

**The University of Memphis
College of Communication and Fine Arts**

**Visiting Team Report
Initial Candidacy**

Master of Architecture (128 undergraduate credit hours in a pre-professional program plus 60 graduate credit hours)

**The National Architectural Accrediting Board
19 March 2008**

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

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I. Summary of Team Findings

1. Team Comments

- The team thanks the program for the gracious hospitality extended by the faculty and students.
- Michael Hagge, the program coordinator, is applauded for the thought and care with which he coordinated the submission of the APR and the preparation of the team room.
- The team compliments the faculty for the passion and commitment that they bring to the education of their students.
- The enthusiasm, camaraderie, and joy with which the students approach their studies is awesome.
- The team was impressed by the collegiality of the faculty and students.
- The program possesses an impressive energy and vitality that provides critical visibility for the program and the university.
- The program enjoys the enthusiastic support of the professional community and the university administration.
- The program's small size is simultaneously a strength and a weakness. The faculty and students are creative in their ability to accomplish goals with minimal resources, however the program's growth will require additional support in order to continue to be successful.
- The program is congratulated on the success of placing its graduates in excellent, competitive, and prestigious graduate programs.
- The program is advised to use the course matrix responsibly. NAAB advises against making excessive claims of meeting NAAB Student Performance Criteria with a single course, e.g.: ARCH 4716 claims that it meets 25 Student Performance Criteria. Only list required courses on the matrix, no electives.
- The team recommends that a member of the architecture faculty participate as an observer on a future NAAB visiting team.

2. Progress Since the 2004 Speck-Waldman Peer Review Report

- The *Speck-Waldman Peer Review Report's* recommendation to change the Architecture Program status from a unit within the Department of Art to a Department of Architecture will be formally approved this month.
- The program's curriculum, which was described as an "unnecessarily dense 5-year B. Arch. model compressed into the guise of a pre-professional 4-year program", continues to maintain its commitment to serving undergraduate students who do not plan to pursue a professional degree.
- Digital representation, which was reported as "unevenly evidenced", is now broadly evidenced in a variety of outstanding project documentations. In addition, the visiting team was pleased to see abundant examples of very high quality hand drawn images.
- The visiting team observed continuing shortcomings in the previously reported "need for expanded holdings both in books and journals". A large number of the 4,193 NA titles are dated from the first half of the twentieth century. The alphabetical shelving of the limited number of architectural periodicals with all other journals in the main library limits the student's ability to utilize the available materials.
- The program's focus on "City Building" provides opportunities for a unique program that combines the strengths of the faculty's expertise; meets the needs of the university's commitment to serve adjacent neighborhoods; and engages the student's enthusiasm for solving real world problems. The architecture program maintains a strong interdisciplinary relationship with programs in Urban Affairs and Real Estate Development.
- The 2008 Visiting Team echoes the Speck-Waldman report's comments regarding "*current students are extraordinarily committed and energetic. They voice unanimous enthusiasm for the education they are getting and acknowledge a high degree of enthusiasm and energy that comes*

from their contact with the faculty. Students receive not only strong instruction, but also excellent advising and guidance. There is a real bond and positive collegiality between students and faculty."

3. Conditions Well Met

- 13.3 Graphics Skills
- 13.15 Sustainable Design

4. Conditions Not Yet Met

- 6 Human Resources
- 7 Human Resource Development
- 8 Physical Resources
- 9 Information Resources
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- 11 Administrative Structure
- 12 Professional Degrees and Curriculum
- 13.9 Non-Western Traditions
- 13.19 Environmental Systems
- 13.20 Life Safety
- 13.22 Building Service Systems
- 13.23 Building Systems Integration
- 13.25 Construction Cost Control
- 13.28 Comprehensive Design

5. Causes of Concern

- **Institutional commitment:** The visiting team is confident that the seven (7) Student Performance Criteria identified as "NOT YET MET" can readily become "MET" by the program's resourceful faculty and students. The other seven (7) "NOT YET MET" Conditions of Accreditation will require the full and continuing support of the university's administration to accomplish compliance with NAAB's conditions relative to Human Resources; Human Resource Development; Physical Resources; Information Resources; Financial Resources; and Professional Degrees and Curriculum.
- **Sustainability:** The team is concerned that the current successful outcomes of Student Achievement, Community Outreach, and Collegiality may be difficult to *sustain* without the necessary support for adequate funding, appropriate facilities and additional faculty.
- **Transition Plan:** The team is concerned that the Master of Architecture degree proposal does not yet include a detailed plan for completing the transition from BFA to M. Arch.; including modeling of the curriculum to reflect the program's intended focus on "City Building"; evaluation of entering students; recruiting of faculty; and acquisition of permanent studio and shop space.
- **Shop:** The team is concerned for student safety. The program is in need of a proper shop, a shop supervisor and a clear safety plan.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Yet Met
[X]	[]

The program, while still seeking candidacy status, has made significant progress since changing from an engineering technology program in Engineering to a program offering a Bachelor of Fine Arts in Architecture within the College of Communications and Fine Arts. Thanks to its visible engagement in the community, the program has won the respect of the university and college administration. The administration's continued support will be critical to furthering the development of the program when it achieves NAAB candidacy status and moves toward its goal of offering a Master of Architecture degree.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Yet Met
[X]	[]

Students and faculty have a high degree of mutual respect—both in and out of the classroom. The students' esteem and pride in the program is palpable. They say that “this is family, it is more than school, more than coming to class,” that the professors truly care about the students and as a whole they develop a sense of pride because they are succeeding together. Students recounted how the upper classes often advised the lower classes regarding upcoming projects or provided impromptu training in how to use a particular computer program. The collegiality and respect within the diverse student body was exemplary.

