously reached out to the local professional community to encourage persons of color to participate in reviews and serve on design juries and has been successful in doing so. This includes the ten registered African American architects in Memphis as well as emerging professionals of color.

2023 Response: The Department has taken affirmative steps to attract and hire a more diverse faculty. All recent openings for full-time faculty have been advertised nationally with AIA, ACSA, and NOMA, among others. Of the three full time, tenure-track positions filled since the last NAAB visit, one is a white female, and none are persons of color. Two white males were hired although one left after a year. The finalist for this vacated position was a male person of color but he turned down the offer because the salary was significantly less than what he was offered elsewhere (which has been a recurring problem and is not unique to the Department of Architecture). The position remains open and is being advertised with the aforementioned organizations. The Department continues to strive to hire a more diverse adjunct faculty. The Department has 12 adjunct faculty members. Of these, six are male and six are female; eight are white and four are non-white. The Department developed a Diversity, Equity, Inclusion Policy after the last visit. It is posted prominently on the Department website.

Organizational Framework
2015 Visiting Team Comments: The visiting team noted that the architecture program is a small community that promotes a wonderful sense of camaraderie and strong relationships between faculty and students (observed in faculty interviews and in student polls at the student meeting). The size of the community supports informal interactions and a decidedly non-bureaucratic method of operations. This attribute is treasured by faculty and students (noted in a faculty meeting and in a student survey). However, this informality has its limitations and is leading to missed opportunities when it comes to long-range planning, program assessment, and curricular development. The visiting team is concerned that constituencies such as the profession, graduates (particularly as they increase in number), and students are not being fully engaged in evaluative processes that could aid the faculty in gaining perspective from outside the small school community.

2017 IPR Response: Since the last Team Visit, the Department established a formal annual retreat process to complement the existing end-of-semester reviews and sub-reviews. All full-time and adjunct faculty members participate in these. The semester reviews address issues of

curricular continuity as well as other issues. The appropriate administrators are present at these meetings. The annual retreat is more extensive in that overall curricular issues, faculty workloads, short- and long-range planning, and so forth are discussed. Each of the six academic years has an AIAS studio representative (first year has two). While the program administrators have a well-established “open door” policy, the seven studio representatives can (and do) bring curricular and other requests to the administrators. Planning, assessment, and curricular issues are also developed through interaction with local practicing professionals including graduates of the architecture degree programs.

2023 Response: The Department has continued the efforts described above. The Department of Architecture Advisory Board is being restructured with a stronger emphasis on the engagement of graduates and current students as well as local partners such as AIA Memphis and NOMA Memphis. The President and Vice President of AIAS sit on the AIA Memphis Board of Directors along with the Department Chair. The NCARB Architect Licensing Advisor recently replaced the chair on the Board of AIA Tennessee. The already strong relationship with alumni and the professional community resulted in the full endowment of three new scholarships for M.Arch students in December 2021 with the first awards being made in the spring of 2023. These are the J. Carson Looney Endowed Scholarship in Design Excellence, the H. Frank Ricks Endowed Scholarship in Design Excellence, and the Professor Sherry Bryan-Hagge Endowed Scholarship.

Long-Range Planning
2015 Visiting Team Comments: Given that the program received initial candidacy 3 years ago, program efforts and faculty attention have rightfully been directed toward the 2015 NAAB Accreditation review to ensure the program’s viability. In the context of current long-range planning, some of the stated goals have a relatively short-term outlook (1-3 years) rather than being strategic initiatives with longer horizons. The program is currently positioned to refine its focus and begin to act more strategically with respect to its community engagement activities and a selective effort in academic bridge building that will move the program from circumstantial actions to more planned and proactive efforts. This is consistent with President Rudd’s assessment that the program should not grow in size substantially but instead enrich and enhance its focus.

2017 IPR Response: While the overall UofM planning process has been more short-term based and the Department has followed that model, the Department has since expanded its planning focus to five years and in some cases, beyond five years. This has been incorporated into the revised Strategic Plan. The establishment of the University of Memphis Design Collaborative (UMDC), a formal partnership between the Department of Architecture and the Department of City + Regional Planning, has significantly improved the ability of the Department to engage external funding sources and develop a plan of action for major community engagement linked to the UMDC and thus to the Department.

2023 Response: The University of Memphis completed a new strategic plan in mid-2023. The College of Communication and Fine Arts is currently developing a new plan with two Architecture faculty members serving on the committee. The Department of Architecture updated its plan and is currently waiting for the completion of the CCFA plan before developing the new Department of Architecture Strategic Plan.

Full Program Integration
2015 Visiting Team Comments: Through faculty interviews and an administrative staff interview, the visiting team found examples where more complete integration with other academic programs, university financial resources, and service opportunities could advance the program’s strategic initiatives, both academically and financially. Such an integrative strategy might permit current program resources (such as the Tennessee Board of Architectural and Engineering

Examiners grants) to be redirected toward a more strategic emphasis for program and student enhancements.

2017 IPR Response: As noted previously, since the last visit, the University of Memphis Design Collaborative was created. By establishing the UMDC as a formal center at the University, additional resources became available including the opportunity to formally partner with other academic units on a variety of programs and activities. The UMDC has also received external funding from a variety of organizations and is working with community partners on design, public health, livable cities, housing, and other programs. The UMDC is also one of three prime sub-consultants on the Memphis 3.0 project, the first comprehensive citywide planning process in decades. Funds from the Tennessee Architectural and Engineering Examiners continue to be used for enhancements to the program which benefit students and include but are not limited to equipment, furnishings, building enhancements, computers and IT-related items, security items, and other eligible items. This has enabled Department resources to be used for other enhancements not necessarily eligible under the A+E Grant program.

2023 Response: The Department is continuing the above-mentioned activities. The Department of Architecture, through the UMDC, is participating in a multi-year study of five metropolitan areas within the Mississippi River Basin (Minneapolis/St. Paul; Davenport; St. Louis; Memphis; and Baton Rouge—and their satellite communities and adjacent rural areas). Funded by a grant from the National Science Foundation (NSF), participating universities include Iowa State University (lead), the University of Minnesota, the University of Missouri, Lincoln University of Missouri, the University of Memphis, and Louisiana State University. Changes in the funding formula for the Tennessee Board of Architectural and Engineering Examiners (A+E Board) grant substantially restricted the use of funds for the types of equipment previously purchased. However, the University has added the Graduate Computer Lab to its footprint and the computers were replaced in the summer of 2023 in that lab and one of the other Department labs. The other lab is scheduled to be updated in 2024. Over the past several years, the A+E Board Grant has focused on expanding the formal Department of Architecture Lecture Series. Partners in the Series include the UofM AIAS chapter, AIA Memphis, and NOMA Memphis. Grant funds are also being used to pay AIAS membership dues for M.Arch students and to pay the NCARB fee to set up their AXP Record. The funds will also be used to reimburse students for each section of the ARE they pass while enrolled in the M.Arch degree program. Several new partnerships and initiatives have been created since the last NAAB visit. Foremost among these is the UofM Institute for the Arts and Health. Professor Jenna Thompson chairs the focus area on Health, Well Being, and the Built Environment. The Center for Sustainable Design, housed within the Department of Architecture, is pursuing additional ways in which it might serve to channel students into earning AXP hours.

Assessment

2015 Visiting Team Comments: The visiting team found that the simple counting of projects and partners and the frequency of student participation do not adequately measure the potential impact of community engagement or its contribution to the university and city at large. The inclusion of measurable outcomes, both quantitative and qualitative, in the Strategic Plan could be more aggressive to assess the impact, meaning, and influence of these activities in order to determine achievement.

2017 IPR Response: Faculty members have compiled “value added” information relative to the studio activities; percentage of regular faculty salary allocated to the studio; adjunct faculty salary for the studio; GA stipends based on percent assigned to project; and overhead. Information has been forwarded to the Provost and President as a part of the overall University reporting process for the Carnegie, Urban Serving University, and other “engaged university” reports and documents.

2023 Response: The Department and College continue to look at the role of community engagement projects as part of the development of the revised strategic plan. The effort to account for the projects and the engaged scholarship activities of the faculty was hindered during COVID. As faculty are now returning to re-engaging community partnerships, they are best looking at ways to substantiate this work at a larger scale. Currently, this includes more effort towards published research and the securing of small grants. This is best seen in the work of Professor Marika Snider. This can also be seen in the project mentioned above featuring the National Science Foundation (NSF) grant for the multi-year study of the five metropolitan areas within the Mississippi River Basin, which includes the participation of adjunct faculty member Andy Kitsinger and full-time faculty member Professor Jenna Thompson.

Conflict Resolution

2015 Visiting Team Comments: This is a small program with a lot of good interactions and positive attributes, yet there is a downside to this smallness. The student survey suggests that there is a concern among a small, but significant, group of students that faculty bias impacts the way they learn and are assessed. The visiting team could not find evidence of a formal process by which this issue, and others that may arise, can be discussed and resolved in a non-judgmental and rational way.

2017 IPR Response: After discussions with students regarding this concern by the Team, it was determined the primary student concerns came from a small group of BFA students who were unhappy about studio teaching assignments and in particular, about having the same faculty member in studio two semesters in a row. The Department has generally been successful in ensuring students do not have the same faculty member more than once in the undergraduate studios and this noted occurrence was a rare situation. Nonetheless, the studio teaching assignments have been revised and as needed, junior faculty such as the one in question have been paired with senior faculty as co-instructors in the undergraduate studios.

2023 Response: The activities noted above continue to be in place. While COVID had a negative impact on overall studio culture—first-year undergraduate students were not able to have studio space due to the requirements for the other studio years to operate within the UofM policy on social distancing—the positive culture that existed before has been substantially regained. While every effort continues to be made to avoid having the same person for a design studio more than once over six years, that is virtually impossible. However, pairing full time faculty with adjunct faculty in the studies has helped create diversity of thought and teaching methods. It should be noted that the undergraduate Design 1 and Design 2 studios have had the same faculty member, with a different second faculty member, for several years and the students seem to like the continuity. In the M.Arch degree program, it is unlikely a student would have the same studio faculty member more than once over the degree period.

Program Changes

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

This section is limited to 5 pages, total.

Program Response:

The Department of Architecture has made changes relative to the new 2020 Conditions for Accreditation. This has involved the re-tooling of placement for the Program and Student Criteria within the M.Arch program of study, enhanced by formal discussions from returning and new faculty at the annual Faculty Retreat. Prior to the 2020 Conditions, the comprehensive design studio (ARCH 7713) carried the most significant NAAB criteria. With the definition of SC.5 and SC.6 in the most recent Conditions, faculty moved the criteria into two graduate studios: ARCH

7713 and ARCH 7712, respectively. The placement of SC.5 and SC.6 criteria into the two studios required a shift in other elements of the professional/technical courses to best prepare students for performance in the studio courses. This included attention to program and student criteria (SC.1-SC.4) in the professional/technical courses of ARCH 7211, Contemporary Architectural Theory, ARCH 7222, Contemporary Architecture 2, and ARCH 7232, Advanced Issues in City Building. While these courses have carried some criteria in the past, their roles are emphasized for the most recent Conditions. ARCH 7421, Advanced Environmental Systems and ARCH 7431, Advanced Professional Practice continue to carry most of the criteria delineated in the previous Conditions. Faculty have continued to allow freedom for the required electives and two of the seminar courses (7012 and 7013). Engaging the strengths of new faculty, however, has shifted the role of ARCH 7711, Advanced Design Studio 1 and ARCH 7011, Advanced Design Seminar 1. As the first studio in the graduate sequence, ARCH 7711 holds an important distinction as a leveling studio, helping students understand the role of graduate architectural education as a shift from undergraduate education, requiring more in-depth technical knowledge and thorough execution of the design idea. This level of execution is made possible by the expertise of the faculty member, who builds a strong relationship between the course content of the design studio and the accompanying graduate seminar (ARCH 7011). The nuances of meeting the criteria of the 2020 Conditions are explored in more depth in Section 3.

New faculty engagement with the curriculum as a part of assessment for the 2020 Conditions has also resulted in shifts in the curriculum. Beyond the shifting of criteria for SC.5 and SC.6, this has meant a more extensive look at the role of the seminal studio for the M.Arch program. Formerly a thesis, the final studio is now a synthesizing capstone, ARCH 7994, Architecture Design-Research Studio. In this way, it more formally engages architecture research through the execution of a design project with emphasis on application into the professional environment. More information about the role of this studio is presented in Section 3.

One of the more substantial elements of change that has happened in concert with the re-positioning of criteria for the 2020 Conditions has been the establishment of an Accelerated Bachelor to Master (ABM) program. The Accelerated Bachelor of Fine Arts in Architecture to the Master of Architecture program was initiated in Spring 2022. It allows high performing undergraduate students in the BFA-Architecture program to begin the coursework for the Master of Architecture during their fourth year of undergraduate study. Up to 12 credit hours may be applied to both degrees simultaneously. To apply to the ABM program, students must have a minimum 3.25 overall grade point average. Undergraduate students who are selected into the program must maintain a minimum cumulative 3.25 GPA each semester until completion of the BFA-Arch degree. Undergraduates apply to the ABM program in the spring of the third year of the BFA-Arch program. To do so, they submit a portfolio and goal statement to the Director of Graduate Studies in Architecture. The applicants then meet with the Graduate Director for an interview. Following the interviews, the Graduate Director makes a recommendation to the graduate faculty regarding the application for each student. If the application is approved by the faculty, the student meets with the architecture adviser to create a graduation plan for their last two semesters of undergraduate studies, including the 12 graduate credits that will count towards both the BFA-Arch and M.Arch degrees. These courses include ARCH 7011, Advanced Design Seminar 1, ARCH 7232, Advanced Issues in City Building, and ARCH 7711, Advanced Design Studio 1. Students take the first two in the Fall of the fourth year, and the studio in the Spring of the fourth year.

Before beginning the M.Arch program, the student must formally apply to the UofM Graduate School and be admitted by the faculty. ABM admission or completion is no guarantee of admission into or progression in a graduate program of study. However, the applicant review process by the faculty considers the likelihood of success in the graduate program and applicants

are only considered if the faculty believe that they can successfully matriculate through the graduate program. The acceleration of the degree path requires a 3-credit hour elective course in either the summer following completion of the BFA-Arch degree, or the subsequent summer between the first and second years of graduate study. Together, this brings the total graduate credit to 15 credit hours, effectively eliminating a semester of study within the path. Thus, the ABM degree path results in a 5.5-year path for the completion of the M.Arch (with the BFA-Arch).

While the ABM program was not solely an outcome of the 2020 Conditions, the decision to initialize it came as a partial response of the Conditions. Department administrators and faculty see it as a way to engage the Program and Student Criteria related to Professional Practice (paths to licensure) and Social Equity and Inclusion, as well as Research and Innovation and Lifelong Learning. The acceleration of the path is an attractive way for students to propel themselves into the profession sooner; the accruing of 12 credit hours of graduate study at the cost of the undergraduate credit hour is a financial benefit to the students, and for many of them makes the graduate degree more achievable. The Department is further committed to supporting the ABM students by offering graduate funding to continue the cost-efficiency of the M.Arch degree (at a rate close to the undergraduate credit hour cost). Additionally, the fluidity of the overlapping 5.5 year sequence may appear less intimidating to first-generation students, making the professional M.Arch feel more accessible and therefore, more achievable.

The ABM program also supports initiatives at the College and University levels to matriculate undergraduate students through graduate programs at the UofM. While this has always been part of the vision of the Department because of the nature of the professional M.Arch (as a 2-year program), Department administrators have had trouble consistently incentivizing BFA students into the M.Arch program. The ABM appears to have strong momentum in this effort. In this way, it offers further viability and sustainability for the graduation expectations of the University and Tennessee state funding implications. For Fall 2022 entry into the program, 8 students applied; 6 students were accepted, including 2 who participated in the National Student Exchange (NSE) program; all 6 students completed the BFA; 3 of the 6 moved forward into the M.Arch program; the remaining 3 self-selected to continue at a later date (this number includes the two students who participated in the NSE program). For Fall 2023 entry into the program: 6 students applied; all 6 were accepted but 1 decided to remove their application.

The positioning of the ABM program coursework necessitated a realignment of the graduate course offerings, shifting the studio sequence from a Fall start to a Spring start. Department administrators have coordinated this effort across a two-year transitional period. The NAAB review falls in the latter part of the transitional period. For ease of understanding, the APR references the previous position of the graduate curriculum cycle, utilizing the 22-23 academic year (AY) representation. Where appropriate, the APR document references changes pertinent to the implementation of the Conditions moving forward (post AY 22-23). Due to its complexity, the negotiation of the realignment of the M.Arch course offerings across the review period will be explained in more depth during the Spring 2024 visit. The realignment does not impact the number of credits offered or the names and numbers of the specific courses offered within the M.Arch program. It does change when the courses are offered (Fall versus Spring) and where some content is placed (most specifically, the content of SC.5 and SC.6). The realignment offers additional entry points into the program, which supports an effort to accommodate international students pursuing visas with varying time constraints.

As part of the 2020 Conditions, the Department has continued to develop the assessment tools utilized for curriculum evaluation and development. The evaluations used for SACSCOC

accreditation have adjusted to accommodate the positioning of SC.5 and SC.6 into two separate studios. Where previously used informally across the programs, the formal action research cycle (plan, act, observe, reflect) used in the first-year undergraduate sequence has now been extrapolated to the graduate program. More information about the assessment of the curriculum through the action research cycle is included in Section 5.3, Curricular Development.

Program and Student Criteria Matrix
Faculty Resumes

NAAB

NARRATIVE TEMPLATE

1—Context and Mission

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

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

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

Program Response:

Founded in 1912, the University of Memphis is an urban-serving research university and is one of three comprehensive doctoral-extensive institutions of higher learning in Tennessee. It is also one of the two flagship public institutions in Tennessee. The university is classified as a R1 institution by the Carnegie Classification of Institutions of Higher Education.

Situated primarily on a 1,607-acre urban campus with over 230 buildings at eight sites, the University of Memphis has an enrollment of approximately 22,000 students, 25 Chairs of Excellence, more than any other Tennessee university, five state-approved Centers of Excellence, and employs approximately 2,500 persons including more than 1,000 full time faculty members. 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. It awards more than 3,000 degrees annually.

The University of Memphis completed Ascend 2023-2028, a new Strategic Plan, in 2023. The mission of the University is based around the following principles: Self-Driven Education and Impact-Driven Research. The following is taken directly from the University website.

Success-Driven Education. The University of Memphis excels at educating our students. Our instructional model focuses on Student Success that extends beyond graduation to encompass great outcomes for our students in their careers and in their lives. To achieve this Student Success, we apply a three-step model, summarized as Access → Opportunities → Outcomes. Every action we take on behalf of students should impact at least one of these three dimensions of Student Success:

- Access means 1) eliminating barriers to matriculation for students who meet our standards and 2) creating easier pathways to our University that fit a student's situation and stage in life.
- Opportunities means we provide myriad opportunities for students to succeed by providing a full array of impactful programs, experiences, services, academic support and facilities that maximize student success.
- Outcomes means that our instruction and student experience result in career and life success for our students. By emphasizing practical education that promotes soft and life skills, we produce well-rounded, mature and confident citizens fully prepared for professional and life challenges.

Impact-Driven Research. Our objective is to maximize state funding through better understanding of, and alignment with, metrics in the state's funding formulas. Currently, the State of Tennessee directly provides about 30% of our total funding. We appreciate this generous funding, which is above the national average for universities. However, for planning purposes, our aim is to achieve more year-to-year stability in state funding. A second aim is to effect an increase in state funding to median R1 state funding levels.

The plan has these primary goals: Goal 1, Aggressively Provide Access; Goal 2, Create Opportunities to Success; Goal 3, Outcomes-Focused Academics; Goal 4, Strengthen Research Enterprise; Goal 5, Recruit, Retain, Reward, and Recognize our People; Goal 6, Exemplify Operational Excellence; and Goal 7, Generate and Steward Financial Resources.

University of Memphis Strategic Plan

The College of Communication and Fine Arts will initiate efforts to update the College strategic plan in the fall of 2023. A representative of the Department of Architecture has been appointed to the faculty committee. The Department Chair will also be involved. As part of this process and to better fit within the context of the University strategic plan, the Department of Architecture will also begin a review and update process on completion of the College strategic plan. A review and update of the Department strategic plan will follow the updated completion to the College strategic plan.

The mission of the Department of Architecture is to prepare graduates to enter the professional practice of architecture and/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 and objectives of the Department 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 students in the Department by bringing them together with faculty and students in City Planning and other programs to address public issues, support stable and sustainable neighborhoods, and develop community visions throughout the region.

College of Communication and Fine Arts Mission
Department of Architecture Mission
Department of Architecture Strategic Plan
Department of Architecture Strategic Priorities

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

Program Response:
The Department of Architecture is administratively housed within the College of Communication and Fine Arts which also includes the Department of Art and Design, the Department of Communication and Film, the Department of Journalism and Strategic Media, 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, and the Institute for the Arts and Health are also housed in the College. The Department of Architecture is home to the Center for Sustainable Design and is a founding partner (with the Department of City and Regional Planning) in the University of Memphis Design Collaborative (UMDC).

The academic programs within the Department of Architecture are the professional Master of Architecture degree, the pre-professional Bachelor of Fine Arts in Architecture degree, and the professional Bachelor of Fine Arts in Interior Architecture degree.

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 within the College of Engineering. The degree became the Bachelor of Science in Engineering Technology (BSET) with a major in Architectural Technology. The BSET degree was accredited by the Technology Accreditation Commission of the Accrediting Board for Engineering and Technology.

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 and ultimately led to the Architecture Program administratively moving in 2000 to the College of Communication and Fine Arts from the College of Engineering. The Bachelor of Fine Arts in Architecture degree was created to replace the BSET in Architectural Technology degree. At this time, the decision to develop a professional Master of Architecture degree program accredited by the National Architectural Accrediting Board (NAAB) became a focal point of the University and local professional community.

In 2005, the University submitted a Letter of Intent to establish the Master of Architecture degree to the Tennessee Higher Education Commission (THEC) and in 2007, the M. Arch degree was approved by the THEC. In 2008, the first NAAB site visit took place. Candidacy status was granted for the M.Arch degree effective 1 January 2008. The first M.Arch students were admitted in the fall semester of 2008. The second NAAB visit took place in March 2010 and the M.Arch degree was formally granted continuation of its Candidacy effective 1 January 2010. The first M.Arch students graduated shortly thereafter in May and August 2010. Initial Accreditation notification was received in March 2013, with accreditation retroactive to January 2012. The National Council of Architectural Registration Boards (NCARB) recognizes the degree received by the students graduating between May 2010 and January 2012 as meeting their educational standards for registration as an architect. Continuing Accreditation was approved by NAAB effective 1 January 2015. In 2020, the M.Arch was designated as a STEM degree.

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 many externally and internally funded research projects as well as many non-funded projects throughout the Memphis urban area.

With a focus of “City Building” each faculty member teaching a design studio is encouraged, to the greatest extent possible, to have at least one project in the studio with a community partner. While most of these partnerships occur in the undergraduate studios, some have been incorporated into graduate studios. These and other projects help fulfill the mission of the Department and the University as an urban research institution and provide valuable hands-on experience for the students.

In 2007, the University of Memphis (Department of Architecture and Department of City and Regional Planning) was a founding partner of the Memphis Regional Design Center (MRDC) along with the Memphis chapters of the American Institute of Architects (AIA), the American Society of Landscape Architects (ASLA), and the Urban Land Institute (ULI). Local firms, organizations, and foundations were also involved in establishing the MRDC. In 2014, the MRDC had fully evolved to become the University of Memphis Design Collaborative (UMDC), a center at the University, with the director serving as an Adjunct Professor in both departments.

The Department, in partnership with the Memphis Chapter of the American Institute of Architects, has conducted the Discovering Architecture Summer Program or a variation of it since 2005. This day camp attracts young people from around the region and offers scholarships to economically disadvantaged youth. Post COVID, the program was reimagined as the Summer Scholars Institute and is now based in CiV, the downtown office of AIA Memphis. Faculty from the Department of Architecture serve as primary instructors. Local architects and designers as well as architecture students also participate in the program instruction.

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

Program Response:
The Department has many ways in which students and faculty learn through individual and collective opportunities. While many of these are formal, several informal opportunities also exist, especially within the context of the various student organizations, professional organizations, and the design studios.

Founded at the UofM in 1987, the American Institute of Architecture Students is the largest student organization within the Department. The AIAS faculty advisor is Professor Michael Hagge. The chapter enjoys an outstanding relationship with AIAS Memphis and the AIAS president and president elect serve as Ex-Officio members of the AIA Memphis Board of Directors. In 2017, AIAS and AIA Memphis received the first Outstanding AIA Component award from AIAS national in recognition of the outstanding partnership, especially in mentoring and community service. AIAS, either alone or in partnership with other organizations, offers professional development activities monthly throughout each academic year. These include, but are not limited to the following: lectures, portfolio development workshops, interviewing skills workshops, model-making skills, and firm and site visits with local architecture firms. AIAS regularly partners with the UofM chapter of Tau Sigma Delta (TSD) and the National Organization of Minority Architecture Students (NOMAS) under the national AIA/NOMA Memorandum of Understanding. As a special benefit to graduate students, the Department covers the costs of AIAS membership for all full-time M.Arch students as well as the cost of setting up their AXP account with NCARB.

Other student organizations offering professional development and other benefits to architecture students are the National Organization of Minority Architecture Students, founded in 2010, and the Construction Specifications Institute Student Affiliate (CSI-S), founded in the 1990s. The NOMAS advisors are Professor Marika Snider (primary-faculty) and Joyce Selina Love (secondary-practitioner). The faculty advisor for CSI-S is Professor Jenna Thompson. The Department is also home to the Kappa Alpha chapter of Tau Sigma Delta National Honor Society. The UofM chapter, founded in 2013, partners with AIAS on a monthly professional development lecture. The faculty advisors for TSD are professors Michael Hagge and Jennifer Barker. While each organization serves specific needs, many students belong to more than one organization, thus expanding their networking and other learning opportunities.

The Department, either alone or in partnership with other academic and administrative units at the University, offers international as well as domestic travel opportunities for students and faculty program leaders. The most recent study abroad programs were offered in Scotland and in Italy. Domestic travel over the past several years has been offered informally through the various student organizations or formally through the Parameters in Architecture course.

The informal peer-mentor program encourages graduate students and upper-level undergraduate students to interact with beginning students to foster a sense of community. While this most often

happens through the student organizations, interaction and mentoring also occurs in the computer labs and design studios. Assignments in the first-year undergraduate ARCH 1120, Introduction to Architecture + Design course encourage interaction among beginning students and other students through formal activities and project participation.

