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March 21, 2012

Ms. Andrea S. Rutledge, CAE
Executive Director
National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

RE: APR 2012

Dear Ms. Rutledge:

The University of Memphis is pleased to submit the Architecture Program Report 2012 for the initial accreditation of the Master of Architecture degree. I understand the NAAB team visit will occur in early November 2012.

The University of Memphis is committed to providing a first class architectural education to our students. The professional architecture sequence at the University of Memphis consists of the 128 credit hour Bachelor of Fine Arts in Architecture degree (or an approved pre-professional degree from another institution) and the 60 credit hour Master of Architecture degree.

Architecture is a focus area at the University of Memphis that contributes significantly to furthering the mission of the university as an urban research institution. The accreditation of the Master of Architecture degree will further expand our "city building" capabilities in the Memphis region and beyond, particularly in the areas of engaged scholarship and research, community partnerships, and sustainability.

We are pleased with the progress we have made since initiating the Master of Architecture degree and our Candidacy and Continuing Candidacy status with the National Architectural Accrediting Board and look forward to the team visit in November.

Please contact Dr. Dan Poje in my office at 901.678.2156, email dpoje@memphis.edu, or Mr. Michael Hagge in the Department of Architecture at 901.678.2677, email mdhagge@memphis.edu should you have any questions.

Sincerely,

Ralph Faudree, Ph.D.
Provost

cc: Dr. Shirley Raines
Dr. Dan Poje
Dr. Richard Ranta
Mr. Michael Hagge

The University of Memphis
Department of Architecture

Architecture Program Report for 2012 NAAB Visit for Initial Accreditation

Master of Architecture

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

Year of the Previous Visit: 2010

Current Term of Accreditation: At the July 2010 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Continuation of Candidacy *Visiting Team Report* (VTR) for the University of Memphis School of Architecture. As a result, the professional architecture program, Master of Architecture, was formally granted continuation of its candidacy for a period of not less than two years. The continued candidacy term is effective January 1, 2010.

Submitted to: The National Architectural Accrediting Board

Date: 31 March 2012

NOTES:

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

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Department of Architecture

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

I.1. Identity & Self Assessment

I.1.1. History Mission

The APR must include the following:

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

History of the University

The University of Memphis is one of three comprehensive institutions of higher learning in the State of Tennessee. Situated primarily on a 1,607-acre urban campus with over 230 buildings at eight sites, the University of Memphis is the flagship of the Tennessee Board of Regents system with almost 23,000 students and awards more than 3,000 degrees annually. The University employs approximately 2500 persons including 930 full time faculty members and contributes more than \$1.43 billion to the local economy each year.

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

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

Memphis State University became The University of Memphis in 1994 and in 2000 the Architecture Program moved from the College of Engineering to the College of Communication and Fine Arts. In 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.

The University offers 17 bachelors degrees in more than 250 areas of study, masters degrees in over 50 subjects and doctoral degrees in 23 disciplines, in addition to the Juris Doctor and a specialist degree in education. The University also has an on-line degree program. In 2011, enrollment was 22,725 consisting of 17,966 undergraduate students, 4,340 graduate students (3,376 masters and 964 doctoral), and 419 Law School students. Full time students make up 68 percent of the total while 38 percent of the students are men and 62 percent are women.

The University of Memphis has 24 Chairs of Excellence, more than any other Tennessee university, and five state-approved Centers of Excellence as well as the FedEx Institute of Technology. The University also has the largest Honors Program in the state.

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

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

Mission of the University

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

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

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

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

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

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

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

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

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

History of the Architecture Program

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

Architectural education at the University of Memphis began in 1965 in the Industrial Arts Program. 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 original concept of the Architectural Technology Program was to provide the architectural community with highly skilled design drafters with engineering-oriented backgrounds and 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).

Efforts to create a professional degree in architecture at the University of Memphis have been ongoing for well over twenty years. This has been led by faculty, local architects, and others. The first significant mention of the need for a professional architecture program was in the Downtown Development Plan prepared by Venturi Rauch and Scott Brown for the Memphis Center City Commission in 1987. The Urban Design section of the plan stressed the importance of a professional architecture program to the well-being of the city. NOTE: Before joining the faculty, Michael Hagge and James Williamson 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 historic preservation, public and open spaces, and riverfront development segment.

In the 1990s, it became clear the program needed to evolve to better meet the needs of the students and the professional community. With the addition of new faculty and the

implementation of dedicated studio space for each student, a significant change in the direction of the program took place. The goal of creating a professional program became more fully supported and in 2000, the Architecture Program was administratively moved to the College of Communication and Fine Arts (CCFA) from the College of Engineering and the Bachelor of Fine Arts in Architecture degree was created to replace the BSET in Architectural Technology degree. The BFA in Architecture was developed as a pre-professional, four-year program of study and is the only one of its kind in Tennessee. Although the move to CCFA resulted in the loss of ABET accreditation, it provided an opportunity to develop 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 faculty to develop a professional Master of Architecture degree program fully accredited by the National Architectural Accrediting Board (NAAB) became a focal point. Accordingly, the move was made to officially begin formal planning for the establishment of a professional degree program in architecture.

The first step in this formal process took place in 2004, with a peer-review of the Architecture Program by two well-known and respected architectural educators, Professor Larry Speck from the University of Texas at Austin and Professor Peter Waldman from the University of Virginia. Based upon their recommendations, the University of Memphis made the commitment to pursue a professional degree in architecture.

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

In November 2005 a formal letter of intent to establish the Master of Architecture degree was prepared and submitted to the Tennessee Board of Regents (TBR) by President Shirley Raines. The faculty of the Architecture Program, working with university administrators as well as local architects, developed a curriculum for the Master of Architecture and secured approval 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, to review the program. Upon receiving the report from Professor Speck, the proposal was placed on the TBR agenda and approved by unanimous vote at the meeting of 28/29 June 2007. After receiving the report and recommendation from the TBR, the Tennessee Higher Education Commission voted to approve the proposal to establish the Master of Architecture degree at their meeting on 26 July 2007.

In March 2008, the first NAAB site visit took place. After reviewing the team findings, Candidacy status was granted for the new Master of Architecture degree program effective 1 January 2008. The first Master of Architecture students were admitted in the fall semester of 2008. The second NAAB visit took place in March 2010 and as a result, the Master of Architecture degree program was formally granted continuation of its Candidacy effective 1 January 2010. The first Master of

Architecture students graduated shortly thereafter in May and August 2010. The Master of Architecture degree remains a focus area of the University of Memphis.

Mission of the Architecture Program

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

The goals of the Department of Architecture are:

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

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

Previously, The Department of Architecture had adopted these three major goals:

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

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

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

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

With a focus of “City Building” it has been the policy of the Department of Architecture within the past several years that each design studio from second through sixth year has at least one project per semester with a community partner. Furthermore, all design studios from third through sixth year are taught by registered architects, many of whom are principals in local firms, and some first and second year studios are also taught by registered architects.

Among the “community engagement” projects within the past few years are: sustainable design projects (the LEED Platinum TERRA Demonstration House, sustainable residence projects); government partnerships (Town of Henning, City of Covington, City of Millington, City of Edmondson, Memphis Fire Department, Shelby County Trustee’s Office, Memphis Housing Authority, Downtown Memphis Commission); Design+Build Studios (Camp Phoenix and Writer’s Retreat projects); projects with non-profit community partners (BRIDGES USA, Boys and Girls Club of Greater Memphis, South Memphis Renaissance, South Memphis Alliance Mississippi River Greenbelt Tennessee, Theatre Memphis, Credo Institute, Memphis Arts Park, Door of Hope, Boy Scout Troop 34, FedEx Institute of Technology, among others); and several projects within the University Neighborhoods District including housing, urban design and planning, and neighborhood park design. These and other projects help fulfill the mission of the Department and also of the University as an urban research institution and provide valuable hands-on experience for the students.

The Department of Architecture is also a contributing partner in the Memphis Regional Design Center (MRDC) along with the City and Regional Planning program and others at the University of Memphis, as well as private firms, organizations, and foundations. The MRDC provides one graduate assistantship to a Master of Architecture student each year.

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

Description of the Program

Architectural education at the University of Memphis is based on the “4+2” model which includes the 128 credit hour pre-professional Bachelor of Fine Arts in Architecture degree and the 60 credit hour professional Master of Architecture degree. Upon accreditation, the Master of Architecture degree will meet the educational standards set forth by the Tennessee Board of Architectural and Engineering Examiners (State Board) for registration as an architect in Tennessee.

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

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

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

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

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

A total of 60 credit hours, including thesis studio or professional project studio, is required to earn the Master of Architecture degree. Of these, a minimum of 42 credit hours must be at the 7000 level, including no more than six credit hours of thesis studio or professional project studio. The 15 credit hours of electives may be taken from a wide variety of subjects including architecture, city planning, real estate development, urban anthropology, and education, among others.

Master of Architecture First Year – 30 Credit Hours

Fall – 15 Credit Hours

ARCH 7711 (6) Advanced Architectural Design Studio I
ARCH 7011 (3) Advanced Architectural Design Seminar I
ARCH 7211 (3) Contemporary Architectural Theory
_____ (3) Elective

Spring – 15 Credit Hours

ARCH 7712 (6) Advanced Architectural Design Studio II
ARCH 7012 (3) Advanced Architectural Design Seminar II
ARCH 7421 (3) Advanced Environmental Systems
_____ (3) Elective

Master of Architecture Second Year – 30 Credit Hours

Fall – 15 Credit Hours

ARCH 7713 (6) Advanced Architectural Design Studio III
ARCH 7013 (3) Advanced Architectural Design Seminar III
ARCH 7930 (3) Architectural Thesis Research
_____ (3) Elective

Spring – 15 Credit Hours

ARCH 7431 (3) Advanced Professional Practice
ARCH 7995 (6) Professional Project Studio*
ARCH 7996 (6) Architectural Thesis Studio*
_____ (3) Elective
_____ (3) Elective City / Building Course

* Professional Project Studio may be taken in lieu of Architectural Thesis Studio with the approval of the Coordinator of Graduate Studies in Architecture. This is a professional practice oriented research course intended for students with professional experience in the architectural field.

Courses towards the Master of Architecture degree should be taken in the order shown above in the program of study. The sequence assumes certain knowledge to be brought forth from the pre-professional undergraduate program of study. Students transferring from another institution

must show evidence of meeting the equivalent courses in the Bachelor of Fine Arts in Architecture degree. Studio courses must be taken with the appropriate seminar courses.

I.1.2. Learning Culture and Social Equity

The APR must include the following:

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

Learning Culture

The faculty and staff believe the students are the most important asset of the Department of Architecture and strive to help students achieve success in their chosen area of study. This is reflected in the close working relationship between faculty and students in the design studios and support courses as well as in special programs and activities such as the five active student organizations: the American Institute of Architecture Students (AIAS), the Student Affiliate of the Construction Specifications Institute (CSI), the National Organization of Minority Architecture Students (NOMAS), the International Interior Design Association Campus Center (IIDA), and the new sustainability-oriented organization R³ (R cubed - Reduce, Reuse, Recycle). Many students also participate in the University Honors Program as well as the Department of Architecture Honors Program, earning Honors distinction on their diploma.

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

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

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

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

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

Architecture Policies Manual - <http://architecture.memphis.edu/policymanual-2011.pdf>

University Office of Judicial and Ethical Programs - <http://saweb.memphis.edu/judicialaffairs/>

Code of Rights and Responsibilities - <http://saweb.memphis.edu/judicialaffairs/pdf/CSRR.PDF>

Grad Student Rights - http://www.memphis.edu/gradschool/student_rights_responsibilities.php

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

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

In addition, the University of Memphis chapter of the American Institute of Architecture Students (AIAS) developed and implemented “First Year Day” in which all first year students participate in a series of activities focused on academic success, policies and procedures, and “surviving” architecture school. At the end of the “First Year Day” lunch, first year students are paired with upper-level student mentors as a part of the Peer-Mentor Program. This concept was developed entirely by AIAS students with complete support from the faculty.

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

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

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

Social Equity

The University of Memphis is committed to efforts to promote equality and diversity. The Office of Diversity, Equal Opportunity and Affirmative Action operates under the Office of the President and monitors the policy of the University on equal opportunity and affirmative action in employment and education in that it will not discriminate based on race, color, national origin, religion, age, sex (except where sex is a bona fide occupational qualification), disability, where the person is a qualified disabled person, or because of their status as a qualified disabled veteran or veteran of the Vietnam era. The words "An Equal Opportunity – Affirmative Action University" appear on all letterhead and other documents of the university. Detailed information on the various plans, policies, and related information may be found at their website shown below.

<http://www.memphis.edu/presweb/affirmact/>

It is the intent of the Tennessee Board of Regents that the Board and all of the institutions within the Tennessee Board of Regents System shall fully comply with the 2001 Geier Consent Decree; Executive Order 11246, as amended; the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; the Vietnam Era Veterans Readjustment Act of 1974, as amended; the Equal Pay Act of 1963, as amended; the Age Discrimination in Employment Act of 1967, as amended the Age Discrimination Act of 1975; the Pregnancy Discrimination Act; applicable state statutes and all regulations promulgated pursuant thereto.

It is the intent of the Board of Regents that each campus of the Board shall be free of harassment on the basis of sex, race, color, religion, national origin, age or any other protected status and shall fully comply with the anti-harassment provisions of Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, as amended, the federal and state constitutions, and all other applicable federal and state statutes. Additional information may be founds at the TBR web site <http://www.tbr.state.tn.us/>.

Diversity - Faculty and Staff

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

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

Of the full-time faculty members in the Department of Architecture teaching courses in the Architecture Program in the 2011/2012 academic year, five are white males and two are white females. Of the current adjunct faculty teaching in the Architecture Program, four are white males, one is an African-American male, and four are white females. The Administrative Associate for the Department is a white male. Student workers in the Department include one white female, one African-American male, and two African-American females.

Diversity - Students

Admission to the degree programs within the Department of Architecture is competitive. Undergraduate admission is based upon academic performance, the Entrance Evaluation, and

Candidacy Review. Copies of the Evaluation and Candidacy Review guidelines are posted on the Department web site and are given to all prospective students and all students enrolled in the Introduction to Architecture + Design course as well as at the mandatory New Architecture Student Orientation conducted each fall.

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

The student body of the Department of Architecture reflects diversity. However, improvement is needed relative to the number of minority students, particularly African-Americans, to more closely reflect the demographic mix of the University of Memphis (approximately 38 percent African-American).

The numbers for the Master of Architecture degree program reflect a greater level of diversity than does the BFA in Architecture degree. Of the thirteen full-time students enrolled as of the date of this APR, five are female and of these, two are non-white. Of the males, four are African-American and four are white. The total Master of Architecture class is 31 percent African-American and 15 percent Asian-Indian with the remainder being white. The two part-time students are white: one male and one female. The female student is a foreign national. Countries of origin for the current Master of Architecture foreign students are Slovakia, South Africa, and India.

Of the fourteen students who have earned the Master of Architecture degree, including those expected to graduate in May 2012, five are male and nine are female. Of the males, four are African-American and one is Asian-Indian. Of the females, two are Asian-Indian, one is white/Native-American, and six are white. Countries of origin for the graduated Master of Architecture foreign students are the Czech Republic and India.

Using the most recent data available, fall 2011, 101 students are listed as BFA in Architecture majors. Of these, 39 percent are African-American (an increase of almost 10 percent since the last APR), and of the total population, 56 percent are listed as "non-white" (Black, Hispanic, Asian, Multi-Race). Female students make up 36 percent of the students enrolled in the Program, slightly up from the previous terms.

Since the BFA in Architecture degree was created the residency of foreign students has included the following: Mexico, Puerto Rico, Brazil, Venezuela, South Africa, Palestine, Czech Republic, Germany, Great Britain, Poland, Slovakia, Vietnam, and India.

Of the 100 undergraduate Architecture degrees awarded since 2001 through fall 2011 (86 BFA, 14 BSET), 32 percent were earned by "non-white" and foreign students. The percent of degrees earned by female students during this time is 30 percent. Of the students expected to graduate in May 2012, 40 percent are "non-white" and 20 percent are female. Of the total BFA degrees, 38 percent were "with honors" and several included honors thesis and departmental honors.

The Department of Architecture has initiated various outreach programs and activities designed to expand the diversity of the student body. One of these efforts is the development of an Architecture Summer Camp with scholarships available to lower income high school students and working closely with the AIA Memphis Explorer Post. In another, Professor Michael Hagge and former Professor Jim Lutz both selected inner-city schools with which to work in the AIA Memphis Modern Design Competition. Both of these schools have large African-American populations in the student body.

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

I.1.3. Responses to the Five Perspectives

The APR must include the following:

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

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

Details on each of the Five Perspectives are provided below.

A. Architectural Education and the Academic Community.

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

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

All undergraduate students at the University of Memphis must meet a General Education requirement mandated by the Board of Regents. These are specified in the University Catalog. Graduate as well as undergraduate students may take electives outside the area of architecture and design. In addition, 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 various on-campus projects. These provide a broad-range of educational experiences for the students and research opportunities for faculty and students. While detailed information may be found in faculty curriculum vitae and course syllabi, various interdisciplinary efforts include collaboration with other academic units at the University including the School of Urban Affairs and Public Policy, particularly the City & Regional Planning Program, and the Interior Design Program within the Department of Architecture.

The Department of Architecture was one of the initial academic units to participate in the Provost's Community Initiatives Program and has offered numerous courses under the "coursework in the community" program. These courses provide valuable "hands-on" experience for the students while providing a meaningful benefit to the community including the University. In fact, for the past several years, the Architectural Design VI Studio has been dedicated to projects

intended to benefit the University and/or the surrounding neighborhood. These include several master plans and design guideline documents, a prototype fire station for the University District in partnership with the Memphis Fire Department, and a review and re-design of the proposed Music Building to meet a reduced budget. The only project outside the University District was a project with the City of Chattanooga but it was undertaken in an effort to increase awareness of the University in east Tennessee. Other studios have also worked with the University or within the University District but they have not been dedicated only to this area.

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

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

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

Architecture faculty members serve important roles in University-wide activities. This includes service on the University Faculty Senate, the SACS accreditation committee, the University District Initiative Executive Board, and on search committees in academic areas outside Architecture (Director of Space Planning, Director of Recruitment and Orientation, Endowed Professor in Sustainable Real Estate, and others). Architecture faculty members play meaningful roles in the following University committees: Engaged Scholarship Faculty Committee; Excellence in Engaged Scholarship Selection Committee; Center for Biofuel Energy and Sustainable Technologies; Living-Learning Communities Advisory Committee, Community Initiatives Implementation Committee; President's Design Consultancy; President's Aerotropolis Gateways & Beautification Work Group; and University Wayfinding Committee. Service on these committees and groups provides exposure for the Department and opportunities for faculty members to make significant contacts outside the Department. Faculty members are also active members of college and departmental committees.