Faculty members have the full regard of the students. The faculty inspires the students to succeed—one student commented that “we cannot be slackers. The faculty keeps us on

our toes.” The students are appreciative of the local professional support for the program—represented by local professionals’ participation in critiques, accessibility to AIA Memphis programs and the excellent adjunct professors who teach in the program. The exposure to the local professionals gives the students a window into the practice of architecture and a potential job in the future.

The opportunities for the students to join and be leaders in various organizations are plentiful. The student body recently revived the AIAS chapter and more than 50% of the students are members. There is an active Alpha Rho Chi chapter that presently has 10 members and an equal number are currently pledging. The student CSI chapter is very active and comprised a majority of student participants at a recent CSI national convention.

There is no student government organization in the architecture program. The students say that such a construct is not necessary because of the smallness of the program and the accessibility of the faculty. As the program adds a graduate degree and grows in size, having a representative voice of students will likely become a need.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program’s relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students’ understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Yet Met
[X]	[]

The University of Memphis students were unexpectedly well prepared in their understanding of the transition to internship and licensure; and the importance of obtaining an accredited degree. They know and understand the role of IDP, including the lack of opportunity to participate in IDP as a student in an unaccredited program.

The students uniformly apply, and obtain acceptance, to accredited graduate architecture programs with the intent to achieve licensure.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program’s particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects’ obligations to

their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Yet Met
[X]	[]

The original reason the program was started was to provide trained technical graduates for the non-professional personnel needs of local architectural practitioners. Since Tennessee now requires an accredited professional degree to become registered, the need is for architectural graduates from an accredited degree program. Therefore the University of Memphis is seeking an accredited Master of Architecture degree.

The program's dense curriculum focuses on the "practice of architecture" and is reinforced by adjunct faculty practitioners; and liaison with the local CSI chapter and AIA Memphis.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Yet Met
[X]	[]

The University of Memphis architecture program's current strength is centered on its' engagement with social and environmental issues. The program has a strong connection to the city of Memphis as well as the university's surrounding community and neighborhoods as evidenced by numerous local urban design projects. These projects serve to mitigate social and environmental concerns through student engagement in dialogue with community organizations about how best to improve their neighborhoods.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Yet Met
[X]	[]

The program's self-assessment procedures include a documented process for achieving and measuring goals to enhance the curriculum; recruit and graduate students with higher academic quality; and expansion of the program's outreach and research. Goals related to financial resources, physical resources and human resources have been identified and will require continued and increased engagement with the college and university.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met	Not Yet Met
[X]	[]

The required information is provided on the university online catalog.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not Yet Met
[X]	[]

The University of Memphis is committed to efforts promoting equality; and follows strict procedures for achieving diversity in faculty appointments and advancement. The architecture program has increased outreach into the community to involve women and minority professionals, particularly African-Americans, as adjunct faculty and studio jurors.

The student body reflects ethnic and gender diversity, however, improvement is required to reflect the African-American demographic mix of the Memphis region.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met	Not Yet Met
[X]	[]

The architecture program is a living demonstration of a positive and respectful learning environment. However, the written Studio Culture Policy is currently limited to a written Honor Code; an Attendance and Participation Policy; and a set of Rules of Conduct.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not Yet Met
<input type="checkbox"/>	<input checked="" type="checkbox"/>

The architecture program has received assurance from the provost and the dean of the College of Communication and Fine Arts that sufficient new faculty lines will be provided for adequate staffing of the proposed Master of Architecture program. One new faculty position has been approved to supplement the existing five full time faculty lines, however, additional faculty will be required for a sustainable and thriving program.

One additional staff position has been allocated to the new department of architecture. However, the architecture program lacks a shop, which will also require a shop supervisor for student education and safety. Currently the students operate machinery in the studio without adequate ventilation, dust collection, or regard for safety.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Yet Met
<input type="checkbox"/>	<input checked="" type="checkbox"/>

The NAAB Conditions for Accreditation requires the following information; this should be included in future reports:

- A description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure and access to faculty development opportunities
- Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit, including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings
- Evidence of how faculty members remain current in their knowledge of the changing demands of practice and licensure.

There are limited opportunities for financial support of faculty development. The financial support is insufficient for the current as well as the expanded faculty.

The lectures series and foreign study are areas for improvement. The lecture series is currently minimal, sporadic and leans toward the local. Students express a desire to have additional opportunities to study abroad for credit.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Yet Met
[]	[X]

The APR states that “studio space is not adequate to meet the present needs of the program and will become significantly overcrowded with any amount of growth.” A clear plan for how this will be achieved is necessary. The team received assurances from the provost and the dean of the College of Communications and Fine Arts that the university is committed to providing adequate physical resources to support implementation of the proposed Master of Architecture program.