Incoming students attend New Student Orientation as well as the fall Department Welcome event, which includes all students and faculty in the Department. These are opportunities for new graduate and undergraduate students to meet other students and the faculty members within the Department. Collective interaction and learning also takes place through Department Shoptalks. These events, held at the beginning of studio sessions (at least once a month) are required for all undergraduate and graduate students. The hour-long meetings cover topical issues in design and practice. In AY 22-23, these included conversations on building codes, universal and inclusive design, theories on design for human-health and well-being, and design process.

Participation by faculty in AIA, NCARB, NOMA, CSI, and other professional development events is encouraged with travel to conferences covered by the Department whenever possible. The Department regularly partners with local professional organizations on lectures and other professional development events open to faculty and often to students as well.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:
Founded in 1912, the University of Memphis is an urban-serving research university and is one of the two flagship public institutions in Tennessee. The university is classified as a R1 institution by the Carnegie Classification of Institutions of Higher Education.

Architectural education began at the University in 1965 in the College of Engineering. In 2000, the Architecture Program (later Department of Architecture) moved into the College of Communication and Fine Arts. The first Master of Architecture students were admitted in 2008.

The Department of Architecture is home to three academic programs: the M.Arch, the BFA in Architecture, and the BFA in Interior Architecture. A dual Architecture + Interior Architecture major is also offered. The Department of Architecture is home to the Center for Sustainable Design and is a founding partner (with the Department of City and Regional Planning) in the University of Memphis Design Collaborative.

The mission of the Department of Architecture is to prepare graduates to enter the professional practice of architecture and/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 Department strives to provide a quality professional education through a well-rounded discovery-based curriculum in both the art and science of design and provide research opportunities with emphasis on "hands on" multi-disciplinary projects. The Department is committed to diversity, equity, and inclusion to create a better environment for students, faculty, and staff.

2—Shared Values of the Discipline and Profession

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

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

Program Response:

The 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, Research Sequence, and Electives. Graduate design studios address the following broad categories: life-safety, building envelope and service systems, materials and assemblies, structural and environmental issues as design determinants, and holistic 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, and Architecture Electives. Undergraduate design studios address the following broad categories: cultural/social, regionalism, environmental/sustainability, structural, and urban issues.

M.Arch Curriculum Interaction Diagram

Design thinking and integrated design solutions are present throughout the graduate and undergraduate courses and particularly in the design studios. M.Arch students take three core design studios and one “capstone” design and research studio. The undergraduate program of study includes six design studios and three foundations studios. The design studios are thematic although this can vary depending on the faculty member, community engagement partner, and so forth.

Architecture Design-Research Studio—Emphasizes comprehensive architectural integration of creative research and design under the direction of architecture faculty, based on the individual interest of the student.
Advanced Design Studio 3—Advanced studio problems in architecture; changing topics address a variety of critical and ideological constructs; emphasizes comprehensive design.
Advanced Design Studio 2— Advanced studio problems in architecture; changing topics address a variety of critical and ideological constructs; emphasizes structural and environmental issues as design determinants; emphasizes comprehensive design.
Advanced Design Studio 1— 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.

Design Studio 6—Issues of urban design; role of architecture in creating livable, sustainable cities; built environment and urban condition.
Design Studio 5— Assessment, selection, integration of structural systems, building envelope systems, environmental systems, life-safety systems, building service systems into a comprehensive building design.
Design Studio 4—Integration of design determinants; selection and design of structural systems, environmental systems, materials, and connections for large- and small-scale buildings.

Design Studio 3—Integrative design strategies that engage programmatic, contextual, and constructed dimensions of architecture and its representations with a focus on environmental and sustainable issues.
Design Studio 2—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.
Design Studio 1—Projects to introduce architectural precedents, typology, form, space, order, meaning, and place; understanding of specific cultural, social and physical contexts of architecture.

The Department plans to continue offering the types of courses described herein, including the design studios and the professional/technical courses across the undergraduate BFA and graduate M.Arch programs of study. Continued assessment at the level of the individual courses and across the curriculum informs incremental changes necessary to maintain relevance to the profession.

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

Program Response:
Sustainability in the built and natural environments is a core value in the Department of Architecture and is embedded into design studio and professional/technical courses in the graduate and undergraduate degree programs. In addition, a special focus course, ARCH 6421/4421, Sustainable Design, is offered as an elective and is taken by most students in the Department. Professor Jenna Thompson teaches the course and also serves as Sustainability Coordinator in the Department. Upon completion of the course, students are eligible to take the LEED Green Associate examination.

The Department has a history of supporting sustainable design and environmental stewardship and has several significant built projects as examples. The TERRA House (Technologically + Environmentally Responsive Residential Architecture) was designed by architecture students under faculty supervision and constructed in the Uptown neighborhood north of Downtown Memphis as part of a large-scale neighborhood revitalization effort. TERRA was designed under the auspices of the Center for Sustainable Design, founded as a partnership between the Department of Architecture and the FedEx Institute of Technology, and housed within the Department. TERRA was awarded LEED Platinum in 2010, the first building in the region to receive the designation. The Recycling Zone Prototype (RZP) was designed and constructed by faculty and students. The RZP has been recognized for its contribution to promoting sustainability on campus. Unfortunately, the entire eastern part of the site, which was designed as a “pocket park,” was destroyed when the University was forced to replace a broken natural gas line and then make other sub-grade repairs. The original xeriscaping put in place by the Department was not replaced after the work was completed.

The Department of Architecture has a tradition of community engagement in keeping with its mission and the mission of the University of Memphis. This engagement permeates the curriculum and provides opportunities for students in all academic years. 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, thesis projects (former), and design-research projects (current) 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. To further this, among the projects within the design studios are adaptive re-use projects, infill projects, and others supporting environmental stewardship.

The Department continues to look for projects that would fit the directive of the Center for Sustainable Design, similar to TERRA and the RZP. Community engagement projects, though somewhat halted during COVID, continue to be a main staple of the design studios. In the selection of current and future projects, faculty search for partnerships that offer design support to marginalized or disenfranchised communities. The Design+Build Studio had a thriving community partnership with the Carpenter Art Garden in the Memphis neighborhood of Binghampton for five years pre-COVID, but the pandemic and leadership turnover at the non-profit altered the viability of the continued relationship. The Department is evaluating the future of the Design+Build Studio, including partnering with AIA Memphis, and in the meantime, is looking at ways that small Design+Build activities can be introduced into the studio curriculum. This can be seen in the studio coursework orchestrated by Professor Marika Snider for the Spring 2023 edition of ARCH 7712, Advanced Design Studio 2 and the Fall 2023 edition of ARCH 4715, Design Studio 5, both of which feature masonry block construction (design and testing, and assembly, respectively).

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

Program Response:
The Department of Architecture is committed to a broad-based understanding of diversity, equity, and inclusion to create a better environment for all students, faculty, and staff as well as the community partners and others with whom the Department is engaged. As such, the Department supports active, open dialogue in the design studios and other environments where diverse life experiences and opinions are shared and the contributions of those who bring diverse experiences, views, and needs into the design process are valued.

A culture of respect and open inquiry supports the life-long learning process that begins in architecture and design school regardless of race, ethnicity, gender, gender identity or expression, sexual orientation, physical abilities, or religious practices. As well as promoting social and cultural diversity, the Department also encourages students of different academic levels to collaborate with one another to participate in mutually beneficial learning experiences.

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, and shop policies, among others. It also incorporates by reference the University of Memphis policies 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.

Over the past several years, faculty, students, and alumni from the Department have participated in the AIA Tennessee and NOMA JEDI (Justice Equity Diversity Inclusion) panels and programs, most recently at the 2023 AIA Tennessee Conference on Architecture. Also in 2023, the Department was involved, through AIA and NOMA, in sponsoring the SAY IT LOUD virtual exhibit developed by Chicago architect Pascal Sablan. Later, the exhibit was held physically at CiV, the

office of AIA Memphis. Both included faculty, students, and alumni from the Department. The virtual exhibit featured the work of four (out of ten) and the physical event featured the work of 18 (out of 42) individuals with ties to the Department.

Related to the above partnerships, the AIAS and NOMAS chapters in the Department have an existing working relationship that should be strengthened in the future as the NOMAS chapter is reorganized. The Department also has a positive relationship with NOMA Memphis which includes faculty, students, and alumni among its members, and has provided and will continue to provide financial support.

Recognizing that architecture school is expensive and that may be an obstacle for economically disadvantaged students to attend the University, the Department expanded its computer labs in lieu of requiring students to purchase a laptop computer. While many students choose to ultimately purchase a laptop, this option provides some financial relief. The Department also provides each student in a design studio with a drafting table, parallel bar, and stool. The Architecture Imaging Center prints presentation boards and other items for students at a considerable savings to having the work done by the UofM Tiger Printing or off campus. The Department makes every effort to supply at least some financial support to all incoming and continuing graduate students. This includes, but is not limited to, scholarships, graduate teaching and/or research assistantships, graduate student worker positions, and internal support. The University and the College also offer scholarships and other financial aid for which architecture students may apply. The Department covers the cost of setting up the NCARB file and annual AIAS dues for graduate students.

The Department also addresses Diversity, Equity, and Inclusion through selecting a diverse group of architects and designers as virtual or in person guest lecturers. For example, over the past several years, guest lecturers have included the following architects and designers including three international architects: Angie Brooks, FAIA, Katherine Darnstadt, AIA, Elizabeth Golden, AIA, Jonathan Moody, AIA, Chinwe Ohajuruka, NIA, SM Quartey, GIA, Pascale Sablan, AIA, Mary Ann Upton, AIA, and Lily Yeh, among others.

Further, the Department recognizes the lack of diversity among its full-time faculty and therefore strives to include ethnic and racial minorities and women as members of design juries and guest studio critics, and as members of the adjunct faculty.

As mentioned in Section 1, the Department supports the Memphis Chapter of the American Institute of Architects Summer Scholars Institute and the initiative to engage local talent for prospective interest in the field. Along with AIA Memphis, the Department supports the initiatives of the Downtown Memphis Commission in their work with the Hip Hop Architecture Camp. The Department also seeks opportunities to develop the K-12 pipeline, with a focus on the University Schools system. The faculty have presented at STEAM and STEM events at local schools to help promote the field of architecture + design, and plan to continue to do so. As the high school program for the University Schools system develops, the Department plans to evaluate the prospect of dual-enrollment courses. This is in conjunction with efforts at the College level.

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

Program Response:
In 2021, the University of Memphis was classified as a R1 institution by the Carnegie Classification of Institutions of Higher Education. While all Architecture faculty members spend

the majority of their time teaching with research and service second or third depending upon the faculty member, all faculty participate in traditional academic research as well as applied community engagement. In addition, some full-time and all adjunct faculty members also contribute through their professional practice.

Through engaged scholarship, professional practice, research and creative activities, the Department 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 architecture. 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 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.

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 Architecture, Engineering, City and Regional Planning, Art and Design, and Theatre and Dance, among others.

The Department plans to continue research areas in engaged scholarship, historical research, professional and creative practice, architectural education, and technological advances (virtual reality and artificial intelligence). In doing so, faculty will continue to support research in and out of the classroom, with an increasing emphasis on funded research, and involving both graduate and undergraduate students in the research process.

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

Program Response:
Throughout the curriculum, students are encouraged to contribute positively to the community and to be future leaders in the profession. The social content of many of the design studio and design-research projects affirms the central role of the architect and presents architecture as a responsible social art. Students are taught that as future members of a profession, they have a responsibility to “give back” to the community while in school and after they enter the profession. This is emphasized in the “culture of engagement” in the Department and the opportunities in the design studios to work with community partners and contribute to the well-being of the Memphis and Mid-South Region. As future leaders, students are encouraged to participate in one or more of the registered student organizations within the Department. Membership in the Tau Sigma Delta National Honor Society is also encouraged for qualified students. These curricular and extra-curricular opportunities contribute to fostering leadership qualities and collaboration among the students.

The Department of Architecture offers a holistic approach to design from the macro to the micro scales and courses at the graduate and undergraduate levels are taught from this perspective. Under this approach, students learn that the architect is a part of a multi-disciplinary team that may include engineers, city planners, interior designers, contractors, and others. The specific

roles an architect may undertake are discussed in the ARCH 7431, Advanced Professional Practice course and elsewhere in the curriculum and may also be a part of Professional Development (PD) lectures and activities help during the 11:30am-12:45 pm PD period.

Faculty and students are involved in multi-disciplinary organizations including the AIA, CSI, NOMA, ULI, APA, and USGBC, 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, NOMA and others. The BFA in Interior Architecture degree within the Department also offers collaboration opportunities as virtually all BFA in Architecture students are dual Architecture + Interiors majors.

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. Whenever possible, faculty members are encouraged to introduce at least one project with a community partner in each design studio. This effort to embrace and include community partnerships throughout the program, a hallmark of the Department, will continue

In addition to the efforts towards instilling this knowledge in students, 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. The Department will continue to encourage this effort by supporting faculty as they pursue personal and professional growth. As part of this, faculty will continue to bring their continuing knowledge into the program through course redesign, Professional Development lectures, Shoptalks, exhibitions, and other relevant means of collaborative sharing for collective growth. The Department will continue to tie these important modes of dissemination into the local profession through lectures and exhibition offerings with AIA Memphis and NOMA Memphis, among others.

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

Program Response:
The faculty and staff believe the students are the most important asset of the Department of Architecture and recognize the importance of preparing its graduates to enter the profession of architecture. The courses offered by the Department address topics that registered architects and designers will encounter in practice and/or in the Architect Experience Program (AXP) and Architect Registration Examination (ARE). The close working relationship between the faculty and students further supports this. All the graduate design studios and professional/technical courses are taught by registered architects who bring years of professional practice into the courses. This allows for in-class as well as out-of-class mentoring opportunities.

The Architect Licensing Advisor also contributes to the effort to ensure students understand the lifelong commitment to learning. Various NCARB posters are also displayed on the "permanent" information board in the Department.

The Department requires students in the design studio courses to attend five to ten Professional Development sessions each semester. These are offered throughout each semester, primarily in the established PD Time Slot (11:30am-12:45pm) Monday through Friday, but lectures and

events offered by AIA Memphis and others in the evening or at other times may also be counted. No architecture courses are offered in this time period so as to allow participation by all students.

The role of architecture in cultural, social, environmental, economic, and built contexts is taught throughout the curriculum as part of the “Culture of Engagement” in the Department as well as in various professional/technical courses, professional development sessions, and so forth. The following designated history and theory courses are required as part of the core in the M.Arch degree program: ARCH 7211, Contemporary Architectural Theory and ARCH 7222, Contemporary Architecture 2. The three seminar courses may also address history and/or theory as specified by the course instructors: ARCH 7011, Advanced Design Seminar 1, ARCH 7012, Advanced Design Seminar 2, and ARCH 7013, Advanced Design Seminar 3. ARCH 7232, Advanced Issues in City Building also contains elements related to lifelong learning and the categories specified above. Formal for-credit and informal internships with local architecture firms offer students an additional opportunity to understand the importance of lifelong learning.

The Department will continue to listen to the needs of the local, regional, and state professional community to evaluate the continuing role of the academy in supporting alumni networks. This includes further investigation into the Integrated Path to Architectural Licensing (IPAL) program, educational pathways for registered professionals for NCARB certification, promoting certifications (LEED and beyond), supporting international student matriculation into the local market through best practices for residency transition, and diversifying faculty through hybridized teaching positions that allow adequate funding to support teaching while practicing, among others. These efforts will be evaluated by the Department with input from the Department of Architecture Advisory Board as a commitment to the role the academy can play in promoting lifelong learning beyond graduation.

NAAB

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

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

Program Response:

Criterion Overview

As a professional program, faculty in the Department strive to develop career-ready professionals with a focus on professional licensure. Therefore, faculty predominantly teach the general path to licensure relative to Tennessee state regulations and NCARB standards. The program ensures this criterion understanding through a dedicated course: ARCH 7431, Advanced Professional Practice. ARCH 7431 addresses both the paths to becoming licensed as an architect in the US and the range of available career opportunities. The focus of this course is on a more narrowed range of career opportunities available to a licensed architect within the local environment. The faculty member for this course is a practicing professional with her own firm—this lived experience plays heavily into the class discussions and organization of this course.

The content for this course is supported by student organizations who regularly (throughout the academic year) offer firm visits, construction site visits, and other networking opportunities that place students in direct contact with local practitioners. Additionally, department sponsored lectures feature practitioners from local, national, and international environments. Department lectures are open to the entire department and are often extended to AIA- and NOMA-Memphis. Over the past several years, guest lecturers have included the following architects and designers: SM Quartey, GIA, Atelier SM Quartey, Ghana; Chinwe Ohajuruka, NIA, Comprehensive Design Services, USA and Nigeria; Pascale Sablan, AIA, Adjaye Associates, New York; Mary Ann Upton, AIA, designLAB architects, Boston; Lily Yeh, Project for Public Spaces, New York; Brian Phillips, FAIA, Interface Studio Architects LLC, Philadelphia; Katherine Darnstadt, Latent Design Corporation, Chicago; Frank Ricks, FAIA, and Rebecca Courtney, IIDA, ASID, LRK, Inc., Memphis; Gail Peter Borden, FAIA, Borden Partnership, Houston; Adel Abdelnaby, PE, Department of Civil Engineering, The University of Memphis; Brian Andrews, RA, Department of Architecture, The University of Memphis; Dale Skaggs, ASLA, Dixon Gallery and Gardens; Bradley Wilford, RKA Construction, Memphis; Edward Jones, AIA, Jones Studio, Phoenix; Angie Brooks, FAIA, Brooks + Scarpa, Los Angeles; Richard Jensen, AIA, WORKSBUREAU, Phoenix; James Cutler, FAIA, Cutler Anderson Architects, Seattle; Jonathan Moody, AIA, Moody Nolan, Columbus; and Elizabeth Golden, AIA, School of Architecture, University of Washington; among others.

The Department also contributed to these panel presentations: CSI Memphis (BUILD/IT 2023 Keynote Sponsorship: panel discussion with representatives from firms working on renovation of historic Tom Lee Park: Montgomery Martin, SCAPE, Studio Gang, Memphis River Parks Partnership); AIA Memphis Summer Salon Lecture Series featuring: Eric Bourgeois, South Main Association; Brett Roler, Downtown Memphis Commission; Carol Coletta, Memphis River Parks; and Ben Schulman, Memphis Medical District Collaborative.

Students are exposed to a broader range of available career opportunities that utilize the skills and knowledge of the discipline in three other courses: ARCH 7211, Contemporary Architectural Theory, ARCH 7222, Contemporary Architecture 2, and ARCH 7232, Advanced Issues in City Building. Both ARCH 7211 and 7222 bring in readings and class discussions on alternative ways of thinking about contemporary architectural practice. Faculty in both courses are practicing architects who are able to speak from their varied professional experiences. ARCH 7232 brings in community leaders in government and non-profits, developers, and other related or allied disciplines as part of the regular discourse in the class. These speakers, like the texts utilized in the other courses, introduce other voices into the architectural practice experience.

Beyond these four courses, faculty expose students to this criterion through community engagement projects that move beyond the studio, and networking opportunities through faculty connections with government and industry representatives. Where appropriate to the interest of the student, elective courses both within and outside of the program (such as those in the Department of City and Regional Planning) may provide additional knowledge in this area.

There are times during graduate advising that the graduate advisor and/or chair of the Department will discuss allowed alternative paths to licensure based on education and/or experience from outside the US. This is on an individual basis and the conversation typically engages the Department Architect Licensing Advisor, Professor Marika Snider.

[page break for table legibility, see next page]

Summary Tables for Criterion

Paths to Becoming Licensed and Career Opportunities (Narrow)

Course	PLAN + ACT Delivery + Assessment Method	OBSERVE Benchmark + Outcome	REFLECT Next Steps
ARCH 7431 Advanced Professional Practice	Delivery: Class readings, in-class presentations, and visits to local firms Assessment Method: Weekly reflections, participation in class discussions, and final reflection paper	Benchmark: Students able to articulate a synthesized and comprehensive response to the question "What's next for me?", about how they want to proceed into the professional environment, to include a description of their next steps and future areas of interest or opportunity Outcome: Students understand basic path and are able to articulate moving forward in their career path; clarity of knowledge and ideas obscured by writing issues (mostly ESL); clarity about path as an international student needed	Moving Forward: Improve writing skills earlier in program; better help international students understand path after graduation
	Evidenced In: Syllabus; calendar	Course Objectives Addressed: ▪ Profession(s): ▪ Career options and the respective professional organizations ▪ To understand the various dimensions of professional life, including ethics, professional conduct, and service leadership ▪ To understand the importance of professional development for architects, including leadership and communication skills ▪ Projects: ▪ To understand effective techniques of project management and administration, including defining project services, project delivery, construction cost management, and maintenance of design quality ▪ Multidisciplinary team organization	

[page break for table legibility, see next page]

Career Opportunities (Broad) and Forces Influencing Change (Global)

Course	PLAN + ACT Delivery + Assessment Method	OBSERVE Benchmark + Outcome	REFLECT Next Steps
ARCH 7211 Contemporary Architectural Theory	Delivery: Discussed within the context of biographies of 50 architects utilized in the course, which include canonical and divergent voices Assessment Method: Class discussions	Benchmark: Awareness of a diverse set of architects and their practices/ideas; awareness of how practitioners came to be where they are today Outcome: Students show an ability to reference architects discussed in reference to themes described; they understand biography and career arcs of contemporary designers show transitional phase for how they developed/put their skills to use—this connects to where students are in phase of life and where they can go; students see that the path from academic graduation to tenure involves a lot of investigation	Moving Forward: Continue to bring in relevant designers in dialectic style; continue to trace biographical arcs
	Evidenced In: Syllabus; calendar; lecture slides; list of architects considered (where not included in calendar)	Course Objectives Addressed: ▪ 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 the ability to articulate, both in written form, visually, and verbally, the student's own opinions of selected theoretical works and ultimately their own design philosophy ▪ To provide the student with a framework for future critical analysis and potential topics for design-research work	

[page break for table legibility, see next page]

ARCH 7222 Contemporary Architecture 2	Delivery: Readings; lectures by prominent designers; case study presentations Assessment Method: Class discussions of the readings, case study, and lecturers; personal accountability for career progression (expression of iterative self-discovery and progression)	Benchmark: Ability to articulate long-term vision for self; finding mentors and searching for relevant (to self) experiences Outcome: 100% of students able to reach basic level; 80% have deeper understanding; a few students still working to clarify (how vision would unfold); students relayed that they gained confidence and a further ability to articulate what they may want for their career path	Moving Forward: More time for comprehensive reflection (arc of experience); may reduce content to allow time for evaluation, time for students to evaluate and critique at end to go back and reflect on whole experience (less survey-oriented coverage)
	Evidenced In: Syllabus; list of designers/speakers (where not included in assignment description)	Course Objectives Addressed: ▪ Apply the definition of contemporary architecture, through analysis and synthesis, to understand the design methodologies of current designers and their works ▪ Apply the understanding gained through analysis and synthesis to one's own design thinking, both current and future	
ARCH 7232 Advanced Issues in City Building	Delivery: Invited speakers Assessment Method: Class discussions	Benchmark: Awareness of the roles the speakers represent/are connected to Outcome: All students who attended (on the day(s) of the lecture) were aware of allied disciplines existence and connection to architecture	Moving Forward: Continue to bring in relevant speakers (developers, community leaders, policy makers, government officials, etc.)
	Evidenced In: Calendar; invited speaker list	Course Objectives Addressed: ▪ To develop an appropriate research scope to address community challenges that incorporates knowledge and skills from a variety of disciplines; develop a complete work plan with appropriate domains for research activity; understand community resources and engage community knowledge; conduct best practice research within and across disciplines; and develop strategies in partnership with community stakeholders within and across disciplines ▪ Understand that community development is a reflection of the artistic, social, political, and economic conditions of the city ▪ Convey planning and the responsibility of architecture in community building	

Broader Considerations

While reviewing the course for this document, the faculty member in ARCH 7431, Advanced Professional Practice, mentioned that several of the international students in the class had questions regarding citizenship and matriculation through the US work experience. Because the faculty member had recently gone through the process of hiring an international student and supporting their visa status change, the faculty member could speak on the process and suggested that incorporating the topic area of international student matriculation into the US system occur earlier in the term and earlier in graduate education from the advising side (prior to internship and graduation). In conjunction with the Director and Chair, the faculty

member offered to help form best practices for local firms to support international students in the hiring process (CPT, OPT, change in visa status). This is an example of the close relationship the local architectural community has with the department and evidence of their commitment to support the program and its students, to the benefit of our local professional community.

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

Program Response:
Criterion Overview
Given that the M.Arch program has pre-requisite requirements based on a pre-professional degree in architecture, there is a generalized presumption that students entering the program have some concept of design process and some notion of their own design values. The goal of the M.Arch program, therefore, is to enhance both process knowledge and the critical understanding of designer values to address the department's mission "to prepare graduates to enter the professional practice of architecture" to contribute "to sustainable, stable communities and" enhance "the quality of life for all citizens." The architectural contribution encompasses social responsibility, holistic design thinking, and integrative and cyclical process-oriented thinking. The combination of this approach leads to a more fully understood critique of the systems at work in the lived experience of the creators and users of the built environment and how these systems can be (re)considered, challenged, and re-constructed to improve local practices (with global implications).

Faculty have researched this in various ways and have implemented it throughout their teaching. However, review by newer faculty (entering Fall 2020) of the teaching practices within the graduate program have led to discussions about the formal nature in which design process and synthesis are presented at the undergraduate level (within the second year of undergraduate study) and its relevancy for the graduate level. Based on a review of the first graduate studio, ARCH 7711, Advanced Design Studio 1 over its implementation across the last two years (when a new faculty member began their recurring teaching role in this course), faculty are working to coordinate the design process more fully across the entire 6-year curriculum. Department Design Process Diagram (Introductory)

Incorporation across scales is important to the program as the curriculum (to address the department mission and vision) promotes both holistic design and city-building. In the graduate program, this is encompassed in the project site and program for the design studios and the course content in ARCH 7232, Advanced Issues in City Building. For project site, ARCH 7711, Advanced Design Studio 1 typically selects sites within the urban context. For project program, ARCH 7713, Advanced Design Studio 3 typically selects programs that allow for holistic design synthesis, which is more fully detailed in the description for SC. 5. Similarly, ARCH 7712, Advanced Design Studio 2 typically engages both site and program to consider issues of holistic design and city-building. More recently, ARCH 7712 has tried to engage this across global sites, which furthers student conceptions about city-building in different environments (and addresses the intent to move local practices to global implications).