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

B. Architectural Education and Students.

That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of

professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

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

The Department of Architecture strives to provide an environment of respect and empowerment. Beginning in the first year of study, each student is part of the academic community as a member of a distinct peer group. Students are involved in many aspects of the Department and their opinions are actively sought after relative to curriculum and related issues.

The Department has an in-depth participatory advising policy and maintains detailed files to assist students. Professor Sherry Bryan serves as Architecture Program Advisor and all students are required to meet with her before enrolling in any Architecture course. She received the University of Memphis Outstanding Faculty Advisor of the Year Award in 2003 and the College of Communication and Fine Arts Advising Award in 2006. She also serves as Coordinator of Graduate Studies and advises all Master of Architecture students on academic and assistantship responsibilities and procedures.

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

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

Students in the Department are encouraged to become involved in the academic community. Six registered student organizations exist within the Department.

- American Institute of Architecture Students, Professor Sherry Bryan, Faculty Advisor, and Adjunct Professor Jeanne Myers, Secondary Faculty Advisor
- Construction Specifications Institute Student Affiliate, Professor James Williamson, Faculty Advisor
- National Organization of Minority Architecture Students, Professor Michael Hagge, Faculty Advisor, and Adjunct Professor Jimmie Tucker, Secondary Faculty Advisor
- International Interior Design Association Campus Center (IIDA), Professor Michael Chisamore, Faculty Advisor
- R³ (R cubed – Reduce, Reuse, Recycle), Professor Sherry Bryan, Faculty Advisor
- Alpha Rho Chi National Co-Ed Fraternity (currently inactive)

Students in the Department may compete for several scholarships, both within the Department and from other sources. They may also compete for undergraduate and graduate scholarships from the College of Communication and Fine Arts.

- Open to Architecture Students Only
 - LRK Architects Endowed Scholarship
 - Van Walton Memorial Scholarship

- Dempsie Morrison, Jr. Memorial Scholarship (awarded through the Memphis Chapter of the Construction Specifications Institute)
- James Weaver Memorial Scholarship in Interior Design (open to Architecture students also pursuing a degree in Interior Design)
- Interior Design Alumni Scholarship (Architecture students who are members of IIDA Campus Center may also apply for this scholarship)
- Open to Architecture and Other Students
 - Robinson Graduate Fellowship (awarded through the College of Communication and Fine Arts)
 - Robinson Undergraduate Scholarship (awarded through the College of Communication and Fine Arts)

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

The Department of Architecture assists students in career planning in several significant ways.

- Undergraduate students are provided counseling on applying to graduate school
- Faculty members regularly work with students in the preparation of their portfolio and application submittals for Master of Architecture programs
- Interaction with a wide variety of professionals who visit the Architecture Program facilities as guest lecturers, jurors, studio critics, and thesis committee members
- Extensive faculty advising and mentoring
- Intern Development Program information distributed regularly
- Participation in AIA Memphis Associates activities
- Placement assistance in architecture offices
- Links on the Program web site to various professional organizations

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

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

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

The Department also has a studio located in the Uptown Neighborhood in downtown Memphis. Selected studios operate from the Downtown Studio when focused on projects within downtown and areas adjacent to the downtown core.

Two on-campus townhouse apartments, the Architecture + Design Houses, are operated by the Department in conjunction with the University Residence Life office. Located in the Carpenter Complex on the northern edge of the main campus, the Houses are part of the University Living Learning Community program. The Architecture + Design Houses, one for women and one for men, were the first Living Learning Communities approved by the University and the Department remains the only academic unit to have two houses. Eight women live in one house while the

other is home to five men. Residency is restricted to architecture and interior design students as approved by the chair of the Department. Each house has private bedrooms, a kitchen, living room, and a fully-equipped design studio.

The Department of Architecture web site is written with the student in mind and contains extensive information on the degree, the program of study, courses, facilities, events, news, the faculty, student organizations, and other items. The address of the Department web site is <http://architecture.memphis.edu>. The web site is currently being redesigned by several faculty members and students and will include extensive examples of student work as well as a more directed focus towards the Master of Architecture degree program.

C. Architectural Education and the Regulatory Environment.

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

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

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

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

Additional ways in which students are made aware of the Intern Development Program and architectural registration requirements include the following.

- The distribution of printed materials including state registration requirements and IDP information to students at special workshops and meetings each semester.
- Periodic presentations and events sponsored through the Memphis Chapter of the American Institute of Architects.
- Scholarships to attend various AIA events awarded annually to students by AIA Memphis, AIA Tennessee, and the Department of Architecture.
- Links to NAAB, NCARB, AIA, ACSA, and others on the Department web site.

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

As the requirements for professional registration evolve nationally, they also do so in Tennessee. Graduates with the BFA in Architecture degree who were enrolled in the Architecture Program in 2000 are eligible to sit for the Architect Registration Examination in Tennessee but cannot receive an NCARB certificate. Students holding the now-defunct BSET (Architectural Technology) degree can sit for the ARE in Tennessee with seven years experience including the IDP. Students earning a professional degree in Architecture may now sit for the ARE in Tennessee upon graduation. However, they must complete the Intern Architect Development Program before being registered.

D. Architectural Education and the Profession.

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

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

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

- Design studio critique juror
- Design competition juror
- Thesis committee member
- Guest lecturer in class or studio
- Major invited lecturer
- Involvement with student organizations
- AIA Memphis activities including regular meetings, Architecture Month events, design charrettes, roundtable luncheons, scavenger hunt, and intern activities
- Discovering Architecture Summer Camp
- Construction Specifications Institute (CSI) activities including regular meetings, CSI Products Display Show, sponsorship of student participation in regional and national conferences, and distribution of product information
- Urban Land Institute (ULI) activities
- Field trips to offices and project sites

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

E. Architectural Education and the Public Good.

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

nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

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

In 2010, Professor Michael Hagge was presented the highest award for community engagement given by the University of Memphis, the Excellence in Engaged Scholarship Award. Professor Hagge also co-chairs the Engaged Scholarship Faculty Committee established by the Provost to promote engaged scholarship among faculty members.

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

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

Faculty members are also involved in a number of university-related programs and activities beyond their expected service obligations. This also benefits students who take advantage of faculty projects and activities including those focused on sustainability and design to enhance their own learning experiences. Among these are the Tiger Blue Goes Green and the Prototype Recycling Zone designed by faculty and students to promote sustainability on campus. The Zone is under construction as of the date of the report and should be completed in April 2012.

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

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

faculty member Jim Lutz in 2008, Adjunct Professor Frank Ricks in 2006, former architecture faculty member, the late Francis Mah, in 1985, and other supporters of Architecture Program.

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

I.1.4. Long Range Planning

The APR must include the following:

- *A description of the process by which the program identifies its objectives for continuous improvement.*
- *A description of the data and information sources used to inform the development of these objectives.*
- *A description of the role of long-range planning in other programmatic and institutional planning initiatives.*
- *A description of the role the five perspectives play in long-range planning.*

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

Previously, goals and objectives of the Department of Architecture focused primarily on enhancing the BFA in Architecture degree and creating the framework necessary to implement a professional Master of Architecture degree under the 4+2 format.

Beyond this, the Department has identified several areas for improvement. These were developed through the self assessment process used by the Department of Architecture with the broad guiding principle of providing the best educational experiences possible for the students while providing a benefit to the community and society in general.

- Achieve initial accreditation from the National Architectural Accrediting Board for the Master of Architecture degree program and continuing accreditation from the Council for Interior Design Accreditation for the Bachelor of Fine Arts in Interior Design degree.
- Increase the retention and graduation rate in the BFA in Architecture and BFA in Interior Design degree programs while maintaining the quality of the programs.
- Increase community engagement activities through engaged scholarship, academic and professional internships, and research.
- Increase awareness of sustainability in the community.
- Increase external/internal support.

The following is taken from the information submitted to the Office of the Provost for the five year report from the University to the Southern Association of Colleges and Schools (SACS).

Virtually all of the changes in the BFA in Architecture degree program have occurred as a result of the establishment of a professional two-year Master of Architecture degree and the accreditation-driven and related changes necessary to develop a new "4+2" curriculum integrating the existing pre-professional BFA in Architecture degree program of study with the Master of Architecture degree curriculum. In addition, some changes have occurred as a result of input from faculty, students, and local design professionals.

For example, each architectural design studio from second through fourth year now has at least one project with a community partner. Not only does this further the mission of the University but it also provides an enhanced, hands-on experience for the students and engaged scholarship opportunities for faculty. Other changes include the redesign of the first year curriculum and the

establishment of an active mentoring program to increase student engagement and retention. The mentoring program was initiated by the American Institute of Architecture Students chapter in the Department and supported by faculty. Finally, the participation in local, national and international design competitions has been integrated into the curriculum and University of Memphis architecture students have been among the winners in several of these.

Because the professional Master of Architecture degree program is relatively new and still going through the initial accreditation process, changes have been primarily related to responses to National Architectural Accrediting Board (NAAB) reviews and experiences of faculty and students in several classes. These include curricular revisions to several core courses and the addition of a Professional Projects Studio for qualified students in lieu of the Architecture Thesis Studio.

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

I.1.5. Program Self Assessment

The APR must include the following:

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

The Department of Architecture Self Assessment process is ongoing and uses its mission and goals as well as the mission and strategic plan of the University of Memphis. This assessment incorporates input from faculty, students, members of the professional community, and others. As mentioned previously, an annual program review is required of all academic units at the University. This process is an essential part of the self assessment process in the Department. As a part of this process, the Department measures its progress towards meeting its own goals as well as those of the University. The following information demonstrates how the Department of Architecture has addressed elements of the University of Memphis Strategic Plan.

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

Student Success

- *Engagement* – The Department has established a “culture of engagement” which results in virtually every architectural design studio having a real, community partner on at least one studio project. This benefits the students by providing valuable experience and benefits the community as well. This culture has become accepted and expected by students in the Department.
- *Living Learning Community* – The Architecture + Design Houses provide a special environment for residents through participation in various events and activities held at the houses. The sharing of experiences among the various academic year cohorts has yielded academic benefits and formed close bonds among the students.

- *Leadership and Recognition* – In the past several years, students have been selected to represent the university Honors Program and the Graduate School at special Tennessee Board of Regents / Legislative events in Nashville as well as various honors-related events. An architecture student received a special University of Memphis Presidential Honors Award as well as the national Special Achievement Award from the American Institute of Architects. Master of Architecture students won three of the top four awards in the International Tilt-Up Concrete Association design competition and two of the top three awards in the international Playable 10 design competition. An interior design student won second place in the national PAVE the Way design competition. Graduate and undergraduate students have had their work selected for display locally, including the AIA Memphis office among others, and nationally including an exhibition at the National Design Communication Association conference.
- *Master of Architecture Program Acceptance Rates* – One hundred percent of the students graduating with a BFA in Architecture degree since the inception of the degree that have made application to a professional Master of Architecture degree program have been accepted at one or more of their choices and all have finished or are on track to finish. This includes many of the top-ranked architecture schools in the nation.
- *Employment in the Profession* – Virtually all recent graduates of the architecture degree programs have found employment within their respective professional areas. Many of these graduates have elected to work in the Memphis area including several who went elsewhere to earn the Master of Architecture degree.
- *Curriculum* – Meaningful programs and courses designed to reflect emerging technologies and to meet the needs of the students, the profession, and society have been developed. The entire BFA in Architecture has been revised over the past five years to reflect changing needs and to better fit into the Master of Architecture degree program. This includes the addition of studio themes, new courses, a change in the focus of the undergraduate thesis course, and a complete course renumbering system. The Master of Architecture degree curriculum has also been revised including the addition of a Professional Project Studio.
- *Retention* – This remains an area of concern for the Department. First year courses have been revised to improve retention from first to second semester and from first to second year. First Year Day and a formal mentoring program were created and implemented by the AIAS chapter to further improve retention.

Research and Creativity

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

The following represents the diversity of the community engagement within the Department over the past few years.

- Fall 2011 Projects include: South Main Seismic Retrofit Demonstration Project; William Eggleston Museum; Credo Institute Conference Center; Master Plan for Madison Heights Neighborhood; Midtown Residence Project; City of Memphis Parks Commission / Skatelifem Memphis Tobey Skate Park Pavilion; Hoot+Louise Retail Environment Design Project; Edmondson Town Hall Multi-Purpose Room.
- Recent Projects include: TERRA Demonstration House (LEED Platinum); government partnerships (Henning, Covington, Millington, Memphis Fire Department, Shelby County

Trustee's Office, Memphis Housing Authority, Downtown Memphis Commission); Design+Build Studios (Camp Phoenix, Sharecropper House Writer's Retreat); projects with non-profit community partners (BRIDGES USA, Boys and Girls Club, South Memphis Renaissance, Memphis Arts Park Studio Arts Building, Memphis Arts Park Performing Arts Building and Art Market, South Memphis Alliance, Mississippi River Greenbelt Tennessee, Theatre Memphis, Victorian Village, FedEx Institute of Technology, Door of Hope, Boy Scout Troop 34, among others); and several projects within the University Neighborhoods District.

Access and Diversity

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

Partnerships

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

In addition, the partnerships formed with professional organizations such as the Memphis Chapter of the American Institute of Architects and Urban Land Institute have been quite beneficial. AIA has partnered with the Department on several successful fundraising activities including recent events to raise money for books for the library thus meeting the accreditation requirements. The AIA and ULI regularly offer discounts (or free admission) to students to enable them to attend professional events. Many local design firms have also contributed money, furnishings, equipment, and so forth as well as in-kind services to the department. Adjunct faculty members (often firm principals) bring associates into the classes further enhancing the educational experiences of the students.

Sense of Place

The Department has been actively engaged with the university district neighborhoods through a series of projects and partnerships intended to create a vibrant community. Among these are the following: Prototype Recycling Zone; Memphis Fire Department Prototype Station Project; FedEx Institute of Technology Ventures Lab; University District Banner Competition; University District Design-Build Project; Highland Street Design Guidelines; Design Guidelines for Central Avenue, Highland District Plan, University Alumni Center and Park Avenue Campus Master Plan; Davis Park Revitalization Project; Red Acres Gateways Project; Mason YMCA Concept Plans; Living-Learning Communities for Private Developer; Single-Family Housing for Private Developer; University of Memphis Faculty Club Project; and the Place of Gathering + Celebration funded design competition.

In addition, the two Architecture + Design House Living Learning Communities contributed to the unique campus setting benefiting residents as well as others in the Department. Faculty members have been involved in various University committees addressing sense of place issues including the wayfinding committee and presidents design consultancy. Students have also benefitted and contributed to this goal by working in the Campus Planning and Space Planning offices.

Department of Architecture Goals for Advancing the Mission of the University

Goal 1 – Achieve full accreditation from the National Architectural Accrediting Board (NAAB) for the Master of Architecture degree program and continuing accreditation from the Council for Interior Design Accreditation (CIDA) for the Bachelor of Fine Arts in Interior Design degree.

- Steps Taken
 - Successful completion of NAAB Initial Candidacy and Continuing Candidacy
 - Curriculum revisions per NAAB Student Performance Criteria and recommendations in Candidacy visits
 - Space and other issues noted in Candidacy visits being addressed (remainder of space on third floor of Jones Hall, Jones Hall gallery, and space in Jones Hall basement now dedicated to Architecture)
 - Completed substantial improvements to the interior design curriculum
 - Secured support and funding from state A+E Board, AIA Memphis, and AIA TN
- Plan for 2012
 - Continue to address findings with resolution of as many as possible completed before the Architecture Program Report is submitted to NAAB in Spring 2012
 - Continue to make improvements to the interior design program
 - Complete hiring of architecture faculty member - currently receiving applications
 - Initiate steps to restore and fill vacant interior design faculty position prior to 2014 CIDA site visit
- Measurable Outcome
 - NAAB initial accreditation and CIDA continuing accreditation

Goal 2 – Increase retention and graduation rate in the BFA in Architecture and BFA in Interior Design degree programs while maintaining the quality of the programs.

- Steps Taken
 - Conducted mandatory New Student Orientation for the past five years
 - Developed and introduced First Year Day in August 2011
 - Developed and implemented formal Mentor Program in August 2011
 - Completed course revisions and coordination among all first year courses
 - Enhanced and strengthened interior design curriculum
 - Expanded activities for residents of Architecture + Design Houses
 - Continued Architecture Summer Camp with AIA Memphis (eighth year)
 - Attended national design-related recruiting events
 - Secured endowed lecture series and another endowed scholarship
- Plan for 2012
 - Continue previously successful actions and enhance Mentor Program
 - Conduct focused recruiting within region especially for interior design
 - Develop new recruiting brochure and launch new website
 - After accreditation, sponsor “open house” recruiting days
 - Complete space and faculty needs study based on projected student increases
 - Expand lecture series in partnership with AIA and others
- Measurable Outcome
 - Number of first year students going into second year (goal 25 in 2012 up from 17 in 2011)
 - Number of graduates (goal average above ten in both degree programs)
 - ARCH Existing Five-Year Average is 9, anticipate 14 in 2012, 10 in 2013, 12 in 2014, 18 in 2015
 - IDES Existing Five-Year Average is 10, anticipate 6 in 2012, 10 in 2013, 10 in 2014, 10 in 2015, 12 in 2016, 12 in 2017 (NOTE: BFA in ID degree has only graduated one class)
 - Acceptance rate of BFA in Architecture students into professional Master of Architecture degree programs nationwide (presently at 100%)

Goal 3 – Increase community engagement activities through engaged scholarship, academic and professional internships, and research.

- Steps Taken
 - Every architecture design studio from second through sixth year is required to have at least one project with a community partner
 - Some interior design studios now have a community engagement component
 - Appointed an Intern Development Program / Interior Design Experience Program coordinator for the department (these are the required professional internships)
 - Established elective academic internships (honors and non-honors) for interior design students under the direction of the department chair (undergraduate) and for architecture students under the supervision of the coordinator of architecture graduate studies (graduate and undergraduate)
 - Value of engaged scholarship and professional practice incorporated into Tenure and Promotion Guidelines
- Plan for 2012
 - Complete the introduction of the community engagement component into all interior design studios from second through fourth year
 - Continue other successful strategies
- Measurable Outcome
 - Number of studios with community engagement projects
 - Number of community partners
 - Number of students enrolled in academic and professional internships

Goal 4 – Increase awareness of sustainability in the community.