At the time of the visit, the administration discussed three plans for resolution of current and future space deficiencies; with no clear indication of how or when to proceed. It's uncertain if sharing space in the vacated Law Building will yield sufficient, quality space to accommodate the anticipated growth of a successful Master of Architecture program; or if increasing existing space at the program's current Jones Hall location will provide sufficient temporary space, along with an opportunity to assess long term needs until the new program has attained a sustainable size.

The team is concerned that students will enter the Master of Architecture program in fall of 2008 with no clear place to house the expanded program before 2011. The architecture program should identify the best option and work with the administration to achieve it.

In addition to absence of a specific plan for increasing studio and office space; the 2008 visiting team is concerned for student safety resulting from absence of a supervised shop facility. (*Unsupervised student-owned power tools were observed on desktops in design studios*)

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Yet Met
[]	[X]

The team is not convinced that the university's main library has a minimum of 5,000 titles meeting the NAAB requirements.

A small library in the architecture program supplements the main library collection with current periodicals and limited reference material. An inventory of titles in both locations would identify deficiencies required for upgrading architecture library holdings to meet the NAAB requirements for an accredited program.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Yet Met
[]	[X]

The NAAB *Conditions for Accreditation* require that the APR provide the following:

- Comparative annual budgets and expenditures for each year since the last accreditation visit, including endowments, scholarships, one-time capital expenditures, and development activities.
- Data on annual expenditures and total capital investment per student, both undergraduate and graduate correlated to the expenditures and investments by other professional degree programs in the institution.

At this time there is insufficient information in the APR to ascertain the institutional support and financial resources available to the program. The financial information for expenditure per architecture student is embedded in the art department budget and is shown to be \$5900; this is considerably lower than expenditure per student in any other professional program on campus.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Yet Met
[]	[X]

The University of Memphis is accredited by the Southern Association of Colleges and Schools.

At the time of this report the architecture program is a unit of the Department of Art within the College of Communication and Fine Arts.

The architecture program has petitioned to become a department of architecture within the college; the team received assurance from the provost that the new status will be approved in March 2008. A description of the program's administrative structure is required to be included in the APR; along with a comparison of the structure with those of other professional programs in the institution. Future teams will want to know how the administrative structure of the new department relates to the college and the university. An organizational chart would explain these relationships.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Yet Met
[]	[X]

The proposed Master of Architecture will consist of 128 undergraduate credits (earned in a pre-professional degree) plus 60 graduate credits. The NAAB accredited degree requires that students have a broad education as is represented by the requirement for 45 general education credits. Presently, 41 credits are clearly defined to be general education and outside of the program of architecture. There are electives within the curriculum that may or may not be taken within the architecture program. It is required that 45 credits be clearly outside of architecture. The Master of Architecture curriculum has adequate room to accommodate the required electives.

The existing four-year Bachelor of Fine Arts (BFA) has enough course structure to meet the NAAB Student Performance Criteria. It is not clear how the transition to the NAAB accredited M. Arch. will affect the existing BFA. Questions to be resolved include:

- Will the current BFA program remain the same?
- Are there courses that could be shifted from the BFA to the M. Arch. that would not diminish the opportunity for BFA students to gain employment in architecture offices?
- Does the proposed M. Arch. consist largely of enhanced courses already offered in the BFA?
- Will the program be able to attract transfer students from other pre-professional programs?

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Yet Met
[X]	[]

The team found the students to be both articulate and able to write well. The weekly writing assignments and manifestos produced for ARCH 4221 Determinants of Modern Design are excellent methods through which the students' writing skills are honed.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in the manifestos produced in ARCH 4221.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Yet Met
[X]	[]

This criterion is well met.

There is strong evidence of ability to use appropriate representational media, including freehand drawing and computer technology, in many of the courses offered in the undergraduate program. Evidence of this criterion being met can be found in ARCH 1113 and 4716 (among others). The program should be commended on the incorporation of freehand drawing into the curriculum.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Yet Met
[X]	[]

Evidence of Research Skills can be found in ARCH 4716 Architectural Design VI Studio.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 1111. Examples of urban design can be found in ARCH 4716.

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 4715.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met	Not Yet Met
[X]	[]

Evidence of Collaborative Skills can be found in ARCH 4716 Architectural Design VI Studio.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met	Not Yet Met
[X]	[]

Evidence of this criterion being met can be found in ARCH 4221 as well as ARCH 1211 History of Architecture I and ARCH 1212 History of Architecture II.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met	Not Yet Met
[]	[X]

There is some evidence of student work addressing non-western traditions in ARCH 1211, though it is not enough to meet this criterion.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

Met	Not Yet Met
[X]	[]

Evidence of National and Regional Traditions can be found in ARCH 4716 Architectural Design VI Studio.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 1112 Graphics Studio and ARCH 4716 Design VI Studio.

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Yet Met
[X]	[]

The team found evidence in the coursework and studio projects that students have been exposed to and understand theories and methods of Inquiry that address the relationship between human behavior and the physical environment.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 4715 Architectural Design V Studio. The team identified studio projects that address the needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals, and the implications of this diversity for the social roles and responsibilities of architects. Significant projects included a Center of African-American History and a facility for Alzheimer patients.