The culmination of a student's ability to move through the design process should be well-evidenced in the final design studio for the program, ARCH 7994, Architecture Design-Research Studio. Faculty have seen, however, that the variability across student ability to do this is made clear in this course as it utilizes a student-developed and student-driven project. Faculty work diligently, on an individual basis, to coach students through the process and

meet student deficiencies (made more apparent in this unique environment). The culminating studio for the M.Arch has been under consistent review since the program began. Within the past two years, it shifted from a thesis-only track to a thesis-optional track, with emphasis placed on the Design-Research Studio (non-thesis). Faculty are still negotiating the balance of the capstone option versus the thesis option and are working to make the deliverables for ARCH 7994 equitable for both time and student ability.

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

Program Response:
Criterion Overview
Emphasis for sustainable practices within the graduate program is first placed on passive, low- or no-tech ideas. These include basic siting principles relative to sun, wind, and water capture consistent with reduced energy use and wise land use. While there is an expectation that students will understand this coming into the program, it is discussed in both ARCH 7421, Advanced Environmental Systems and ARCH 7711, Advanced Design Studio 1, both of which are situated in the beginning of the program. Because of the holistic nature of the program, faculty also discuss aspects of the quality and impact of light, indoor air quality and materiality, and connections with nature for their impact on human well-being as well as aspects of larger sustainable systems for cities. This occurs across ARCH 7712, Advanced Design Studio 2, ARCH 7713, Advanced Design Studio 3, ARCH 7232, Advanced Issues in City Building, and the elective course ARCH 6421, Sustainable Design.

ARCH 6421 is an elective offered every academic year, as its cognate course, ARCH 4421 is a required course in the BFA program. Students matriculating from the dual degree BFA program into the M.Arch would have this course knowledge; and, since the course is offered regularly, most incoming M.Arch students from other programs typically take it. Through the Sustainable Design course, students are exposed to integrative design, application of established sustainable design strategies set forth by certification programs (i.e., Living Building Challenge, LEED, etc.), and research on local environment needs and future issues within/related to the geographical and climatic region of Memphis. Because the faculty member who teaches Sustainable Design also teaches Advanced Issues in City Building, she addresses sustainable practices in that course as well.

Though many students may take ARCH 6421, Sustainable Design, it remains an elective within the program of study. Faculty agree to the importance of electives within the curriculum and have decided to integrate technological practices for ecological responsibility into ARCH 7712, Advanced Design Studio 2 (see SC.6) and ecological knowledge into ARCH 7222, Contemporary Architecture 2. In this effort, the department has been supported by two key adjunct members, both of whom are practicing architects at local firms.

For the Fall 2022 edition of ARCH 7013, Advanced Design Seminar 3, the adjunct member brought in his professional experience with building performance modeling, including life cycle assessment and post-occupancy energy monitoring. This work led to conversations about energy modeling tools to be utilized in ARCH 7712, Advanced Design Studio 2. Though this faculty member is unable to teach at this time, he remains a good resource for the department and will continue to consult on the integration of ecological responsibility management tools.

For Spring 2023, a new adjunct was hired to teach the course ARCH 7222, Contemporary Architecture 2. Based on her professional research interests in wellness and resiliency, the course was re-tooled to further emphasize designing for climate change. She did this through class readings and video presentations by leading designers in this focus area followed by discussions, as well as incorporating case study presentations across national and global scales. More information for the interaction of this course is described in SC. 1-4.

Summary Table for Criterion
Ecological Knowledge and Responsibility

Course	PLAN + ACT Delivery + Assessment Method	OBSERVE Benchmark + Outcome	REFLECT Next Steps
ARCH 7421 Advanced Environmental Systems	Delivery: Lectures on sustainable sites and systems Assessment Method: Case study project	Benchmark: Students understand the dynamic between the built and natural environments and advanced building performance Outcome: Student presentations evidenced understanding of the connection to the natural environment but were often isolated to a single sustainable feature or component (not touching on or only surface-level depth of holistic relationship)	Moving Forward: Adjust case study project to formally include a focus area on sustainability
	Evidenced In: Lectures; case study project	Course Objectives Addressed ▪ Evaluate various environmental systems, both conventional and alternative, in a broad and integrated context ▪ Analyze the societal and urban implications of sustainable development ▪ Evaluate building envelope designs ▪ Evaluate natural lighting strategies	

[page break for table legibility, see next page]

ARCH 7222 Contemporary Architecture 2	Delivery: Class readings; lectures from prominent designers in this area Assessment Methods: Case study presentations; participation in discussion including in-class oral feedback provided based on further questioning; written critique where in-class responses are incomplete; faculty visited studio projects to engage discussions about practices, technologies, and materials for building performance/design understanding	Benchmark: Students have a baseline understanding of climate crises referencing principles from Project Drawdown; students have an ability to connect the dots between design goals and ecological reality; students' criterion for success will hinge on these principles such that they develop a new view of what defines successful projects in relationship to ecological HSW; students understand the multi-disciplinarity of the profession Outcome: 100% of student group able to discuss and articulate concepts; execution of concepts into work is still lacking—they evidenced incorporation into thinking but not yet showing as centralized to design process and execution; students were encouraged to continue learning about subject and looking at other sectors for development in those areas that could be applied to their approaches	Moving Forward: Have students better distill ecological design principles from case studies, which can be more readily incorporated into their current design strategies to increase long-term potential for integration into personal ethos and practice
	Evidenced In: Syllabus; assignment descriptions; list of designers/speakers (where not included in assignment description)	Course Objectives Addressed: ▪ Determine a qualifying definition for contemporary architecture within the ecosystem of the modern built environment ▪ Apply the definition of contemporary architecture, through analysis and synthesis, to understand the design methodologies of current designers and their works ▪ Apply the understanding gained through analysis and synthesis to one's own design thinking, both current and future	

[page break for table legibility, see next page]

ARCH 6421 Sustainable Design	Delivery: Class texts; lectures and discussion on LEED Assessment Methods: Exam and class discussions; Upcycle project	Benchmark: Understand systems thinking as it applies to buildings and communities (holistically and through individual, including human, components); understand the components of LEED and its applicability to design (strengths and critiques); understand the theory (processes and policies) of sustainability through the Upcycle project Outcome: Students achieved understanding of waste sequestering and importance of human interaction in design through Upcycle project; LEED information disseminated, but depth of knowledge was less than in previous years	Moving Forward: Continue to evaluate major two elements of course (LEED prep and Upcycle project) and their impact on one another in terms of time within course (impact for lasting integration into design process)
	Evidenced In: Syllabus; course calendar; Upcycle assignment	Course Objectives Addressed: ▪ Develop a working knowledge and necessary skills of the LEED v4 Green Associate Reference Guide in order to support and encourage sustainably integrated design, and to streamline the application and certification process. Upon completion of the course, students will be prepared to successfully sit for the LEED v4 Green Associate exam. ▪ Understand the fundamental structures of the material world with a practical knowledge of the relationship between architecture, design, nature and materials. ▪ Develop awareness of ethical responsibility to nature, clients and society as a whole by applying ethical literacy as a tool. ▪ Understand the life-cycle of our creations with purposeful intent of the application of our design decisions, and the synergy between the shared responsibility of this process and the ability to achieve environmentally sound and sustainable products and practices. ▪ Ability to integrate learned material and independent research from this class with external design projects.	

Broader Considerations
Reviewing ARCH 7222, Contemporary Architecture 2 with the teaching faculty brought up a few key points of consideration for elements of curriculum organization at the M.Arch level, BFA coordination, and extending topics to the shared culture of the department. The course has been viewed as relatively fluid in its placement within the curriculum, holding positions in both the first and second year of the program. It has most recently found a place in the second semester of the first year, following ARCH 7211, Contemporary Architectural Theory, which is taken in the first semester of the first year. As the program is re-sequenced, the

course will occur for some students in the first semester of their coursework, and for others, in the third semester of their coursework. This means that other courses (like those mentioned earlier—ARCH 7211 and ARCH 7712) will need to be responsive to the varying degrees of student exposure to this knowledge at the time of course administration. Since the disjuncture will come for students within the ABM program, this may be somewhat remedied by addressing the content in ARCH 3222, Contemporary Architecture 1 within the BFA program. To further emphasize the nuances of this criterion, the faculty member suggested overviewing aspects of ecological knowledge in a department Shoptalk and/or developing modules for awareness that can be administered as part of the greater curriculum progression (BFA and M.Arch).

Discussion with faculty about ARCH 6421 pointed out the difficulties with depth in case studies, echoing concerns from the faculty in ARCH 7421, Advanced Environmental Systems. In both courses, faculty have extensively scaled back or eliminated the case study projects because of the lack of depth. Here, the faculty are making an important distinction between precedent study and case study, and this needs to be considered across both the undergraduate and graduate programs.

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

Program Response:
Criterion Overview
The pre-requisite requirement for the M.Arch program requires 6 semester hours of architectural history, ancient through modern. Program applicants' transcripts and course descriptions are reviewed to make sure they have taken equivalent courses with a passing grade of C (70 or above) or higher. Equivalency of content is based on the course descriptions for the BFA offerings for ARCH 1211, History of Architecture 1 and ARCH 2212, History of Architecture 2. Where deficiencies exist, students may be instructed to take the undergraduate history courses, take Credit by Exam for the two undergraduate history courses, or in specific cases (because they have indicated an ability through other pre-requisite undergraduate courses) be allowed to take the graduate level history and theory courses.

In the undergraduate sequence, ARCH 1211 and ARCH 2212, there is a global approach to architecture history across 6 continents, including indigenous, colonial, western, and non-western architecture. The courses look at how environment, culture, and politics inform choices about architecture. As part of this, students are introduced to Confucianism and Daoist theories as well as anthropological approaches to indigenous architectures to present students with alternative methodologies for design process and understanding.

The graduate history and theory courses encompass ARCH 7011, Advanced Design Seminar 1, ARCH 7211, Contemporary Architectural Theory, and ARCH 7222, Contemporary Architecture 2. For the past three years, ARCH 7011, Advanced Design Seminar 1 has held the same content based on the expertise of the teaching faculty in history and theory. This course is a comprehensive survey of architectural thought from ancient to modern, with an emphasis on how fundamental architectural principles can be traced throughout history and how they in turn underpin contemporary practices, serving to teach content as well as methodology. The same faculty member who teaches this course, teaches ARCH 7711, Advanced Design Studio 1. There is an intentional placement of this content at the entry point of the program to help all students entering the graduate program achieve a similar level of understanding that moves forward into the proceeding graduate studio courses.

To extend architectural theory discussions, both ARCH 7211, Contemporary Architectural Theory and ARCH 7222, Contemporary Architecture 2 incorporate surveys of theoretical movements in the latter decades of the twentieth century and contemporary practices in the twenty-first century. Both courses contain content on discursive practices to increase students' access to diverse and divergent thoughts, with a focus in ARCH 7222, Contemporary Architecture 2 on practices and practitioners working on climate change action. Faculty teaching these two courses were new to the department this year; they worked to coordinate content with one another, and with ARCH 7011, but were hindered by time and professional requirements outside of the school. Coordination across these topics is a point of growth for the upcoming year.

Faculty predominantly depend on coursework to carry this criterion but acknowledge that additional concepts of history and theory may be secured through lectures offered by visitors from student organizations and through the Department lecture series.

Summary Table for Criterion
History and Theory

<table>
<tr><th></th><th>PLAN + ACT</th><th>OBSERVE</th><th>REFLECT</th></tr>
<tr><td>Course</td><td>Delivery +
Assessment Method</td><td>Benchmark +
Outcome</td><td>Next Steps</td></tr>
<tr><td rowspan="2">ARCH 1211 and 2212
History of Architecture 1 and 2</td><td><u>Delivery</u>: Class text and lectures

<u>Assessment Method</u>: Exams and papers</td><td><u>Benchmark</u>: Students understand architectural history across time and place, with global exposure

<u>Outcome</u>: Basic knowledge acquired, but students struggle with communicating depth of understanding because of writing skills (unable to clarify compare and contrast)</td><td><u>Moving Forward:</u> Continue to develop critical thinking for compare and contrast (beyond memorization from reading), includes strengthening writing skills; compare course offerings between two main teaching faculty</td></tr>
<tr><td colspan="2"><u>Evidenced In</u>:
Syllabus; calendar; lectures; assignment descriptions/handouts</td><td><u>Course Objectives Addressed</u>
▪ To understand movements in architecture
▪ To be able to synthesize the cultural and temporal relevance of architectural precedents
▪ To be able to analyze and critique buildings within their cultural context, including conclusions about why, when, and how buildings or sites were designed
▪ To develop and use an analytical vocabulary of architecture
▪ To develop diagramming, research, writing, and presentation skills
▪ To increase awareness of global architecture, its meaning and its representation
▪ To be able to distill and visually communicate data and research
▪ To effectively analyze visual sources
▪ To develop a well supported argument</td></tr>
</table>

<table>
<tr><td rowspan="2">ARCH 7011
Advanced Design Seminar 1</td><td><u>Delivery</u>: Class readings; lectures from class text

<u>Assessment Methods</u>: Exam and sketchbook; ability to demonstrate principles in projects for ARCH 7711, Advanced Design Studio 1</td><td><u>Benchmark</u>: Students can identify fundamental principles of design and access them for use in their design studio (ARCH 7011, as point of beginning)

<u>Outcome</u>: 75% of students can articulate principles, 25% struggle with ability to articulate; all students were able to incorporate principles (at least three) at a basic or surface level, more than 50% could do so at a greater depth</td><td><u>Moving Forward</u>: Continue to teach principles as a design handbook; continue to evaluate if a third component (in-depth case study) would help ground principles more fully</td></tr>
<tr><td colspan="2"><u>Evidenced In</u>:
Syllabus; calendar; lecture slides</td><td><u>Course Objectives Addressed</u>:
Develop an understanding of the extensive study of the Principles of Architecture
Investigate key issues and case studies to further a comprehension of the Principles of Architecture
Instill a comprehensive knowledge of Architectural Principles that can be utilized when developing current studio projects
Formulate a hypothesis that critiques the concepts of continuity of form and space with the study of Architectural Principles.
To further develop techniques of effective research, visual and oral presentation, critical thinking, and analysis relative to architectural works
To support and inform the work of the Advanced Architectural Design Studio 1 (ARCH 7711), taught concurrently</td></tr>
</table>

[page break for table legibility, see next page]

ARCH 7211 Contemporary Architectural Theory	Delivery: Lectures and class readings Assessment Methods: Class discussions from weekly assignments; final paper	Benchmark: Engender sensitivity to consider theory across time for co-existence of ideas, processes, and/or applications that apply to contemporary practice; foster independent position to history and theory of architecture through a mastery of precedent text, projects, and building context; ability for students to show they can think independently as a response to existing literature within architecture Outcome: Faculty member shocked that 70% of material was totally new, thus more teaching than discussion (less participation from students); the English texts proved difficult for ESL students, however, projects served as good connectors for discussion; for such a dense course, where students are inundated with material, they evidenced a lot of growth across the course	Moving Forward: A lot of emphasis was put on final paper—may need more emphasis on weekly assignments and the interaction week to week to help follow student progress; this may include 3 or 4 different segments where personal position is drafted to see change across semester and to show they are building upon theory from class content and discussions; continue to help students make connections to the course content with emphasis on the themes across time
	Evidenced In: Syllabus; calendar; lecture slides; assignment descriptions; list of architects considered (where not included in assignment description/calendar)	Course Objectives Addressed: ▪ 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 and theorists and their impact within schools of architectural thought, the world of art and design ▪ To develop the ability to articulate, both in written form, visually, and verbally, the student's own opinions of selected theoretical works and ultimately their own design philosophy ▪ To assist the student to create a self-guided process necessary to produce scholarly writings that articulate their own opinions and philosophies of design - Ideally with the goal of publishing ▪ To provide the student with a framework for future critical analysis and potential topics for design-research work	

[page break for table legibility, see next page]

ARCH 7222 Contemporary Architecture 2	Delivery: Class readings; lectures from prominent designers Assessment Methods: Class discussions	Benchmark: Make students aware of practitioners, processes, and projects of contemporary design and engage topics relative to resiliency and climate action at more depth; instill a curiosity to learn more from other sectors about climate resiliency Outcome: Students are aware of practitioners (local and global) in the topic areas discussed through the course and have specific processes to reference for exploring these further (as it pertains to their interests)	Moving Forward: Continue to provide access to prominent thinkers and activists in contemporary practice (with a particular focus on climate resiliency) by staying current with industry publications: CNU, ULI, *Architect*, *Metropolis*, *Dezeen*, *Planetizen*, APA, AIA, CAIA, NOMA, Open Architecture Collaborative (OAC), Association of Community Design (ACD)
	Evidenced In: Syllabus; assignment descriptions; list of designers/speakers (where not included in assignment description)	Course Objectives Addressed: ▪ Determine a qualifying definition for contemporary architecture within the ecosystem of the modern built environment ▪ Apply the definition of contemporary architecture, through analysis and synthesis, to understand the design methodologies of current designers and their works ▪ Apply the understanding gained through analysis and synthesis to one's own design thinking, both current and future ▪ Place contemporary architecture in relationship to historical, social, and cultural understandings of the art and science of design.	

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

Program Response:

Criterion Overview

The Department defines architecture research for students similar to the way it does for faculty as part of the promotion and tenure process. Therefore, the Department considers engaged scholarship, applied research as it is defined by the social sciences but interwoven with creative practice, and (an emulation of) professional practice. To serve the department, college, and university missions, faculty prioritize engaged scholarship projects that benefit the city of Memphis and the local region. The interest in socially engaged projects means that faculty focus on marginalized communities or projects that contain a humanitarian component. Since the founding faculty for the Department have degrees and professional work in city and regional planning, it has been a component of the vision and goals of the Department to create interdisciplinary collaborations. While this has been predominantly focused on connections to the University of Memphis Design Collaborative (UMDC), faculty have also partnered with other entities within the university (City and Regional Planning, Campus Planning and Design, UofM Institute for Arts and Health, and the Department of Civil Engineering, among others). More recently, in ARCH 7712, Design Studio 2, students collaborated with students from An-Najah National University in Palestine. In this way, faculty

intend to teach skills that are adaptable; skills that dig deep locally with an awareness of international concepts, and conversely, explore international contexts to seek innovation that will support local growth.

In terms of applied research, students are exposed to concepts of theory through ARCH 7211, Contemporary Architectural Theory and ARCH 7222, Contemporary Architecture 2. The process of research is briefly described in ARCH 7930, Architecture Research. All three of these courses seek to situate the student's architectural interest within a corresponding body of literature. Both ARCH 7011, Advanced Design Seminar 1 and ARCH 7232, Advanced Issues in City Building also help students think critically about the architectural principles and urban design strategies, respectively, that should be considered as part of their scope of thinking for defining their architectural approach. Together, with the studios, these 5 courses evaluate elements of creative practice. This then, is meant to be crystalized in the student's independent project within ARCH 7994, Architecture Design-Research Studio, the culminating studio for the degree program. Because it asks students to comprehensively address an architectural work of their own choosing, it generally emulates the design process of professional practice. While there is some freedom to the scope for this project, students are expected to present an architectural approach that can be defined in terms of a broader perspective (i.e., students in this studio are not completing another design project; instead, they are investigating an issue). Because of the Department interest in social responsibility, many students choose to embrace a community engagement project for this studio.

Since the program's initiation, faculty have been working to find the right balance of expectations for this final studio. It has moved from a thesis to a capstone, and adjustments for deliverables have been shifted to evidence this; however, because the capstone moved out from the thesis, there are still heavy requirements associated with comprehensive written articulation of the design process and the body of literature that supports this. The greatest difficulty with this seems to be the lack of writing proficiency among the students. To address this, faculty continue to work across ARCH 7211, 7222, and 7930 to bolster writing and editing skills (along with targeted support from the university's Center for Writing and Communication). Additionally, faculty continue to work on the definition of the deliverable so that it is purposeful for both academic acumen and professional preparation.

Students are further exposed to the concept of research through faculty interests as they are unpacked in advanced design seminars. Additionally, students serving as research assistants work directly with a faculty member on research projects and as part of the process, are trained in areas of research including engaged scholarship, architectural history research, and creative practice, among others. In some instances, this has culminated in students being included in academic publications and conference presentations.

[page break for table legibility, see next page]

Summary Table for Criterion
Research and Innovation

<table>
<tr><th></th><th>PLAN + ACT</th><th>OBSERVE</th><th>REFLECT</th></tr>
<tr><td>Course</td><td>Delivery +
Assessment Method</td><td>Benchmark +
Outcome</td><td>Next Steps</td></tr>
<tr><td rowspan="2">ARCH 7211
Contemporary Architectural Theory</td><td><u>Delivery</u>: Exposure to a large bibliography of works by 50 architects

<u>Assessment Method</u>: Weekly assignments and discussions</td><td><u>Benchmark</u>: Awareness of the constant retooling of architectural concepts and the heavy reliance on research of these practices, alongside changing technologies, global politics, and material innovations

<u>Outcome</u>: Students connect (to varying degrees) with the projects and practices described in the class</td><td><u>Moving Forward:</u>
Continue to select projects (and designers) that showcase research and innovation applied to architectural projects (with a focus on built works)</td></tr>
<tr><td colspan="2"><u>Evidenced In</u>:
Syllabus; calendar; lecture slides; list of architects considered (where not included in assignment description/calendar)</td><td><u>Course Objectives Addressed</u>:
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 and theorists and their impact within schools of architectural thought, the world of art and design
To develop the ability to articulate, both in written form, visually, and verbally, the student's own opinions of selected theoretical works and ultimately their own design philosophy.
To assist the student to create a self-guided process necessary to produce scholarly writings that articulate their own opinions and philosophies of design - Ideally with the goal of publishing
To provide the student with a framework for future critical analysis and potential topics for design-research work</td></tr>
</table>

[page break for table legibility, see next page]

ARCH 7222 Contemporary Architecture 2	Delivery: Exposure to work by Michael Pawlyn and others at the forefront of material science; discussions about how material science research can be incorporated into students' projects, with a focus on the CMU project in ARCH 7712, Advanced Design 2 (discussions included additive materials, kiln processing, and other developing practices); discussion about the importance of existing technologies to leverage materials and systems for resilience Assessment Method: Case study presentations and discussions	Benchmark: Awareness of knowledgeable people in the area of material science and resiliency research; a dismissal of the notion of the individual, therefore, promoting teams and collaboration in the research and innovation processes Outcome: Students struggled in this area; they still need help drawing out ability/knowledge in other areas of life to be applied in new/rapidly changing environment	Moving Forward: Need to acknowledge students are still moving through Covid hesitation to interact (impacts participation); need to recognize varying learning styles within group; focus on helping students understand how to leverage the ability of others (cross-disciplinary potential) for research, collaboration, and subsequent innovation
	Evidenced In: Syllabus; Case study assignment; presentation materials on designers/speakers (where not included in assignment description)	Course Objectives Addressed: ▪ Apply the definition of contemporary architecture, through analysis and synthesis, to understand the design methodologies of current designers and their works ▪ Apply the understanding gained through analysis and synthesis to one's own design thinking, both current and future	

[page break for table legibility, see next page]

ARCH 7930 Architecture Research	Delivery: Discussions and supported, individualized student research Assessment Method: Research document	Benchmark: The ability to compile relevant literature for the design ideas that support the student's individualized project; to integrate research areas through design (preliminary level) Outcome: [Course not taught within AY 22-23; will be taught FA 23]	Moving Forward: [Course not taught within AY 22-23; will be taught FA 23]
	Evidenced In: Syllabus; calendar; Research document description and template	Course Objectives Addressed: ▪ 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 ▪ Enhance in-depth academic research abilities through an understanding of the characteristics of qualitative and quantitative research techniques and writing ▪ Investigate the role of precedents in design and related areas of research ▪ Demonstrate an ability to apply academic research methods and techniques to individualized design process ▪ Work diligently to explore the Design-Research idea in the future execution and application of the comprehensive design studio project ▪ Complete a scholarly Design-Research Document (including graphics as appropriate) which is acceptable to faculty and committee members for continuance into the Design-Research Studio. This document will chronicle the entire arc of research and initial concepts of the Design-Research Project. Ideally, this Document will include the full extent of site analysis, precedent study, research, analysis, project statement, preliminary program, and initial high-level thinking on architectural massing	

[page break for table legibility, see next page]

ARCH 7994 Architecture Design-Research Studio	Delivery: Individualized meetings (studio desk critiques, advisor and committee meetings) Assessment Method: Execution of individualized project	Benchmark: To demonstrate a culminating ability to compose a design project through a full (academic) design process Outcome: Three out of the four students were able to do this successfully within the given time period; one student needed more time and a high degree of support to be able to demonstrate this ability and complete to minimal requirements	Moving Forward: Continue to craft course deliverables and timeline to best assist students' execution of the project
	Evidenced In: Syllabus; calendar; Project document description and template	Course Objectives Addressed: ▪ Explore elements of architecture, design theory, and practice in relationship to personal interests ▪ Enhance in-depth research abilities and the implementation of those abilities into a cohesive design project ▪ Foster critical evaluation skills and independent thinking ▪ Demonstrate accrued ability for design and design thinking in a complete and comprehensive document (design-research book) that is acceptable to graduate faculty and committee members for the completion of the degree program	

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

Program Response:

Criterion Overview

Faculty in the Department believe that leadership involves active listening, courage, vulnerability, creativity, dedication, empathy, and care. Leadership requires taking initiative, taking responsibility, and being flexible. Furthermore, and more specifically to design education, it includes learning from intelligent failures to capitalize and/or strengthen the iterative process of creative design. The faculty believe these are foundational characteristics of leadership and of being a good collaborator. The faculty define collaboration as working with and learning from others through sharing and support.

Students see collaboration modelled through faculty coordination across coursework. They hear about leadership during professional lectures. They have the opportunity to experience leadership and collaboration more directly though participation in the student organizations. Student organization board members work closely with their parent chapters, extending acts of collaboration outside of the academy into important professional elements. Among these are the annual AIA Gala, AIA Architecture Month activities, AIA TN Conference on Architecture, AIA Summer Scholars Institute, AIAS Grassroots, NOMA convention, and the CSI Build-It product display show.

Within the coursework, students are exposed to diverse stakeholder constituents in ARCH 7232, Advanced Issues in City Building. They experience dynamic physical and social contexts, including participation in multidisciplinary teams, within ARCH 7712, Advanced Design Studio 2. In this course, students collaborated with architecture students within a sustainability course at An-Najah National University in Palestine through weekly synchronous activities. Because of the degree of collaboration fostered, one team from the course were finalists in the international HIVER competition. The students were able to travel to Egypt to present in-person and ultimately won the overall competition. Through firm site visits during ARCH 7431, Advanced Professional Practice, students are able to see and hear about how leadership and collaboration work in several local firms. Community-engaged projects, across both studio and professional/technical courses, offer students the ability to work with “real” clients. This provides opportunities to work on oral communication, active listening, and collaboration. Additionally, in the elective course ARCH 6421, Sustainable Design, students work on an “Upcycle” project that engages interdisciplinary collaboration. This past year, architecture students worked with students and faculty in the Department of Art and Design to create upcycled fashion wear and stage scenes for the college’s first annual “Central to the Arts Festival.”