- Steps Taken
 - TERRA LEED Platinum demonstration residence
 - Faculty involved on boards and commissions
 - Received grants for sustainable projects
 - Developing department sustainability plan
 - Worked with community partners on affordable, sustainable design
- Plan for 2012
 - Complete construction of Prototype Recycling Zone on campus
 - Complete department sustainability plan
 - Continue to apply for “Green Fee” and other grants
 - Expand partnership with local government on demonstration projects
 - Investigate participation in solar decathlon (with local government)
 - Continue to investigate feasibility of TERRA 2 project
- Measurable Outcome
 - Number of partnerships
 - Implementation of projects and activities

Goal 5 – Increase external/internal support.

- Steps Taken
 - Received an increase in the annual operating budget in 2010
 - Applied for and received grants and other support including furniture, equipment, and book donations
 - The “Legacy Project” at the 2011 AIA Tennessee annual convention was raising money for books for the Architecture library
 - Estimate \$225,000 in support from outside the department for various projects not including in-kind contributions and another \$200,000 for TERRA over the past five years (US government, TN A+E Board, AIA Memphis and AIA TN, WRE Lectures, UNDC, Strengthening Communities, Green Fee, FIT, Competitions)
 - Through the support of AIA Tennessee, the Tennessee Board of Architectural and Engineering Examiners approved the Department as eligible to receive grant

funds under NAAB candidacy (prior to this action, only fully accredited programs were eligible)

- Plan for 2012
 - Continue to seek external support and partnerships
 - Identify community partners for possible collaborative projects and support
- Measurable Outcome
 - Increase in support and partnerships

Facilities Goals

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

- Steps Taken
 - In the fall 2011 and spring 2012 semesters, the Department was provided through the Technology Access Fee (TAF) 40 new, state-of-the-art computer systems and the most current software for programs necessary for architectural instruction (AutoCAD, Revit, Adobe Creative Suites)
 - New “smart carts” including new projectors and screens were installed in both instructional computer labs
 - The two instructional labs were moved to adjacent spaces on the third floor enhancing teaching and general purpose uses
 - A designated “Smart Classroom” was assigned to the Department of Architecture
 - The Department of Architecture Imaging Center was updated with a large format scanner and new plotters
 - The graduate computer lab was updated with the best systems removed from the fourth floor lab when it was updated
 - The Downtown Studio and the Memphis Regional Design Center were updated with four of the best systems removed from the old third floor lab
- Plan for 2012
 - Replace whiteboards and screens in other instructional spaces
 - Seek TAF funding for additional instructional software
 - Seek State A+E Board Grant for additional furniture, lighting, and so forth

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

- Steps Taken
 - The Department of Architecture now occupies the entire third and fourth floor of Jones Hall, substantially increasing instruction and studio space
 - Vinyl-asbestos tiles were removed from two instructional spaces
 - The Jones Hall Gallery has been assigned to the Department of Architecture
 - The shared Art + Architecture Shop is fully functional with a full-time supervisor
- Plan for 2012
 - Complete the Lighting Lab currently under construction
 - Install spot lighting in critique spaces
 - Make security improvements including security cameras on the third floor
 - Make toilet room improvements on the third floor
 - Make aesthetic improvements as needed including paint
 - Make improvements to the Jones Hall Lobby in partnership with other units occupying the building (display space and related items)

The role of the five perspectives in the self-assessment process is to guide decisions relative to achieving Department goals and objectives. The five perspectives are an integral part of how the Department of Architecture approaches teaching, research (including engaged scholarship and professional practice), and service.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

The APR must include the following:

Faculty/Staff

- *A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room²).*
- *A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.*
- *A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students.*
- *A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2).*
- *The school's policy regarding human resource development opportunities, such as:*
 - *A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.*
 - *A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.*
 - *Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.*
- *A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.*
- *A list of visiting lecturers and critics brought to the school since the previous site visit.*
- *A list of public exhibitions brought to the school since the previous site visit.*

Students

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

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

Faculty

All full-time and adjunct faculty members in the Department of Architecture hold the appropriate terminal degree for their area of instruction. All faculty members teaching an architecture design studio in second year or above have earned a degree in architecture and most are registered architects or currently participating in IDP. Each faculty member teaching first year foundations studios also holds a professional degree in architecture. One faculty member, retired since the last NAAB visit, was a registered professional engineer and taught the structures sequence. Another, also retired, was a registered interior designer and taught the first year history sequence for one year.

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

Teaching loads for Architecture faculty members vary from semester to semester and person to person. The faculty advisor and program head may receive release time. Other release time may be granted depending upon circumstances and course time may be "bought" through grants. The average faculty to student ratio in second year and above design studios and courses is less than 1:15 ratio with lower ratios in the graduate courses. The ratio in first year studios is approximately 1:20 but first semester lecture courses may be as high as 1:60.

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

Full-Time Faculty Teaching Courses in the Architecture Program 2009-2012

- # Sherry Bryan, Associate Professor – Tenured
- # Michael Chisamore, Associate Professor – Tenure-Track
- # Michael Hagge, Associate Professor – Tenured
- # Pam Hurley, Visiting Professor – One Year Appointment
- # Tim Michael, Instructor – Annual Contract / Three-Year Renewable
- # James Williamson, Associate Professor – Tenured
- * Tom Mason, Associate Professor – Tenured/Retired 2011 (structures sequence)
- * Randle Witherington, Associate Professor – Tenured/Retired 2012 (first year history sequence)

Adjunct Faculty Teaching Courses in the Architecture Program 2009-2012

- Steve Auterman (fourth year design studio)
- Jennifer Barker (structures)
- * Andy Belew (graduate theory)
- Heather Hall (computer sequence)
- Andy Kitsinger (fourth year design studio)
- * Joe Moore (undergraduate environmental systems)
- # Jeanne Myers (history sequence, computer sequence, technical courses, electives)
- Andrew Parks (foundations studios, second year studio, undergraduate thesis, electives)
- *Kara Pegg (first year history sequence)
- Tamara Redburn (structures)
- Frank Ricks (fourth year design studio)
- Jenna Thompson (foundations studios, sustainable design electives)
- Jimmie Tucker (fourth year design studio)

NOTES:

Taught in the Master of Architecture Degree Program

* Former Faculty Member

The list above does not include faculty members who teach only in the Interior Design Program.

Each semester, course instructors are evaluated using the Student Evaluation of Teaching Effectiveness (formerly Student Instructional Rating System) forms and the results are published. These results are used to determine if changes to course content or other changes should be considered. The Department of Architecture enjoys a rate of virtually 100 percent student participation in this process. Faculty are also evaluated annually by the department chair and reviewed by the dean.

Staff

The Department of Architecture has one full-time staff member, Chris Whitehead, Administrative Associate II, who serves as business officer in addition to other duties. As of the date of this report, the Department had four part-time student workers, three of whom are architecture students and one interior design student.

The manager of the Art + Architecture Shop is Bryan Blankenship. He is assisted by graduate students in the Department of Art. Graduate students from the Department of Architecture may assist architecture faculty members in their various studios and classes as needed.

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

The upkeep and maintenance of the computer labs and faculty computers is coordinated by Hugh Busby, Local Support Provider for the College of Communication and Fine Arts. The two TAF-supported computer labs in rooms JO309 and JO311 are also supported by staff from the University of Memphis Client Support Services.

The Faculty Matrix follows this page. Faculty Resumes are contained in Part 4, Supplemental Materials.

Matrix for Faculty Credentials (Graduate Courses Excluding Electives)

Fall 2009

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7930	ARCH 7713 ^A	ARCH 7711	ARCH 7211	ARCH 7013 ^B	ARCH 7011
Sherry Bryan	Over 25 years in design and architectural education; research interests on first-year experience including advising and retention of students; other interest design + build programs						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP		X			X	
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing	X					
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards						
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA			X			X
# Andy Belew	Over 16 years of professional experience in architecture				X		

Adjunct - No longer on the faculty

^A This course number was ARCH 7512 in FA09

^B This course number was ARCH 7511 in FA09

Matrix for Faculty Credentials (Graduate Courses Excluding Electives)

Spring 2010

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7996	ARCH 7995*	ARCH 7712	ARCH 7431	ARCH 7421	ARCH 7012
Sherry Bryan	Over 25 years in design and architectural education; research interests on first-year experience including advising and retention of students; other interest design + build programs						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP			X		X	X
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing	X					
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards						
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA				X		

* Not offered this semester/year

Matrix for Faculty Credentials (Graduate Courses Excluding Electives)

Fall 2010

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7930	ARCH 7713	ARCH 7711	ARCH 7211	ARCH 7013	ARCH 7011
Sherry Bryan	Over 25 years in design and architectural education; research interests on first-year experience including advising and retention of students; other interest design + build programs						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP						
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards	X	X			X	
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA			X			X
# Andy Belew	Over 16 years of professional experience in architecture				X		

Adjunct - No longer on the faculty

Matrix for Faculty Credentials (Graduate Courses Excluding Electives)

Spring 2011

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7996	ARCH 7995*	ARCH 7712	ARCH 7431 ^C	ARCH 7421	ARCH 7012
Sherry Bryan	Over 25 years in design and architectural education; research interests on first-year experience including advising and retention of students; other interest design + build programs	X					
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP			X		X	X
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards	X					
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA				X		

* Not offered this semester/year

^C This course number was ARCH 6516 in SP 2011

Matrix for Faculty Credentials (Graduate Courses Excluding Electives)

Fall 2011

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7930	ARCH 7713	ARCH 7711	ARCH 7211	ARCH 7013	ARCH 7011
Sherry Bryan	Over 25 years in design and architectural education; research interests on first-year experience including advising and retention of students; other interest design + build programs						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP						
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
Pam Hurley	Over 12 years of experience in design and design education; research on cultural tourism as a revitalization tool	X			X		
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards		X			X	
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA			X			X

Matrix for Faculty Credentials (Graduate Courses Excluding Electives)

Spring 2012

Faculty Member	Summary of expertise, recent research, or experience	ARCH 7996	ARCH 7995	ARCH 7712	ARCH 7431	ARCH 7421	ARCH 7012
Sherry Bryan	Over 25 years in design and architectural education; research interests on first-year experience including advising and retention of students; other interest design + build programs		X				
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP					X	
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
Pam Hurley	Over 12 years of experience in design and design education; research on cultural tourism as a revitalization tool	X					
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards			X			X
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA				X		

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2009 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4715	ARCH 4441	ARCH 4221	ARCH 3713	ARCH 3421	ARCH 3312
Sherry Bryan	Over 28 years of experience in design and architectural education						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP						
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
# Tom Mason	Over 38 years of professional and teaching experience in engineering; PE; RLS						X
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards		X		X	X	
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA			X			

Retired May 2011

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2009 - Adjunct Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4715	ARCH 4441	ARCH 4221	ARCH 3713	ARCH 3421	ARCH 3312
Jennifer Barker	Architectural experience; research in design foundations						
Jeanne Myers	Over 9 years of professional experience in architecture, design						
Andrew Parks	Over 14 years of professional experience in architecture, design						
Kara Pegg	Architectural experience; research on architectural history and design						
Jimmie Tucker	Over 30 years of professional experience in architecture, planning; LEED AP, BD+C	X					

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2009 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 2711	ARCH 2611	ARCH 2412	ARCH 1211	ARCH 1120	ARCH 1111
Sherry Bryan	Over 28 years of experience in design and architectural education						X
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP					X	
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
# Tom Mason	Over 38 years of professional and teaching experience in engineering			X			
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards						
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA						

Retired May 2011

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2009 - Adjunct Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 2711	ARCH 2611	ARCH 2412	ARCH 1211	ARCH 1120	ARCH 1111
Jennifer Barker	Architectural experience; research in design foundations						X
Jeanne Myers	Over 9 years of professional experience in architecture, design		X				
Andrew Parks	Over 14 years of professional experience in architecture, design	X					
Kara Pegg	Architectural experience; research on architectural history and design				X		
Jimmie Tucker	Over 30 years of professional experience in architecture, planning; LEED AP, BD+C						

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Spring 2010 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4930	ARCH 4716	ARCH 3714	ARCH 3431	ARCH 3313	ARCH 2712
Sherry Bryan	Over 28 years of experience in design and architectural education						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP						
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
# Tom Mason	Over 38 years of professional and teaching experience in engineering; PE; RLS					X	
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards	X			X		X
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA			X			

Retired May 2011

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Spring 2010 - Adjunct Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4930	ARCH 4716	ARCH 3714	ARCH 3431	ARCH 3313	ARCH 2712
Steve Auterman	Over 15 years of professional experience in architecture, urban design; AICP; LEED AP		X				
Jennifer Barker	Architectural experience; research in design foundations						
Andy Belew	Over 16 years of professional experience in architecture			X			
Heather Hall	Professional experience in appropriate computer software						
Pam Hurley	Over 12 years of experience in design and design education; research on cultural tourism as a revitalization tool						X
Andrew Parks	Over 14 years of professional experience in architecture, design						
Kara Pegg	Architectural experience; research on architectural history and design						
Frank Ricks	Over 29 years of professional experience in architecture, design; LEED AP, BD+C,		X				

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Spring 2010 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 2612	ARCH 2311	ARCH 1411	ARCH 1212	ARCH 1113	ARCH 1112
Sherry Bryan	Over 28 years of experience in design and architectural education	X					X
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP						
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
# Tom Mason	Over 38 years of professional and teaching experience in engineering		X				
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards						
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA						

Retired May 2011

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Spring 2010 - Adjunct Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 2612	ARCH 2311	ARCH 1411	ARCH 1212	ARCH 1113	ARCH 1112
Steve Auterman	Over 15 years of professional experience in architecture, urban design; AICP; LEED AP						
Jennifer Barker	Architectural experience; research in design foundations						X
Andy Belew	Over 16 years of professional experience in architecture			X			
Heather Hall	Professional experience in appropriate computer software	X					
Pam Hurley	Over 12 years of experience in design and design education; research on cultural tourism as a revitalization tool						X
Andrew Parks	Over 14 years of professional experience in architecture, design					X	
Kara Pegg	Architectural experience; research on architectural history and design				X		
Frank Ricks	Over 29 years of professional experience in architecture, design; LEED AP, BD+C,						

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2010 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4715	ARCH 4441	ARCH 4221	ARCH 3713	ARCH 3421	ARCH 3312
Sherry Bryan	Over 28 years of experience in design and architectural education						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP				X		
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
# Tom Mason	Over 38 years of professional and teaching experience in engineering; PE; RLS						X
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards						
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA			X			

Retired May 2011

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2010 - Adjunct Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4715	ARCH 4441	ARCH 4221	ARCH 3713	ARCH 3421	ARCH 3312
Jennifer Barker	Architectural experience; research in design foundations						
Heather Hall	Professional experience in appropriate computer software						
Andy Kitsinger	Over 24 years of professional experience in architecture, planning	X					
Joe Moore	Over 14 years of professional experience in architecture, design; LEED AP					X	
Jeanne Myers	Over 9 years of professional experience in architecture, design		X				
Andrew Parks	Over 14 years of professional experience in architecture, design						
Kara Pegg	Architectural experience; research on architectural history and design						
Jimmie Tucker	Over 30 years of professional experience in architecture, planning; LEED AP, BD+C	X					

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2010 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 2711	ARCH 2611	ARCH 2412	ARCH 1211	ARCH 1120	ARCH 1111
Sherry Bryan	Over 28 years of experience in design and architectural education						X
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP					X	
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
# Tom Mason	Over 38 years of professional and teaching experience in engineering			X			
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards						
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA						

Retired May 2011

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2010 - Adjunct Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 2711	ARCH 2611	ARCH 2412	ARCH 1211	ARCH 1120	ARCH 1111
Jennifer Barker	Architectural experience; research in design foundations						X
Heather Hall	Professional experience in appropriate computer software		X				
Andy Kitsinger	Over 24 years of professional experience in architecture, planning						
Joe Moore	Over 14 years of professional experience in architecture, design; LEED AP						
Jeanne Myers	Over 9 years of professional experience in architecture, design						
Andrew Parks	Over 14 years of professional experience in architecture, design	X					
Kara Pegg	Architectural experience; research on architectural history and design				X		
Jimmie Tucker	Over 30 years of professional experience in architecture, planning; LEED AP, BD+C						

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Spring 2011 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4930	ARCH 4716	ARCH 3714	ARCH 3431 ^A	ARCH 3313	ARCH 2712
Sherry Bryan	Over 28 years of experience in design and architectural education	X					
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP						
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						X
# Tom Mason	Over 38 years of professional and teaching experience in engineering; PE; RLS					X	
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards						
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA			X	X		

Retired May 2011

^A This course was taught as ARCH 6516/4516 in SP11

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Spring 2011 - Adjunct Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4930	ARCH 4716	ARCH 3714	ARCH 3431	ARCH 3313	ARCH 2712
Steve Auterman	Over 15 years of professional experience in architecture, urban design; AICP; LEED AP		X				
Jennifer Barker	Architectural experience; research in design foundations						
Heather Hall	Professional experience in appropriate computer software						
Andrew Parks	Over 14 years of professional experience in architecture, design						
Kara Pegg	Architectural experience; research on architectural history and design						
Frank Ricks	Over 29 years of professional experience in architecture, design; LEED AP, BD+C,		X				
Jenna Thompson	Over 6 years of professional experience in architecture, design; LEED AP, BD+C, ID+C						

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Spring 2011 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 2612	ARCH 2311	ARCH 1411	ARCH 1212	ARCH 1113	ARCH 1112
Sherry Bryan	Over 28 years of experience in design and architectural education						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP						
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
# Tom Mason	Over 38 years of professional and teaching experience in engineering		X				
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards			X		X	
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA						

Retired May 2011

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Spring 2011 - Adjunct Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 2612	ARCH 2311	ARCH 1411	ARCH 1212	ARCH 1113	ARCH 1112
Steve Auterman	Over 15 years of professional experience in architecture, urban design; AICP; LEED AP						
Jennifer Barker	Architectural experience; research in design foundations						X
Heather Hall	Professional experience in appropriate computer software	X					
Andrew Parks	Over 14 years of professional experience in architecture, design					X	
Kara Pegg	Architectural experience; research on architectural history and design				X		
Frank Ricks	Over 29 years of professional experience in architecture, design; LEED AP, BD+C,						
Jenna Thompson	Over 6 years of professional experience in architecture, design; LEED AP, BD+C, ID+C						X

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2011 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4715	ARCH 4441	ARCH 4221	ARCH 3713	ARCH 3421	ARCH 3312
Sherry Bryan	Over 28 years of experience in design and architectural education						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP				X		
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
Pam Hurley	Over 12 years of experience in design and design education; research on cultural tourism as a revitalization tool					X	
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards		X				
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA			X			