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 4716 Architectural Design V Studio. The team found evidence in studio projects that students were aware of the need to accommodate individuals with varying physical abilities.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Met	Not Yet Met
[X]	[]

The criterion is well met.

ARCH 3421 Environmental Systems was particularly effective in addressing Sustainable Design. Numerous studio projects included sustainable design as an objective.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 4716 Architectural Design VI Studio.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	Not Yet Met
[X]	[]

Evidence of criterion can be found in ARCH 3713 Architectural Design III Studio. Some studio projects included unusual natural site conditions, such as on a riverbank, where structures were required to be located above flood stage.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 2311 Structures I, ARCH 3312 Structures II, and ARCH 3313 Structures III. Studio projects in ARCH 4715 required building sections in which various forms of structure were shown.

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

Met	Not Yet Met
[]	[X]

Understanding lighting and day lighting was found in the coursework; however, evidence of acoustical considerations was not present. ARCH 3421 Environmental Systems included excellent precedent studies of environmental system solutions; however, understanding of mechanical climate modification systems was not evident.

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

Met	Not Yet Met
[]	[X]

Adequate and code required egress provisions were found in most studio projects, however evidence of other life-safety systems were not found.

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met	Not Yet Met
[X]	[]

Some building envelope systems were found in ARCH 4441 Construction Documents. However, greater attention should be paid to the imperative of keeping water out of the building.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met	Not Yet Met
[]	[X]

Limited evidence was found of the understanding of some facets of this criterion, while no evidence was found for *understanding* of vertical transportation, communication, security, or fire protection systems.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Met	Not Yet Met
[]	[X]

While integration of structural systems, and building envelope systems was evident; and life safety integration was marginally exhibited; integration of mechanical climate modification systems was conspicuously absent.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 1411 Building Technology I, ARCH 1412 Building Technology II, ARCH 2311 Structures I and ARCH 3312 Structures II.

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Met	Not Yet Met
[]	[X]

Evidence of understanding the fundamentals of building cost, life cycle cost and/or construction estimating could not be found in the coursework listed in the matrix.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 4411 Construction Documents.

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 3431 Professional Practice.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Met	Not Yet Met
[]	[X]

Ability to produce a comprehensive project was limited due to the absence of student understanding of mechanical climate modification systems.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 3431 Professional Practice.

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 3431 Professional Practice.

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 3431 Professional Practice.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 3431 Professional Practice.

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 3431 Professional Practice.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Yet Met
[X]	[]

Evidence of this criterion can be found in ARCH 3431 Professional Practice.

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FINAL DRAFT

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 University of Memphis Architecture Program Report.

Founding The University of Memphis was founded under the auspices of the General Education Bill, enacted by the Tennessee Legislature in 1909. Known originally as West Tennessee Normal School, the institution opened its doors on 10 September 1912.

Students in the first classes selected blue and gray as the school colors and the tiger as the mascot. Tradition holds that the colors were chosen in commemoration of the reuniting of the country.

In 1925 the name of the college changed to West Tennessee State Teachers College. Three years later, the Brister Library was built, named after two-term president John W. Brister.

In 1931 the students created a campus newspaper, *The Tiger Rag*. And in 1935, the agriculture department was discontinued as the focus of the school changed.

In 1941 the name changed again, Memphis State College.

In 1950 graduate studies were initiated, and in 1954 the school switched from a quarter to a semester system.

University Status in 1957 the state legislature designated full university status and the name of the institution changed to Memphis State University.

In 1959 the university admitted its first African-American students

In the 1960s, the State of Tennessee deeded Chucalissa Park and Museum to MSU, the School of Law, College of Engineering, School of Nursing, and the Bureau of Business and Economic Research were founded.

The 1970s saw new buildings constructed across the campus, including a University Center and a 12-story library. Enrollment passed 20,000 students.

In 1977, the College of Communication and Fine Arts was established.

In 1983 Memphis State University became the first public university in Tennessee to gain accreditation of its entire curriculum.

In 1994 Memphis State University became The University of Memphis, and the Ned R. McWherter Library was completed.

In 2000 the Architecture Program joined the College of Communication and Fine Arts. As the century closed, a 1,200-seat theater was completed, and a full-service hotel and hospitality training facility, a \$15 million gift from Holiday Inn founder Kemmons Wilson, was constructed.

In 2001 Dr. Shirley Raines became president. And, in 2003 the FedEx Institute of

Technology, adjacent to the Fogelman College of Business and Economics, was opened.

Description The University of Memphis is one of three comprehensive institutions of higher learning in the State of Tennessee. Situated primarily on a 1,160-acre urban campus with over 200 buildings at eight sites, the University of Memphis is the flagship of the Tennessee Board of Regents system and awards more than 3,000 degrees annually.

The Fiscal Year 2007 operating budget of the University of Memphis was \$344 million with a local economic impact of \$1.43 billion. In 2006, enrollment was 20,562 consisting of 15,984 Undergraduate students, 4,169 Graduate students, and 409 Law School students. Full time students make up 67 percent of the total while 39 percent of the students are men and 61 percent are woman. The University employs approximately 2500 persons including 850 full time faculty members.