Finally, students are coached in the Design-Research Studio on how to manage their faculty committee, demonstrating leadership in their design process. They are also pushed to collaborate with relevant consultants to get additional support relative to the research area, design execution, or both. They would have learned portions of this through design synthesis in ARCH 7713, Advanced Design Studio 3, as well as in ARCH 7930, Architecture Research.

[page break for table legibility, see next page]

Summary Table for Criterion
Leadership and Collaboration

Course	PLAN + ACT Delivery + Assessment Method	OBSERVE Benchmark + Outcome	REFLECT Next Steps
ARCH 7232 Advanced Issues in City Building	Delivery: Speaker presentations; Orange Mound Corridors RFQ (project work involved collaboration with community members and planning students) Assessment Method: In collaborations between peers and with community members; in narrative composed by students	Benchmark: Students able to create RFQ that clearly responds to stakeholder wishes, referencing relevant/related initiatives in city; citing relevant property information, financial considerations, existing relationships, etc. for project viability; listening in meetings, taking notes, executing on project (ownership and commitment to project; able to work together in team to delegate and get job done); ability to capitalize on faculty feedback (acting as city official) for improvement; ability to analyze and create design solution from that information and create compelling narrative; ability to be with and in community Outcome: Students evidenced active listening skills and were able to complete most of benchmark components; some variability in levels of completion across benchmarks (some teams more thorough, some capitalizing more on feedback); narrative is intended to go back to community members for feedback (still in progress—finding doable timeline for feedback is still being worked through); feedback to community strained by academic schedule and ability of community to gather and has not been fully resolved; ABM students paired with second year grads afforded mentorship (in both directions, especially for international students/students not from BFA); planning student involvement allowed for different setup to community relationship; one student used course content for ARCH 7994, Architecture Design-Research Studio project	Moving Forward: Need to consider if content may be better suited for studio than lecture/seminar course; will try partnering on current projects (considering Mississippi corridor project to connect with NSF grant), investigating low-impact development project to engage sustainable strategies; shifting to tools based application to help students better understand course content (introduction to business software); need to connect with faculty in ARCH 7431, Advanced Professional Practice and ARCH 7222, Contemporary Architecture 2 for course connections; need to provide more content lectures to including technologies and strategies for course content (low-impact), including information on brownfield and superfund sites; continue to investigate role of course relative to community development

	Evidenced In: Syllabus; calendar; RFQ assignment; list of speakers/presenters	Course Objectives Addressed: ▪ To develop an appropriate research scope to address community challenges that incorporates knowledge and skills from a variety of disciplines; develop a complete work plan with appropriate domains for research activity; understand community resources and engage community knowledge; conduct best practice research within and across disciplines; and develop strategies in partnership with community stakeholders within and across disciplines ▪ Explore elements of community building and strategies of placemaking, through enhanced public space ▪ Explore issues of community planning and urban design ▪ Understand that community development is a reflection of the artistic, social, political, and economic conditions of the city ▪ Convey planning and the responsibility of architecture in community building ▪ Foster critical analysis and evaluation skills as well as group and independent thinking ▪ Develop visualization, conceptualization, and communication skills

[page break for table legibility, see next page]

ARCH 7431 Advanced Professional Practice	Delivery: Class text; in-class presentation and active discussion about firm leadership and style (as active practitioner) for real-world and real-time examples (including consulting work with a leadership coach); discussions on firm visits Assessment Method: Class discussions and question and answer sessions on firm visits	Benchmark: Awareness of the importance of leadership and collaboration within the discipline Outcome: Students show awareness of the importance of leadership and collaboration skills, with a focus on allied disciplines; several of the students were involved in internships at local firms before or during the course and could make connections to their work experiences	Moving Forward: Continue to introduce students to different types of architectural practices within the local environment to see different types of leadership styles and collaborations; continue to unpack relevant personal experience to help coach students
	Evidenced In: Syllabus; calendar; list of firms visited	Course Objectives Addressed: ▪ Profession(s): ▪ Career options and the respective professional organizations ▪ To understand the various dimensions of professional life, including ethics, professional conduct, and service leadership ▪ To understand the importance of professional development for architects, including leadership and communication skills ▪ Practice: ▪ To understand the different modes of architectural practice, including starting a firm and running a practice ▪ Business and financial management ▪ Firm Identity and marketing ▪ To understand the legal dimensions of architectural practice ▪ Projects: ▪ To understand effective techniques of project management and administration, including defining project services, project delivery, construction cost management, and maintenance of design quality ▪ Multidisciplinary team organization ▪ Products and fees ▪ Project scheduling and budgeting ▪ Client role ▪ Contracts and Agreements: ▪ To understand the contractual relationships between the client, the architect, and the contractor, with emphasis on AIA forms of Agreement	

[page break for table legibility, see next page]

<table>
<tr><td rowspan="2">ARCH 7712
Advanced Design Studio 2</td><td>Delivery: Students collaboration with diverse stake holders in a community-based project (part of an international exchange where the international students acted as sustainability consultants on the project and also as clients—since they were local)

Assessment Method: Participation and completion of objectives in collaborative project</td><td>Benchmark: Participation in at least 75% of synchronous activities, evidence of incorporation of feedback into designs; self-assessment

Outcome: Increase in collaboration skills with international communities, evidenced most extensively by the team of students who won the international HIVER competition</td><td>Moving Forward: Continue with HIVER competition; better document student process of taking notes during collaboration and reviews; completing post-project assessment to more clearly evidence understanding</td></tr>
<tr><td colspan="2">Evidenced In:
Description of collaboration, including how partnership was formed, expectations of partnership, how teams were assigned and worked together, and the documents provided for the competition (and winning entry details)</td><td>Course Objectives Addressed:
▪ Work collaboratively with international students
▪ Incorporate the needs of different user groups</td></tr>
<tr><td rowspan="2">ARCH 7994
Architecture Design-Research Studio</td><td>Delivery: Committee participation

Assessment Method: Meetings and reviews across semester</td><td>Benchmark: Student able to lead meetings and reviews to meet their individual needs for the project; able to utilize feedback from committee and seek consultant support where appropriate to move project forward

Outcome: Three out of the four students were able to do this successfully; one student needed a high degree of support and appeared to be hampered by ESL issues</td><td>Moving Forward: Continue to strengthen this ability though preparatory discussions in ARCH 7930, Architecture Research, and the preceding design studios; coach students through the process within the studio itself</td></tr>
<tr><td colspan="2">Evidenced In:
Syllabus</td><td>Course Objectives Addressed:
▪ Foster critical evaluation skills and independent thinking
▪ Demonstrate accrued ability for design and design thinking in a complete and comprehensive document (design-research book) that is acceptable to graduate faculty and committee members for the completion of the degree program</td></tr>
</table>

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

Program Response:

Criterion Overview

A respectful teaching environment includes honoring the thoughts of others and encouraging the questioning of ideas. As a small program, the faculty have the opportunity to meet each student as an individual, including meeting them where they are in their learning. Administrators and staff try to give immediate attention to meet student needs and to do that with a cheerful attitude. By putting students first, members of the Department intend to demonstrate openness, honesty, and transparency. The Department wants students to feel

like they can ask for help (academic or otherwise) and that they have a community of support—in their peers, in their faculty, and in their administration and staff; to feel that their voice matters and that they are within a collaborative environment where it is safe to take risks.

This requires members of the Department to execute their beliefs on leadership and collaboration—to actively listen, to demonstrate both courage and vulnerability, to seek out creative solutions to problems, and to be dedicated to the Department community with empathy and care. Administrators and staff do this by trying to remedy student complaints about physical facilities, building and classroom access, supplies, and other straight-forward items as quickly as possible. For more complex situations, they try to understand the situation as best as possible and make relevant and timely decisions that have meaningful impact. For both of these, they try to follow up to see if the situation has been taken care of well. Actively encouraging members of the Department community to speak about their concerns and ideas for resolution helps make this informal process more viable. Formal processes for grievances are included in the Studio Culture Policy within the Department Policies Manual, presented to each student through the Department syllabi. As mentioned previously, students also have access to their class AIAS representative, should they need further support in communicating their needs or concerns to the Department.

Members of the Department further try to maintain a positive work environment through collaborative decision making and smaller working groups, as necessary, to accomplish departmental tasks. Administrators work for transparency in decision making and try to involve the entire faculty and staff where appropriate. This is best seen in the end of year Faculty Retreat. The administrative staff does a great job of looking after graduate students, graduate assistants, and student workers, acting as a liaison and championing students when dealing within and outside of the department. Additionally, and perhaps most importantly, faculty, administrators, staff, and students try to show appreciation for one another in the everyday work undertaken together.

The small size of the department makes it a special site for engaging one another daily. Faculty work together to meet the individual needs of the students, often checking in with one another to see how a struggling student can be supported across the curriculum and with appropriate external services. The size also allows faculty to tailor academic experiences across subsequent courses; if a student has a deficiency, faculty work to remediate it across the cohort courses and/or across semesters. Faculty also support one another by acting as consultants given their areas of specialization.

Broader Considerations
A continuing theme that arose from the various discussions with faculty in the preparation of this document was the need for a more formal documentation of two things: 1) making explicit the expectations faculty hold about the knowledge students will have upon entering their class, which will help faculty and administrators in pinpointing (with more accuracy) 2) where in the curriculum students are projected to have learned the expected knowledge. Ideas about this have existed in the curriculum for many years, but because of faculty turnover, the need to holistically and formally assess this across both undergraduate and graduate curriculums has become more imperative.

Discussions coming out of this review have also shed light on the curriculum model. Faculty still readily ascribe to the core-and-contributor model where the studio is the course to which all other courses should contribute. However, faculty also hold the expectation that the curriculum is a distributed network, and in so doing, evidence some frustration about the lack of ability (questioned because of lack of production and depth) students' show in the professional/technical courses within the program of study. For several years, the

Department has worked on a hybridization of these two models, but there needs to be more deliberate attention given to the tensions that are produced through this amalgamation. If the tensions cannot be resolved, as is likely because these two models are divergent, then the complexities need to be acknowledged with a more targeted focus about how the distributed network of knowledge can be threaded through the core of the studio. Efforts for this are demonstrated in the year under review, especially where faculty acted as consultants in the studio research, observation, and project execution. Similarly, the committee activities for ARCH 7994, Architecture Design-Research Studio evidence this collaboration for curriculum integration.

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

Program Response:
Criterion Overview
The department benefits from a high enrollment of racially, ethnically, and economically diverse students. This allows for rich discussions within and outside of the classroom, as students bring their identity perspectives into the conversation. It also strengthens the studio culture, as students work with one another and the faculty. Faculty try to deepen the collective understanding of diversity and inclusion by engaging studio projects that involve input from stakeholders of differing cultural and social contexts. This can be seen in ARCH 7712, Advanced Design Studio 2 and in the projects that students develop as part of ARCH 7994, Architecture Design-Research Studio. Community engagement projects also happen as part of ARCH 7232, Advanced Issues in City Building, where faculty engage local community stakeholders working to strengthen areas within Memphis. ARCH 7211, Contemporary Architectural Theory and ARCH 7222, Contemporary Architecture 2 address efforts for social equity and inclusion (SE&I) through the content of the courses.

The Department hopes to promote diverse ways of approach to design through the invited lecturers in the department lecture series, the involvement of students, through their student organizations, in the parent chapters of their respective organizations, and in the organization committees aimed toward diversity and inclusion such as AIA’s JEDI advocacy.

[page break for table legibility, see next page]

Summary Table for Criterion
Social Equity and Inclusion

Course	PLAN + ACT Delivery + Assessment Method	OBSERVE Benchmark + Outcome	REFLECT Next Steps
ARCH 7211 Contemporary Architectural Theory	Delivery: Lectures and readings from architects whose practice centers this criterion Assessment Method: Weekly assignments and discussions	Benchmark: Cultivating a sensitivity to SE&I and finding personal connection Outcome: This is centralized in some student work, but all students could find connections to the work described in class	Moving Forward: Continue to reference contemporary practitioners who practice in this area and show the impact to their design process and product
	Evidenced In: Syllabus; calendar; lecture slides; list of architects considered (where not included in assignment description/calendar)	Course Objectives Addressed: ▪ 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 and theorists and their impact within schools of architectural thought, the world of art and design ▪ To develop the ability to articulate, both in written form, visually, and verbally, the student's own opinions of selected theoretical works and ultimately their own design philosophy ▪ To assist the student to create a self-guided process necessary to produce scholarly writings that articulate their own opinions and philosophies of design - Ideally with the goal of publishing ▪ To provide the student with a framework for future critical analysis and potential topics for design-research work	

[page break for table legibility, see next page]

ARCH 7222 Contemporary Architecture 2	Delivery: Class texts; exposure to the work of Andre Brumfield at Gensler; topical conversations to current events in city that extend to how buildings connect to people and how structural racism impacts perceptions; conversations tied to community center project in studio around marginalized local community (Frayser); discussions around challenging cultural norms Assessment Method: Class discussions; out-of-class assignments about how architecture is responsive to DEI and SE&I	Benchmark: Students become sensitized/culturally aware; understand base line knowledge versus enhanced understanding per topic unit and arc of entire semester; more nuanced understanding of student response to the question: what does it mean to be an architect today?; indicate literacy of topic; safeguarding and supporting SE&I moving forward Outcome: Students realized DEI and SE&I are topics to be vigilant about; they added this topic to their internal rubric about design success; have more information about how to carry knowledge and SE&I tools into their personal and professional lives; all students grasped the idea, moving off of where they started from at the beginning of class, some more than others became more sensitized to this context within architectural practice; become empowered, developed agency about how to add to social cohesion instead of eroding; students appear more sensitized to gender bias than racial bias	Moving Forward: Use bias-survey in class as pre- and post-test to help students become aware and see growth, and to assist in navigation of process
	Evidenced In: Syllabus; list of designers/speakers (where not included in assignment description)	Course Objectives Addressed: ▪ Determine a qualifying definition for contemporary architecture within the ecosystem of the modern built environment ▪ Apply the definition of contemporary architecture, through analysis and synthesis, to understand the design methodologies of current designers and their works ▪ Apply the understanding gained through analysis and synthesis to one's own design thinking, both current and future	

[page break for table legibility, see next page]

ARCH 7232 Advanced Issues in City Building	Delivery: Voices from the collaborating community (multi-generational storytelling and experiences of place history) Assessment Method: RFQ project, including how students show evidence of learning history of community	Benchmark: Narrative (in RFQ) evidences an understanding of community history and incorporates community input; students able to directly connect between community words and design response Outcome: 80% of student groups clearly showed connection between community members needs/wants and design responses described in the narrative; one student utilized research in this course for their design-research project (engaged scholarship)	Moving Forward: Continue to work with communities that offer diverse perspectives (which city has lot to offer); continue to support students who wish to move work from this course into their design-research studio
	Evidenced In: RFQ assignment; list of speakers/presenters	Course Objectives Addressed: ▪ To develop an appropriate research scope to address community challenges that incorporates knowledge and skills from a variety of disciplines; develop a complete work plan with appropriate domains for research activity; understand community resources and engage community knowledge; conduct best practice research within and across disciplines; and develop strategies in partnership with community stakeholders within and across disciplines ▪ Explore elements of community building and strategies of placemaking, through enhanced public space ▪ Explore issues of community planning and urban design ▪ Understand that community development is a reflection of the artistic, social, political, and economic conditions of the city ▪ Convey planning and the responsibility of architecture in community building ▪ Foster critical analysis and evaluation skills as well as group and independent thinking ▪ Develop visualization, conceptualization, and communication skills	

[page break for table legibility, see next page]

ARCH 7712 Advanced Design Studio 2	Delivery: Community Center projects (local and international) Assessment Method: Discussions and collaborations 1) with a marginalized community (local) to support community and increase resilience and 2) in cultural awareness through a significantly different geographical and political climate (international); selection of precedent projects that incorporated this criterion	Benchmark: Ability to utilize information gleaned from community and collaborating partner discussions in the design of the project; that 75% of student work will show sensitivity to SE&I by incorporating how a building changes with a different site and population/culture Outcome: Students applied the same skill set to two different projects in two different countries, both with marginalized communities; 75% of student work clearly articulated how each project (local versus international) was designed differently according to place; the other 25% of student work was more superficial, not as culturally specific; all students thought about balancing issues of safety and privacy with community and inclusion	Moving Forward: Look for ways to better articulate student learning on SE&I—consider in-class feedback, reflection papers, or both.
	Evidenced In: Design projects	Course Objectives Addressed: ▪ Work collaboratively with international students ▪ Incorporate the needs of different user groups	
ARCH 7994 Architecture Design-Research Studio	Delivery: Self-selected projects from student interest Assessment Method: Student research into and execution of project	Benchmark: Recognize the designer's social responsibility to work on SE&I projects Outcome: All four student projects addressed some aspect of this criterion	Moving Forward: Continue to value student's interest in SE&I projects and support them in the execution of the work
	Evidenced In: List of student projects	Course Objectives Addressed: ▪ Explore elements of architecture, design theory, and practice in relationship to personal interests ▪ Enhance in-depth research abilities and the implementation of those abilities into a cohesive design project ▪ Foster critical evaluation skills and independent thinking	

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

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

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

Program Response:

Criterion Overview

Entry at the M.Arch level presumes some knowledge of the ethical responsibilities of the profession, which at its very essence, is the protection of the health, safety, and welfare of the public. This is met through previous coursework in equivalent courses to an Introduction to Architecture course and courses in Structures. Equivalency is made through course descriptions that mention an overview of the profession (for the Introduction course) and design of structures (wood, steel, and concrete). For the BFA, ARCH 3322, Structural Design 2 projects in structural failure are an example of this knowledge. More specific aspects of the ethical responsibility of architects are met in the course readings (*AIA Handbook*) in ARCH 7431, Advanced Professional Practice. These would also include discussions around firm practice, held within the classroom as well as with local firm leaders, which articulate responsible practices of designers that currently work within the city and region (i.e., across various scales). Responsible practice around community development, including sensitivity to working with marginalized communities that may have been denied good design practices, is a part of ARCH 7232, Advanced Issues in City Building. Among other topics, this course covers walkable cities, resilient planning, food deserts, working with stakeholder initiatives, and understanding how history of place impacts perceptions of design.

In-depth exposure regarding human health and welfare are significant topics for ARCH 7222, Contemporary Architecture 2 and the elective ARCH 6421, Sustainable Design. Both faculty members have significant research in this area and bring that to bear in their courses. The faculty member for Contemporary Architecture 2 is a professional architect with experience in healthcare and resiliency projects and is a Fitwell Ambassador. The faculty member for Sustainable Design (who is also the faculty member for Advanced Issues in City Building) is chair of the subcommittee for Health and Wellbeing in the Built Environment, a component of the college's Institute for Arts and Health. In addition to these two courses, ARCH 7421, Advanced Environmental Systems covers knowledge about health and safety through content lectures on thermal comfort, acoustics, indoor air quality, security, and natural lighting.

Technical application of this criterion is evidenced through life-safety diagrams within ARCH 7712, Advanced Design Studio 2. Broad range health practices for resiliency, healthy cities, and the COTE Framework were discussed for application into the students' respective design studios from Contemporary Architecture 2, Advanced Issues in City Building, and Advanced Design Seminar 3, respectively, but not all student projects evidence incorporation of these concepts. The program continues to work on strengthening the in-depth incorporation and integration of topics learned from professional/technical courses into the design studios.

Students also glean aspects of this criterion from student organization firm site visits and from lecturers brought in for department lectures.

[page break for table legibility, see next page]

Summary Table for Criterion
Understanding of the Built Environment on Human Health, Safety, and Welfare Across Scales

<table>
<tr><th></th><th>PLAN + ACT</th><th>OBSERVE</th><th>REFLECT</th></tr>
<tr><th>Course</th><th>Delivery +
Assessment Method</th><th>Benchmark +
Outcome</th><th>Next Steps</th></tr>
<tr><td>ARCH 3322
Structural Design 2</td><td><u>Delivery</u>: Readings in Why Buildings Fall Down and research and presentation on a structural failure

<u>Assessment Method</u>:
Completion of the reading of the class text; verbal presentation, annotated bibliography, and reflection for failure project</td><td><u>Benchmark</u>: Students evidence a sensitivity to the devastation of life and/or community systems brought on by building failures and an awareness of how human fallibility plays into most structural failures

<u>Outcome</u>: All students reflect a knowledge about one or more paths for building failure; most students use language that conveys an understanding of the weight of design and how important communication is for building projects to be successful</td><td><u>Moving Forward:</u>
Continue to maintain readings and projects within course and have presentations open to department</td></tr>
<tr><td></td><td colspan="2"><u>Evidenced In</u>:
Syllabus; calendar; Why Buildings Fall Down assignment; Structural Failure assignment</td><td><u>Course Objectives Addressed</u>:
▪ Study the source of structural failure due to flawed design, material limitation, and insufficient site inspection
▪ Supply an ability to recognize design flaws involving loads and spans to contribute to design parameters
▪ Foster critical evaluation skills to appreciate “realistic” performance of structural members</td></tr>
<tr><td>ARCH 7431
Advanced Professional Practice</td><td><u>Delivery</u>: Assigned readings, including AIA Handbook

<u>Assessment Method</u>:
Participation in in-class discussions</td><td><u>Benchmark</u>: Students can articulate that architects are responsible for protecting the health, safety, and welfare of the public

<u>Outcome</u>: Students are able to recognize protecting human health, safety, and welfare as an ethical and legal responsibility of the profession</td><td><u>Moving Forward:</u>
Continue to make this topic an important area of discussion in this class</td></tr>
<tr><td></td><td colspan="2"><u>Evidenced In</u>:
Syllabus</td><td><u>Course Objectives Addressed</u>:
▪ Profession(s):
  ▪ To understand the various dimensions of professional life, including ethics, professional conduct, and service leadership
▪ Practice:
  ▪ To understand the legal dimensions of architectural practice</td></tr>
</table>

[page break for table legibility, see next page]

ARCH 7232 Advanced Issues in City Building	Delivery: Class lectures and RFQ project Assessment Method: Discussions and design responses to RFQ	Benchmark: Content of lectures, specifically street design best practices, show up in work Outcome: All student work able to show a basic level of applied best practices; at least one student able to carry this work over into their studio project	Moving Forward: Continue to discuss these topics in course and help students integrate into studio projects
	Evidenced In: Syllabus; calendar; RFQ assignment	Course Objectives Addressed: ▪ Explore local comprehensive planning initiatives and redevelopment strategies ▪ Convey planning and the responsibility of architecture in community building ▪ Foster critical analysis and evaluation skills as well as group and independent thinking	
ARCH 7222 Contemporary Architecture 2	Delivery: Class text and discussions; case study presentations; lectures from prominent designers in this area Assessment Method: Question and answer sessions following case study presentations and designer lectures; group dialogue	Benchmark: Ability to connect the dots between design goals and ecological reality by considering that the criteria for success are hinging on Project Drawdown principles; developing a new view of what successful projects are in relationship to ecological HSW Outcome: Students evidence incorporation of principles into oral communication and thinking but not yet showing as centralized to design process and execution	Moving Forward: Have students more clearly distill HSW design principles that can be readily incorporated into their current design strategies (with long-term growth potential—academic and professional)
	Evidenced In: Syllabus; calendar; list of speakers/presenters	Course Objectives Addressed: ▪ Apply the understanding gained through analysis and synthesis to one's own design thinking, both current and future ▪ Place contemporary architecture in relationship to historical, social, and cultural understandings of the art and science of design	

[page break for table legibility, see next page]

<table>
<tr><td rowspan="2">ARCH 6421
Sustainable Design</td><td><u>Delivery</u>: Class lectures on LEED and Systems Thinking

<u>Assessment Method</u>: Class discussions; in Upcycle project</td><td><u>Benchmark</u>: Ability to articulate relationships of class content within discussions and within the Upcycle project formation and execution; ability to pass final exam

<u>Outcome</u>: Students participate in discussion threads with competent questioning and responses; students execute on Upcycle project, but there is still a lack of application of material in other coursework; 67% passed exam</td><td><u>Moving Forward:</u>
Continue to push students to actualize the knowledge from this course into their studio courses</td></tr>
<tr><td colspan="2"><u>Evidenced In</u>:
Syllabus; Upcycle assignment</td><td><u>Course Objectives Addressed</u>:
▪ Develop awareness of ethical responsibility to nature, clients and society as a whole by applying ethical literacy as a tool
▪ Understand the life-cycle of our creations with purposeful intent of the application of our design decisions, and the synergy between the shared responsibility of this process and the ability to achieve environmentally sound and sustainable products and practices
▪ Ability to integrate learned material and independent research from this class with external design projects</td></tr>
<tr><td rowspan="2">ARCH 7421
Advanced Environmental Systems</td><td><u>Delivery</u>: Lectures on human comfort knowledge (thermal comfort, acoustics, indoor air quality, security, natural light, etc.)

<u>Assessment Method</u>: Student presentations of case study project</td><td><u>Benchmark</u>: Ability to demonstrate an understanding of concepts and systems involved in human comfort and an understanding of how the systems interact with one another

<u>Outcome</u>: Student presentations evidenced understanding of impact on human health and well-being, but some case studies selected were superficial in nature; not all knowledge areas (within case studies) covered equally</td><td><u>Moving Forward:</u>
Have students submit work for comments prior to presentation to improve selection of case studies and areas covered; make sure case study project contains more than one focus area and clearly connects back to human well-being</td></tr>
<tr><td colspan="2"><u>Evidenced In</u>:
Syllabus; calendar; lecture slides; case study assignment</td><td><u>Course Objectives Addressed</u>:
▪ 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 lighting strategies
▪ Apply knowledge of current vertical conveyance, security/communication and fire protection systems</td></tr>
</table>

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

Program Response:
Criterion Overview
Professional ethics, regulatory requirements, fundamental businesses processes, and a basic overview of forces influencing change in this area are presented in ARCH 7431. As was discussed in PC.1, ARCH 7211, Contemporary Architectural Theory, ARCH 7222, Contemporary Architecture 2, and ARCH 7232, Advanced Issues in City Building introduce other voices into the architectural practice experience. In so doing, they also present ideas about how the profession is changing and the forces influencing these changes.