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2011 - Adjunct Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4715	ARCH 4441	ARCH 4221	ARCH 3713	ARCH 3421	ARCH 3312
Jennifer Barker	Architectural experience; research in design foundations						X
Andrew Parks	Over 14 years of professional experience in architecture, design						
Jimmie Tucker	Over 30 years of professional experience in architecture, planning; LEED AP, BD+C	X					
Heather Hall	Professional experience in appropriate computer software						
Andy Kitsinger	Over 24 years of professional experience in architecture, planning	X					
Jenna Thompson	Over 6 years of professional experience in architecture, design; LEED AP, BD+C, ID+C						

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2011 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 2711	ARCH 2611	ARCH 2412	ARCH 1211	ARCH 1120	ARCH 1111
Sherry Bryan	Over 28 years of experience in design and architectural education						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP						
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing					X	
Pam Hurley	Over 12 years of experience in design and design education; research on cultural tourism as a revitalization tool						X
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards			X			
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA						
# Randle Witherington	Over 22 years experience teaching history of architecture and design				X		

Retired May 2012

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Fall 2011 - Adjunct Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 2711	ARCH 2611	ARCH 2412	ARCH 1211	ARCH 1120	ARCH 1111
Jennifer Barker	Architectural experience; research in design foundations						X
Heather Hall	Professional experience in appropriate computer software		X				
Andy Kitsinger	Over 24 years of professional experience in architecture, planning						
Andrew Parks	Over 14 years of professional experience in architecture, design	X					
Jenna Thompson	Over 6 years of professional experience in architecture, design; LEED AP, BD+C, ID+C						X
Jimmie Tucker	Over 30 years of professional experience in architecture, planning; LEED AP, BD+C						

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Spring 2012 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4930	ARCH 4716	ARCH 3714	ARCH 3431	ARCH 3313	ARCH 2712
Sherry Bryan	Over 28 years of experience in design and architectural education						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP						
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						X
Pam Hurley	Over 12 years of experience in design and design education; research on cultural tourism as a revitalization tool						
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards				X		
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA			X			
# Randle Witherington	Over 22 years experience teaching history of architecture and design				X		

Retired May 2012

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Spring 2012 - Adjunct Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 4930	ARCH 4716	ARCH 3714	ARCH 3431	ARCH 3313	ARCH 2712
Steve Auterman	Over 15 years of professional experience in architecture, urban design; AICP; LEED AP		X				
Jennifer Barker	Architectural experience; research in design foundations					X	
Heather Hall	Professional experience in appropriate computer software						
Andrew Parks	Over 14 years of professional experience in architecture, design	X					
Tamara Redburn	Over 10 years of professional experience in architecture, design; LEED AP						
Frank Ricks	Over 29 years of professional experience in architecture, design; LEED AP, BD+C,		X				

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

Spring 2012 - Full Time Faculty

Faculty Member	Summary of expertise, recent research, or experience	ARCH 2612	ARCH 2311	ARCH 1411	ARCH 1212	ARCH 1113	ARCH 1112
Sherry Bryan	Over 28 years of experience in design and architectural education						
Michael Chisamore	Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP					X	
Michael Hagge	Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing						
Pam Hurley	Over 12 years of experience in design and design education; research on cultural tourism as a revitalization tool					X	X
Tim Michael	Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards			X			
James Williamson	Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA						
# Randle Witherington	Over 22 years experience teaching history of architecture and design				X		

Retired May 2012

Matrix for Faculty Credentials (Undergraduate Courses Excluding Electives)

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Faculty Member	Summary of expertise, recent research, or experience	ARCH 2612	ARCH 2311	ARCH 1411	ARCH 1212	ARCH 1113	ARCH 1112
Steve Auterman	Over 15 years of professional experience in architecture, urban design; AICP; LEED AP						
Jennifer Barker	Architectural experience; research in design foundations						X
Heather Hall	Professional experience in appropriate computer software	X					
Andrew Parks	Over 14 years of professional experience in architecture, design						
Tamara Redburn	Over 10 years of professional experience in architecture, design; LEED AP		X				
Frank Ricks	Over 29 years of professional experience in architecture, design; LEED AP, BD+C,						

Human Resources and Diversity

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

Human Resource Development

The 2011 University of Memphis Faculty Handbook provides a description of policies, procedures, benefits, and other materials important to human resource development. The Handbook contains the following chapters: Introduction and Organization; Academic Freedom and Faculty Roles; Faculty Personnel Policies; Tenure and Promotion; Instruction; Research and Service; Professional Development and Awards; Salary, Leave and Economic Benefits; University Facilities and Benefits; and Appendices. A copy of the handbook may be found at http://www.memphis.edu/facres/pdfs/faculty_handbook_2011.pdf.

As described in the Faculty Handbook, the University of Memphis is committed to providing a variety of meaningful learning opportunities. Faculty members are encouraged to apply for sabbaticals (professional development assignments), either for a one semester (full pay) or one academic year (half pay) leave. The University offers tuition reimbursement for appropriate coursework and faculty members are also eligible to participate in various workshops and seminars offered through the University. The University also covers the annual costs of the \$400 professional privilege tax for faculty members registered in Tennessee. Details may be found at <http://www.memphis.edu/facres/>.

The Department of Architecture grants course release time and several faculty members have taken advantage of that. Most recently, this was done so additional time could be spent on the development of the TERRA sustainable design demonstration house. Faculty members may apply for leave of either one semester or one year to pursue research and professional development opportunities. However, no faculty member in the Department of Architecture has taken advantage of sabbatical opportunities in recent years, primarily due to the commitment to improve the BFA in Architecture degree program and to work towards the accreditation of the Master of Architecture degree.

The Department regularly provides funding assistance for travel to appropriate conferences, such as ACSA and AIA. Faculty members presenting papers or moderating panels may also receive assistance and several have taken advantage of this in recent years. Travel funds are available on a limited basis through competitive application through the College of Communication and Fine Arts. In some instances, these funds may be matched on a fifty-fifty percent basis by "Poets Tax" monies available through the CCFA from cost recovery funds from grants.

Funds for travel to the ACSA Administrators Conference have been provided in the past by the Provost as part of the commitment of the University to the Master of Architecture degree program as well as by the dean of the College of Communication and Fine Arts.

Various grants are also available to faculty members. Among these is the Course Redesign Fellowship which was awarded to Professor Sherry Bryan in 2011. She collaborated with professors Michael Hagge and Jennifer Barker to redesign the Introduction to Architecture + Design and Fundamentals of Design courses offered in the first semester of first year in an effort to improve retention. Faculty may also apply for other research grants through the University.

Full-time faculty members in the Department have a computer, printer, and appropriate software provided to them in their offices. All full-time faculty members have a private office while adjunct faculty members share office space and computer systems. Software and supplies for each faculty member are purchased with funds from the Department budget as these are not eligible for Technology Access Fee funding. However, computer systems for full-time faculty members are "rolled down" from TAF-supported labs. The College Local Service Provider and his staff provides technical assistant to all faculty members in the Department.

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

Appointment, Promotion, and Tenure

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

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

- Instructor: Potential ability in instruction. Master's degree in the instructional discipline or a related area.
- Assistant Professor: Evidence of potential ability in instruction, public service and research. Earned doctorate from an accredited institution in the instructional discipline or related area; or master's degree in the instructional discipline when that master's degree is the recognized terminal degree in that discipline.
- Associate Professor: Documented evidence of ability in instruction, public service and research. Earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area plus at least five years appropriate professional experience in the instructional discipline or related area. Documented evidence of high quality professional productivity which is leading to national recognition in the academic discipline.
- Professor: Documented evidence of ability in instruction, public service and research. Earned doctorate or equivalent terminal degree from an accredited institution in the instructional discipline or related area plus at least ten years appropriate professional experience in the instructional discipline or related area. Documented evidence of sustained high quality professional productivity and national recognition in the academic discipline.

Faculty members in the Department of Architecture are appointed in accordance with established policies of the University of Memphis following the appropriate affirmative action and equal opportunity policies. Faculty may be appointed to the following positions: Tenure; Tenure-Track;

Non-Tenured multi-year appointment for full-time; Non-Tenured one-year appointment for full-time or part-time; and Non-Tenured semester appointment for full-time or part-time.

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

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

Visiting Lecturers, Critics, and Exhibitions

The Department of Architecture has adopted a Wednesday lunch lecture/film series. These are themed to include lectures by faculty, Master of Architecture students, and others as well as films on sustainability. In 2011, the William R Eubanks Distinguished Lecture Series was fully endowed. While initially intended to bring prominent interior designers onto campus, the series is now open to related professions. The Department has also partnered with AIA Memphis and others to bring high-profile lecturers to Memphis.

The following list does not include lectures by faculty members or students. Graduate students regularly present their work, either thesis or studio projects, each semester.

Fall 2009

Cheryl Durst, Hon. FIIDA, LEED AP, International Interior Design Association (Chicago)

Spring 2010

Linda Sherbert, Editor, Veranda Magazine (New York)

John Francisco Andreu, The Andreu Group (New York)

Fall 2010

Jesse Howley, Memphis Dixon Gardens, and John Jennings, Eco-gardening, LLC

Josh Whitehead, AICP, Director, Memphis and Shelby County Office of Planning & Development

Spring 2011

Curtis Fentress, FAIA, Fentress Architects (Los Angeles)

Rachel Schoessler Lynn, CID, FASID, LEED-AP BD+C, Studio 2030 (Minneapolis)

5x5x55 – Serving Up Local Architectural Flavor in the Lunch Hour (five Memphis area firms presenting their work over a five week period)

Fall 2011

Martin Smith, AIA, NCARB (Washington, DC)

David Schuermann, AIA (Tennessee Board of Architectural and Engineering Examiners)

Spring 2012

Randy Brown, FAIA, Randy Brown Architects (Omaha)

Matthew Gordy, ASLA, Faculty at Iowa State and Principal in On Land LLC (Ames / Boston)

Dennis Fleisher, PhD, MuSonics (Grand Rapids, MI)

Martin Hammer, RA, Builders Without Borders (Berkeley, CA)

Michael Schmidt, SHELBY (Safety, Health, Education, and Land Use on Behalf of Youth) Child Impact Assessment (Memphis, TN)

FA 2012 (confirmed as of the date of this report)
Louis Pounders, FAIA, ANF Architects (Memphis) and Visiting Artist and Scholar in Architecture,
American Academy in Rome

In addition, faculty and students are encouraged to attend lectures sponsored by other organizations including AIA Memphis, the Urban Land Institute, Memphis Heritage, Inc. and other academic units at the University of Memphis and other local colleges and universities.

Guest Critics

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

Bill Andrews (GoodShow LLC)
Lee Askew, FAIA (Askew Nixon Ferguson Architects)
Steve Berger, AIA (brg3s)
Antonio Bologna, FAIA (Bologna Consultants LLC)
Deidre Brady, NCIDQ (Hnedak Bobo Group)
Ray Brown, RA (Ray Brown Studio)
Brian Bullard, AIA (UrbanArch Associates)
Jon Coddington, AIA (RiverCity Company)
Craig Conrad, AIA (Hnedak Bobo Group)
Rebecca Conrad, AIA (Askew Nixon Ferguson Architects)
Ann Coulter, AICP (Kennedy, Coulter, Rushing & Watson)
Rebecca Courtney, NCIDQ (LRK Architects)
John Dudas (Belz Enterprises)
Liz Engel, NCIDQ (Askew Nixon Ferguson Architects)
Hans Faulhaber, AIA (brg3s)
Bill Ferguson, AIA (Askew Nixon Ferguson Architects)
Beth Flanagan (Memphis Medical Center)
Susan Golden, AIA (brg3s)
Marty Gorman, AIA (JMGR)
Sam Griffin (Haizlip Studio)
Scott Guidry, CSI (archimania)
Sarah Hadskey, AIA (SAM Studio)
Joey Hagan, AIA (Architecture, Incorporated)
Reb Haizlip, AIA (Haizlip Studio)
Robin Halbert-Petty, NCIDQ (Design Squared, LLC)
John Harrison Jones, AIA (John Harrison Jones Architect)
Erin Herb, NCIDQ (RINjuel)
Allison Hennie, AIA (self employed)
Christi Hitch (InterfaceFLOR)
Keith Kays, AIA (Keith Kays Architect)
Verna Lambert (City of Memphis Division of Housing & Community Development)
John Lancaster (Memphis Area Transit Authority)
Carson Looney, FAIA (LRK Architects)
Bill Nixon, FAIA (Askew Nixon Ferguson Architects)
Rob Norcross, AIA (LRK Architects)
Gene Pearson, FAICP (MAP Studio)
Chooch Pickard, AIA (Memphis Regional Design Center)
Tony Poteet, AICP (University of Memphis VP Campus Planning + Design)
Louis Pounders, FAIA (Askew Nixon Ferguson Architects)
Greg Price, AIA (archimania)

Kenneth Reardon, AICP (University of Memphis City + Regional Planning Program)
Rev. Kenneth Robinson, MD (South Memphis Renaissance and St. Andrew AME Church)
Juan Sanford, RA (LRK Architects)
Charlie Santo, AICP (University of Memphis City + Regional Planning Program)
Juan Self, AIA (Self+Tucker Architects)
Matt Seltzer, AIA (archimania)
Tracy Sigmon, AIA (Sigmon Consulting)
Mikal Stevenson (Self + Tucker Architects)
Lissa Thompson, ASLA (Ritchie Smith Associates)
Todd Walker, FAIA (archimania)
Jason Weeks, Associate AIA (LRK Architects)
Stroud Watson, FAIA (Kennedy, Coulter, Rushing & Watson)
Joe Wieronski, AIA (Askew Nixon Ferguson Architects)
Barry Yoakum, FAIA (archimania)
Peter Warren, AIA (Askew Nixon Ferguson Architects)
Chloe Weeks, NCIDQ (self employed)
Stephanie Wexler, NCIDQ (archimania)
Kayce Williford, AIA (archimania)
Kui-Mew Wong, AIA (ARCHITECTWON International)

Public Exhibitions

2010

City Building: Community Engagement in Architecture
Paul Revere Williams American Architect: A Man and His Work
William R Eubanks Lecture – Exhibit of Student Work

2011

AIA Memphis Experiential Drawing Show – Exhibit of Student Work
Paul Revere Williams American Architect: A Man and His Work
William R Eubanks Lecture – Exhibit of Student Work

2012

William R Eubanks Lecture – Exhibit of Student Work
Several are planned in the new Department of Architecture Gallery after the date of this APR

Students

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

One of the goals of establishing the Master of Architecture degree at the University of Memphis was to keep talented students in the undergraduate program in Memphis. This is reflected in the enrollment to date. Of the twenty students who have entered the first professional Master of Architecture degree program since its inception, eleven are from the University of Memphis BFA in Architecture degree program including two international students, four are international students from foreign schools, three are from other “4+2” schools, and two are from related degree programs. The students from related degree programs completed courses at the undergraduate level before being fully admitted into the Master of Architecture degree program. There are at present two students with degrees in Architectural Engineering from Tennessee

State University who are taking undergraduate courses before being admitted into the Master of Architecture degree program.

All students seeking admission to the Master of Architecture degree program must be first admitted to the University of Memphis and to the Graduate School. All graduate students must comply with the general requirements of the Graduate School as well as the requirements of the Master of Architecture degree program. The websites listed below detail the Graduate School requirements.

Admission Regulations - http://www.memphis.edu/gradcatalog/admission_reg/index.php

Academic Regulations - http://www.memphis.edu/gradcatalog/acad_reg/index.php

Minimum Degree Requirements - http://www.memphis.edu/gradcatalog/deg_req/masters.php

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

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

All admission documents and portfolio must be received by 15 March for fall admission. Students who, in the judgment of the faculty, have adequate preparation may be given advanced standing.

Prerequisites for admission include the following:

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

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

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

Student Support Services, Advising, and Internships

Because of the tutorial method employed in architectural education, advising and mentoring occur on both a formal and informal basis. A strong advising network is in place within the Department of Architecture to ensure each student is fully apprised of opportunities, program requirements, and expectations. In addition, all first year students are required to attend the New Architecture Student Orientation held each fall before the beginning of classes. A similar but separate mandatory orientation is held for new graduate students.

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

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

Transfer students from other architecture schools are advised by Professor Bryan and their portfolio is reviewed by the Architecture Program faculty. A collective decision is made as to where to place the student in the program of study. Students at the University of Memphis wishing to change their major are advised by either Professor Bryan or Professor Hagge. While they may have completed many, if not all, of their general education requirements, they are placed in the first year of the BFA in Architecture degree program.

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

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

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

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

Field Trips and Off-Campus Activities

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

- TERRA (Technologically + Environmentally Responsive Residential Architecture) Sustainable Design Demonstration House (sustainable design and site planning, material properties, community revitalization, environmental systems)
- BRIDGES USA Building (sustainable design and architecture)
- Residences within the area including those designed by archimania, Coleman Coker, Francis Mah, E. Fay Jones, LRK Architects, and others
- Henry Turley Company (downtown development)
- Cannon Center (acoustics, environmental systems)
- Marvin Windows Plant Visit (manufacturing and installation)
- Fairview School (sustainable design renovation)
- Brooks Museum of Art (various exhibits)
- St. George's Episcopal Church (architecture, sustainability, and environment)

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

In the past several years, organized trips have been taken to places within the United States including Chattanooga, Tennessee (LEED projects, riverfront revitalization, downtown revitalization); Chicago (architecture); Columbus, Indiana (architecture) and New Harmony, Indiana (architecture); Dallas - Fort Worth, Texas (architecture); Eureka Springs and Bella Vista, Arkansas (architecture); Kansas City and St. Louis, Missouri (architecture, downtown planning); Knoxville, Tennessee (architecture, AIA TN convention); Little Rock, Arkansas (LEED certified architecture, riverfront revitalization); Louisville, Kentucky (architecture, riverfront development); Nashville, Tennessee (architecture, downtown planning, AIA TN convention); Baton Rouge and New Orleans, Louisiana (architecture); and most recently, St. Louis, Missouri (architecture). Trips organized by students and not including a faculty member are not listed.

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

The Study Abroad Studio has been offered formally as well as informally several times and was based in Vicenza, Italy. Students participated in faculty-led journeys to significant architectural and cultural sites in Italy, Switzerland, and France and have collaborated with architecture students and faculty from Virginia Tech. Professor Sherry Bryan, Professor Michael Hagge, and former Visiting Professor Kyung-Rip Park led this studio.

Professor Michael Hagge and former Professor Jim Lutz led a team of Architecture students that participated in a special design competition in the Czech Republic. This was in association with CMC Architects in Prague. While there, students also traveled to other sites within the Czech Republic as well as to Berlin and Dresden, Germany.