The University of Memphis is committed to scholarly accomplishments of its students and faculty and to the enhancement of the community. The University offers 15 bachelors degrees in more than 50 majors and 70 concentrations, masters degrees in 50 subjects and doctoral degrees in 21 disciplines, in addition to the Juris Doctor and a specialist degree in education. The average age of students attending the University is 23 years of age.

The University of Memphis has 25 Chairs of Excellence, more than any other Tennessee university, and five state-approved Centers of Excellence as well as the FedEx Institute of Technology. The Helen and Jabie Hardin Chair of Economics/Managerial Journalism, Dorothy K. Hohenberg Chair of Excellence in Art History, two Ben Rawlins Professorships, and the Institute of Egyptian Art and Archeology are located within the College of Communication and Fine Arts.

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

Individual colleges, schools and departments of the University of Memphis are accredited by the appropriate agencies.

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

2. Institutional Mission

The following text is taken from the 2008 University of Memphis Architecture Program Report.

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

The Vision The University of Memphis will be recognized as one of America's great metropolitan research universities, noted for its comprehensive,

innovative academic programs and for capitalizing on its urban setting and region to address the challenges of our global society.

Values

The University of Memphis, as an engaged learning community, celebrates:

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

Strategic Priorities The University of Memphis' strategic plan supports the following overarching strategic priorities:

- Investing in people
- Creating interdisciplinary initiatives
- Building productive partnerships
- Developing new resources
- Enhancing image and reputation

Community connectedness

Goals The governing body of the University of Memphis, the Tennessee Board of Regents (TBR), requires the president of each institution in the system to "exercise such supervision and direction as will promote the efficient operation of the institution." Additionally, TBR requires that each institution under its authority submit a five-year plan that supports the mission, vision, goals and priorities of the system. Accordingly, a preliminary plan was developed for 2000-2005, which has subsequently been updated to reflect what the University hopes to accomplish by 2012, the date of the 100th anniversary of the founding.

Goal 1: Student Success

Provide superior learning experiences for students built on strong academic programs, a global and technological environment, a dynamic campus, and the rich opportunities in the University's metropolitan setting.

Goal 2: Scholarship and Research

Create and disseminate knowledge through research, artistic expression, and interdisciplinary collaboration that contributes to the intellectual, economic, cultural, and social well-being of regional and global communities.

Goal 3: Access and Diversity

Foster equitable access and promote and support intercultural and international understanding, diversity, inclusion and communication.

Goal 4: Partnerships

Establish and nurture productive partnerships that provide leadership and resources for intellectual and economic development to meet significant scientific and social challenges.

Goal 5: Resources and Infrastructure

Provide faculty, staff, resources and infrastructure to achieve the mission and goals of the University.

Date of Approval December 2005 meeting of the Tennessee Board of Regents

Website <http://www.memphis.edu/presweb/plan/index.html>

3. Program History

The following text is taken from the 2008 University of Memphis Architecture Program Report.

Introduction This section presents an overview of the Architecture Program. The information relates primarily to the existing pre-professional Bachelor of Fine Arts in Architecture degree with additional information on the professional Master of Architecture degree.

Founding Architectural education at the University of Memphis began in 1965 in the Industrial Arts Program. The following year, several programs, including the new Architectural Technology Program, were combined with Industrial Arts Education to create the Department of Engineering Technology. The degree became the Bachelor of Science in Engineering Technology (BSET) with a major in Architectural Technology. The overall emphasis of the program was on the applied sciences. The Architectural Technology Program was accredited by the Technology Accreditation Commission of the Accrediting Board for Engineering and Technology (TAC of ABET).

The original concept of the Architectural Technology Program was to provide the architectural community with highly skilled design drafters with engineering-oriented backgrounds. Based on studies and interviews with architects at the time of the creation of the program, it was believed the Architectural Technology graduates could relieve the architect of many of the tasks that consumed significant amounts of time. The philosophy and program emphasis was valid at that time and worked in those cases where applied.

In the 1990s, it became clear the program needed to evolve to better meet the needs of the students and the professional community. The original concept of a "drafting program" was no longer valid. The goal of creating a professional program became more fully supported.

With the addition of new faculty and the implementation of dedicated studio space for each student, a significant change in the direction of the program took place. With twenty-four hour access to the studios, the students and faculty were able to work much more closely and the full integration of support course materials into the design studios became possible, thereby improving the quality of work produced by each student.

Move to CCFA In 2000, the Architecture Program was administratively moved to the College of Communication and Fine Arts (CCFA) and the Bachelor of Fine Arts in Architecture degree was created to replace the BSET in Architectural Technology degree. The BFA in Architecture was developed as a pre-professional, four-year program of study and is the only one of its kind in Tennessee. Although the move to CCFA resulted in the loss of ABET accreditation, it provided an opportunity to develop with a much stronger framework of support from within the University as well as from the professional community.

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

Present Day The focus of the Architecture Program is now on a well-rounded curriculum with emphasis on design and the practical application of architectural design. The program of study for the BFA in Architecture encompasses both the art and science of design and is structured with a primary objective: to engage students in the processes and professional standards of architectural design and technology.

Since moving to CCFA, the Architecture Program adopted an entrance evaluation and candidacy review process and has increased the standards for acceptance into the program. This has resulted in an increase in the level of academic quality of the students.