[page break for table legibility, see next page]

Summary Tables for Criterion

Professional Ethics, Regulatory Requirements, Fundamental Businesses Processes, and Forces Influencing Change (Regional/National)

Course	PLAN + ACT Delivery + Assessment Method	OBSERVE Benchmark + Outcome	REFLECT Next Steps
ARCH 7431 Advanced Professional Practice	Delivery: *Ethics:* Read documents in class text; reinforced with in-class presentation and active discussion; presentation of firm leadership and style (as active practitioner) for real-world and real-time examples; *Regulatory:* Read documents in class text; reinforced with in-class presentation and active discussion; *Business Processes:* Most successful with firm visits and faculty perspective (financial strategist and team of consultants that support faculty member's practice); some text coverage; *Forces:* Real world discussions on firm visits and real-time practice of faculty member Assessment Method: Weekly reflections and final reflection paper; emphasis placed on active discussion	Benchmark: Students ability to address this material—at least in part —in writing reflections; ability to participate in classroom and on-site discussions; ability to pursue additional information with relevant questions (in class and on-site at firms) Outcome: Students able to participate in discussions and articulate ideas in writing reflections, but some concerns were raised in each area, including: *Ethics:* Writing concerns about professional correspondence with correct use of language; *Regulatory:* Faculty need better understanding of what students know or are exposed to outside of course (in prior coursework or through working in profession as an intern) to include: the how and why of building permits; when an architect is required; when landmarks approval is required (for example); *Business Processes*: How can course become more responsive to student interests (e.g., student interest in hourly rate development); course felt bogged down with less important topics; *Forces:* Concern on publication date for text keeping up with rapidly changing environment	Moving Forward: Bring writing concerns to faculty reviewing applications for admission into program; consider if tests would be better for assessing some content knowledge rather than reflective papers; try connecting with Advanced Issues in City Building to understand coverage of certain regulatory criteria to support learning; add more up to date readings (or podcasts or other media) where relevant to course discussion to engage more active and current discussions relative to criteria and real-world practice

	Evidenced In:
	Syllabus; calendar
		Course Objectives Addressed:
		▪ Profession(s):
		  ▪ To understand the various dimensions of professional life, including ethics, professional conduct, and service leadership
		  ▪ To understand the importance of professional development for architects, including leadership and communication skills
		▪ Practice:
		  ▪ To understand the different modes of architectural practice, including starting a firm and running a practice
		  ▪ Business and financial management
		  ▪ Firm Identity and marketing	

		▪ To understand the legal dimensions of architectural practice ▪ Projects: ▪ To understand effective techniques of project management and administration, including defining project services, project delivery, construction cost management, and maintenance of design quality ▪ Multidisciplinary team organization ▪ Products and fees ▪ Project scheduling and budgeting ▪ Client role ▪ Contracts and Agreements: ▪ To understand the contractual relationships between the client, the architect, and the contractor, with emphasis on AIA forms of Agreement

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

Program Response:

Criterion Overview

In general, the program considers building regulations and practice regulations for this criterion. This is mainly addressed through the research and observation phase of design, through in-depth site and precedent analysis, and is then utilized for programming, site and schematic design, and checked in design development. Through this criterion, faculty expect students to address applicable codes, ADA requirements (with intent towards Universal and Inclusive Design), site regulations, and building structure and assembly requirements.

Firm and construction site visits, facilitated by practitioners, help to engage students in this understanding. The department's support, through a targeted grant from the Tennessee Board of Architectural and Engineering Examiners, makes it possible for students to receive funding towards beginning their NCARB record. This promotes students establishing themselves in the regulatory environment. Department lecturers, including those concerning advocacy in and for the profession and preparation for licensure, further engage this topic.

Content about regulatory matters occurs in several courses, including ARCH 3321 and 3322, Structural Design 1 and 2, ARCH 7421, Advanced Environmental Systems, and ARCH 7232, Advanced Issues in City Building. Additional aspects of regulatory requirements are presented in ARCH 7431, Advanced Professional Practice. ARCH 7232, Advanced Issues in City Building further introduces principles of land use and regulations that apply to buildings and sites (with a focus on the urban environment) and describes evaluative processes architects and allied professions use to comply with the laws and regulations. Faculty note that more discussion needs to happen between these latter two classes, so that aspects not touched on in ARCH 7232 may be engaged in ARCH 7431. (The description of how ARCH 7431 engages regulatory requirements is presented in the table under SC.2.)

By necessity, all of the graduate studios touch on this topic, at least in part. The best examples for execution, however, would occur in ARCH 7712, Advanced Design Studio 2 and ARCH 7713, Advanced Design Studio 3, as they incorporate this criterion to reach the requirements involved in SC.5 and SC.6.

Summary Table for Criterion
Regulatory Context

Course	PLAN + ACT Delivery + Assessment Method	OBSERVE Benchmark + Outcome	REFLECT Next Steps
ARCH 3321 and 3322 Structural Design 1 and 2	Delivery: Lectures and readings on building code as they apply to the design of structural systems (gravity and lateral) Assessment Method: Quizzes and final exam	Benchmark: Students demonstrate an awareness of how building code impacts the design of structure Outcome: Most students can articulate this understanding during class (where loads come from and how they are calculated) and what defines structural failure for an individual member within a system (beam and column)	Moving Forward: Continue to develop the connection between building code and structural design decisions and how students can utilize *Studio Companion* for use in their studio designs
	Evidenced In: Syllabus; calendar; lecture notes	Course Objectives Addressed: ▪ Develop a thorough understanding of the terminology of structures encountered in the architectural profession ▪ Utilize appropriate design manuals and code requirements relative to structural materials ▪ Study the source of structural failure due to flawed design, material limitation, and insufficient site inspection ▪ Become aware of the effect of materials and construction methodologies on architectural form and space ▪ Supply an analysis of structural problems similar to those covered on the Architect Registration Examination ▪ Foster critical evaluation skills to appreciate “realistic” performance of structural members	

[page break for table legibility, see next page]

ARCH 7421 Advanced Environmental Systems	Delivery: Lectures and readings on sustainable sites, indoor air quality, and HVAC, among others Assessment Method: Site analysis of studio project; understanding of other topics through final exam and case study project; calculation of heat loss and gain on example projects and discussion that follows	Benchmark: Students can describe how regulatory constraints inform their design Outcome: Students were successful in calculation exercise—they understood window and wall systems and how that impacted heat loss and gain and why regulations exist about it; understanding about site was less successful	Moving Forward: Remove connection to studio project because it is too broad, it needs to be more focused on regulatory constraints; a site in middle of construction would be more appropriate to application of knowledge (i.e., ability to see construction site run-off, setbacks, light availability, etc.); may consider further measurable outcomes associated with environmental impacts in future iterations of the course
	Evidenced In: Syllabus; calendar; lecture slides; project descriptions	Course Objectives Addressed: ▪ Evaluate various environmental systems, both conventional and alternative, in a broad and integrated context ▪ Analyze the societal and urban implications of sustainable development ▪ Evaluate building envelope designs ▪ Evaluate natural lighting strategies ▪ Apply knowledge of current vertical conveyance, security/communication and fire protection systems	

[page break for table legibility, see next page]

ARCH 7232 Advanced Issues in City Building	Delivery: Invited speakers and RFQ project Assessment Method: Discussions and design responses to RFQ	Benchmark: Students able to incorporate class discussions and address material content from course into RFQ project Outcome: All student work able to show a basic level of applied content from course discussions within project	Moving Forward: Whether or not through the RFQ project, the class will continue to engage what it means to build in the city, including the regulations necessary to consider in order to do so
	Evidenced In: Syllabus; calendar; RFQ project statement; list of speakers/presenters	Course Objectives Addressed: ▪ To develop an appropriate research scope to address community challenges that incorporates knowledge and skills from a variety of disciplines; develop a complete work plan with appropriate domains for research activity; understand community resources and engage community knowledge; conduct best practice research within and across disciplines; and develop strategies in partnership with community stakeholders within and across disciplines ▪ Explore elements of community building and strategies of placemaking, through enhanced public space ▪ Explore issues of community planning and urban design ▪ Understand that community development is a reflection of the artistic, social, political, and economic conditions of the city ▪ Convey planning and the responsibility of architecture in community building	

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

Program Response:

Criterion Overview

Similar to SC.3, faculty use the technical courses of ARCH 3321 and 3322, Structural Design 1 and 2, and ARCH 7421, Advanced Environmental Systems to convey established and emerging technical knowledge. The graduate studios also touch on this topic, to varying degrees. The best examples for execution, however, would occur in ARCH 7712, Advanced Design Studio 2 and ARCH 7713, Advanced Design Studio 3, as they incorporate this criterion to reach the requirements involved in SC.5 and SC.6.

Three other courses within the program address technical knowledge in related ways to the execution expected in the design studio criteria for SC.5 and SC.6. These include ARCH 7211, Contemporary Architectural Theory, ARCH 7222, Contemporary Architecture 2, and the elective course, ARCH 6421, Sustainable Design. Each course exposes students to emerging systems, technologies, and assemblies specific to the structure of the courses themselves. In ARCH 7211, Contemporary Architectural Theory, Lecture 8, involved the focused study of Toyo Ito who is well-known for advancing the structural and virtual possibilities of architecture. Students also compared and contrasted Renzo Piano and Zaha

Hadid, in terms of the structural expression of parts and connections (Honesty) versus a more deceptive structure of fluid dynamics and formal continuity (Deception). Students discussed a host of projects built over the past 10 years that are purely performance-driven (parametricism, etc.), from sophisticated site-planning and environmental tools (EcoTect and Sefaira) to osseous (biology-inspired) structural components and algorithmic façade manipulations. Several more of the projects discussed in this category included supporting charts and data maps which underpinned the design. The faculty cites one specific example as the Shanghai Tower by Gensler, where the class studied the entire building from its double curtain wall to its structural outriggers, its mega frame, seismic principles, wind resistance, rainwater harvesting, and internal sky lobbies, which separate the different tenant groups within. As an example, this project by Gensler helped show the students how the form and components of the building were derived through rigorous virtual testing, starting first with a block of solid material on the site, and then seeing how the local forces and internal demands of the building informed certain organizational decisions and geometric outcomes. In similar ways, the projects, processes, and systems studied in ARCH 7222 and ARCH 6421 connect important technical considerations to design decisions, explained and discussed within the courses to help students see the implications of design decisions that they should be applying in their studio projects. In these courses, faculty work to unpack the criteria the designers are using to make these decisions for technical integration, and thus are studied for their effectiveness. It is an expectation that students use these examples as precedents for their studio projects. And while this is noticeable for some students, it is not consistent for all students. Faculty continue to work on this bridge by acting as consultants within the studio.

Unique to the year under review for this accreditation was the content developed for ARCH 7013, Advanced Design Seminar 3. The faculty member began the course by introducing two recent local projects (that he worked on) that received AIA Committee on the Environment (COTE) Top Ten Awards. The class continued with lectures on each of the AIA framework for design excellence measures. In response, students would prepare short presentations from interesting articles that they thought were relevant to the lecture topic of the class. Around mid-semester, the course began “simulation labs,” evaluating the students’ previous semester studio project (a fire station) to better understand the criteria through Cove.Tool for (1) energy modeling, (2) daylight/glare simulation, (3) water conservation and buildcarbonneutral.org for projected embodied carbon. Through testing these prior projects, they became aware of factors and strategies for influencing each of the design principles. The goal was to provide “hands-on” experience that would help each student better understand what matters relative to design decisions. At the end of the semester, the final project of the course was to audit their current design studio project (Museum of Emotions) for certain factors (energy, daylight, water, embodied carbon) and provide recommendations for improved performance.

Though this adjunct has taught in the Department several times before, his current situation does not allow the time to continue teaching in the near future. Thus, faculty are in the process for AY 23-24 of determining how to address the content across ARCH 7421, Advanced Environmental Systems, ARCH 7712, Advanced Design Studio 2, and ARCH 7713, Advanced Design Studio 3. If this does not prove fruitful, faculty will look at the option of creating static content in the seminar course based on the AY 22-23 version of the course.

[page break for table legibility, see next page]

Summary Table for Criterion
Technical Knowledge

Course	PLAN + ACT Delivery + Assessment Method	OBSERVE Benchmark + Outcome	REFLECT Next Steps
ARCH 3321 and 3322 Structural Design 1 and 2	Delivery: Lectures and readings on structural concepts and systems; extra credit on topical studies; structural model Assessment Method: Quizzes and final exam; written reflections on *Why Building Stand Up, Why Buildings Fall Down,* and *Modern Steel Construction*	Benchmark: Ability to complete problems on exam (60% and above total score); increasing attention paid to structural systems within studio project shown in structural model (whether digital or physical) Outcome: All but one student able to complete evaluation mark on exam; students show basic structural system (gravity-based) in model, but lack clear understanding of lateral systems	Moving Forward: Need to continue to strengthen section of course devoted to lateral discussions and application; continue partnership with Structural Engineering faculty for extended topic coverage
	Evidenced In: Syllabus; calendar; lecture notes; project assignments	Course Objectives Addressed: ▪ Develop a thorough understanding of the terminology of structures encountered in the architectural profession ▪ Utilize appropriate design manuals and code requirements relative to structural materials ▪ Study the source of structural failure due to flawed design, material limitation, and insufficient site inspection ▪ Become aware of the effect of materials and construction methodologies on architectural form and space ▪ Supply an analysis of structural problems similar to those covered on the Architect Registration Examination ▪ Foster critical evaluation skills to appreciate “realistic” performance of structural members	

[page break for table legibility, see next page]

<table>
<tr><td rowspan="2">ARCH 7421
Advanced Environmental Systems</td><td><u>Delivery</u>: Lectures and readings; student presentations

<u>Assessment Method</u>: Quizzes, final exam, 3 projects (site analysis, case study, heat loss and gain calculation)</td><td colspan="2"><u>Benchmark</u>: Understanding of the various systems being used; given climate parameters and program, ability to choose appropriate systems for those constraints

<u>Outcome</u>: Students demonstrated understanding for all content areas and limited understanding of informed choice-making; however, faculty observe that this content is applied in subsequent studios</td><td><u>Moving Forward:</u>
Calculation example needs to include wider range of technologies and systems (further manipulate building system); case study and site analysis projects should include more direct language about how information impacts future studio design decisions</td></tr>
<tr><td colspan="2"><u>Evidenced In</u>:
Syllabus; calendar; lecture slides; project descriptions</td><td colspan="2"><u>Course Objectives Addressed</u>:
▪ 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 lighting strategies
▪ Apply knowledge of current vertical conveyance, security/communication and fire protection systems</td></tr>
<tr><td rowspan="2">ARCH 7211
Contemporary Architectural Theory</td><td><u>Delivery</u>: Lectures about specific architects

<u>Assessment Method</u>: Class discussion</td><td colspan="2"><u>Benchmark</u>: Students have awareness of how technical knowledge becomes a part of the design problem naming and is incorporated in the process of design decisions

<u>Outcome</u>: Students participated in discussions on these topics and understood the relevancy of the discussion to the course and to their growing perspective on design</td><td><u>Moving Forward:</u>
Continue to include this topic area within course</td></tr>
<tr><td colspan="2"><u>Evidenced In</u>:
Lecture slides</td><td colspan="2"><u>Course Objectives Addressed</u>:
▪ 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 the ability to articulate, both in written form, visually, and verbally, the student's own opinions of selected theoretical works and ultimately their own design philosophy
▪ To provide the student with a framework for future critical analysis and potential topics for design-research work</td></tr>
</table>

[page break for table legibility, see next page]

ARCH 7222 Contemporary Architecture 2	Delivery: Class texts; lectures by designers like Julia Watson (Lo-Tek design) and others utilizing nature-based technologies; discussion about how technology has moved forward (what defines the baseline and what is considered as pushing past) Assessment Method: Case studies that indicate technology in innovative ways, including: impact of material selection, reclamation programs (and the adaptability of codes to account for them), and using indigenous technology (low-energy impact, long-lasting result)	Benchmark: The ability to identify and then compare and contrast mainstream, carbon-based technologies and new sustainable technologies; an increasing understanding of and/or curiosity about the need to be disciplined and/or vigilant toward the forefront of technology; to develop a healthy skepticism about emerging and continuing technologies Outcome: All students could identify technologies that were discussed; this may have been supported because they worked in groups (helped everyone grasp information)	Moving Forward: Bring in speakers on these topics and/or field trips to see technology first-hand/experience it hands-on
	Evidenced In: Syllabus; calendar; list of designers	Course Objectives Addressed: ▪ Apply the definition of contemporary architecture, through analysis and synthesis, to understand the design methodologies of current designers and their works ▪ Apply the understanding gained through analysis and synthesis to one's own design thinking, both current and future ▪ Place contemporary architecture in relationship to historical, social, and cultural understandings of the art and science of design	

[page break for table legibility, see next page]

ARCH 6421 Sustainable Design	Delivery: Class lectures on LEED and Systems Thinking Assessment Method: Class discussions; in Upcycle project	Benchmark: Ability to articulate relationships of class content within discussions and within the Upcycle project formation and execution; ability to pass final exam Outcome: Students participate in discussion threads with competent questioning and responses; students execute on Upcycle project, but there is still a lack of application of material in other coursework; 67% passed exam	Moving Forward: Continue to push students to actualize the knowledge from this course into their studio courses
	Evidenced In: Syllabus; Lecture slides; Upcycle assignment	Course Objectives Addressed: ▪ Develop a working knowledge and necessary skills of the LEED v4 Green Associate Reference Guide in order to support and encourage sustainably integrated design, and to streamline the application and certification process ▪ Understand the fundamental structures of the material world with a practical knowledge of the relationship between architecture, design, nature and materials ▪ Understand the life-cycle of our creations with purposeful intent of the application of our design decisions, and the synergy between the shared responsibility of this process and the ability to achieve environmentally sound and sustainable products and practices ▪ Ability to integrate learned material and independent research from this class with external design projects	

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

Program Response:

Criterion Overview

Faculty define design synthesis as the ability to incorporate various needs arising from understanding a complex user(s), the site, the regulatory environment, and sustainability, into a holistic, cohesive project that has an architectural concept that can be understood in and through the design of the project. A successful synthesis process evidences the research/observation on the component parts (user, site, precedent, code, ecological- and environmental-responsiveness) and how they inform the design development under the guiding principle of the design concept. Students need to be able to develop an idea at different scales (whole building through details) based on the requirements of the project integrated with architectural knowledge (space, form, material characteristics, etc.).

Practice for design synthesis is introduced and reinforced in ARCH 7711, Advanced Design Studio 1. The course integration between this studio and ARCH 7011, Advanced Design Seminar 1 is important because the seminar course introduces fundamental architectural

principles applied (across time and space) that supports the design studio execution. This is made possible by the content knowledge of the faculty member of the courses (the same person across both courses). In AY 22-23*, the content of design synthesis was furthered in ARCH 7712, Advanced Design Studio 2. The particular course that is held accountable for the specificity of this criterion is ARCH 7713, Advanced Design Studio 3.

*The distinction for the reporting period is made here because beginning Spring 2024, the content for this student criterion will move from ARCH 7713 to ARCH 7712. In future iterations of the sequence, the course responsible for evidencing this criterion will not be preceded by two studios, only one (ARCH 7711). Thus, the faculty are considering how best to negotiate this shift in Fall 2023 when, because of the realignment of the program to fit the ABM schedule, this criterion will be covered across both ARCH 7712 and ARCH 7713, with two different student cohorts. Preliminary assessments based on this shift should be available at the time of the Spring 2024 visit.

[page break for table legibility, see next page]

Summary Table for Criterion
Design Synthesis

Course	PLAN + ACT Delivery + Assessment Method	OBSERVE Benchmark + Outcome	REFLECT Next Steps
ARCH 7713 Advanced Design Studio 3	Delivery: Project statement(s) and supporting lectures and readings as necessary to understand topic; major project is the design competition for a Museum of Emotions Assessment Method: Faculty evaluation of student projects throughout the project timeline, to include weekly process, interim and final reviews, response to redlines, and growth across project; faculty rubric at the end of the semester and comment sheet from professional jurors	Benchmark: Competency within each area (70 or higher evaluation for overall design intent relative to project type and scope, specification and integration of user requirements, specification of regulatory requirements pertinent to project type and integration of specified requirements, explanation of relevant site conditions to be addressed and indication of how they are addressed, integration of accessible requirements with an intention to reach universal/inclusive design, indication of sustainable practices used in building design and function) and overall faculty evaluation of 80 or above on the synthesis of these various sub-categories Outcome: Three students showed higher competency across most of the sub-categories; one student needed significant support in integration of design decisions across the sub-categories; and one student showed high competency in user requirements but needed significant support in some areas of regulatory requirements, site conditions, and environmental impacts (as they were not enrolled in the accompanying course of ARCH 7013 because of their unique program of study), they also had noticeable deficiencies in technical understanding that hindered their progress because they had not yet taken ARCH 7712 (again because their unique program of study); 4 out of 5 students were concurrently enrolled in ARCH 7013, a design seminar that for this particular semester involved a detailed analysis of the environmental impacts of the building being designed in the studio	Moving Forward: Continue to hone student's ability for integrating design decisions across the specified student criteria through one major design studio project; work closely with previous faculty to address any student deficiencies in technical integration that may inhibit students' abilities to demonstrate these criteria; faculty also had extended conversations with the graduate faculty advisor about review of non-traditional student's movement through program and the difficulty that causes within the studio progression (which will be remedied through the individual's program of study progression)

	Evidenced In: Syllabus; calendar; project briefs; readings; the final studio project which evidences the design concept/goals; process sketches/models and design statements that indicate user requirements as they are applied to the design goals; an overall design competency that shows regulatory, site conditions, and accessible requirements are met; and, diagrams that show sustainable systems applied	Course Objectives Addressed: ▪ Develop and evaluate predesign information and goals and how that informs design ▪ Understand how information of user requirements are gathered, understood, developed and transformed into the driver for design decisions ▪ Apply the requirements of the current regulatory environment to a design ▪ Apply principles of universal design to design situations ▪ Explore issues of site planning and design especially in terms of the implications of larger physical and cultural context

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

Program Response:

Criterion Overview

Faculty define successful building integration as a design that provides appropriate space, connections, and associations of technical aspects of a building within the requirements of the building code and environmental factors; a design where the technical aspects of the project support the design ideas in realistic ways. While these topics are introduced throughout the program, this criterion is situated for review in ARCH 7712, Advanced Design Studio 2.* The studio is preceded by the structural sequence (or equivalent for students not from the BFA program) and ARCH 7421, Advanced Environmental Systems. Where circumstances warrant, the studio professor may send students to the Structural Advisor and/or Environmental Systems Advisor for content support.

*Beginning Spring 2024, this criterion will be situated in ARCH 7713, Advanced Design Studio 3, the third studio within the sequence, which will give more time in the student path for development of necessary technical skills (to be evidenced in the expected ways).

[page break for table legibility, see next page]

Summary Table for Criterion
Building Integration

Course	PLAN + ACT Delivery + Assessment Method	OBSERVE Benchmark + Outcome	REFLECT Next Steps
ARCH 7712 Advanced Design Studio 2	Delivery: Project statement for community centers, one local, one international, and supporting lectures and readings as necessary to understand topic Assessment Method: Assessment occurs progressively in each studio class; evaluation occurs at mid and final juries; after mid-jury students are given specific notes of things to fix from jurors with a variety of viewpoints (including architects, industry representatives, and local "clients"/members of the community); final review evaluated the success of the projects; faculty juror notes also evaluate how course is performing relative to criterion and larger curriculum goals	Benchmark: Competency within each area (70 or higher evaluation for overall design intent, integration of building envelope, integration of building assemblies, integration of structural systems, integration of environmental control systems, integration of life safety systems) and an overall/combined evaluation of 80 or higher; faculty are still testing the best resource for measurable outcomes, minimum competency for this area is any improvement from the pre- to post-test of the building utilizing the Cove Tool; there is a recognition that not all students will integrate all items perfectly, but all students will demonstrate that they can make design decisions while integrating these elements Outcome: Students were able to do self-assessment through working with their overseas partners (in the second project) and through the use of online model analysis tools (Cove.Tool); students needed additional support within the various areas to reach minimum competency—this was provided through individualized attention (extensive and reoccurring redlines; review of a series of corrections); though utilized in a previous year for one student, this is not a sustainable practice for more than one student and necessitates change within studio project planning and overall curriculum placement of the course	Moving Forward: To meet the mission of the department regarding community engagement, this studio took on a significant international collaboration; to prepare for the collaboration, the faculty member constructed two projects in the course—the first one to deliver important program and content information that would feed into the second one; the choice of two projects hindered (to some extent) the ability of the students to reach the required depth; future studio editions will focus on one project to allow for the necessary depth required for this course to meet the student criteria; future iterations of the measurable outcomes tool will evidence a specific outcome shift between pre- and post-tests (next year's iteration will attempt a 10% improvement, and future iterations are expected to move up from there)

Evidenced In: Syllabus; calendar; project briefs; readings; the final studio project which evidences the design concept/goals; annotated diagrams that indicate the choice of building systems and assemblies as they relate to the design concept; annotated diagrams that show the selection of the structural system and its occurrence across the building; diagrams that show the selected HVAC system used and the basic components of its distribution across the building, as well as any applicable passive systems; life-safety diagrams; and, a pre- and post-evaluation of building performance utilizing the Cove Tool	Course Objectives Addressed: ▪ Develop design decision making skills ▪ Work collaboratively with international students ▪ Use physical models as design tools ▪ Develop technical skills for masonry construction ▪ Design structural systems which support design intent including design for storms and earthquakes ▪ Integrate MEP into the overall design of a building ▪ Incorporate life safety and building code requirements into the design ▪ Design appropriate environmental control systems ▪ Measure outcomes of building performance ▪ Incorporate the needs of different user groups

4—Curricular Framework

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

4.1 Institutional Accreditation

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

Program Response:

The University of Memphis is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, educational specialist, and doctoral degrees. The University of Memphis may also offer credentials such as certificates and diplomas at approved degree levels. The accreditation was reaffirmed in 2015 with the next reaffirmation set for 2025. The most recent Letter of SACS Accreditation confirmation is dated 21 March 2018.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

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

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

Program Response:

The professional architecture degree at the University of Memphis is the two-year 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 pre-professional degree consisting of 87 credit hours of architecture and 41 credit hours of mandated general education courses. BFA students may take general studies courses as electives.

Of the total 60 credit hours required to earn the Master of Architecture degree, 18 credit hours are required design studios, 9 credit hours are required design seminars, 15 are required advanced theory and professional/technical courses, 9 are required research courses including research studio, and 9 credit hours are elective courses. 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.

Master of Architecture Program of Study
BFA in Architecture Program of Study
Master of Architecture Catalog
BFA-Architecture Catalog

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

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

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

Program Response:
All undergraduate students at the University of Memphis must meet a 41 credit hour General Education requirement. The general education core is designed to ensure that students have the broad knowledge and skills to become life-long learners in an ever-changing global community. Courses in this core are distributed over the following disciplines: Communications (9 hours); Humanities / Fine Arts (9 hours); Social / Behavioral Sciences (6 hours); History (6 hours); Natural Sciences (8 hours); and Mathematics (3 Hours). In addition to the required core courses, students may take electives outside the area of architecture and design thus contributing to their exposure to general studies subjects.