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

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

Students in the Department of Architecture are encouraged to become involved in the academic community within the Department as well as the University. As described in Section I.1.3, Architecture Education and the Students, the Department is home to six registered student organizations: American Institute of Architecture Students; Construction Specifications Institute Student Affiliate; National Organization of Minority Architecture Students; International Interior Design Association Campus Center; R³ (R cubed – Reduce, Reuse, Recycle); and the currently inactive chapter of Alpha Rho Chi National Co-Ed Fraternity (APX).

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

For example, Memphis Chapter of the American Institute of Architects offers discounts or free admission to students for virtually every activity over the year. The chapter has student work displayed in its downtown office and has provided assistance for AIAS officers to attend Grassroots. The Department helped with these costs and covered the expenses for Professor Sherry Bryan, faculty advisor to also attend. The chapter is also a partner in the prestigious Francis Mah Travel Grant which awards \$4500 for travel to the AIAS student or intern architect selected. The local firm, brg3s (formerly JMGR), the Weinstein Foundation, the Department of Architecture, and the Mah family also contribute to the award. For the past several years, the AIA chapter has partnered with AIAS on special fundraising activities at the annual Celebration of Architecture Gala. Last year, a silent auction of photographs taken by students raised over \$1,000. This year, students are again participating in the silent auction. The AIA chapter has also sponsored fundraising activities with AIAS to raise money to purchase books for the Architecture Library.

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

The Memphis Chapter of the National Organization of Minority Architects has been supportive of the University of Memphis chapter of the National Organization of Minority Architecture Students. For the past two years, the NOMA chapter and the Department of Architecture have assisted students participating in the national NOMA design competition to attend the national conference and present their work. Last year, the students traveled to Atlanta and previously to Boston.

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

The University Honors Program combines the best of a small liberal arts school with the wide-ranging opportunities of a nationally recognized research university. Established in 1972, the Honors Program offers students the opportunity to take small classes and interdisciplinary seminars with the most outstanding faculty at the University. The program also includes many opportunities beyond the classroom such as study abroad, independent research, and co-curricular activities. Honors students also have the chance to participate in nationally recognized undergraduate research conferences and extend their learning through internships and public service. There are approximately 1700 honors students, all of whom excel academically. The web site is <http://www.memphis.edu/honors/>.

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

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

Facilitation of Research, Scholarship, and Creative Activities

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

In order to reward students for academic excellence, service, and commitment to the profession, the Department presents several awards to students at its annual Department of Architecture Awards Reception. Among these awarded by a nomination and vote of the faculty are the Jonathan King Award (Architectural Research Centers Consortium); Alpha Rho Chi Bronze Medal (Alpha Rho Chi National Co-Ed Fraternity); Design of Excellence Graduate Studio Project; Design of Excellence Undergraduate Studio Project; Outstanding Graduate Student Award; and the Department of Architecture Creative Achievement Award. Awards from other organizations include the CSI Product Display Show Poster Competition (CSI Memphis) open to students and intern architects; and the Francis Mah Travel Award (AIA Memphis) open to University of Memphis and Mississippi State University students and intern architects who are Associate AIA members. Seven of the twelve Mah awards have been won by University of Memphis architecture students, two of whom are presently in the Master of Architecture degree program. Among the destinations selected by the architecture students for this thematic travel are Switzerland, Japan, Italy, the Netherlands, Mexico, Iran, and the United States.

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

Several courses offered previously as Special Topics have now been added to the regular elective course listing and are open to graduate and undergraduate students. Among these are Urban Design Studio, Parameters in Architecture Studio, Furniture Design + Making Studio, and Sustainable Design Studio, all electives. The content from the Architecture + Urban Theory course, no longer offered, has been incorporated into other courses, foremost in the required graduate course Contemporary Architectural Theory and the required undergraduate, elective graduate course Determinants of Modern Design.

Independent Study courses have been offered in a variety of subjects within the past several years. Among these are courses in drawing and delineation, portfolio design, sustainable design, structures, and building technology. These courses allow students and faculty to work together on areas of common interest and research. Several of these courses have been offered to students from other academic areas including interior design and city planning.

Master of Architecture students as well as undergraduate students have an opportunity to work with faculty members on research and other activities. Excluding studio-based projects, examples of recent research involving student participants include the following projects. Each of these students has since graduated.

- “Ordinary to Extraordinary: Learning and Leading Green” (partner BRIDGES, USA); principal investigator Professor Michael Hagge, Research Associate Kate Bidwell (BFA in Architecture student); developed math and science based curriculum to improve test scores of inner-city Memphis middle school students using sustainable design principles; Strengthening Communities Grant
- “Old Town Millington Revitalization Plan” (partners Millington Court Services and City of Millington, TN); principal investigators Professor Tim Michael and Professor Tom Mason, Research Associate Holly Hendrix (BFA in Architecture student); prepared revitalization plan and guidelines for community engagement and job creation; Strengthening Communities Grant
- “The Henning Project: A Community Awakening” (Town of Henning, TN); principal investigators Professor Michael Hagge and Research Associate Pam Hurley (Master of Architecture student); prepared plan for alternative and non-traditional revitalization strategies through cultural tourism and storytelling; U.S. Department of Agriculture Grant
- “A Vision for the Future” (Town of Henning, TN); principal investigators Professor Michael Hagge and Research Associate Pam Hurley (Master of Architecture student); prepared vision plan; U.S. Department of Agriculture Grant
- “TERRA Post Occupancy Monitoring” (partner FedEx Institute of Technology); principal investigator Professor Michael Chisamore, Research Associate Jenna Thompson (Master of Architecture student); FedEx Institute of Technology/FedEx/Steelcase Grant
- “Bioplastics” (partner FedEx Institute); principal investigator Professor Michael Chisamore, Research Associate Jenna Thompson (Master of Architecture student); explored bio-plastics as a material in architecture and interior design systems which led to the presentation of a paper by Ms. Thompson entitles “Control Issues: Bio-Plastics in the Design Curriculum” at the Building Technology Educators Society Conference in Toronto Canada; FedEx Institute of Technology/FedEx/Steelcase Grant
- “Prototype Recycling Zone” (partner University of Memphis); principal investigators Professor Sherry Bryan, Professor Michael Chisamore, Adjunct Professor Jenna Thompson, Adjunct Professor Jennifer Barker, Research Associate Megan Hoover (BFA

in Architecture student); design and construction of a prototype recycling zone on campus; Green Fee Grant; NOTE: Several other students, graduate and undergraduate, have been involved but not over the duration of the project; Professors Barker and Thompson are graduates of the Master of Architecture degree program

Design Competitions are another way in which students enhance existing knowledge while often acquiring new knowledge and skills. Since the previous visit, students have participated in several local and non-local competitions with a high degree of overall success.

Local

- A LakeHouse for Two Design Competition (won by BFA in Architecture students) (externally funded)
- A Place of Gathering + Celebration Design Competition (won by BFA in Architecture and Master of Architecture students) (externally funded)
- CSI Products Display Show Poster Competition (won by architecture students each year) (externally funded)
- Juvenile Diabetes Research Foundation Cottages for the Cure Design Competition (in progress at the time of this report) (construction of the designs is externally funded)
- MAGRR (Memphis Area Golden Retriever Rescue) and the Weimaraner Rescue of the South Barkitecture Competition (architecture student entry sold) (externally funded)

Non-Local

- Tilt-Up Construction Association - Sustainable Coffee Shop, Phoenix, AZ (second place, third place, and honorable mention won by University of Memphis Master of Architecture students)
- Playable Ten International Design Competition (Atlanta) (Playable10 Art runner up and honorable mention won by University of Memphis Master of Architecture students)
- Volkswagen AG - Chattanooga, TN New Plant Bridge Competition (entry by BFA in Architecture and Master of Architecture students did not win)

I.2.2. Administrative Structure & Governance

The APR must include the following:

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

Overall Administrative Structure

The Provost is the chief academic officer of the University whose role touches virtually every aspect of life at the University of Memphis. Reporting to the President, the Provost is charged with overall leadership of academic affairs. Eleven colleges and schools and the University Libraries fall directly under the jurisdiction of the Office of the Provost. The chief administrative officer in each reports to the Provost. These are: Cecil C. Humphreys School of Law; College of Arts and Sciences; College of Communication and Fine Arts; College of Education, Health and Human Sciences; Fogelman College of Business and Economics; Graduate School; Herff College of Engineering, Lowenburg School of Nursing, School of Communication Sciences and Disorders ; School of Public Health; University Libraries, and University College.

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

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

Administrative Structure of the Department

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

Special appointments within the Department include the following: Sherry Bryan, Coordinator of Graduate Studies; Michael Chisamore, Director of the Center for Sustainable Design; Jennifer Barker, First Year Curriculum Coordinator; Jenna Thompson, Sustainability Coordinator; Michael Chisamore, NCARB IDP Coordinator; and Michael Chisamore, NCIDQ IDEP Coordinator.

Opportunities for Involvement

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

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

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

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

Degrees Offered

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

I.2.3. Physical Resources

The APR must include the following:

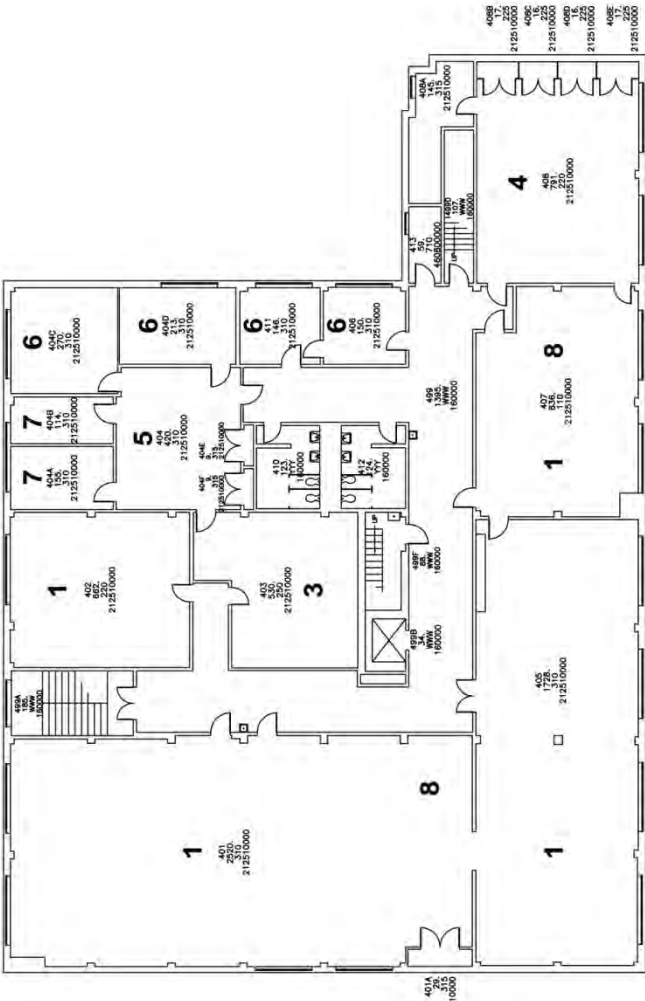
- *A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.*
- *A description of any changes to the physical facilities either under construction or proposed.*
- *A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.*
- *Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.*

Floor plans of the space in Jones Hall dedicated to the Department of Architecture or used by the Department are provided following this page. Also provided is a floor plan of the Art Building showing the Art + Architecture Shop.

On each plan, the present use of the space is noted. A few of these uses may change prior to the arrival of the NAAB team as the Department reassesses the recently acquired space on the third floor and in the basement.

Department of Architecture

- 1 Design Studio
- 2 Classroom
- 3 Library
- 4 Classroom
- 5 Lobby
- 6 Faculty Office
- 7 Administrative Office
- 8 Presentation Space



Jones Hall - 003
Fourth Floor
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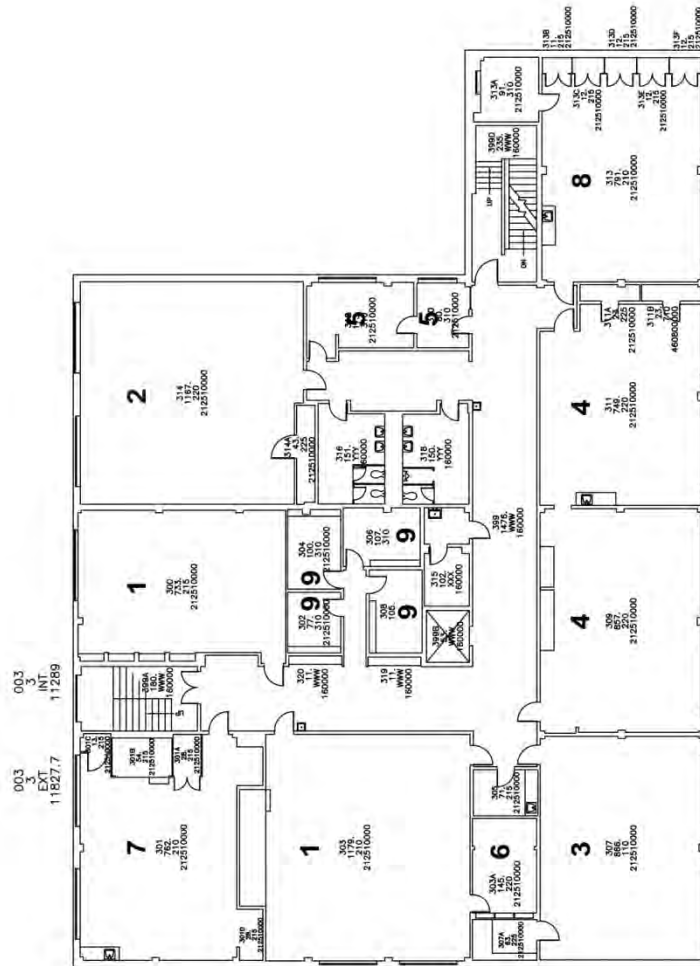
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Office of Space Planning and Utilization
352 Administration Building

THE UNIVERSITY OF
MEMPHIS

Department of Architecture

- 1 Graduate Design Studio
- 2 Undergraduate Design Studio
- 3 Smart Classroom
- 4 Visualization + Media Lab
- 5 Imaging Center
- 6 Photography Room
- 7 Lighting Lab
- 8 Resource Library
- 9 Faculty Office