Goal The primary goal of the Architecture Program is to prepare graduates for success in a professional Master of Architecture degree program and, secondly, to prepare graduates for entry into the professional workplace. One hundred percent of students making application to a M.Arch. program since the inception of the BFA in Architecture degree have been accepted and virtually all have received advanced standing.

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

Among these are HOPE VI revitalization plans for the Memphis Housing Authority, a campus-wide building documentation survey, an urban revitalization plan for the City of West Memphis, a design plan for the City of Covington, the design and development of a sustainable demonstration house, and a series of projects within the University Neighborhood Development Corporation area under the community initiatives program.

Administration

Michael Hagge, M.Arch

Program Coordinator 2002-Present

Sherry Bryan, M.Arch
Program Coordinator 1989-2002

Raymond Martin, M.Arch
Program Coordinator 1985-1989

Norris Gabriel, MS
Program Coordinator 1965-1985

History of Planning—Discussions and efforts to create a professional degree in architecture for the M.Arch at the University of Memphis have been ongoing for over twenty years. This has been led by faculty as well as local architects and others with a desire to improve the state of architectural education at the university. While some of the efforts are mentioned above in the general program history section, some more specific items follow.

The first significant mention of the need for a professional degree program was in the Downtown Development Plan prepared by Venturi Rauch and Scott Brown for the Memphis Center City Commission in 1987. The Urban Design section of the plan stressed the importance of a professional program to the well-being of the city. NOTE: Professor Michael Hagge and Adjunct Professor of Architecture Jim Williamson, both worked on this plan, Professor Hagge as President of the Center City Development Corporation and Professor Williamson as the consulting architect in charge of the urban design segment.

Peer Review Report In 2004, the Architecture Program was reviewed by two well-known and respected architectural educators, Larry Speck from the University of Texas at Austin and Peter Waldman from the University of Virginia. Based upon their recommendations, the University of Memphis made the commitment to pursue a professional degree in architecture.

NAAB Visit and Community Support, In 2005, the University requested Sharon Matthews, NAAB Executive Community Support Director, to visit the Architecture Program and offer an assessment of the status of the program and to assist with the development of a plan of action to establish a professional degree program. Ms. Matthews met with faculty, local architects, and university administrators over a several day period. Afterwards, a formalized planning process was implemented and support requested and received from a variety of individuals and organizations including but not limited to AIA Memphis, the Tennessee Board of Architectural and Engineering Examiners (unanimous vote in favor), City of Memphis, County of Shelby, and several prominent architecture firms and real estate developers.

TBR I THEC

A formal letter of intent to establish the Master of Architecture degree was prepared and submitted to the Tennessee Board of Regents (TBR) in November 2005, by President Shirley Raines. The faculty of the Architecture Program, working with university administrators as well as local architects, developed a curriculum for the M.Arch and secured approval from the graduate school.

After submission of the formal proposal in September 2006, the TBR began a review process and, at the request of President Shirley Raines, worked diligently to expedite the review and approval process. The TBR contracted with University of Texas Professor

Larry Speck, based on his experience as an architectural educator and his familiarity with the Architecture Program at the University of Memphis. Upon receiving the report from Professor Speck, the proposal was placed on the TBR agenda and approved by unanimous vote at the meeting of 28/29 June 2007.

After receiving the report and recommendation from the TBR, the Tennessee Higher Education Commission voted to approve the proposal at their meeting on 26 July 2007.

4. Program Mission

The following text is taken from the 2008 University of Memphis Architecture Program Report.

Introduction This section includes new information relative to the M.Arch degree program as well as the existing mission and goals of the BFA in Architecture degree program. The latter information is included for historical context.

M.Arch Mission The mission of the Master of Architecture degree program at the University of Memphis is to prepare graduates to enter the professional practice of architecture 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.

M.Arch Goals The goals of the Master of Architecture program are:

Goal 1: To provide the highest quality architectural 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;

Goal 2: 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;

Goal 3: To bring together the Architecture, City Planning, and Real Estate Development programs through the Henry Turley Residency and a collaborative Design Center to address public issues, support stable and sustainable neighborhoods, and develop community visions throughout the region.

Date of Adoption These were adopted in 2005 as an element of the proposal to the Tennessee Board of Regents to establish the professional Master of Architecture degree. The proposal was submitted in 2006 and approved in 2007.

New Mission A new mission statement is being developed as a part of the overall self-assessment process. It will combine the various elements of the BFA in Architecture and Master of Architecture missions into one, program-wide statement.

While the mission is not yet formalized, it will retain an element differentiating the professional and pre-professional degree programs. This is in keeping with the fact that the Architecture Program serves two primary groups: those wishing to become an architect and those who desire to work in the architectural field but not necessarily as a registered architect.

Existing Mission The mission of the Architecture Program is to provide students with a foundation for continuing their architectural education in a professional Master of

Architecture degree program, and to provide students with a foundation for entering the profession of architecture.

The phrase "prepare graduates to enter the professional practice of architecture" was deleted from the mission statement as a result of the recommendations in the response to the Peer Review Report. This has been added into the mission statement for the M.Arch program.

The program of study for the Bachelor of Fine Arts in Architecture degree is structured with a primary objective: to engage students in the processes and professional standards of design and technology necessary for shaping the built environment. Towards this, the Program places the student at the center of discovery-based studies, and requires each student to assume responsible participation in the study of architecture and design. A variety of external and internal studio-based projects and programs expose students to both the theoretical and practical aspects of design.