The regional accrediting entity for the University is the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For baccalaureate degree programs, SACSCOC requires a minimum of 30 semester hours or the equivalent. These credit hours include at least one course from each of the following areas: Humanities / Fine Arts, Social / Behavioral Sciences, and Natural Sciences / Mathematics. The General Education core of the BFA in Architecture degree is in compliance with SACSCOC standards.

The BFA in Architecture has specific general education requirements and students are advised accordingly. For example, the Department requires MATH 1830 (Elementary Calculus) or MATH 1730 (Algebra/Trigonometry) and PHYS 2010/2011 (General Physics/Lab) to better prepare students for success in the Structures Sequence. Other courses are strongly encouraged to better prepare students for a broad understanding of the social, cultural, and other factors that influence architecture and design.

Review of transcripts is done at the University level. If the University accepts the degree of the applicant to the M.Arch degree program as meeting the standards for admission, including the credentials of international applicants, the Department accepts the degree as well relative to general studies.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

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

Program Response:
M.Arch students can fulfill the three electives requirement by taking courses in or out of the Department. Over the past three years, the Department offered electives covering a variety of subject areas. Among these are the following: Parameters in Architecture Studio, Advanced Material Design, Sustainable Design, Architectural Illustration, Advanced Visual Communication, Studio Study Abroad, Design+Build Studio, Architecture Independent Study, and Architecture Internship. Most of these are also offered at the undergraduate level.

Undergraduate architecture students may choose to complete the dual major program in Interior Architecture. This may be completed within the four-year program of study for the Architecture major.

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

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

Program Response:
The University of Memphis offers the following degree programs within the Department of Architecture:
Master of Architecture (professional degree)
Bachelor of Fine Arts (pre-professional major in Architecture)
Bachelor of Fine Arts (professional major in Interior Architecture)

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

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

Program Response:
The University of Memphis does not offer the Bachelor of Architecture degree.

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

Program Response:
The M.Arch degree requires 60 credit hours while the BFA in Architecture requires 128 credit hours. These are distributed below among the following categories for the M.Arch: Required Core Professional Courses, 51 credit hours; Elective Courses, 9 credit hours. For the BFA, the distribution is as follows: Required Core Professional Courses, 84 credit hours; Elective Courses, 3 credit hours; General Studies, 41 credit hours.

Graduate Level Required Professional Studies Courses (51 credit hours required)

ARCH 7994—Architecture Design-Research Studio	6
ARCH 7930—Architecture Research	3
ARCH 7713—Advanced Design Studio 3	6
ARCH 7712—Advanced Design Studio 2	6
ARCH 7711—Advanced Design Studio 1	6
ARCH 7431—Advanced Professional Practice	3
ARCH 7421—Advanced Environmental Systems	3
ARCH 7232—Advanced Issues in City Building	3
ARCH 7222—Contemporary Architecture 2	3
ARCH 7211—Contemporary Architectural Theory	3
ARCH 7013—Advanced Design Seminar 3	3
ARCH 7012—Advanced Design Seminar 2	3
ARCH 7011—Advanced Design Seminar 1	3

Graduate Level Elective Courses (9 credit hours required)

ARCH 7833—Experiential Drawing Studio	3
ARCH 7430—Internship in Architecture	1-6
ARCH 7021—Architecture Independent Study	1-3
ARCH 6841—Studio Study Abroad	3-9
ARCH 6833—Architectural Illustration	3
ARCH 6825—Design+Build Studio	1-6
ARCH 6812—Furniture Design Studio	4
ARCH 6811—Parameters in Architecture Studio	3-6
ARCH 6614—Advanced Visual Communication	3
ARCH 6421—Sustainable Design	3

Graduate Level Courses Offered in Special Situations

ARCH 7996—Architecture Thesis Studio	6
ARCH 7995—Professional Project Studio	6

Undergraduate Level Required Professional Studies Courses (84 credit hours required)

ARCH 4716—Design Studio 6	5
ARCH 4715—Design Studio 5	5
ARCH 4441—Construction Documents	3
ARCH 4231—Issues in City Building	3
ARCH 3714—Design Studio 4	5
ARCH 3713—Design Studio 3	5
ARCH 3613—Computer Apps in Design 3	3

ARCH 3421—Environmental Systems	3
ARCH 3322—Structural Design 2	3
ARCH 3321—Structural Design 1	3
ARCH 3222—Contemporary Architecture 1	3
ARCH 3221—Determinants of Modern Design	3
ARCH 2712—Design Studio 2	5
ARCH 2711—Design Studio 1	5
ARCH 2612—Computer Apps in Design 2	3
ARCH 2611—Computer Apps in Design 1	3
ARCH 2412—Building Technology 2	3
ARCH 2411—Building Technology 1	3
ARCH 2212—History of Architecture 2	3
ARCH 1211—History of Architecture 1	3
ARCH 1120—Intro to Architecture + Design	3
ARCH 1113—Design Visualization	3
ARCH 1112—Architecture Graphics Studio	3
ARCH 1111—Fundamentals of Design Studio	3

Undergraduate Level Elective Courses (3 credit hours required)

ARCH 4841—Studio Study Abroad	3-9
ARCH 4833—Architectural Illustration	3
ARCH 4825—Design+Build Studio	1-6
ARCH 4812—Furniture Design Studio	4
ARCH 4811—Parameters in Architecture Studio	3-6
ARCH 4614—Advanced Visual Communication	3
ARCH 4430—Internship in Architecture	1-6
ARCH 4421—Sustainable Design	3
ARCH 4021—Architecture Independent Study	1-3

The total number of required General Studies credit hours is 41, which may be met by taking ten courses (two with labs for a total of 4 credit hours each) within the approved University sequence.

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

Program Response:
The University of Memphis does not offer the Doctor of Architecture degree.

4.3 Evaluation of Preparatory Education

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

accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

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

See also Condition 6.5

Program Response:
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 to ensure compatibility with the BFA courses and/or program prerequisites as specified in the University Graduate Catalog.

Applicants to the M.Arch degree program must apply first to the Graduate School. As part of this process, they must submit additional information including a portfolio, letters of recommendation, and statement of intent as specified in the University Graduate Catalog. For international students, this process also includes an evaluation of their credentials and proof of English language proficiency (minimums specified by the Graduate School). The University will accept evaluations done by any credentialing agency listed on the National Association of Credential Evaluation Services (NACES) website. A course-by-course report is required. A common evaluating organization meeting the NACES standards used by international students seeking admission to the M.Arch program is the World Education Services, Inc. (WES) website.

The decision to accept an applicant is made after a review of the application package by the graduate faculty in the Department and ultimately, the Director of Graduate Studies in Architecture and the Department Chair. Applications are reviewed based on the quality of the portfolio, statement of intent, undergraduate or other academic success, professional experience (if any), and the judgement of the faculty on the potential for success in the M.Arch degree program.

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

Program Response:
A review process is in place to evaluate courses taken elsewhere that are used to meet NAAB Student Criteria. Professor Jennifer Barker maintains these evaluation files. In addition to Professor Barker, 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 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. Additional information such as course descriptions, course syllabi, 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 uses course-by-course evaluations of transcripts by the National Association of Credential Evaluation Services (NACES) to determine that prerequisites have been met, and that the student has a qualifying equivalent GPA.

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 30 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.

As is evidenced in Section 3, the Department uses the following four courses from the BFA program to meet elements of the Program and Student Criteria: ARCH 1211, History of Architecture 1, ARCH 2212, History of Architecture 2, ARCH 3321, Structural Design 1, and ARCH 3322, Structural Design 2.

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

Program Response:
The requirements for admission into the M.Arch degree program are specified in the University Graduate Catalog. A review from the University Graduate School in Summer 2023 required specific updates to all graduate programs. These included changes relative to consistency and clarity. The changes to the catalog are under review and will be available in the graduate catalog next year; in the meantime, the updated catalog description to the M.Arch is available for students on the Department of Architecture website.
Master of Architecture Admissions Information

The updated catalog entry clarifies the process for application review. In prior years, applicants were e-mailed by the Director of Graduate Studies to let them know when their application would go under review and/or if their application was missing items. Since the Graduate School has switched application platforms from WebAdmit to Slate, this process has been more streamlined. The Slate application allows applicants to see where their application is within the process, including what is missing from their application. From the reviewer end, the Slate platform clearly shows when an applicant has completed all the required steps for application. Even in the new platform, many international applicants still miss the requirement for the course-by-course evaluation of the transcript. In these cases, as in the past, the Graduate Director notifies the individual through e-mail. The Graduate Director works with the Graduate School admissions counselors to process the applications as well as with the International Student Services office to assist international students with visa and I-20 questions.

The Director of Graduate Studies and the Department Chair often receive e-mail inquiries about the application process for the M.Arch degree program. These e-mails are answered as expediently as possible, and communication is kept open until all applicant inquiries have been satisfactorily met. In both an effort to grow the program, and to provide access for as many students as possible within the means of the Department, communication is often left open for a year or more, as the Department attempts to provide funding (from one AY cycle to another) for students who could not otherwise afford to enter the program. In some circumstances, Department faculty receive inquiries about the program. Faculty forward e-mails of interest and/or clarification to the Graduate Director, and she carries the communication from there forward.

NAAB

5—Resources

5.1 Structure and Governance

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

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

Program Response:

The University of Memphis is governed by the Board of Trustees whose members are appointed by the Governor of Tennessee. The Board, first approved in 2016 and implemented in 2017, consists of eight members plus a faculty representative and a student representative.

Dr. Bill Hardgrave serves as President of the University of Memphis. He was appointed by the Board of Trustees in 2021 and began his tenure as President in 2022.

Dr. David J. Russomanno serves as the Executive Vice President for Academic Affairs and Provost. He began his tenure in June 2023. Reporting to the President, the Provost is the chief academic officer of the University.

Dr. Ryan Fisher serves as Interim Dean of the College of Communication and Fine Arts. He was appointed to the position in 2022 and previously served as Associate Dean of the College. Professor Jenna Thompson, a tenured faculty member in the Department of Architecture, serves as Interim Associate Dean of CCFA, a position she has held since 2022.

Professor Michael Hagge serves as chair of the Department of Architecture. He has held the position since 2008 and formerly served as Director of the Architecture Program. Professor Jennifer Barker serves as Director of Graduate Studies in Architecture and Director of Architecture. Her position is the equivalent to Associate Chair in other academic units. She has served in this position since 2020.

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

Program Response:

The administrative structure of the Department consists of an Executive Committee comprised of the Chair (Michael Hagge), the Director of Graduate Studies in Architecture (Jennifer Barker), and the Department of Architecture Administrative Associate II (Anne Ballam). This committee deals primarily with budget and operations issues.

Special faculty service appointments within the Department not previously mentioned include the following: Michael Chisamore, Director of the Center for Sustainable Design and NCIDQ IDEP Coordinator; Jenna Thompson, Sustainability Coordinator; Marika Snider, Director of Interior Architecture and NCARB Licensing Advisor; Brian Andrews, Supervisor of the Model Assembly Lab; and Andrew Parks, Supervisor of the Department of Architecture Imaging Center. Jennifer Barker serves as primary academic advisor and Michael Hagge serves as secondary academic advisor.

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); Honors, Awards, and Scholarships Committee; Lecture Series Committee; Technology Committee; and Tenure and Promotion Committee (all tenured faculty excluding the chair).

Architecture faculty members also sit on CCFA committees including but not limited to the following: Dean's Leadership Team (Michael Hagge), Graduate Council (Jennifer Barker and Marika Snider), Undergraduate Council (Jennifer Barker and Brian Andrews), Tenure and Promotion Committee (Michael Chisamore representing tenured faculty), Rawlins Professorship Committee (Michael Hagge as a Rawlins past recipient), Technology Committee (Andrew Parks), and Research Committee (Marika Snider).

Professor Jennifer Thompson represents the Department of Architecture in the University Faculty Senate. Professor Michael Chisamore serves as her proxy.

With few exceptions, tenured, tenure track, and professors of practice are eligible to serve on these committees and all full-time faculty members in the Department presently serve on one or more of these. All full-time Architecture faculty members except the chair are also eligible to participate in search committees which also include representatives of the adjunct faculty as well as the student body (AIAS President or designee).

In addition to internal committees, the Chair serves as an ex-officio member of the Board of AIAS Memphis as do the AIAS President and Vice President. The Chair or their designee serves as an ex-officio member of the Board of AIA Tennessee. Other faculty members are involved locally, regionally, and nationally in AIA, NCARB, and other professional organizations.

Monthly formal faculty meetings and a faculty retreat at the end of the fall and spring semesters provide an opportunity for faculty to suggest curricular as well as others changes to improve the Department and quality of education offered the students. Students may also suggest topics for discussion to be brought up by a faculty member such as special professional development activities, curricular revisions, and so forth. The small size of the Department faculty and student body encourages informal interaction as well.

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 from first year undergraduate through second year graduate has an elected AIAS Studio Representative. These representatives have a direct link to the Department administration. Students have also been involved in the development of the Studio Culture Policy which is scheduled to be updated within the next academic year.

And, as noted earlier, students are eligible to serve on faculty search committees and are encouraged to submit comments to the Department administration on their thoughts on each candidate after their public presentation/lecture. These comments are generally assembled by the student representative and presented anonymously.

All faculty members post regular office hours on the door to their office. Department administrators 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 contribute to a "family" atmosphere.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

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

Program Response:
Multiyear strategic objectives for the program are slated for review this academic year, following the updated review of the Strategic Plan by the College. This is based on the new strategic plan of the University, Ascend (see Section 1—Context and Mission). The previous strategic plan and priorities for the Department may be viewed through the links below.

Department of Architecture Strategic Plan
Department of Architecture Strategic Priorities
Department of Architecture Strategic Plan Update Discussion Areas

NAAB Conditions are addressed through the submittals for SACSCOC accreditation. SACSCOC documentation is submitted to the Assistant Vice Provost for Institutional Effectiveness, Accreditation, and Academic Assessment near the beginning of each academic year. Included in the assessment are parameters for the design studio projects as they address the Program and Student Criteria, with a focus on SC.5 and SC.6. The assessment is revised each year to meet the SACSCOC benchmark requirements, which are aligned with the 2020 NAAB Conditions for continuous improvement.

SACSCOC Assessment Documents 2022

5.2.2 Key performance indicators used by the unit and the institution.

Program Response:
The basic key performance indicators for the unit and institution are the successful matriculation of students through the programs in the time allotted (specified length of program for the graduate level and 4-6 years at the undergraduate level) and maintaining or improving the benchmarks as stated in the SACSCOC documentation. The current SACSCOC documentation is being revised for submittal in late September 2023, so that information from the APR documentation may be included. Previous SACSCOC submittals considered benchmarks for success within the comprehensive graduate design studio (ARCH 7713, Advanced Design Studio 3) in the areas of: Design Concept and Theoretical Basis, Site/Urban Issues, Technical Integration, Sustainable Design Integration, and Critical Thinking. The revised SACSCOC documentation based on the 2020 Conditions considers the two graduate design studios covering SC.5 and SC.6 (ARCH 7713, Advanced Design Studio 3 and ARCH 7712, Advanced Design Studio 2, respectively). The areas under review for these courses include the language specified under the Student Criteria for SC.5 (synthesis of user requirements, regulatory requirements, site conditions, measurable environmental impacts, accessible design) and SC.6 (integration of building envelope systems and assemblies, integration of structural systems, integration of environmental control systems and life safety systems, measurable outcomes of building performance, design system appropriateness).

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

Program Response:
The Department annually assesses curricular and other issues at the spring faculty retreat and at other times on an ad hoc basis. The upcoming review of the Strategic Plan for the Department will consider the following updates to the multiyear objectives, which are connected to the Department mission and vision:

Goal 1—Achieve continuing accreditation from the National Architectural Accrediting Board (NAAB) for the Master of Architecture degree program.
- Ongoing process to be realized in 2024.

Goal 2—Achieve continuing accreditation from the Council for Interior Design Accreditation (CIDA) for the BFA in Interior Design degree.
- The next CIDA visit is in November 2023.

Goal 3—Increase the number of students in the Master of Architecture degree program.
- The Department has steadily increased the number of students in the M.Arch. It is anticipated that the goal of reaching 10 in each year will be met in 2024.

Goal 4—Increase the number of students, retention, and graduation rate in the BFA degree programs while maintaining the high quality and academic standards of the programs.
- The retention rate in the BFA degree programs has risen significantly over the past three years. It is anticipated that the goal of 25-30 students per academic year will be met in the fall of 2024 as the only cohort currently short of that is the fourth-year cohort. Those students will graduate in May 2024. The Department is currently preparing catalog revisions to establish minimum standards for admission to the undergraduate programs in keeping with the new University Strategic Plan and implementation procedures to ensure student success.

Goal 5—Increase community engagement activities through engaged scholarship, academic and professional internships, professional practice, and research.
- The Department has continued to expand these activities as demonstrated herein.

Goal 6—Expand the capabilities of the University of Memphis Design Collaborative (UMDC), a formal partnership between the departments of Architecture and City + Regional Planning.
- The most recent expansion of the capabilities of the partnership in the UMDC is the Department joining the team on a multi-year NSF grant. The local team is being coordinated by Andy Kitsinger, an architect and city planner, and former member of the Architecture adjunct faculty prior to assuming the position of UMDC director.

Goal 7—Increase awareness of sustainable design and sustainability in the community.
- The Department has not made as significant progress towards meeting this goal as desired but is continuing to promote sustainability in the curriculum as well as through the RZP.

Goal 8 – Increase external/internal support.
- Faculty members have secured external grants as well as internal grants from the College and University. The Department was successful in securing three new endowed scholarships specifically for M.Arch students and is currently working on another.

Furthermore, updates to the upcoming Strategic Plan will also consider the following:
- Increased funding for Graduate Assistantships, especially research-focused positions.
- Additional Full Time faculty positions, preferably at the tenure-track level.
- Competitive salaries and salary adjustments for existing faculty to eliminate compression and to attract and retain faculty, particularly faculty members of color.
- Increase in the salary amount for Adjunct Faculty members.

- Continued updates to the technology for students, especially computers and related tech items.
- Increased funding for new and innovative technology items for faculty for research and application, especially STEM related and community engagement related.
- Enhanced Study Abroad program.
- High-level marketing and promotion including a recruiting campaign featuring enhanced promotional pieces sent out to other architecture schools for national recruiting events, a website competitive with other architecture schools, and support for travel to national recruiting events.
- Additional space in Jones Hall for studio, instructional, research, and other space as the degree programs continue to grow.
- Creating a dedicated Media Lab in Jones Hall to explore existing and proposed Virtual Reality and Augmented Reality, STEM-related research.
- An office space in Jones Hall and additional funding for the Center for Sustainable Design, now designated as an approved NCARB AXP entity (National Council of Architectural Registration Boards and the required Architect Experience Program).
- Pre-award funding and support including training and other resources to better enable faculty to apply for major STEM-related and other grants.

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

Program Response:
The Department strengths include: the focus on community engagement that allows faculty, students, and staff to meet the mission of the Department, College, and University, promoting the social responsibility of the profession; the close-knit community of faculty, staff, and students that allow for a feeling of “family”; a small but dedicated collegial faculty who work together to meet student needs and tailor the education to the individual; a diverse group of students who work diligently to support one another; and, a strong connection to the local professional community with unwavering support from the Memphis Chapter of the AIA.

Challenges faced by the program include limited financial resources that impact human and physical resources relative to the growing size of the Department. Administrators have found creative ways to adjust, and continue to advocate that the growing enrollment and retention numbers across the graduate and undergraduate programs prove the need for more faculty and more space.

Opportunities for the program include: expanding interdisciplinary movement on grants; increasing applications to the graduate program, including the promise of the ABM program; the appointing of a Department of Architecture faculty member as the Interim Associate Dean; tapping into the K-12 pipeline at the University of Memphis; and, enthusiastic support from the professional community in serving as adjuncts and jury members.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:
All students participating in the for-credit Internship in Architecture course must have their supervisor submit a summary of the work to the faculty member teaching the internship. Professor Michael Hagge teaches virtually all the internship courses at the graduate and undergraduate levels. This feedback is used not only to assess the work of each student but also to assess the overall curriculum to determine changes that need to be made to better meet the needs of the firms. The Department enjoys a high level of participation from local

professionals in design studio and other reviews. This also allows constructive feedback relative to course content, format, and integration of professional/technical resources. Feedback from community partners is also used in evaluations.

The support from local firms provides further opportunities for input, especially through the support and encouragement of architects and designers within the firms to serve on the adjunct faculty. The close working relationship between the Department and local professional organizations such as AIA, NOMA, CSI, and others also provides opportunities for input. Additionally, the Department of Architecture Advisory Board provides important input relative to the needs of the local profession.

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

Program Response:
The annual faculty retreat provides an opportunity for all faculty and staff to consider issues and concerns about the programs and review impact from the changes of the previous year(s). Informing these conversations are the assessment documents from the annual SACSCOC report and faculty reflections from attendance at end of semester studio reviews.

Faculty Retreat Agendas 2021-2023

5.3 Curricular Development

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

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

Program Response:
The Department utilizes an Action Research Cycle (plan, act, observe, reflect) for assessment. Assessments begin at the level of individual courses and then move to semester cohort courses, year academic courses, and then to the program length/overall curriculum level. Reviews happen annually as part of the faculty retreat (May). Further or more-detailed changes may happen biannually, in interim review conversations that are part of the fall (August) and spring (January) semester faculty meetings. At this time, the curriculum is under an annual review/audit due to significant faculty shifts over the past three years. It is likely that three-year cycle reviews will begin from AY 26-27, once the completed M.Arch shift has been in place for a year.

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

Program Response:
The assessment at the M.Arch level happens in conjunction with ongoing reviews of the BFA program because of faculty overlap between the two programs and because undergraduate students are presented with the completion of the M.Arch as a 6-year program (4+2). This means that the M.Arch may come under informal review at any point because of implications for matriculation from the BFA (e.g., the ABM program). In general, the overall assessment of student understanding is held at the course level where the criteria are assigned. In circumstances where there are small deficiencies, faculty work together to support learning gaps in proceeding coursework. Examples of adjustments to individual courses, cohort courses, and the programs at large are shown in Section 3.

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

Program Response:
Department Chair, Michael Hagge, and Director of Graduate Studies, Jennifer Barker, oversee the curriculum. The Graduate Director relies on input from the curriculum committee, which consists of all the full-time faculty. Faculty cohorts work together to coordinate across semester and academic year courses. Having a small faculty that teach across the programs allows for strong input across both curricula. The Department is fortunate to have many adjuncts that are exceptionally supportive and provide great insight about current practices that reflect back into their own teaching. They share these insights as part of the review of their courses with the Graduate Director and during the faculty retreat. Faculty also engage in informal, everyday conversations about the curriculum; these informal conversations often lead to course modifications that support short-term adjustments for longer-term impacts.

5.4 Human Resources and Human Resource Development

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

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

Program Response:
All full-time Architecture faculty members spend most of their time teaching, with research and service second or third, depending upon the faculty member. Excluding the Chair, faculty effort averages 40-45% teaching. Tenure-track faculty members are allocated more time for research (35%) and less for service (20%).

Teaching loads for Architecture faculty members vary from semester to semester and person to person. The Department Chair and Director of Graduate Studies in Architecture may receive course release time. Other release time may be granted depending upon circumstances and course time may be “bought” through grants.

The faculty to student ratio in all graduate core courses averages 1:6 with a maximum of 1:10. Whenever possible, the Department strives to have two faculty members in all studio courses in the undergraduate program. These may be two full-time or a full-time and an adjunct faculty member. In these courses, the maximum faculty to student ratio is 1:15. However, the first semester undergraduate lecture courses may be as high as 1:50 which drops to a maximum of 1:30 by the start of the second semester. M.Arch Teaching Assistants are used in undergraduate first-year courses when possible.

When developing the course schedule for each semester, the Director of Graduate Studies in Architecture and the Chair meet formally or informally with faculty members to discuss the proposed teaching load. Most often, faculty members teach the same general set of courses from year to year which simplifies the process and reduces new course preparation time. All full-time and adjunct faculty members teaching a new course are provided with course information from previous offerings if that course existed prior. The Department uses a standard “boilerplate” syllabus which also simplifies the preparation and benefits the students through consistency among courses.

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

Program Response:
Professor Marika Snider currently serves as Architect Licensing Advisor for the Department. Professor Snider has attended various NCARB and other sessions to remain current on NCARB and Tennessee requirements for registration as an architect and has also conducted sessions on the Architect Experience Program and the Architect Registration Examination for students.

The Department strongly encourages students to participate in internships with local firms. The Department covers the cost of setting up the NCARB file for all M.Arch students wishing to so do. The Department also covers AIAS membership dues for all M.Arch students and encourages them to participate in AIA Memphis and other professional development activities.

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

Program Response:
Faculty members have various opportunities to pursue professional development. Among these are attendance at ASCA, AIA, and other conferences as well as earning AIA Learning Units through in-person and online offerings. The Department funds, to the greatest extent feasible, faculty attendance at these events.

In addition, the Department of Architecture Lecture Series offers AIA Learning Units for faculty and outside practitioners on some of the lectures. While some of these are smaller-scale and intended primarily for students, some are held at larger venues and open to the professional community in addition to students and faculty, thus offering professional development benefits on a wider scale.

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

Program Response:
Students have access to a variety of advising, career development and placement services, internships, and other support services. Within the Department, students receive advising and mentoring from the Chair, Director of Graduate Studies in Architecture, and the Architecture Licensing Advisor as well as informal interaction with other full-time and adjunct faculty members. In addition to the services offered within the Department, students have access to advisors within the College and University.

Students may enroll in graduate and undergraduate level Internship in Architecture courses in partnership with local architecture firms. Students are also encouraged to participate in AIAS and the local AIA chapter which offers additional opportunities. These provide an opportunity for students to talk with local practitioners, among others.

In addition, the College of Communication and Fine Arts and the University of Memphis have career services staff who are available to architecture students. Erica Shaw is the CCFA Career Specialist. University of Memphis Career Services

The University Counseling Center, University Psychological Services Center, and University Health Center provide a variety of benefits to students. University Health and Counseling

5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response:
The Department, College, and University are committed to the core values of Diversity, Equity, and Inclusion.

The Department Policy is as follows: "The Department of Architecture is committed to diversity, equity, and inclusion to create a better environment for all students, faculty, and staff as well as the community partners and others with whom the Department is engaged. As such, the Department supports active, open dialogue in the design studios and other environments where diverse life experiences and opinions are shared and the contributions of those who bring diverse experiences, views, and needs into the design process are valued. A culture of respect and open inquiry supports the life-long learning process that begins in architecture and design school regardless of race, ethnicity, gender, gender identity or expression, sexual orientation, physical abilities, or religious practices. As well as promoting social and cultural diversity, the Department also encourages students of different academic levels to collaborate with one another to participate in mutually beneficial learning experiences." This is shown on the website and incorporated into the Studio Culture Policy and the Department Student Policies Manual.