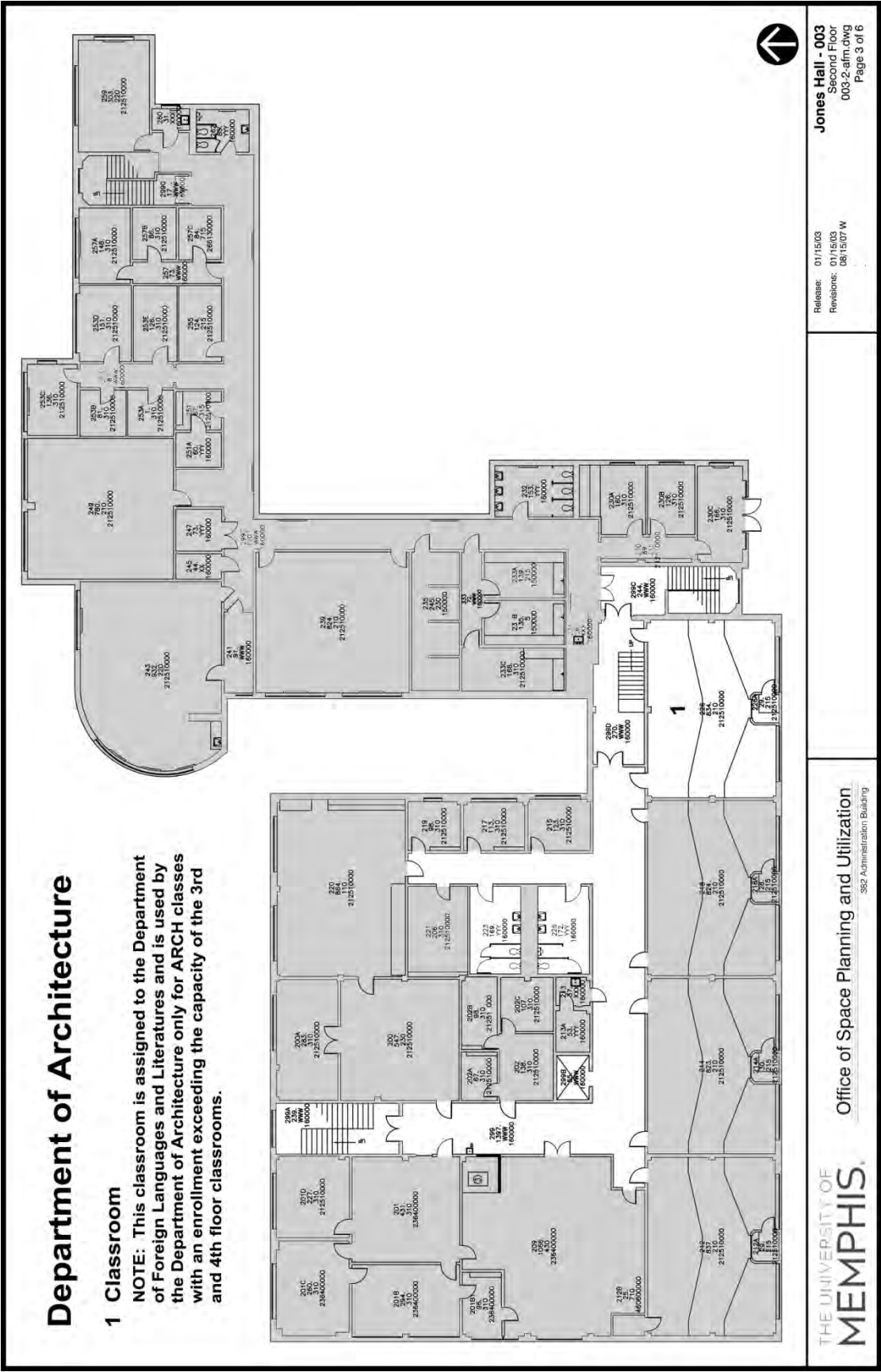


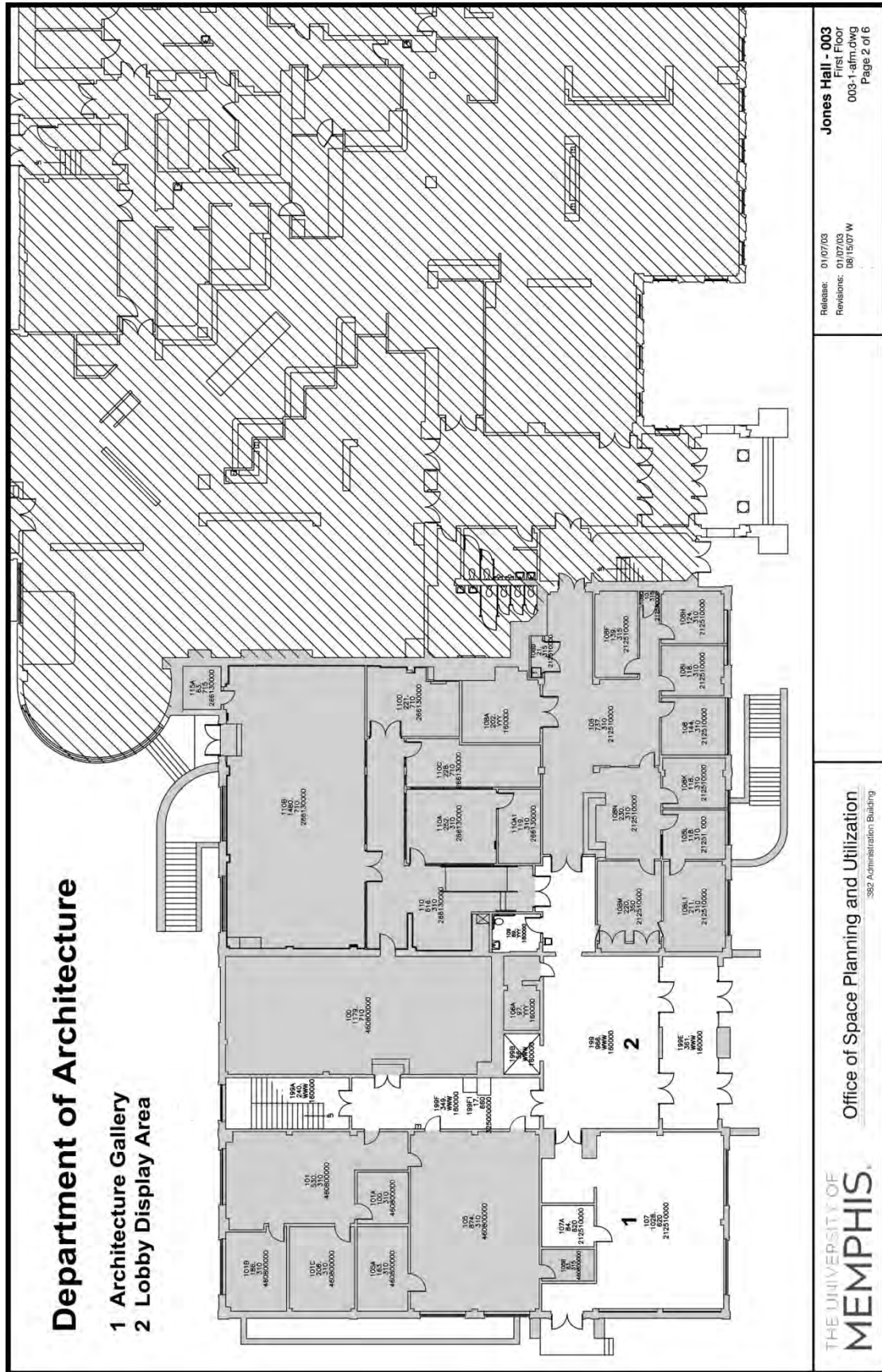
Jones Hall - 003
Third Floor
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Page 4 of 6

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Revision: 01/15/03
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Office of Space Planning and Utilization
382 Administration Building

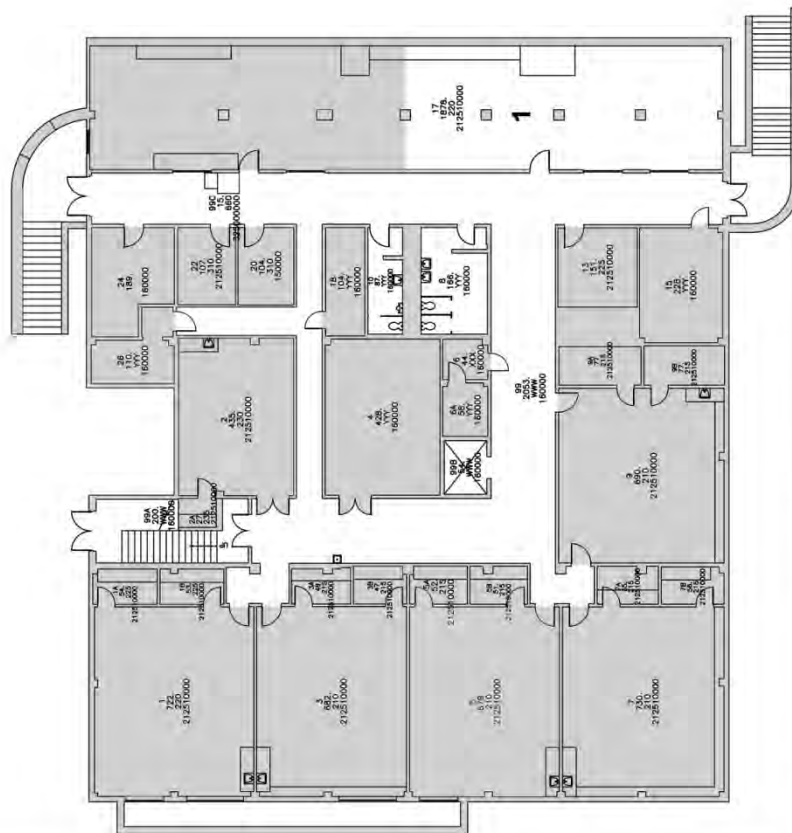
THE UNIVERSITY OF
MEMPHIS





Department of Architecture

1 Model Assembly and Storage Area



Jones Hall - 003
Basement Floor
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Page 1 of 6

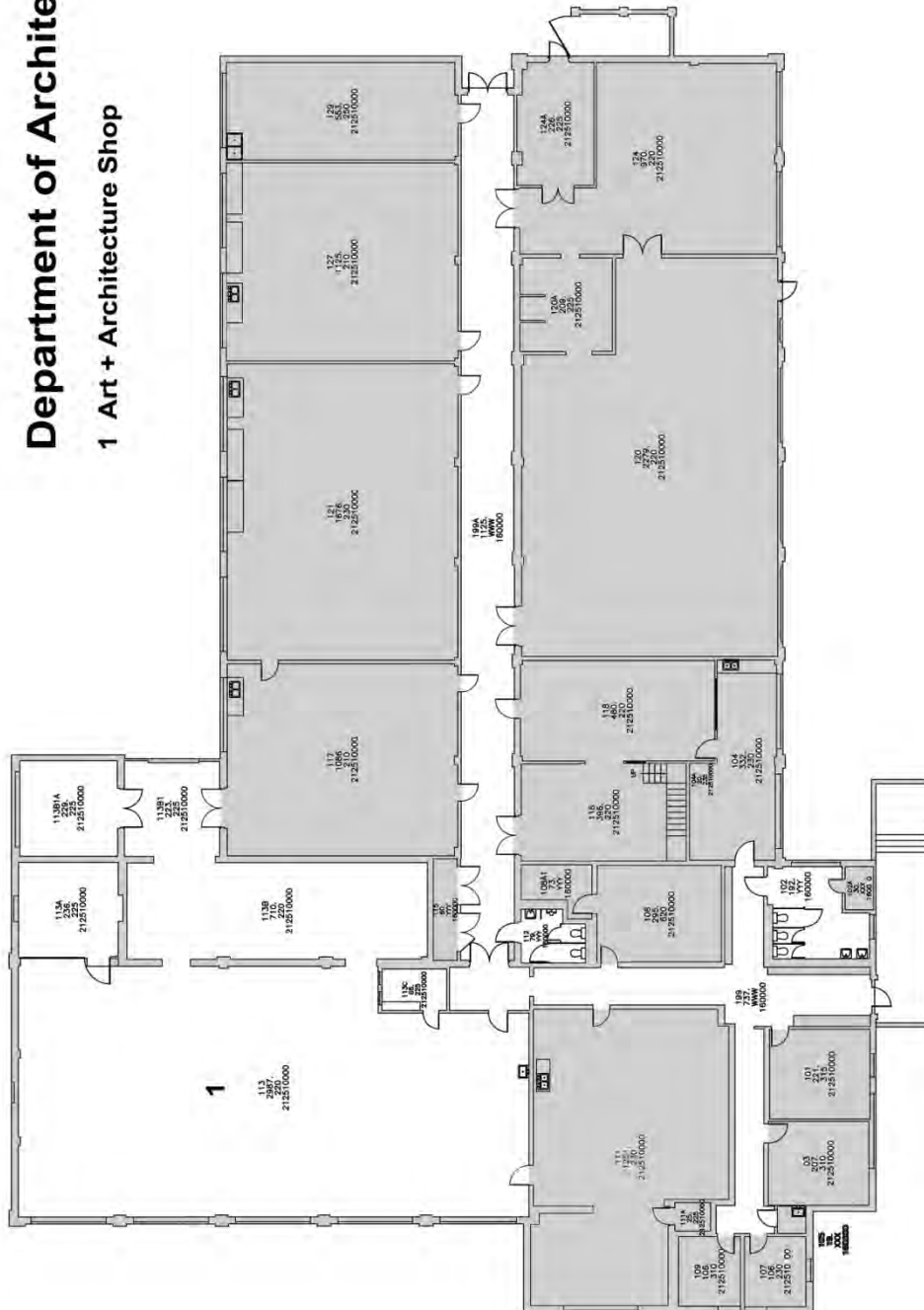
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Office of Space Planning and Utilization
382 Administration Building

THE UNIVERSITY OF
MEMPHIS

Department of Architecture

1 Art + Architecture Shop



Art Building - 005
First Floor
005-1-afm.dwg
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Release: 01/15/03
Revisions: 01/15/03
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Office of Space Planning and Utilization
3932 Administration Building

THE UNIVERSITY OF
MEMPHIS

Physical Resources

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

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

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

All students enrolled in a design studio course have a dedicated workspace in the studio and have 24-hour access, seven days a week, to their dedicated space. Each workspace consists of a drafting table with parallel bar and a stool. Students in second through sixth year also have a personal pinup space adjacent to their desk. The three computer labs are open only to students within the Department of Architecture and are also accessible on a 24-hour, seven days a week basis. Security cameras are present on the fourth floor and the installation of cameras on the third floor is planned during the summer of 2012.

The Department also has access to a 50-person capacity classroom on the second floor of Jones Hall. This space, assigned to the Department of Foreign Languages and Literatures, is equipped with a “smart” cart, projector, and screen and new tablet chairs. This space is used for the first year History of Architecture I and II courses, the Introduction to Architecture + Design course, and the lecture component of the Fundamentals of Design course where enrollment exceeds the capacity of classrooms assigned to the Department on the third and fourth floors.

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

Design Studios

The fourth floor studios currently houses first through third year undergraduate architecture studios and all four years of the interior design studios. They are “raw” spaces with exposed ceilings and concrete floors with large windows opening to the north, south, and west. Virtually all wall space is covered with tackable surfaces. The third floor currently houses the fourth year architecture studio and the two graduate studios. The overcrowding noted in the past has been eliminated with the acquisition of additional space in Jones Hall and studio space is now adequate to meet current and short-term projected needs. Total studio space is approximately 7,600 square feet which equates almost exactly to the 50 square feet per student standard.

In addition, the Department operates the Downtown Studio, the use of which is rotated among several design studios depending on their projects. The Architectural Design V Studio, however, operates from the Downtown Studio every fall semester. This studio space, located in the Uptown Neighborhood just to the north of the downtown core, is provided to the University without charge by the Henry Turley Company, a prominent local development and property management firm that has long supported the University and the Department of Architecture. The Department shares utility costs with the other tenants of the building. The space includes an open workroom, conference room, office, a wireless network, and two Dell Optiplex 740 computer systems with regularly updated software, a plotter, a projector, and a copy machine.

Visualization + Media “Smart” Computer Labs

The two instructional labs operated by the Department (previously located on the third and fourth floor) were moved into adjacent space on the third floor of Jones Hall in January 2012. Students may enter each room through separate doorways or move between the two internally. At the time of the move, the computer systems were updated and new “smart” classroom carts, projectors, and screens were installed creating a first class facility for the Department. New keypad entry doors and a security system were installed and monitored corridor cameras similar to what exists on the fourth floor will be installed within the next few months.

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

Upkeep of these labs including hardware and software is through the Technology Access Fee paid by each student at the University.

Graduate Student Computer Lab

A ten station computer lab for the exclusive use of Master of Architecture students is located on the third floor. While the graduate students have full access to the two Visualization + Media “Smart” Computer Labs, this space provides a more convenient location with an adjacent informal presentation and seminar space. The computers in this lab are Dell T5400 systems with flat screen monitors.

Imaging Center

All students enrolled in courses in the Department of Architecture may use the Imaging Center to print large presentation boards as well as color documents at 8.5”x11” or larger sizes. Equipment in the Imaging Center includes a Dell T5400 workstation, Dell Optiplex 740 workstation, Canon iPF8300 large format printer, HP Designjet 500 large format printer, HP Color Laserjet 5550n printer, HP Designjet HD scanner, and a Nikon slide scanner. The center also has a BUFFALO TeraStation server.

Classroom Facilities

The Department has dedicated classroom space on the fourth floor and a “smart” classroom on the third floor. These spaces are adequate to meet the needs of the Department and provide space for studio sessions as well as general classroom instruction and lectures. The “smart” classroom has an up-to-date projector, screen, and computer system with the appropriate

software. It is maintained through the Technology Access Fee program. The fourth floor classroom has new Steelcase tables and chairs provided through local partnerships.

Lighting Lab

A new lighting lab is currently under construction on the third floor with a scheduled completion date in May 2012. This lab will include a variety of instructional equipment for architecture and interior design students. This lab was funded by the University, the Department, and also through grant funds from the Planning and Visual Education Partnership (PAVE) and the Tennessee Board of Architectural and Engineering Examiners.

Photography Space

The move of the Lighting Lab from a small, outdated space on the third floor into the new space allowed the creation of a photography room. Students may use this space for photographing models and other three-dimensional work as well as two-dimensional work on a copy stand or pinned up.

Resource Library

The Department maintains a resource library for use by students. While primarily used by interior design students, architecture students use it as well. The library is kept current by product representatives and others and also by donations from local architecture and interior design firms. Plans are ongoing to create a digital library for architecture and interior design student use at some point in the future.

Art + Architecture Shop

The Art + Architecture Shop is located adjacent to Jones Hall in the Art Building and is accessible to students during regular daytime hours. It is also accessible after hours and on weekends if the shop manager, a designated graduate assistant, or a faculty member is present. This facility is approximately 4,500 square feet and contains basic equipment including a table saw, band saws, miter saws, panel saw, drill presses, and various hand tools. Welding and metal-working equipment is also available for student use as is a sand-blasting machine. The lack of model-making tables and storage in the shop which was an issue with previous NAAB site visits has been remedied by the addition of a model assembly and storage space for use by architecture students in the basement of Jones Hall.

Technology Initiatives and Equipment

The Department may apply for funding for technology-related equipment and software through the Technology Access Fee program. In addition the Department is currently working with members of the University Network Services Department to develop new and innovative approaches to instructional technology.

The Department has two roll-around "smart carts" each with a laptop computer and projection system that can be used in rooms lacking such equipment. All full-time Architecture faculty members have a computer system in their office. Adjunct faculty members are provided shared computer systems.

Issues and Means to Resolve Each

Previously noted issues with inadequate furnishings including tables and chairs in instructional spaces have, for the most part, been resolved. LRK Architects, Memphis Business Interiors, and others have provided furnishings on "permanent" loan to the Department, thus alleviating some of

the issues with inadequate furnishings. The Department has also been able to use funds from the annual grant from the Tennessee Board of Architectural and Engineering Examiners (State Board) recently made available to the Architecture Program to purchase tables and chairs for instructional spaces. White boards have replaced chalk boards in virtually every space except the design studios where roll-around boards are still used.

With few exceptions, all of the drafting tables in the design studios are well over thirty years old and many are older. While these still function, there are insufficient numbers of these tables to meet the needs of the students as both the BFA in Architecture and the Master of Architecture degree programs grow. Funds from the State Board annual grant may be designated to replace tables in the future.

I.2.4. Financial Resources

The APR must include the following:

Program budgets:

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

Institutional Financial Issues:

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

Department of Architecture Operating Budget Past (Actual) and Forecast

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Graduate Assistants	39,000.00	51,025.00	51,925.00	52,963.50	54,022.77
Student Part Time	7,831.02	6,237.28	6,434.90	6,563.60	6,694.87
Temporary Employees	0.00	4,000.00	0.00	0.00	0.00
Travel	15,528.17	15,153.88	4,143.56	7,226.43	7,310.96
Printing	3,296.13	255.92	200.92	204.94	209.04
Postal Charges	50.84	70.90	0.00	0.00	0.00
Freight Charges	62.36	0.00	0.00	0.00	0.00
Telephone	2,529.30	3,746.40	2,521.18	2,571.60	2,623.04
Telephone Install	508.00	10.00	350.00	357.00	364.14
Equip. Maintenance	0.00	716.50	195.00	198.90	202.88
Bldg. Maintenance	0.00	50.00	0.00	0.00	0.00

Other Maintenance	85.01	0.00	0.00	0.00	0.00
PP Maintenance	691.88	466.56	1,580.84	1,612.46	1,644.71
Computer Software	1,280.00	0.00	0.00	0.00	0.00
Consulting Services	130.00	0.00	0.00	0.00	0.00
Advertising Services	0.00	350.00	1,485.00	1,514.70	1,544.99
Membership Dues	9,360.75	10,331.00	10,900.00	11,118.00	11,340.36
Subscriptions	66.95	456.80	113.80	116.08	118.40
Other Admin. Services	789.00	0.00	0.00	0.00	0.00
Supplies	10,787.81	9,962.90	5,562.37	5,673.62	787.09
Equipment	0.00	0.00	6,108.36	6,230.53	6,355.14
Medical Supplies	0.00	45.98	0.00	0.00	0.00
Rental of Equip.	615.27	999.75	380.00	387.60	395.35
Subsidies to Org.	0.00	500.00	0.00	0.00	0.00
Training Expenses	0.00	150.00	0.00	0.00	0.00
Meals	4,018.83	3,286.53	1,242.28	1,267.13	1,292.47
Books	219.31	671.69	129.90	132.50	135.15
Other Services	829.11	1,452.99	1,155.59	1,178.70	1,202.28
Utilities - DT Studio	0.00	1,609.77	1,186.94	1,210.68	1,234.89
Unassigned Budget	0.00	0.00	26,408.02	26,936.18	27,474.90
Total	97,679.74	111,549.85	122,023.66	127,464.13	129,953.42

Department of Architecture Foundation Gift Account

This account is used for special purposes such as lectures, travel, awards, among others. Persons wishing to make donations to the Department of Architecture may do so into this account.