The Architecture Program uses performance criteria developed by the National Architectural Accrediting Board (NAAB) in the development of course content and objectives.

Goals The Architecture Program has adopted three major goals:

Goal 1: To become a highly respected pre-professional architecture program with graduates regularly accepted with advanced standing into professional Master of Architecture degree programs nation wide. *NOTE: This has been accomplished.*

Goal 2: To develop a professional Master of Architecture degree program accredited by the National Architectural Accrediting Board. *NOTE: The M.Arch has been approved and the University is seeking Candidacy Status.*

Goal 3: To establish the administrative structure within the College of Communication and Fine Arts to ensure the accreditation of the Master of Architecture degree. *NOTE: Efforts to create a new Department of Architecture + Design within the College of Communication and Fine Arts are underway.*

Date of Adoption—The mission and goals shown above were adopted for inclusion in the 2004 Peer Review Report.

Details Additional detailed information is contained in section 3.2, Mission and Self-Assessment.

5. Program Self Assessment

The following text is taken from the 2008 University of Memphis Architecture Program Report.

Overview—The development of the Architecture Program Strategic Plan is an ongoing process. The Architecture faculty and others have developed the concept which will be completed within six months.

The Program is making progress towards meeting its goals through the enhancement of the curriculum, expansion of outreach and research, and recruiting and graduating students with a higher academic quality. Shortcomings primarily remain linked to inadequate number of faculty, inadequate space, and inadequate funding.

In the section on challenges, items from the Peer Review Report are listed along with actions taken to remedy the deficiencies.

Process The Architecture Program Strategic Plan is being developed in accordance with NAAB standards. These standards require an assessment of mission statement and progress towards meeting program goals, the involvement of faculty, students, and alumni is the overall assessment, and a description of program strengths and future directions, among other items.

Details Additional information is contained in section 3.2, Program Self-Assessment Procedures.

Program Strengths—One hundred percent acceptance rate of BFA in Architecture graduates into professional Master of Architecture programs nation wide. Among these are: Boston Architectural Center, Florida International University, Georgia Tech, Massachusetts Institute of Technology, New School of Architecture, Rice University, Southern California Institute of Architecture, Tulane University, University of Florida, University of Michigan, University of Oregon, University of Pennsylvania, University of South Florida, University of Tennessee, University of Virginia, Virginia Tech, and Washington University.

Dedicated faculty and students involved in the community and various academic endeavors. These include working with a variety of organizations such the American Institute of Architects (AIA) and the Construction Specifications Institute (CSI), among others.

An annual Architecture Summer Camp and expanded recruiting efforts has been ongoing for four years.

Increased opportunities *for* student involvement in faculty research including collaborative external projects with the School of Urban *Affairs* and Public Policy at the University of Memphis as well as internal design projects, particularly within the Community Initiatives Program, and other activities.

Balanced curriculum integrating technical and other support courses into the design studios.

Opening of Architecture House and Architecture TownHouse living learning communities.

Establishment of new Honors courses for architecture students.

Increased standing and visibility in the professional community and stronger relationship with the Memphis Chapter of the AIA since moving to the College of Communication and Fine Arts.

Increased support from architectural firms, developers, and others.

Increased working relationship with Interior Design Program at the University of Memphis.

Strong relationship with the Dean of the CCFA, the Provost, and President of the University.

Increased level of financial support resulting in the establishment of the Henry M. Turley Residency, an ongoing campaign towards the endowment of a professorship in Architecture, and efforts to establish the Memphis Regional Design Center with the design director serving in a faculty position.

- Awards received by faculty within the past several years as a result of activities directly involving and/or benefiting students. Additional information is contained in the faculty curriculum vitae.
 - Faculty Advisor of the Year, from the College of Communication and Fine Arts, the University of Memphis, Professor Sherry Bryan
 - Excellence in Engaged Scholarship (representing the College of Communication and Fine Arts, the University of Memphis), Professor Michael Hagge
 - Outstanding Research Award, from the Dean of the College of Communication and Fine Arts, the University of Memphis, Professor Michael Hagge
 - National Project of the Year, from the University Economic Development Association (UEAD), Professor Michael Hagge
 - University of Memphis Faculty Advisor of the Year, from the University of Memphis, Professor Sherry Bryan
 - Advisor of the Year, from the University College, the University of Memphis, Professor Tom Mason
 - National Project of the Year, from the National Association of Management and Technical Assistance Centers (NAMTAC), Professor Michael Hagge
 - Part-Time Teaching Award of Excellence, from the Department of Art, Professor Jim Lutz
 - Creation of the Architecture Alumni Association.
- Establishment of chapter of Alpha Rho Chi, national honor co-ed fraternity for architecture.

Expanded scholarship opportunities for architecture students.

Architecture students winning numerous awards and recognition including the Francis Mah Travel Grant, awarded by AIA Memphis, over half the times it has been awarded, and special recognition by the Tennessee Board of Regents.

Architecture students in high demand in architecture offices throughout the region and highly sought after by various M.Arch programs.