The physical resources of the University are intended to promote accessibility across a range of abilities. The University Disability Resources for Students (DRS) Office arranges, coordinates, and provides academic accommodations and support services for qualified students with disabilities. DRS also provides disability awareness training to faculty and staff, promotes architectural and program access on campus, and represents the interests of students with disabilities on various campus committees. All faculty members are required to work with the student and DRS should the need arise. DRS Office

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

Program Response:
The Department has attempted to increase the diversity of its faculty through national recruiting for new faculty positions. Positions have been and continue to be advertised nationally with the American Institute of Architects, the Association of Collegiate Schools of Architecture, and the National Organization of Minority Architects, among others. The University Office for Institutional Equity ensures compliance with University and other policies

and procedures through approving search committees as well as applicant reviews and selections.

Faculty Recruitment Policies
Staff Recruitment Policies

Since the last NAAB visit, the Department has remained balanced relative to gender but has not made progress towards a more racially diverse faculty. One obstacle to this has been the lower salary range of faculty at the University which has resulted in qualified applicants turning down offers. Nonetheless, the Department will continue to pursue non-white applicants for all faculty positions.

The current racial/gender composition of the full-time faculty is as follows: White Male, 4 (57%); White Female, 3 (43%). One position is open and being advertised as of the date of this report.

The racial/gender composition of the adjunct faculty during the reporting period is as follows: White Female, 5 (36%); White Male, 4 (29%); Black Female, 0 (0%); Black Male, 3 (21%); Asian Female, 1 (7%); Asian Male, 0 (0%); Multi-Race Female, 1 (7%); Multi-Race Male, 0 (0%); Non-Resident Alien Female, 0 (0%); Non-Resident Male, 0 (0%).

The composition of the student body in the Department is more diverse than the faculty. As of the Fall 2022 semester, the racial demographics were as follows: White 31.15%; Hispanic 22.13%; Black 19.67%; Non-Resident Alien 9.84%; Asian 8.20%; Multi-Race 5.74%. Gender was 53% female and 47% male. Gender distribution among the racial categories reflected the overall percentages.

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

Program Response:
The Department of Architecture is committed to a diverse student body. The student body of the Department reflects gender and racial diversity at the graduate and undergraduate levels.

As of the Fall 2022 semester, the last period for which full data is available as of the date of this report, the Department was approximately 31% White and 69% Non-White while the University was approximately 41% White and 59% Non-White. The percentage of Hispanic students is much higher in the Department, but the percentage of Black students is lower. Other racial/ethnic categories are similar. The Department was 53% female and 47% male while the University was 60% female and 40% male.

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. Started in 2005, this program has evolved over the years and is now named the Summer Scholars Institute with programming offered at the office of AIA Memphis located in Downtown Memphis.

In 2010, the University of Memphis chapter of the National Organization of Minority Architecture Students was officially formed and until 2023 Professor Michael Hagge served as faculty advisor and Adjunct Professor Jimmie Tucker served as Secondary Advisor.

Professor Marika Snider currently serves as faculty advisor. In keeping with the national Memorandum of Understanding between AIA and NOMA, the Department encourages AIAS and NOMAS to collaborate on various professional development and other activities.

As of the Fall 2022 semester, the overall student body racial demographics in the Department were as follows: White 31.15%; Hispanic 22.13%; Black 19.67%; Non-Resident Alien 9.84%; Asian 8.20%; Multi-Race 5.74%. Gender was 53% female and 47% male. Gender distribution among the racial categories reflected the overall percentages.

In the professional M.Arch degree program, the student demographics are as follows: White 17.6%; Hispanic 5.9%; Black 23.5%; Asian 35.3%; Multi-Race 11.8%; Other 5.9%. Of the total student number, 35.3% were classified as Non-Resident Alien. Gender was 35% female and 65% male.

As of the Fall 2022 semester, the overall demographics for the University were as follows: White 40.97%; Hispanic 7.95%; Black 33.99%; Non-Resident Alien 7.48%; Asian 4.49%; Multi-Race 3.50%; Other 1.59%. Gender was 60% female and 40% male.

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

Program Response:
The Memphis Office for Institutional Equity (OIE) monitors the University policy on equal opportunity and affirmative action in employment and education. It provides institutional leadership in promoting and furthering the commitment of the University to equal opportunity and nondiscrimination for all members of its community. The OIE provides a range of services that uphold values of equity and diversity, as well as support compliance efforts in the areas of equal opportunity, affirmative action, harassment prevention, nondiscrimination, and Title IX.

Office for Institutional Equity Website
OIE Student, Faculty, and Staff Resources
University Policies

The Department Policy for DEI is included above in 5.5. This is shown on the website and incorporated into the Studio Culture Policy and the Department Student Policies Manual.

The College also maintains initiatives for DEI through a dedicated committee comprised of representatives from all academic units within the College.

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

Program Response:
The Department follows the established policies and procedures of the University for providing reasonable accommodations to qualified students, faculty, and staff. The University is committed to providing equal opportunity to all academically qualified students with disabilities and is compliant with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The following language is incorporated into the standard syllabus used in the Department: "Reasonable and appropriate accommodations will be provided to students with disabilities who present a memo from the University Disability Resources for Students (DRS) office. Students who request disability accommodations without a memo will be referred to DRS."

Disability Resources for Students Website

5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

Program Response:
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. These spaces, plus two computer labs on the third floor, are accessible by either a punch pad lock (undergraduate) or a card swipe lock (graduate). All Architecture students also have card access to Jones Hall.

Each design studio workspace consists of a drafting table with a parallel bar and a stool. These are restricted for use by the student to which it is assigned. Undergraduate students in second through fourth year also have a personal pinup space adjacent to their desk. Graduate students have larger, similarly equipped workspaces and additional space for seminars, presentations, and meetings. The open space configuration of the studios encourages interaction among peer groups and includes shared in-studio computer space in the undergraduate space and an in-studio computer room in the graduate studios.

Graduate Design Studios (JO 300 and JO 314)
The two graduate architecture studios are located on the third floor. Both spaces have updated lighting fixtures and large north-facing windows. When these spaces were completely renovated in 2012, 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. Much of the studio wall space is covered with tackable surfaces, either Homasote or drywall. The graduate studios total 1,900 square feet. The room numbers are JO 300 and JO 314. In 2018, the Chair and former Director of Graduate Studies in Architecture and two M.Arch students converted two unused offices on the third floor into a computer room for M.Arch students. The computer room contains eight computer stations originally funded by a grant from the Tennessee Board of Architectural and Engineering Examiners and now updated through the University. Its glass doors open into JO 300, the first year M.Arch studio space.

Undergraduate Design Studios (JO 401, JO 403, JO 405, and JO 407)
The undergraduate design studios are located in a 5,100 square foot L-shaped open space on the fourth floor of Jones Hall. 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 is covered with tackable surfaces.

Computer Labs (JO 300A, JO 309, and JO 311)
Since the use of the Department computer labs is an integral part of the design studios, information on those is included in this section. The two instructional computer labs operated by the Department are located in adjacent space on the third floor of Jones Hall, rooms JO 309 and JO 311. Students may enter each room through separate doorways or move between the two internally. These two computer rooms are approximately 1,600 square feet

total and have adequate tabletop space for students 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 so students may choose to also use their laptop in these rooms as well as in the studios. The systems are being updated by the University at the time of this report. 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.

While the graduate students have full access to the two Department computer labs, the availability of computers within their studio provides a more convenient location. The graduate studios also have a “mini” imaging center with a printer, plotter, scanner, and other equipment for their exclusive use.

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

Program Response:
All space assigned exclusively to the Department of Architecture is located within Jones Hall. The Art + Architecture Shop, shared between the Department of Art and Design and the Department of Architecture, is located across the street to the north of Jones Hall.

Department of Architecture Gallery (JO 107)
The 1,000 square foot Department of Architecture Gallery is located off the main lobby of Jones Hall. The Department uses it for exhibitions of faculty and student work as well as interim and final presentations in the design studios. Occasionally, small lectures and student organization activities are held in the Gallery.

Imaging Center (JO 310 and JO 312)
All students enrolled in courses in the Department of Architecture 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 HP SD-Pro large format scanner, HP DesignJet T1700dr plotter, Xerox VersaLink C8000 color laser printer, Canon ImagePROGRAF TM-305 plotter, Lanier LW310 wide format printer, and various computers associated with the equipment. It is staffed by graduate and undergraduate students under the supervision of the Administrative Associate. Professor Andrew Parks serves as faculty supervisor. Graduate students also have a “mini” imaging center for their use in the graduate studio. It includes an UltiMaker 2+ Connect 3-D printer, Canon iPF8400S plotter, HP Scanjet 4850 photo scanner, and HP Color LaserJet Enterprise M750 color printer.

Classroom Facilities (JO 307 and JO 402)
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, seminars, as well as general classroom instruction and lectures. The “smart” classroom has an up-to-date projector, screen, digital projector, camera system for digital conferencing, and computer system with the appropriate software. Both rooms also have tackable wall surfaces and directional lighting to allow for presentations and studio reviews. The total size of these spaces is 1,530 square feet.

Lighting Lab (JO 301)
The Department of Architecture lighting lab opened on the third floor in May 2012 and replaced the existing small, inadequate lighting lab. This lab includes a variety of instructional equipment for architecture students. The lab was funded by the University, the Department,

and through grant funds from the Planning and Visual Education Partnership (PAVE) and the Tennessee Board of Architectural and Engineering Examiners. This space is also used for seminars, professional/technical courses, and design studio “break-out” sessions. The Lighting Lab is 762 square feet in size.

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. The space is proposed to also accommodate virtual reality explorations in conjunction with projects and grants under the direction of Professor Marika Snider.

Architecture Resource Library (JO 313)
The Department maintains a resource library for use by architecture and interior architecture students. It is staffed by students and is available for access during design studio hours and at other times as needed. Plans are ongoing to create a digital library and expand the materials section in the future. The Architecture Resource Library is located on the third floor of Jones Hall and is approximately 900 square feet.

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. The room has audio-video equipment including a digital overhead projector, writable flat screen TV, projection system, and secondary flat screen TV, a camera for digital video conferencing, and more. The tables and chairs were purchased through a grant from the Tennessee A+E Board. The Photography Space is accessed through this room. The Collaboration Studio is 1,180 square feet.

Model Assembly Lab (JO 017)
The Department has a small model assembly space of approximately 900 square feet in the basement of Jones Hall. This is for the exclusive use of architecture 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 small-scale Micro Mark and other brand equipment (table saw, miter saw, disk sander, planer, drill press, scroll saw, and band saw), various hand tools, and several worktables. The lab also has a dust collection system and air filtration systems. The space also houses larger-scale, contractor grade equipment used by the AIAS Design+Build Studio but is not permitted to be used in the Model Assembly Lab.

Art + Architecture Shop (AB 113)
The Art + Architecture Shop is located across the street to the north of 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.

Floor Plans for Department of Architecture Spaces

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

Program Response:
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. As a result of this location, virtually all University resources are within a short walk from Jones Hall.

Full-time Architecture faculty member offices are located on the fourth floor of Jones Hall. The Chair, the Director of Graduate Studies in Architecture, and the Administrative Associate have individual offices located off the Architecture Lobby and adjacent to the conference room and copy/mail room. The Director of the Center for Sustainable Design and the Sustainability Coordinator (currently CCFA Interim Associate Dean) also have individual offices. These faculty individual offices average 195 square feet in size. The other four full-time faculty members share the 800 square foot Faculty Collaboration Studio (JO 408). Adjunct faculty may use office space on the third floor, the conference room, or other available space.

Students are encouraged to meet with faculty members during designated office hours, before or after class, or at other times to discuss academic and professional topics. Faculty are required to post office hours on each course syllabus and on their office door.

Because of the rigid program of study in both the graduate and undergraduate programs, group advising is utilized when possible. This takes place in one of the Architecture classrooms or seminar spaces or, occasionally, in the studio spaces. Students with exceptions such as transfer students meet with the advisor individually in either a faculty office or in the conference room. Graduate students are primarily advised individually although some group advising also takes place.

Formal mentoring sessions, such as those conducted by the Architecture Licensing Advisor, are conducted in the Collaboration Studio (JO 303), the largest classroom in the Department. The “Back to School” fall introductory session for all students and faculty in the Department is generally conducted in the Student Union or another facility able to handle up to 150 people.

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

Program Response:
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. Constructed in 1960, Jones Hall is ideally situated in the geographic center of the campus. The University Library and the CCFA building are located to the northeast about a five-minute walk away and the Student Center is about a five-minute walk to the southeast.

The space in Jones Hall dedicated to the Department of Architecture includes the entire fourth and third floors, the lobby gallery, and a model assembly lab and storage area in the basement. Instructional space includes design studios, two departmental computer labs, a dedicated graduate student computer lab, a “smart” classroom, a collaboration space, seminar and presentation space, a resource library, a photography room, and a lighting laboratory. The Departmental office is located on the fourth floor and full-time faculty offices

are located on the fourth floor. 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. Undergraduate students in second through fourth year also have a personal pinup space adjacent to their desk. Graduate students have all this plus additional space for seminars, presentations, and meetings. The 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 additional personal and shared workspace. Security cameras are present on each floor of the building.

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. Graduate students also have access to a special eight-system computer lab within their design studio.

Classroom and other instructional spaces have either hard-wired or roll-around cart AV equipment. The classroom and collaboration classroom are also equipped with cameras to permit socially distanced in-person interaction (Zoom or Teams).

The Department of Architecture shares a woodshop with the Department of Art and Design. It is located across the street to the north of Jones Hall.

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

Program Response:
The pedagogy of the Department requires the use of all physical resources previously described. All students enrolled in a design studio have a desk assigned to them in each studio space. These are accessible on a 24-hour, seven days a week basis as are the three Department computer labs.

During COVID, however, the Department utilized an online or hybrid format for non-studio classes. The Department received special permission to open the design studios once the mandated social distancing requirements were put into place. The Department no longer offers any online or hybrid courses.

5.7 Financial Resources

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

Program Response:
The Department of Architecture annual operating budget is primarily comprised of salaries and benefits. The major budget categories and amounts are shown below.

Categories	FY 2020/2021	FY 2021/2022	FY 2022/2023
Total Revenue	$1,015,828	$ 954,243	$ 881,334
Instruction	861,633	697,101	565,334
Overhead	140,495	257,142	316,000
Capital	13,700	N/A	N/A

The Department receives funding from the College for financial assistance to M.Arch students. While the amount varies annually, it has been consistent at approximately $130,000 over the past several years. These funds are used for scholarships as well as Graduate Assistantships. The Department strives to offer M.Arch students some level of financial assistance.

Donations to the Department are housed in the Department of Architecture Gift Account within the University of Memphis Foundation. As of the date of this report, $16,728 was in the fund.

In addition, the Department has six fully endowed scholarships: four of which are exclusively for M.Arch students; one which is for M.Arch and BFA in Architecture students; and one which is for Interior Architecture or dual Architecture + Interior Architecture students. One additional scholarship, from the Memphis Chapter of the Construction Specifications Institute established in 1979, is an annually funded scholarship matched by the University for one M.Arch student and one undergraduate architecture student.

Van Walton Memorial Scholarship	$59,576.94 (2024 balance)
J. Carson Looney Endowed Scholarship in Design Excellence	$59,310.48 (2024 balance)
H. Frank Ricks Endowed Scholarship in Design Excellence	$59,310.48 (2024 balance)
LRK Architects Endowed Scholarship	$55,236.80 (2024 balance)
Professor Sherry Bryan-Hagge Endowed Scholarship	$51,081.59 (2024 balance)
CSI Dempsie Morrison Jr Memorial Scholarship	$23,112.00 (2024 balance)
James Weaver Memorial Endowed Scholarship	$41,790.77 (2024 balance)

The Department also has two funded lecture series. These are the Department of Architecture Lecture Series funded in part by an annual grant from the Tennessee Board of Architectural and Engineering Examiners and the William R. Eubanks Endowed Lecture. The Department of Architecture Lecture Series is a partnership between the Department and AIAS Memphis, AIA Memphis, and NOMA Memphis. The Department of Architecture series is funded at approximately $18,000 annually while the Eubanks series provides approximately $5,000 annually.

The Department of Architecture has not experienced any significant negative impacts since the last NAAB visit. 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 course are assessed a $30 per credit hour fee. 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 $55,000-$65,000 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 Architecture degree programs.

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. Adjunct faculty are paid $1,130 per credit hour funded through the College. The Department may also compensate adjunct faculty for other teaching and non-teaching duties.

5.8 Information Resources

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

Program Response:
All students, faculty, and staff have access to the University library system which includes the 195,000 square foot Ned R. McWherter Library located west of Zach Curlin Drive and south of Norriswood Avenue. This is an easy four-minute walk from Jones Hall. 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.

The University of Memphis Libraries system also includes the Music Library, the Health Sciences Library, and the University of Memphis at Lambuth Branch Library located in Jackson, TN. The following are not part of the University Libraries but are also accessible to students and faculty: Law School Library, Egyptology Library, City and Regional Planning Library, and Department of Architecture Resource Library.

University Libraries partners include the Center for Writing and Communication, Academic Coaching for Excellence, and Disability Resources for Students.

University of Memphis Libraries

The Department maintains a resource library for use by architecture and interior architecture students. It is staffed by students and is available for access during design studio hours and at other times as needed. Plans are ongoing to create a digital library and expand the materials section in the future. The Architecture Resource Library is located on the third floor of Jones Hall.

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

Program Response:
As noted above, these services are provided to students, faculty, and staff by the librarians and staff of the University Libraries System. The Department of Architecture has a specified liaison from the University Library System. The Department Liaison to the Library is Professor Jennifer Barker.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

This information may be found on the Department of Architecture website under the Programs, Accreditation tab as well as in the Graduate Catalog.
Department of Architecture Accreditation Information
Graduate Catalog – Master of Architecture

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

This information may be found on the Department of Architecture website under the Programs, Accreditation, Architecture Program Reports and Documents.
Department of Architecture Accreditation Information

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

Students and graduates have access to a variety of career development and placement services. Students receive advising and mentoring from the Chair, Director of Graduate Studies in Architecture, and the Architecture Licensing Advisor as well as other full-time and adjunct faculty members. Students may enroll in graduate and undergraduate level Internship in Architecture courses in partnership with local architecture firms.

Students and graduates are also encouraged to participate in AIAS and the local AIA chapter which offers additional opportunities. For example, AIAS, in partnership with the Department and

AIA Memphis offers professional development sessions with local professionals and HR specialists in local firms. These provide an opportunity for students to talk with representatives from local firms as well as learn interviewing and portfolio skills, among others.

In addition, the College of Communication and Fine Arts and the University of Memphis have career services staff who are available to architecture students. Erica Shaw is the CCFA Career Specialist.
University of Memphis Career Services

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:
The accreditation reports may be found on the Department of Architecture website under the Programs, Accreditation, Architecture Program Reports and Documents.
Department of Architecture Accreditation Information

The Department of Architecture Studio Culture Policy may be found on the Department website under the About, Take Action Resources tabs.
Department of Architecture Studio Culture Policy

The Department of Architecture Diversity, Equity, and Inclusion statement may be found on the Department website under the About tab.
About the Department of Architecture

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees

d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:
Documentation for the degree programs, including admissions requirements, is provided through the University catalogs. All applications to the M.Arch degree program are submitted through the UofM Graduate School. Information regarding the application process and review is included in Section 4.

Information on Financial Aid is provided in the next section.

Department of Architecture Scholarship notices are posted and emailed to students each spring. The majority of these are administered by the Scholarship Office through the Tiger Scholarship Manager. In addition, the Department offers two scholarships from AIA components: the AIA Memphis Scholarship and the AIA Chattanooga Scholarship. Every internal architecture scholarship and the two AIA scholarships are available to M.Arch students. Six of these are exclusively for M.Arch students as specified in their endowment agreement. Students may also apply for non-departmental scholarships through the Scholarship Office. Although the scholarship application process is straight-forward, the Chair and Director of Graduate Studies in Architecture, among others, are available to assist students with the process.

Department of Architecture Scholarship Flyer
Typical Department of Architecture Scholarship Application Form

Demographics are not a part of the admission process at the University of Memphis. While ethnicity and gender are recorded on the application and present in the student advising websites, these are not a factor in the admission of students into the M.Arch or the two BFA majors.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:
New students receive information on financial resources from the University Financial Aid Office including application forms and links to information on scholarships. The Office website also has specific information for graduate students. Graduate Student Financial Aid

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:
The University of Memphis provides information on tuition and fees to students through various sources including the online Cost of Attendance Estimator and New Student Orientation. In addition, the Department conducts Architecture New Student Orientation in which the estimated costs beyond tuition and fees are provided (books, supplies, and so forth). Finally, the UofM Graduate School and the College offer various events for graduate students including social events and professional development events.

The Art Center on Union, in partnership with the Department, sells pre-packaged supply kits to First-Year students for use in their architecture courses. Information on the kit is provided via email to all incoming First-Year students at least a month before the start of classes and again at Architecture New Student Orientation. While this is primarily for undergraduate students, M.Arch students who are not from the UofM undergraduate program are also provided with this information. All UofM students also receive a ten percent discount on supplies at the Art Center.

External Links

1—Context and Mission

- University of Memphis Strategic Plan
- College of Communication and Fine Arts Mission
- Department of Architecture Mission
- Department of Architecture Strategic Plan
- Department of Architecture Strategic Priorities

2—Shared Values of the Discipline and Profession

Environmental Stewardship and Professional Responsibility

- TERRA House
- Recycling Zone Prototype

3—Program and Student Criteria

No external links in this section

4—Curricular Framework

4.1 Institutional Accreditation

- Letter of SACS Accreditation

4.2.1 Professional Studies

- Master of Architecture Program of Study
- BFA in Architecture Program of Study
- Master of Architecture Catalog
- BFA-Architecture Catalog

4.3 Evaluation of Preparatory Education

- University Graduate Catalog.
- NACES Website
- WES Website
- Master of Architecture Admissions Information

5—Resources

5.2 Planning and Assessment

- Department of Architecture Strategic Plan
- Department of Architecture Strategic Priorities
- Department of Architecture Strategic Plan Update Discussion Areas

5.4 Human Resources and Human Resource Development

- University of Memphis Career Services
- University Health and Counseling

5.5 Social Equity, Diversity, and Inclusion

- Studio Culture Policy
- Department Student Policies Manual
- DRS Office

- Faculty Recruitment Policies
- Staff Recruitment Policies

- Office for Institutional Equity Website
- OIE Student, Faculty, and Staff Resources
- University Policies

- Studio Culture Policy
- Department Student Policies Manual

- Student Disability Services Website

5.8 Information Resources

- University of Memphis Libraries

6—Public Information

6.1 Statement on NAAB-Accredited Degrees

- NAAB Architecture Accreditation Statement
- Graduate Catalog – Master of Architecture

6.2 Access to NAAB Conditions and Procedures

- Department of Architecture Accreditation Information
  - NAAB 2020 Procedures for Accreditation
  - NAAB 2020 Conditions for Accreditation
  - NAAB 2015 Procedures for Accreditation
  - NAAB 2014 Conditions for Accreditation

6.3 Access to Career Development Information

- University of Memphis Career Services

6.4 Public Access to Accreditation Reports and Related Documents

- Department of Architecture Accreditation Information
  - Memphis 2022 Annual Report
  - Memphis 2021 Annual Report
  - Memphis 2020 Annual Report
  - Memphis 2020 Five Year Report
  - Memphis 2019 Annual Report
  - Memphis 2018 Annual Report
  - Memphis 2017 Annual Report
  - Memphis 2017 Interim Progress Report
  - Memphis 2016 Annual Report
  - Memphis 2015 Annual Report
  - Memphis 2014 Annual Report

- NAAB Response to 2000 Five Year Report
- NAAB Response to 2017 Interim Report

- Letter of Continuing Accreditation
- Letter of Initial Accreditation

- Memphis 2014 Architecture Program Report (APR)

- Memphis 2015 APR Visiting Team Report

- ARE Pass Rates (NCARB)

- Studio Culture Policy
- Statement on Learning and Teaching (under Architecture Degree Programs)

- Diversity, Equity, and Inclusion Policy (under Mission and Goals)

6.5 Admissions and Advising

- Graduate Catalog – Master of Architecture

- Scholarship Office
- Tiger Scholarship Manager.
- Department of Architecture Scholarship Flyer
- Typical Department of Architecture Scholarship Application Form

6.6 Student Financial Information

- Financial Aid Office
- Graduate Student Financial Aid
- Cost of Attendance Estimator
- New Student Orientation

PROGRAM AND STUDENT CRITERIA MATRIX

The University of Memphis, Department of Architecture

		BFA Courses				M.Arch Courses													Non-Curricular Activity							
	Preparatory Education	*History of Architecture 1*	*History of Architecture 2*	*Structural Design 1*	*Structural Design 2*	*Advanced Design Seminar 1*	*Advanced Design Seminar 2*	*Advanced Design Seminar 3*	*Advanced Design Studio 1*	*Advanced Design Studio 2*	*Advanced Design Studio 3*	*Architecture Design-Research Studio*	*Contemporary Architectural Theory*	*Contemporary Architecture 2*	*Advanced Issues in City Building*	*Advanced Environmental Systems*	*Advanced Professional Practice*	*Architecture Research*	*Electives (3)*	*Student Organizations*	*Department-Sponsored Lectures*	*Shop Talks*	*Other Professional Development*				
		ARCH 1211	***ARCH 2212***	***ARCH 3321***	***ARCH 3322***	***ARCH 7011***	***ARCH 7012***	***ARCH 7013***	***ARCH 7711***	***ARCH 7712***	***ARCH 7713***	***ARCH 7994***	***ARCH 7211***	***ARCH 7222***	***ARCH 7232***	***ARCH 7421***	***ARCH 7431***	***ARCH 7930***	***ARCH 6/7XXX***								
Shared Values																										
Design	X								X			X									X	X				
Env. Stewardship & Professional Respon.											X		X	X	X	X	X		X		X	X	X			
Equity, Diversity & Inclusion													X	X	X		X			X	X	X	X			
Knowledge & Innovation												X	X	X			X	X	X		X	X	X			
Leadership, Collab. & Community Engmt.										X		X			X		X			X	X	X	X			
Lifelong Learning												X		X			X			X	X	X	X			
Program Criteria																										
PC.1 Career Paths													X	X	X		X			X	X					
PC.2 Design	X								X	X	X	X			X						X					
PC.3 Ecological Know. & Respon.										X	X		X	X		X			X		X					
PC.4 History & Theory	X	X	X			X							X	X	X						X	X				
PC.5 Research & Innovation												X	X	X				X			X		X			
PC.6 Leadership & Collaboration										X		X			X		X			X						
PC.7 Learning & Teaching Culture												X								X		X	X			
PC.8 Social Equity & Inclusion										X		X	X	X	X					X	X	X	X			
Student Criteria																										
SC.1 HSW in the Built Environ.					X									X	X	X	X		X							
SC.2 Professional Practice																	X									
SC.3 Regulatory Context				X	X					X	X				X	X	X									
SC.4 Technical Knowledge	X			X	X					X			X	X		X			X							
SC.5 Design Synthesis											X															
SC.6 Building Integration										X																

DESIGN PROCESS

DRAFT _08.23.2023

01 RESEARCH

The initial step is to gain a comprehensive understanding of the project by gathering, analysing and absorbing research on the site's history, client, program, environmental, cultural and contextual factors, as well as precedent studies. This information will help to uncover certain aspects of the project that your design will respond to in a conceptual way.