<u>Name of Account</u>	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
Foundation Gift Account	15,066	15,103	17,306

Restricted Fund Balances (Scholarships)

<u>Name of Fund</u>	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
LRK Inc. Endowed Scholarship	27,807.13	30,849.23	28,785.65
CSI Dempsie Morrison Jr Memorial Scholarship	6,476.00	7,270.00	7,270.00
Interior Design Alumni Scholarship	3,434.00	2,984.00	2,984.00
Van Walton Memorial Scholarship	53,005.79	56,474.45	51,668.76
James Weaver Memorial Scholarship	26,203.68	35,560.72	33,530.52
William R. Eubanks Lecture Series	82,712.03	111,058.16	104,561.61

Expenditures and Investment per Student

The table below shows the current budget and the per-student expenditures for the Department of Architecture and comparable professional programs at the University of Memphis. This information was received from the University of Memphis Financial Planning Office.

Department of Architecture

Salaries + Benefits	889,625
Operating Expenditures	141,421
TOTAL BUDGET	1,035,046
Number of Students (majors)	113
Expenditures per Student	9,160

Department of Civil Engineering

Salaries + Benefits	1,307,733
Operating Expenditures	156,256
TOTAL BUDGET	1,463,989
Number of Students (majors)	151
Expenditures per Student	9,569

Department of Electrical Engineering

Salaries + Benefits	1,023,774
Operating Expenditures	265,088
TOTAL BUDGET	1,213,924
Number of Students (majors)	171
Expenditures per Student	7,099

Department of Mechanical Engineering

Salaries + Benefits	1,229,156
Operating Expenditures	143,225
TOTAL BUDGET	1,372,381
Number of Students (majors)	210
Expenditures per Student	6,535

School of Law

Salaries + Benefits	3,878,031
Operating Expenditures	457,421
TOTAL BUDGET	4,335,452
Number of Students (majors)	420
Expenditures per Student	10,323

Comparative Total Dollars Spent per Student by Academic Units

Academic Unit	2009/2010	2010/2011	2011/2012
Department of Architecture	8,762	9,520	9,160
Department of Civil Engineering	10,521	9,199	9,569
Department of Electrical Engineering	11,348	7,447	7,099
Department of Mechanical Engineering	7,379	7,109	6,535
School of Law	10,350	10,054	10,323

Institutional Financial Issues

Higher education in the State of Tennessee is under-funded at virtually every level. This has resulted in the University of Memphis being required to seek alternative funding as well as increase tuition and fees. This directly impacts the Department of Architecture and the Department has prepared several alternative budget scenarios to plan for reduced funding.

However, the Department of Architecture has not experienced any negative impacts to date. To the contrary, after the last NAAB visit, the overall operating budget of the Department was increased. In addition, all students enrolled in an ARCH-prefix or IDES-prefix course at the University of Memphis are assessed a \$20 per credit hour fee regardless of whether or not their

major is Architecture. These funds may be used for a variety of purposes to enhance the quality of education for the students.

Based upon historical collection of this fee and estimated future short-term graduate and undergraduate enrollment figures the Student Fee may be expected to generate approximately \$45,000-\$50,000 per year. Many of the needs of the Master of Architecture degree program are met through these fees as these needs are shared with the BFA in Architecture and BFA in Interior Design degree programs.

Adjunct faculty are an essential element of the Department of Architecture, not only in terms of being able to meet teaching needs but also in the additional expertise each brings to the Department. Funding for adjunct faculty has been adequate and has included special allocations from the Office of the Provost. Adjunct faculty expenses have also been covered, in part, by the Office of the Vice Provost for Extended Programs for courses taught off campus. The rates paid by the Department of Architecture are among the highest on campus. One faculty position in the Interior Design Program remains unfilled and unfunded. However, this does not impact the Architecture Program.

In addition, after the retirement of Professor Tom Mason, a full-time faculty member, in May 2010, the dean and provost approved hiring a full-time "visiting" faculty member, Professor Pam Hurley, for this position rather than relying on adjunct faculty. The Department search committee has narrowed the candidate pool to three and is completing interviews as of the date of this APR. This position will be filled by the start of the semester in August 2012.

I.2.5. Information Resources

The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

- *A description of the institutional context and administrative structure of the library and visual resources.*
- *An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:*
 - *Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.*
 - *Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.*
 - *Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).*
 - *Demonstrates sufficient funding to enable continuous collection growth.*
 - *Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.*

This section was written by Michael Hagge with data from Annelle Huggins, Associate Dean of University Libraries, and additional information from the University Libraries website. Data in the Appendix was provided by Annelle Huggins. March 2012.

University Libraries Facilities

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

The University Libraries collections contain more than 16 million items, which include monographs (print and electronic), periodical volumes, federal and state documents, maps and

manuscripts. Holdings include nearly 3.7 million micro format materials and 1.3 million bound volumes. Students and faculty have access to over 100 electronic databases which index periodicals. Many of the databases offer full-text articles.

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

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

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

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

Library Staffing

The University Libraries currently has 77 full-time personnel: 21 faculty (professional librarians); 4 administrative professionals; and 52 support staff. In addition there are 10 FTE Student Assistants/Graduate Assistants.

Library Funding

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

Fiscal Year 09/10:	Books:	\$ 6,999.28 expended
	Serials:	\$ 195.28 expended
Fiscal Year 10/11:	Books:	\$ 755.03 expended
	Serials:	\$ 194.46 expended
Fiscal Year 11/12:	Allocation for Books:	\$ 2,000.00

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

Appropriate University Libraries Holdings (March 2012)

There are 3,854 NA Architecture books and 1,207 TH Building Construction books in the University Libraries system. This does not include books in the Architecture + Design Library or the City Planning Library. Additional information on University Libraries holdings is contained in the appendix.

In addition, the Library serves as the repository of the Roy P. Harrover Collection, an assembly of two- and three-dimensional work of well-known Memphis Architect Roy Harrover. Among the

notable buildings designed by Mr. Harrover are the Memphis International Airport Terminal, Memphis College of Art, the NBC Bank Building, First Unitarian Church (Church of the River), and Mud Island Park.

The Department of Architecture receives listings periodically from the University Libraries and selects books for addition to the library holdings. Professor James Williamson serves as liaison to the University Libraries. The Department received a special allocation of \$2,000 last year to purchase books and has also used funds raised privately to purchase books. A donation was made in honor of Professor Michael Hagge for receiving the University of Memphis Engaged Scholarship Award.

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

Visual Resource Center

The Department of Art Visual Resource Center (VRC), located in Room 104 of the Art and Communication Building, has approximately 165,000 slides on art and architecture, with approximately twenty-five percent exclusively related to architecture. These slides cover pre-historic to modern time periods. The VRC also has approximately 400 videos, some of which focus on architecture, and continuously acquires more resources based on funding allocations. The Department of Architecture has access to the VRC resources.

Department of Architecture Library

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

University Libraries Mission Statement

The University Libraries is a leader in providing access to and managing information services and resources to support teaching, learning, and research for the University of Memphis community.

Statement of Values

Providing the varied services, resources, and programs of the University Libraries requires the involvement of many people. While each individual utilizes his or her own particular expertise and background and adopts his or her unique way to accomplish each task, the overall effort is guided by a common set of values that binds the whole together with common purpose. As they go about meeting the Libraries' established objectives, University Libraries' faculty and staff are committed to the following values

Service: The University Libraries seeks excellence in providing assistance to all library users while ensuring that access to information resources is provided in an open, receptive, and courteous manner, with a commitment to freedom of information and equity of access.

Quality: The University Libraries strives to deliver effective user services, resources, and programs, using the highest feasible standards of management, assessment, organization, and delivery. We are simultaneously committed to the development of a knowledgeable, versatile, and skilled faculty and staff.

Integrity: The University Libraries affirms the principles of academic freedom and provides all services, programs, and operations with honesty, openness, and accountability.

Diversity: The University Libraries values and appreciates the differences, among our users, our collections, and our faculty and staff. We endeavor to provide a climate of acceptance and respect for all points of view and for all individuals, whether members of the university community or the community-at-large, without regard to race, ethnicity, gender, age, lifestyle choice, or physical abilities.

Collaboration: The University Libraries partners with the departments and colleges to provide resources and services to support the academic programs of the University. We join with other academic communities and libraries throughout Tennessee, the Mid-South region, and the nation to enhance access to information resources beyond the University Campus.

Innovation: The University Libraries identifies, investigates, evaluates, and implements new and emerging methods for obtaining appropriate resources and providing relevant services to meet known and/or anticipated user needs.

Goals 2007 - 2010

To accomplish the overall mission of the University Libraries, resources and energy will be focused on achieving the following goals.

1. Build, preserve, and support collections that meet the needs of present and future users.
2. Develop, explore, and implement new information technologies and resources.
3. Develop and implement strategies that maximize the effectiveness of the integrated library system (ILS).
4. Develop, promote, and deliver instructional services and resources to meet changing user needs.
5. Invest in library personnel to enhance their abilities to provide library services and resources.
6. Collaborate with other units of the University, the urban community, the professional community, the region, or the nation to improve access to information resources.
7. Develop and implement marketing and development plans that will enhance visibility and image and increase the resource base of the University Libraries.

Goals and Objectives (Revised October 2009)

I. Build, preserve, and support collections that meet the needs of present and future library users.

Objectives:

1. Develop diverse collections that support the teaching, study, and research that occur throughout the University including remote sites.
2. Create original information resources that add to the body of information resources available for library users.
3. Seek additional funding for building and supporting library collections and programs that meet the needs of the university community.

4. Develop a plan for an environmentally viable and secure storage facility to accommodate lesser-used materials in support of our roles as a research library and the Regional Depository for Federal Documents for the state of Tennessee.
5. Update and maintain, in collaboration with the teaching and research faculty, comprehensive collection development policies that will provide guidance for the ongoing growth and development of all of the Libraries' collections.
6. Work with staff in appropriate offices on campus (physical plant, space planning, academic affairs, finance, etc.) to integrate the libraries' space needs into campus planning.
7. Evaluate electronic resources for purchase and retention in keeping with appropriate Collection Development Policies, with special attention to archiving, accessing, and purchasing collaboratively.
8. Collaborate with others to acquire and utilize newer technologies for the preservation and reproduction of graphic and written archival materials, with emphasis on digital preservation of materials.
9. Identify and implement appropriate collection assessment tools and techniques.

II. Develop, explore, and implement new information technologies and resources that contribute to the success of the Libraries.

Objectives:

1. Improve and expand Web-based access to information resources for on-campus and remote users.
2. Explore new opportunities for consortial purchases of electronic resources.
3. Implement a life cycle replacement plan for the servers and other system-wide backbone components that support library programs and services.
4. Collaborate with ITD, the Provost's Office, and other appropriate units to develop and implement a plan that will support regular replacement and upgrading of the computers and software needed by libraries' staff.

III. Develop and implement strategies that maximize the effectiveness of the Libraries' integrated library system (ILS).

Objectives:

1. Develop and adopt standards for creating and maintaining high quality data in the integrated library system.
2. Improve the quality of the bibliographic and item records in the online catalog.
3. Add records to the libraries' database for collections that are not currently represented in the online catalog such as microform collections.
4. Develop and implement plans for maximizing the use of the integrated library system.
5. Provide leadership and oversight for the successful execution of contractual agreements among the participants in the Memphis-III Partnership.

IV. Develop, promote, and deliver instructional services and resources to meet changing user needs.

Objectives:

1. Offer library instruction sessions and resources that meet the needs of library users and enhance the information fluency of students and faculty of the University.
2. Take advantage of available technologies to improve user access to library instruction.
3. Develop and deliver instruction that helps classroom faculty to maximize the integration of library resources into their courses.
4. Train selective depository personnel across the state in the use of electronic access to government information in fulfillment of our responsibility as the Federal Regional Depository for the state of Tennessee.
5. Offer library tours and focused visits to groups and individuals on the campus and throughout the community.

V. Invest in library personnel to enhance their abilities to provide excellent customer service along with appropriate library services and resources.

Objectives:

1. Update and maintain current position descriptions for all library personnel including faculty, staff, and students.
2. Implement strategies to make sure that positions within the University Libraries are properly classified and compensated.
3. Develop strategies for identifying and addressing organizational weaknesses.
4. Develop, conduct, sponsor, or coordinate training or staff development opportunities for University Libraries' personnel to assure essential competencies for all library personnel in appropriate areas of responsibility.
5. Promote meaningful communication throughout the University Libraries in support of an open, informative, and cooperative environment.
6. Make Libraries policies and procedures available to all library personnel in a timely and consistence manner.
7. Ensure that Libraries' faculty and staff have access to the supplies and equipment needed to accomplish their jobs.

VI. Collaborate with other units of the University, the urban community, the professional community, and the region to improve access to information resources.

Objectives:

1. Maintain active collaboration with the Faculty Senate's Library Policy Committee and other appropriate university organizations.
2. Participate fully in cooperative library programs and activities such as: the Memphis Area Library Council (MALC); TENN-SHARE; West Tennessee Academic Library Collaborative (WETALC); Tennessee Union List of Serials, Association of Southeastern Research Libraries (ASERL); LYRASIS); and OCLC.
3. Serve as a source for federal government information to city, county, state, and federal agencies and offices.
4. Collaborate with appropriate departments across the campus to create and support joint programming that highlights the collections, services, and resources, of the University Libraries.

VII. Develop and implement marketing and development plans that will enhance the visibility and image and subsequently also increasing the resource base of the University Libraries.

Objectives:

1. Build on the relationship with the Friends of The University of Memphis Libraries to enhance the continued growth and effectiveness of the collections, services, and programs of the University Libraries.
2. Develop strategies that build on the University Libraries' relationship with the Office of Marketing, Advancement, and Government Relations to stimulate positive action from that office on behalf of the University Libraries.
3. Develop and implement a comprehensive plan for communicating with constituents both on and off campus.
4. Implement mechanisms that enable the University Libraries to respond to user needs in a more timely and systematic manner.
5. Expand efforts to attract external funding for the programs and services of the Libraries especially focusing on endowment funding.
6. Develop and implement a comprehensive plan for public programming that highlights the resources of the University Libraries, attracts users into the library, and creates opportunities to pursue external funding.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

This section should include the statistical reports described in the 2009 Conditions.

Program Student Characteristics

The following student demographic data was obtained from the University of Memphis Office of Institutional Research and from the various report generators on their website.

Students Enrolled in the Master of Architecture Degree

Gender	2009/2010	2010/2011	2011/2012
Total	13 / 100%	14 / 100%	13 / 100%
Male	4 / 31%	6 / 43%	9 / 69%
Female	9 / 69%	8 / 57%	4 / 31%

Ethnicity	2009/2010	2010/2011	2011/2012
Total	13 / 100%	14 / 100%	13 / 100%
White	7 / 54%	7 / 50%	7 / 54%
Black	3 / 23%	3 / 21%	4 / 30%
Asian	2 / 15%	4 / 29%	1 / 8%
Hispanic	0 / 0%	0 / 0%	0 / 0%
Native American	1 / 8%	0 / 0%	0 / 0%
Multi-Race	0 / 0%	0 / 0%	1 / 8%
Pacific Islander	0 / 0%	0 / 0%	0 / 0%
Non Resident Alien	0 / 0%	0 / 0%	0 / 0%
Not Specified	0 / 0%	0 / 0%	0 / 0%

Students Enrolled at the University of Memphis

Gender	2009/2010	2010/2011	2011/2012
Total	21,424 / 100%	22,421 / 100%	22,725 / 100%
Male	8,236 / 38%	8,649 / 39%	8,722 / 38%
Female	13,188 / 62%	13,772 / 61%	14,003 / 62%

Ethnicity	2009/2010	2010/2011	2011/2012
Total	21,424 / 100%	22,421 / 100%	22,725 / 100%
White	11,459 / 53%	11,687 / 52%	11,572 / 51%
Black	7,695 / 36%	8,277 / 37%	8,365 / 37%
Asian	545 / 3%	596 / 3%	566 / 3%
Hispanic	376 / 2%	483 / 2%	545 / 3%
Native American	58 / >1%	49 / >1%	61 / >1%
Multi-Race	207 / 1%	317 / 1%	472 / 2%
Pacific Islander	7 / >1%	17 / >1%	25 / >1%
Non Resident Alien	524 / 3%	517 / 3%	547 / 3%
Not Specified	552 / 3%	420 / 2%	291 / 1%

Qualifications of Students Admitted into the Master of Architecture Degree

Percent	2009/2010	2010/2011	2011/2012
Qualified	100	100	100
Not Qualified	0	0	0

Some of the students, while meeting the admissions qualifications for pre-requisites in the pre-professional degree, have elected to take courses in the BFA in Architecture degree program, particularly in the computer courses, to improve their skills. These courses do not count for graduate credit.

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

Time Period (FT Students)	2009/2010	2010/2011	2011/2012 (Estimated)
Normal Time (two years)	17	0	80
Within 150% of Normal	83	66	20

To date, one student has completed the Master of Architecture degree within two years. One completed the degree in three and a half years (delayed due to medical reasons), and the rest completed the degree in August or December after the May in which they were supposed to graduate due to a longer time than anticipated to complete their thesis. Major emphasis is now being placed on students graduating in May and the Architectural Thesis Research and Architecture Thesis Studio courses have been modified accordingly.