Responses and Challenges—Inadequate number of full-time faculty (faculty to student ratio of 1:20 in the Architecture Program does not compare favorably with the School of Architecture and Design at the University of Tennessee, and others).

Additional faculty lines have been promised for Architecture to support the M.Arch program. Efforts are underway to secure an endowed position and the design director of the recently established Memphis Regional Design Center will serve as a faculty member in Architecture. Funding for adjunct faculty has been positive.

Teaching loads are much higher than norms in traditional architectural education (3/3 or 4/4 as opposed to 2/2).

Tenured and tenure-track faculty teaching loads have been reduced or faculty members have been able to introduce new courses within their area of research and specialization. Honors courses have also been introduced and independent studies in structures and building technology now accompany each design studio.

Only two tenured faculty members and one tenure-track faculty member.

Since the Peer Review Report, one faculty member has been tenured and another has successfully completed the three year review.

Lack of financial resources for supplies, equipment, educational activities.

A student fee of \$20 per credit hour was introduced and students in all Architecture courses are required to pay this fee. The fee is also applicable for all Art and Art History courses, other than those listed in general education. More information on this is contained in Section 3.10, Financial Resources.

Inadequate academic enrichment funding for visiting faculty, outside speakers, and visiting critics.

Some funding is available through the student fee account. The Architecture Program is continuing to partner with AIA Memphis, Memphis Heritage, Inc., the Memphis Brooks Museum of Art, and others to address this issue, although more remains to be done.

Inadequate space particularly in studios, exhibit/critique, and computer facilities.

This has not been resolved. In the spring 2008 semester, additional space in Jones Hall will be allocated to the Architecture Program. This will permit the expansion of the design studios and relocation of the classroom to a more suitable space on the fourth floor. A study of the utilization of space within the entire building is underway.

There have also been discussions on the utilization of space in the building currently occupied by the School of Law. The school is expected to move to a new location in 2009. The space vacated could be adequate for the new Department of Architecture + Design but that has not been finalized.

Computer studio/lab removed from Technology Access Fee (TAF) footprint.

This remains a challenge as the university no longer supports the upgrading of equipment and furnishings in the lab. However, architecture students are still required to pay the Technology Access Fee.

Inadequate staff resources.

A new staff position is in the budget for the M.Arch program.

Lack of identity being "lost" within a diverse Department of Art consisting of architecture, interior design, graphic design, fine arts (ceramics, painting, photography, printmaking, sculpture), art education, art foundations, art history, and the Institute of Egyptian Art and Archeology.

A new Department of Architecture + Design will be created within the College of Communication and Fine Arts. Formal procedures will be initiated in October 2007.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

University of Memphis Candidacy Site Visit

Saturday – 15 March

6:30 pm Team introductions and orientation - U of M Holiday Inn

Sunday – 16 March

7:30 am Team breakfast with Michael Hagge - U of M Holiday Inn
8:30 am Team-only meeting *Architecture Program Report (APR)* review - Jones Hall
10:30 am Introduction to team room and program overview - Jones Hall
12:00 pm Team lunch with Michael Hagge and others
1:00 pm Tour of facilities and campus with Michael Hagge - Jones Hall
2:00 pm Review of exhibits and records - Jones Hall
7:00pm Team-only dinner - Debriefing session - El Porton

Monday – 17 March

7:30 am Team breakfast at Holiday Inn with Michael Hagge - U of M Holiday Inn
9:00 am Entrance meeting with Dr. Ralph Faudree, Provost - Provost's Office
9:45 am Entrance meeting with Dr. Richard Ranta, Dean - Dean's Conference Room
10:45 am Entrance meeting with faculty - Jones Hall
11:45am pm Lunch with selected faculty members
1:00 pm Observation of studios and classes - Jones Hall
3:00 pm Continued review of exhibits and records - Jones Hall
5:00 pm Entrance meeting with students - Jones Hall
6:30 pm Reception with faculty, administrators, alumni/ae, practitioners - Howard Hall
7:45 pm Team-only dinner - Review and debriefing session - Bari Ristorante

Tuesday – 18 March

7:30 am Team breakfast with Michael Hagge - U of M Holiday Inn
8:30 am Review of general studies, electives, and related programs - Jones Hall
10:00 am Observation of studios and classes - Jones Hall
11:30 am Lunch with student representatives – Living/Learning Center

1:00 pm Meeting with faculty - Jones Hall
2:00 pm Complete review of exhibits and records - Jones Hall
7:00 pm Deliberations and drafting the *Visiting Team Report* - Jones Hall
9:00 pm Team-only dinner - Bari Ristorante

Wednesday – 19 March

7:30 am Team-only meeting - U of M Holiday Inn
8:30 am Team breakfast with Michael Hagge - U of M Holiday Inn
9:30 am Exit meeting with Dr. Richard Ranta, Dean - Dean's Conference Room
10:30 am Exit meeting with Dr. Shirley Raines, President and Dr. Ralph Faudree, Provost - President's Office
11:30 am Exit meeting with faculty and students - Jones Hall - JO407

IV. Report Signatures

Respectfully submitted,

Richard A. Moorhead, AIA
Team Chair

Representing the Practice

Thomas L. McKittrick, FAIA
Team member

Representing the Academy

Cathleen M. Ryan, AIA
Team member

Representing the NAAB

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