02 OBSERVATION

Next, based on the research, think about what you find unique, significant or compelling about any aspect of the project. Determine what specific issue or issues you are interested in addressing through your project. In this step, the key is to stay objective.

03 POSITION

Based on your background, education and life experience, you will view these issues through a very specific lens. This unique perspective will assist you in formulating your position. Did you uncover a perceived problem to resolve, something valuable to enhance, or something to create that is missing? Did you discover a connection between site and program elements?

04 BIG IDEA

Now that you have articulated the conditions that are the most essential to the project, you should begin to narrow your focus on the idea that has the most potential to be transformed into an architecture. At this stage, your idea will still be abstract, but should demonstrate your attitude and position regarding issues such as environment, site, program, history, client, and culture.

05 ARCHITECTURAL TRANSLATION

The goal of this step is to take the big idea and translate it into an architectural language. You will frame your abstract ideas in terms of a tangible vocabulary that you have begun to develop. You will propose thoughts about how layout, form, color, material, circulation, texture, light and construction methods can be utilized to inform, reinforce and enhance an idea.

thinking

ITERATION

Sketches, drawings, collages, models, writing and diagrams are all techniques that can be used to produce and/or clarify multiple design iterations even early in the design process. Models and drawings assist in decisions about various proportions, forms, materiality, textures, compositions, as well as spatial and material connections. Diagrams are a design tool to assist in clarifying how all of the parts of the design or the organizational systems work together in various strategies. These drawings can explain the concept, structure, assembly, formal generation, or organizing rules in order to clarify the relationship of the parts to the whole.

ASSESSMENT + EVALUATION

The journey through any creative process involves a rigorous cycle of assessment and evaluation in order to advance a design project. The act of focusing in on a design, testing ideas, then taking a step back to assess its merits and evaluating whether it's a viable option is essential. Testing multiple variations of a design manifestation can lead to the discovery of the most appropriate solution. The practice of assessment and evaluation should occur throughout the entirety of the process.

DOCUMENTATION

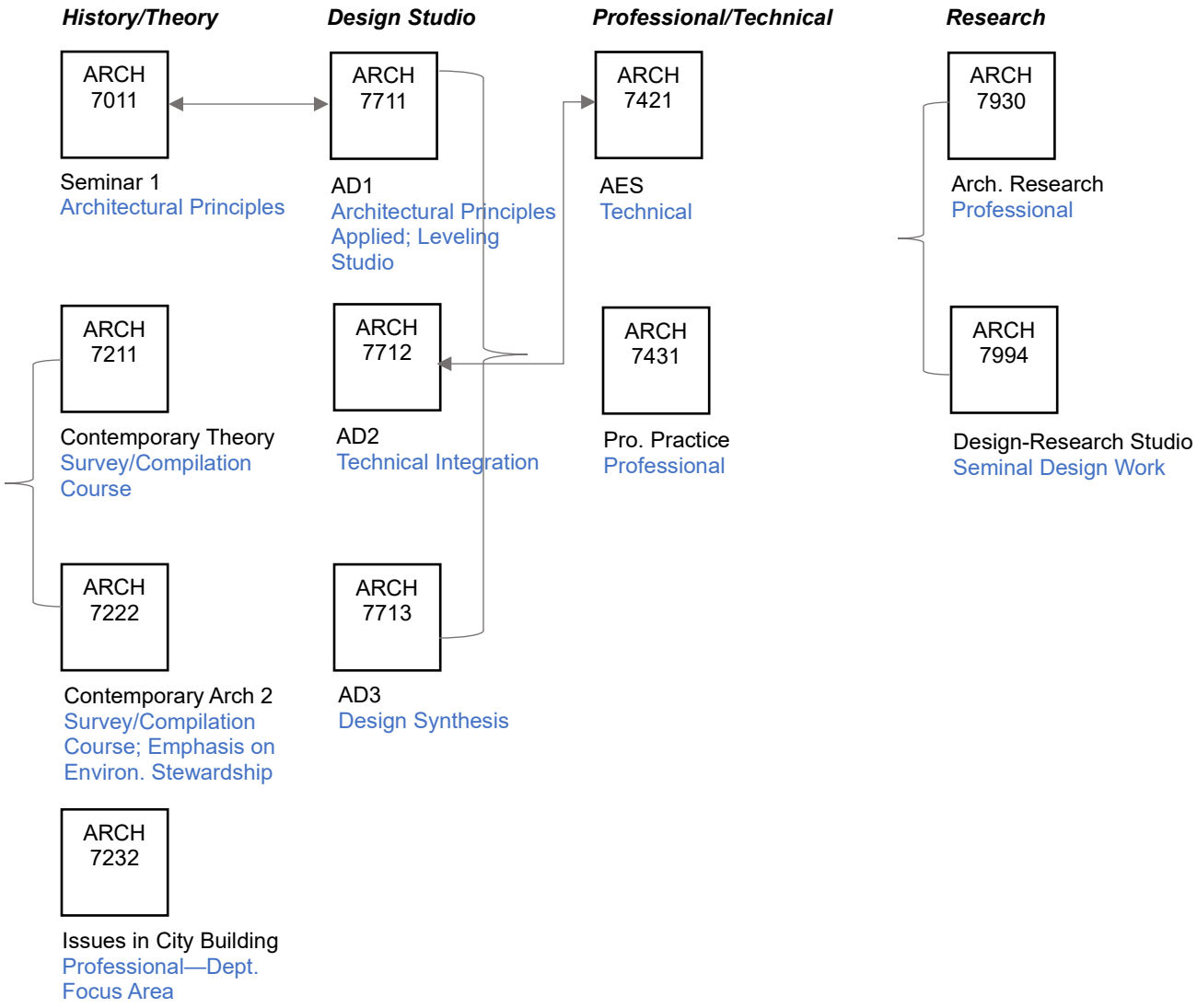
Once the overall design strategy has been established, 2d and 3d architectural drawings as well as models are used to document, explain and further clarify the major design decisions in the project. The intent of each drawing should be to represent the project in detail and to explain how the design decisions relate back to the big idea at various scales. Each drawing, rendering, and model should explain different aspects of the big idea.

clarifying

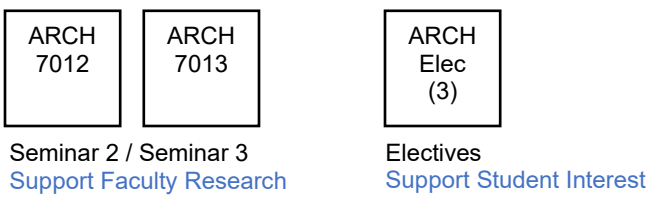
THE UNIVERSITY OF MEMPHIS | Department of Architecture

Master of Architecture Program of Study

Curriculum Interaction Diagram

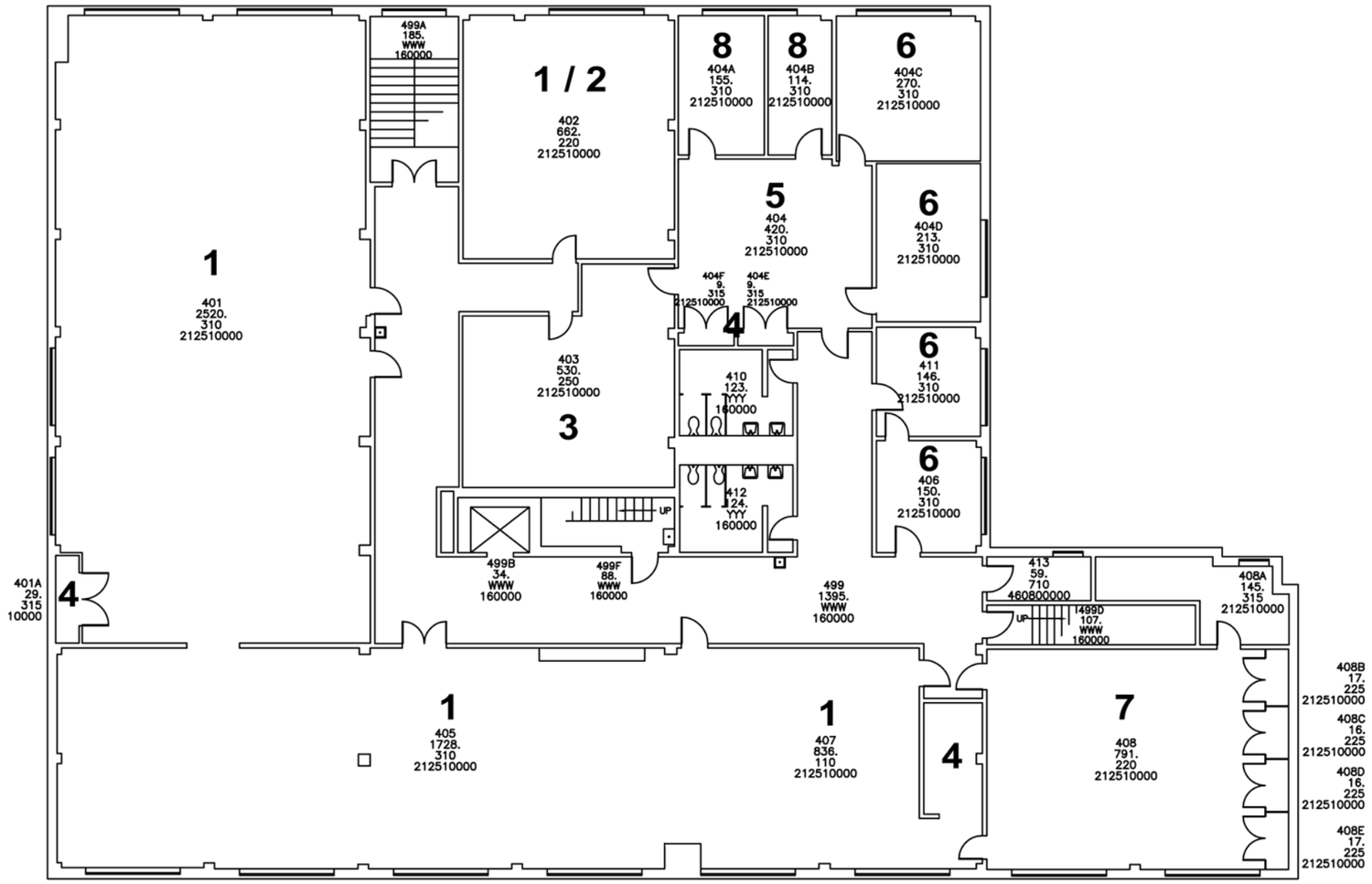


Flexible



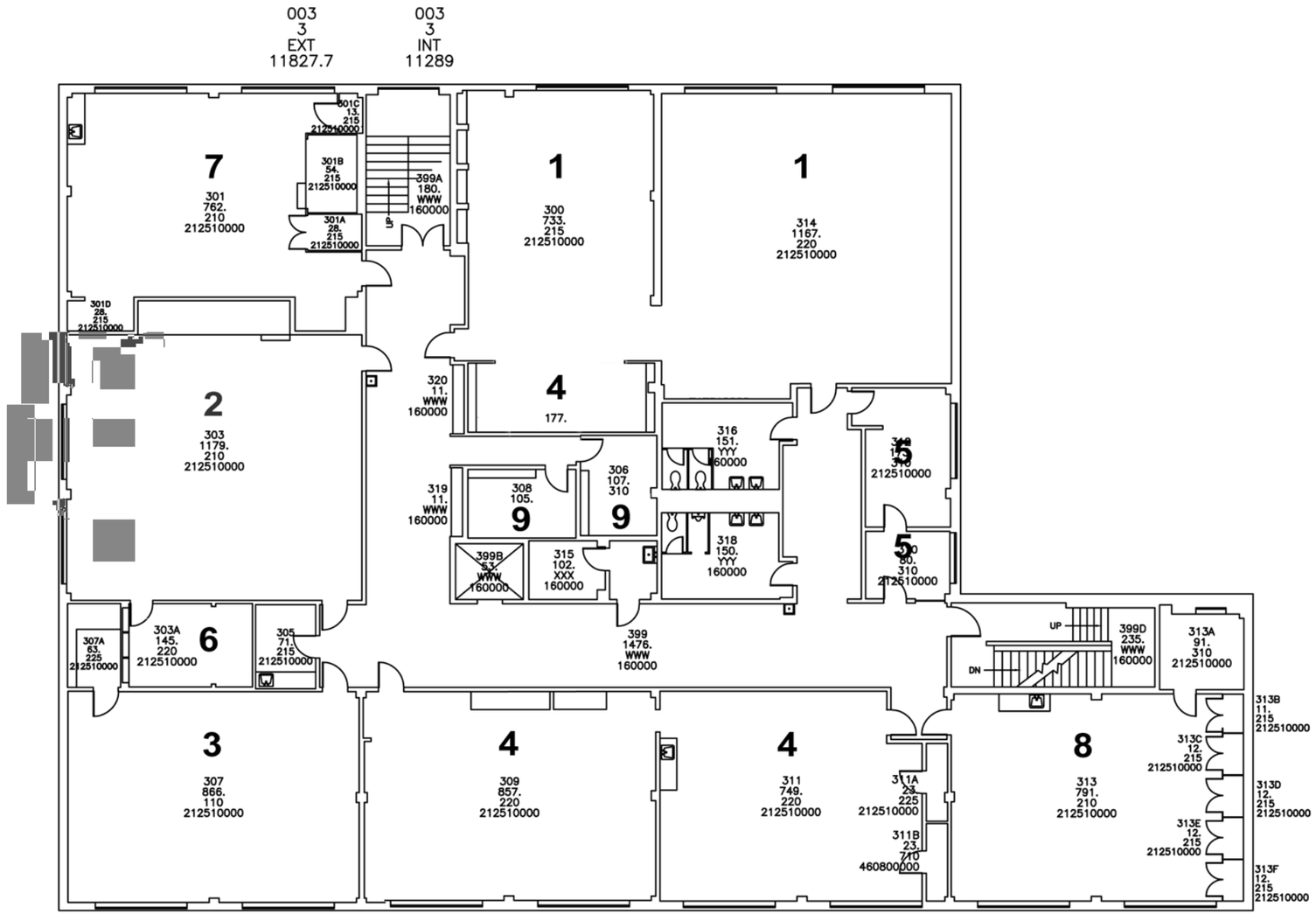
Department of Architecture

1 Design Studio
2 Classroom
3 Conference Room
4 Storage Space
5 Lobby
6 Faculty Office (Private)
7 Faculty Office (Collaboration)
8 Administrative Office



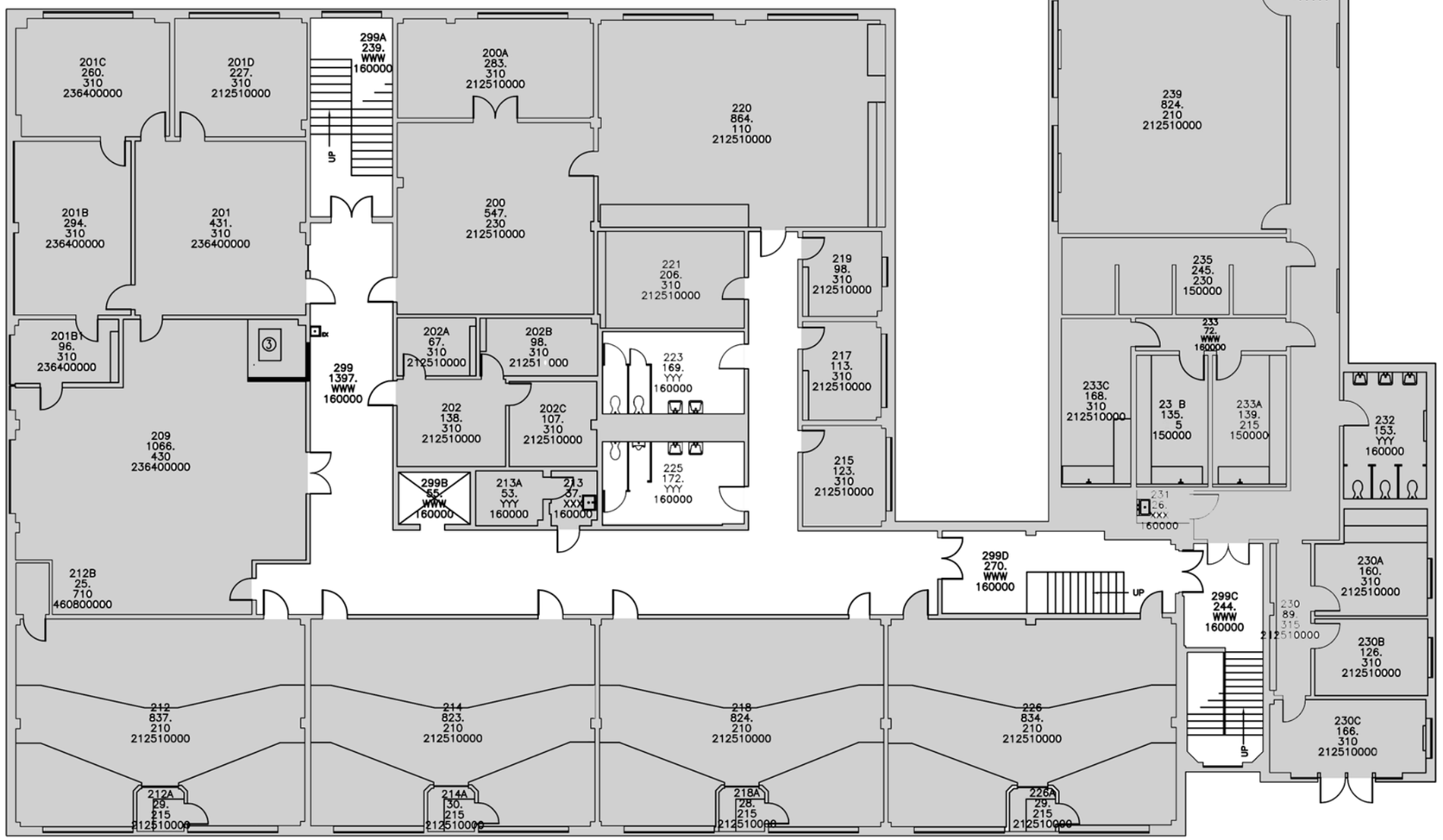
Department of Architecture

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



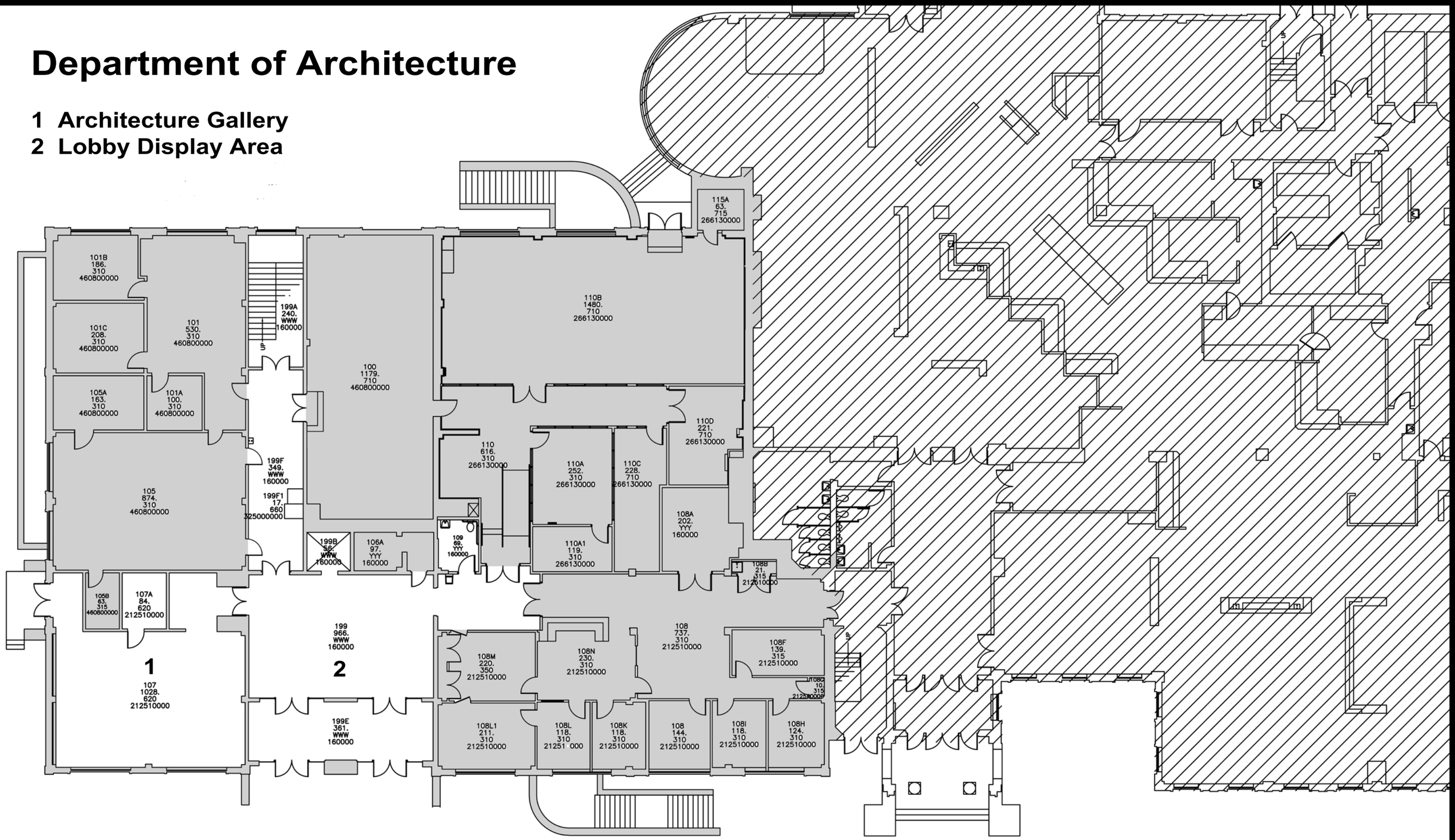
Department of Architecture

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



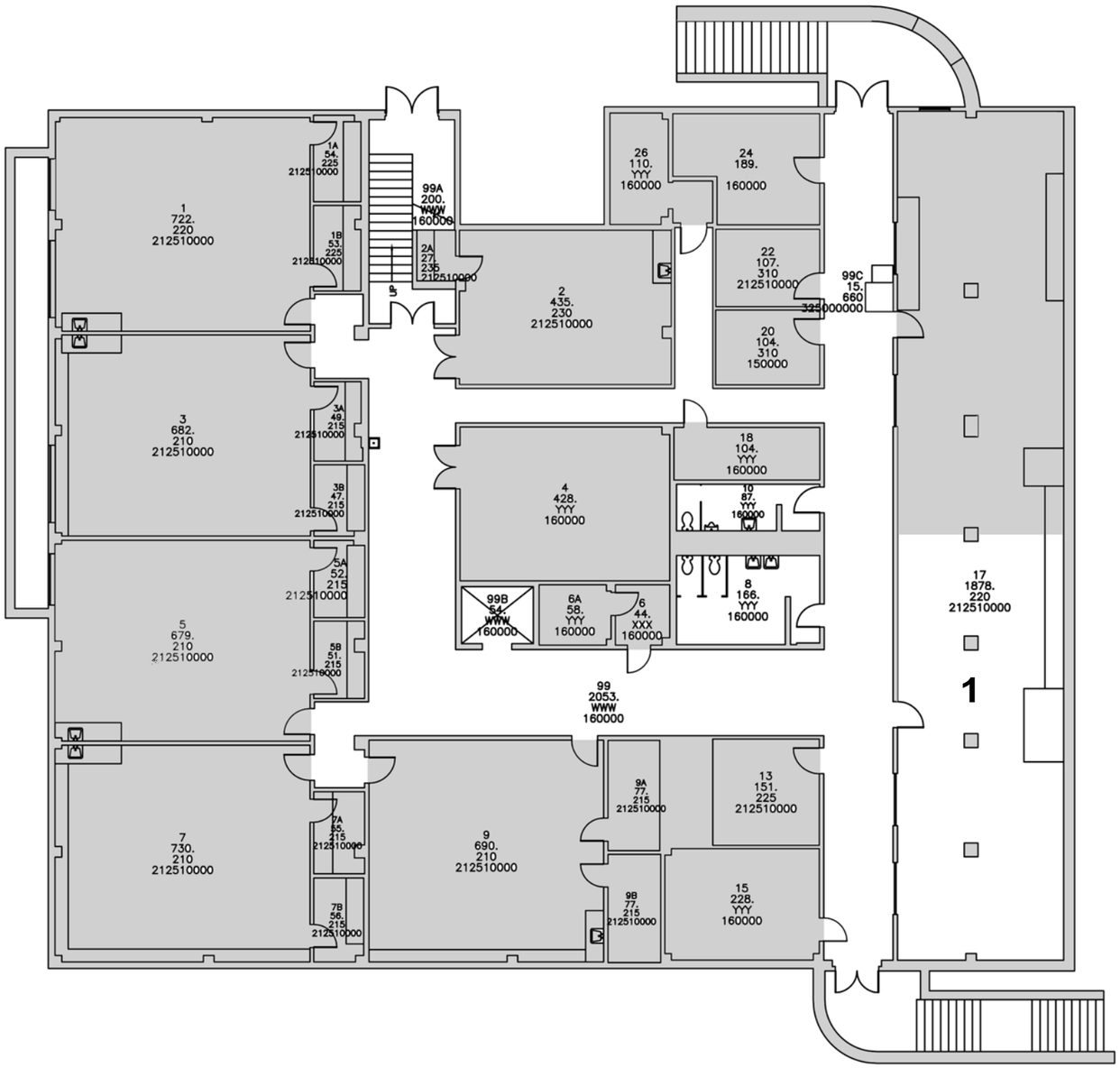
Department of Architecture

1 Architecture Gallery
2 Lobby Display Area



Department of Architecture

1 Model Assembly and Storage Area



Department of Architecture

1 Art + Architecture Shop