Program Faculty Characteristics

Faculty Demographics (University of Memphis)

FT/PT Status	2009	2010	2011
Total	1,368 / 100%	1,402 / 100%	1,494 / 100%
Total FT	897 / 066%	891 / 064%	902 / 060%
Total PT	471 / 034%	511 / 036%	592 / 040%

Ethnicity	2009	2010	2011
Total	1,368 / 100%	1,402 / 100%	1,494 / 100%
White	1,039 / 76%	1,057 / 75%	1,113 / 75%
Black	145 / 11%	155 / 11%	173 / 12%
Asian	74 / 5%	91 / 7%	92 / 6%
Hispanic	28 / 2%	32 / 2%	34 / 2%
Native American	3 / >1%	3 / >1%	2 / >1%
Multi-Race	21 / 2%	21 / 2%	22 / 2%
Pacific Islander	0 / 0%	0 / 0%	1 / >1%
Non Resident Alien	57 / 4%	38 / 3%	52 / 3%
Not Specified	1 / >1%	1 / >1%	5 / >1%

Faculty Demographics (Department of Architecture)

FT/PT Status	FA2009	FA2010	FA 2011
Total FT	6 / 100%	6 / 100%	8 / 100%
Male	5 / 83%	5 / 83%	6 / 75%
Female	1 / 17%	1 / 17%	2 / 25%
Total PT	6 / 100%	12 / 100%	12 / 100%
Male	5 / 83%	7 / 58%	6 / 50%
Female	1 / 17%	5 / 42%	6 / 50%

Ethnicity	FA2009	FA2010	FA 2011
Total	12 / 100%	18 / 100%	20 / 100%
Male	10 / 83%	12 / 67%	12 / 60%
Female	2 / 17%	6 / 33%	8 / 40%
White	10 / 84%	16 / 90%	18 / 90%
Black	1 / 8%	1 / 5%	1 / 5%

Asian	0 / 0%	0 / 0%	0 / 0%
Hispanic	0 / 0%	0 / 0%	0 / 0%
Native American	1 / 8%	0 / 0%	0 / 0%
Multi-Race	0 / 0%	1 / 5%	1 / 5%
Pacific Islander	0 / 0%	0 / 0%	0 / 0%
Non Resident Alien	0 / 0%	0 / 0%	0 / 0%
Not Specified	0 / 0%	0 / 0%	0 / 0%

Faculty Promoted and Tenured (University of Memphis)

Status	2009/2010	2010/2011	2011/2012
Promoted	182	392	53
Eligible for Tenure	26	34	37
Tenured	26	22	23

Faculty Promoted and Tenured (Department of Architecture)

Status	2009/2010	2010/2011	2011/2012
Promoted	0	0	2
Eligible for Tenure	0	0	1
Tenured	0	0	1

Active Architectural Registrations in the US of Current Faculty

Status	2009/2010	2010/2011	2011/2012
Total	6	8	8

The jurisdictions of the faculty from 2009 to the present registered in the US are Tennessee (9), Alabama (2), Arkansas (2), California, District of Columbia, Georgia, Indiana, Louisiana (2), Maryland (2), Michigan, Mississippi (3), Missouri (2), New Jersey, New York, Nevada, Pennsylvania, Virginia, and Washington. Several are registered in more than one US jurisdiction.

Five faculty members have completed or are currently in IDP. The person filling the new position coming on board in the fall of 2012 will be registered in the US. Three faculty members are also AICP and six are LEED accredited. One former faculty member is a registered engineer.

I.3.2. Annual Reports

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

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

I.3.3. Faculty Credentials

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

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

All of the faculty members teaching in the Architecture Program have the appropriate degree and experience relative to the courses and subject matter they teach. For details, please refer to Section I.2.1 for Faculty Resumes and the Faculty Credentials Matrix.

I.4. Policy Review

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

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

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

The APR must include:

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

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

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

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

The goals of the Department of Architecture are:

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

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

The Graphic Curriculum Matrix follows.

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

NAAB Student Performance Criteria	ARCH 4441	ARCH 4221	ARCH 3313	ARCH 3312	ARCH 2612	ARCH 2611	ARCH 2412	ARCH 2311	ARCH 1212	ARCH 1211	ARCH 1113	ARCH 1112
Realm A: Critical Thinking and Representation												
A.1. Communication Skills (<i>ability</i>)		•										
A.2. Design Thinking Skills (<i>ability</i>)		•										
A.3. Visual Communication Skills (<i>ability</i>)	•				•	•					•	•
A.4. Technical Documentation (<i>ability</i>)	•						•					
A.5. Investigative Skills (<i>ability</i>)		•										
A.6. Fundamental Design Skills (<i>ability</i>)												
A.7. Use of Precedents (<i>ability</i>)												
A.8. Ordering Systems Skills (<i>understanding</i>)												
A.9. Historical Traditions / Global Culture (<i>understanding</i>)		•							•	•		
A.10. Cultural Diversity (<i>understanding</i>)		•							•	•		
A.11. Applied Research (<i>understanding</i>)												
Realm B: Integrated Building Practices, Technical Skills and Knowledge												
B.1. Pre-Design (<i>ability</i>)												
B.2. Accessibility (<i>ability</i>)	•											
B.3. Sustainability (<i>ability</i>)												
B.4. Site Design (<i>ability</i>)												
B.5. Life Safety (<i>ability</i>)												
B.6. Comprehensive Design (<i>ability</i>)												
B.7. Financial Considerations (<i>understanding</i>)												
B.8. Environmental Systems (<i>understanding</i>)												
B.9. Structural Systems (<i>understanding</i>)			•	•	•			•				
B.10. Building Envelope Systems (<i>understanding</i>)												
B.11. Building Service Systems (<i>understanding</i>)												
B.12. Building Materials and Assemblies (<i>understanding</i>)			•	•			•					
Realm C: Leadership and Practice												
C.1. Collaboration (<i>ability</i>)												
C.2. Human Behavior (<i>understanding</i>)		•										
C.3. Client Role in Architecture (<i>understanding</i>)												
C.4. Project Management (<i>understanding</i>)												
C.5. Practice Management (<i>understanding</i>)												
C.6. Leadership (<i>understanding</i>)												
C.7. Legal Responsibilities (<i>understanding</i>)	•											
C.8. Ethics and Professional Judgment (<i>understanding</i>)												
C.9. Community and Social Responsibility (<i>understanding</i>)												

Shading denotes primary and secondary evidence of student achievement in each SPC

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

NAAB Student Performance Criteria	ARCH 7896	ARCH 7895	ARCH 7830	ARCH 7713	ARCH 7712	ARCH 7711	ARCH 7431	ARCH 7421	ARCH 7211	ARCH 7013	ARCH 7012	ARCH 7011
Realm A: Critical Thinking and Representation												
A.1. Communication Skills (<i>ability</i>)	•	•	•			•	•		•	•	•	•
A.2. Design Thinking Skills (<i>ability</i>)	•	•	•	•	•				•		•	•
A.3. Visual Communication Skills (<i>ability</i>)	•	•	•	•	•					•		
A.4. Technical Documentation (<i>ability</i>)	•	•		•	•		•					
A.5. Investigative Skills (<i>ability</i>)	•	•	•	•	•	•		•	•	•	•	•
A.6. Fundamental Design Skills (<i>ability</i>)	•	•				•						
A.7. Use of Precedents (<i>ability</i>)	•	•	•			•			•	•	•	
A.8. Ordering Systems Skills (<i>understanding</i>)	•	•		•	•							
A.9. Historical Traditions / Global Culture (<i>understanding</i>)	•	•	•	•					•	•		
A.10. Cultural Diversity (<i>understanding</i>)	•	•	•						•	•		
A.11. Applied Research (<i>understanding</i>)	•	•	•									
Realm B: Integrated Building Practices, Technical Skills and Knowledge												
B.1. Pre-Design (<i>ability</i>)				•		•						
B.2. Accessibility (<i>ability</i>)				•		•						
B.3. Sustainability (<i>ability</i>)				•	•			•				
B.4. Site Design (<i>ability</i>)				•		•						
B.5. Life Safety (<i>ability</i>)				•	•	•		•				
B.6. Comprehensive Design (<i>ability</i>)				•								
B.7. Financial Considerations (<i>understanding</i>)							•					
B.8. Environmental Systems (<i>understanding</i>)				•	•			•				
B.9. Structural Systems (<i>understanding</i>)				•	•							
B.10. Building Envelope Systems (<i>understanding</i>)				•	•	•		•				
B.11. Building Service Systems (<i>understanding</i>)				•	•	•		•				
B.12. Building Materials and Assemblies (<i>understanding</i>)				•	•	•						
Realm C: Leadership and Practice												
C.1. Collaboration (<i>ability</i>)							•					
C.2. Human Behavior (<i>understanding</i>)							•					
C.3. Client Role in Architecture (<i>understanding</i>)							•					
C.4. Project Management (<i>understanding</i>)							•					
C.5. Practice Management (<i>understanding</i>)							•					
C.6. Leadership (<i>understanding</i>)							•					
C.7. Legal Responsibilities (<i>understanding</i>)							•					
C.8. Ethics and Professional Judgment (<i>understanding</i>)							•					
C.9. Community and Social Responsibility (<i>understanding</i>)							•					

Shading denotes primary and secondary evidence of student achievement in each SPC

I.2. Curricular Framework

II.2.1. Regional Accreditation

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

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

II.2.2. Professional Degrees and Curriculum

The APR must include the following:

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

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

Of the total of 60 credit hours, including thesis studio or professional project studio, required to earn the Master of Architecture degree, 36 credit hours are required core courses, 9 credit hours are thesis courses, and 15 credit hours are electives. The electives may be taken from a wide variety of subjects including architecture, city planning, real estate development, urban anthropology, and education, among others. A minimum of 42 credit hours must be at the 7000 level, including no more than six credit hours of thesis studio or professional project studio.

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

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

Master of Architecture First Year – 30 Credit Hours

Fall – 15 Credit Hours

ARCH 7711	(6)	Advanced Architectural Design Studio I
ARCH 7011	(3)	Advanced Architectural Design Seminar I
ARCH 7211	(3)	Contemporary Architectural Theory
_____	(3)	Elective

Spring – 15 Credit Hours

ARCH 7712	(6)	Advanced Architectural Design Studio II
ARCH 7012	(3)	Advanced Architectural Design Seminar II
ARCH 7421	(3)	Advanced Environmental Systems
_____	(3)	Elective

Master of Architecture Second Year – 30 Credit Hours

Fall – 15 Credit Hours

ARCH 7713	(6)	Advanced Architectural Design Studio III
ARCH 7013	(3)	Advanced Architectural Design Seminar III
ARCH 7930	(3)	Architectural Thesis Research
_____	(3)	Elective

Spring – 15 Credit Hours

ARCH 7431	(3)	Advanced Professional Practice
ARCH 7995	(6)	Professional Project Studio*
ARCH 7996	(6)	Architectural Thesis Studio
_____	(3)	Elective
_____	(3)	Elective / City Building Course

NOTE: The Professional Project Studio may be taken in lieu of Architectural Thesis Studio with the approval of the Coordinator of Graduate Studies in Architecture. This is a professional practice oriented research course intended for students with professional experience in the architectural field. Studio courses must be taken with the appropriate seminar courses.

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

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

II.2.3. Curriculum Review and Development

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

The review of the curriculum of the Master of Architecture degree program is through the faculty of the Department of Architecture with input from the students and others involved in the

Architecture Program including but not limited to members of the local professional community, graduates who are either working in the profession or attending graduate school at the University of Memphis or elsewhere, and members of the advisory board. In addition, faculty members review their annual teaching evaluations and make content revisions accordingly.

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

For example, based on findings from the NAAB initial candidacy and continuing candidacy site visit teams, revisions to the ARCH 7431 Advanced Professional Practice course were made to ensure minimal overlap with the undergraduate professional practice course. After teaching the course in the SP11 semester with the initial revision it was determined that another revision would be more effective and that is now in place. In response to the desires to create a capstone project more related to professional practice than academic research, ARCH 7995 Professional Projects Studio was created and offered in the FA11/SP12 academic year as an alternative to ARCH 7996 Architecture Thesis Studio.

In addition, some changes have occurred as a result of input from faculty, students, and local design professionals. For example, each architectural design studio now has at least one project with a community partner. Not only does this further the mission of the University but it also provides an enhanced, hands-on experience for the students and engaged scholarship opportunities for faculty. Also, the participation in local, national and international design competitions has been integrated into the curriculum and University of Memphis architecture students have been among the winners in several of these. And finally, the Department offers elective courses at both the graduate and undergraduate level each semester in response to the requests of students and others involved in the programs.

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

II.3. Evaluation of Preparatory/Pre-professional Education

The APR must include the following:

- *A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record (See also I.2.1).*
- *If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)*
- *See January 18, 2010 Explanatory Memorandum from the NAAB for additional information for completing this section of the APR. It is posted at www.naab.org*

Category II: If your institution offers a NAAB-accredited M. Arch. degree or track for completing a NAAB-accredited degree that requires a pre-professional degree in architecture or a related field for admission and is awarded after completion of at least 30-or-more graduate credits for a total of at least 168 credits AND your institution also offers a non-accredited pre-professional degree in architecture AND SPC are expected to have been met in certain undergraduate courses offered by your institution, then the follow advice applies:

- 1. In the APR*
 - a. List the requirements for admission*

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

While the professional "4+2" program at the University of Memphis was designed based on the integration of the Bachelor of Fine Arts in Architecture and Master of Architecture degrees, persons holding an approved undergraduate degree in architecture or a related field from another institution are eligible to apply for admission into the Master of Architecture degree program. A review process is in place to evaluate courses taken elsewhere that are used to meet NAAB Student Performance Criteria. Professor Sherry Bryan, who also serves as transcript evaluator for the Tennessee Board of Architectural and Engineering Examiners, maintains these evaluation files. In addition to Professor Bryan, the other members of the graduate faculty in the Department review all application and portfolio materials submitted and collectively make a decision 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 semester hours; Architectural History (ancient through modern), 6 semester hours; Structural Design Principles (statics; strength of materials; gravity and lateral load tracing; design in timber, steel, concrete), 9 semester hours; Building Materials and Assembly (light construction), 3 semester hours; Environmental Systems (heat, light, sound, human comfort), 3 semester hours; Architectural Design Studio (in addition to "fundamentals" courses), 24 semester hours. Where slight deficiencies in preparation exist, applicants may be admitted with the stipulation that they complete additional design studio or supporting 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 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.

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

Persons making application to the Master of Architecture degree with an undergraduate degree in architecture or related field from a foreign institution must meet all of the standards above. In

certain cases, additional information such as a course syllabus, textbooks used, and related information may be required. Evidence may also be provided through a review of the portfolio, as appropriate. In addition, the Department of Architecture has used course evaluations from the World Education Services (WES) to determine the prerequisites have been met.

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

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

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

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

II.4. Public Information

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

II.4.1. Statement on NAAB-Accredited Degrees

<http://www.memphis.edu/gradcatalog/degreeprog/ccfa/arch.php>

II.4.2. Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

II.4.3. Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of

accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

<http://www.NCARB.org>

<http://www.aia.org>

<http://www.aiaa.org>

<http://www.acsa-arch.org>

<http://www.memphis.edu/careerservices/>

<http://www.memphis.edu/internships/>

II.4.4. Public Access to APRs and VTRs

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

II.4.5. ARE Pass Rates

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

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Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Team Findings [2010]

A. Responses to Conditions Not Met

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.*

2010 Visiting Team Assessment: *A description of the policies, procedures and criteria for faculty appointment, promotion and tenure is available at the university level, and a draft document is available for the Department of Architecture. Formalized faculty development opportunities are available in university material regarding sabbaticals, but access to specific resources for faculty development in the architecture program have not been formalized.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on efforts to address this deficiency, especially on whether faculty members are able to take advantage of other professional development programs besides sabbaticals (e.g., funding for attending or participating in conferences).*

Response from Program (2010): The Department of Architecture has a formal Tenure + Promotion document. In addition, the College of Communication and Fine Arts has a formalized policy for faculty development which is applicable to the faculty in the Department of Architecture. Additional information is provided herein under the response to Causes for Concern, Continuing Funding for Development Programs. **Updated (2011 AR and 2012 APR):** The Department of Architecture has an approved formal Tenure + Promotion document. The College of Communication and Fine Arts has a formalized policy for faculty development which is applicable to the faculty in the Department of Architecture. (<http://www.memphis.edu/ccfa/facultypda.php>) Since the last visit, Professor James Williamson has successfully completed the process for tenure and promotion to Associate Professor. Professor Michael Chisamore has completed the process for promotion to Associate Professor and should complete the tenure process in the fall of 2012. Full time and adjunct faculty members have received funding assistance to attend and/or participate in conferences. In some instances, student co-presenters also attended. Among these conferences since the spring 2010 visit are the following: 2010 ACSA Administrators Conference in Washington, DC (Michael Hagge and Sherry Bryan); 2010 Creating Making Forum in Norman, OK (Sherry Bryan, Jennifer Barker, Jenna Thompson, student Megan Hoover); 2010 Design Communications Association in Bozeman, MT (Michael Chisamore and Jennifer Barker); 2010 NOMA Conference in Boston, MA (Jimmie Tucker and several students); 2010 Southern Association of College and University Business Officers Conference in Austin, TX (Chris Whitehead); 2010 NCARB IDP Education Coordinator Conference in Chicago, IL (Michael Chisamore); 2011 American Institute of Architects Tennessee Chapter Annual Conference (Michael Hagge, Sherry Bryan, and James Williamson); 2011 AIAS Grassroots Conference in Washington, DC (Sherry Bryan and students Megan Hoover and Fabiana Vazquez); 2011 Building Technology Educators Society Conference in Toronto, ON (Michael Chisamore and Jenna Thompson); 2011 National Conference on the Beginning Design Student in Lincoln, NE (Jennifer Barker and Jenna Thompson); 2011 NOMA Conference in Atlanta, GA (Jimmie Tucker and several students); 2011 "Poet's Tax Funding for research in Philadelphia, PA (James Williamson). 2011 Travel to New Orleans and Baton Rouge, LA and Exhibition of Student Work (Tim Michael and several students); travel to St. Louis (Sherry Bryan and AIAS students); 2011 NCARB IDP Education Coordinator Conference in Chicago, IL (Michael Chisamore).

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.*

2010 Visiting Team Assessment: *Space needs for studio will be addressed when the art department moves out of the third floor in the summer of 2010. A shop manager has been hired which increased the safety of the shop, but the team is still concerned about ventilation and clearance around shop equipment.*

2010 NAAB Response to Annual Report: *The program should continue reporting on developments related to occupying additional space in Jones Hall. The changes made or planned by the program to address concerns about the shop equipment are clearly underway; please continue to report on progress.*

Response from Program (2010): The chair of the Department, dean of the College of Communication and Fine Arts, several local architects, and others met with University administrators and developed a plan of action for securing adequate space for the Department. The Department has been allocated additional space in Jones Hall and will occupy this space as soon as the Department of Art vacates the space. This move was planned for the summer of 2010 but construction delays have altered this schedule with a new projected move date of summer 2011. The employment of a full-time manager of the Art + Architecture shop has alleviated some concerns relative to safety. Ventilation improvements have been made to the shop and some rearrangement of existing equipment has taken place but some additional improvements need to be made. Alternatives are being studied including the purchase of new equipment for the shop including a laser cutter. **Updated (2011 AR and 2012 APR):** The Department was allocated additional instructional space in Jones Hall. The first floor gallery in Jones Hall has been assigned to the Department of Architecture. Much-needed storage and model assembly space in the Jones Hall basement has been assigned to the Department. The employment of a full-time manager of the Art + Architecture shop has alleviated concerns relative to safety and various improvements have been made. Model assembly will now be in the new basement space.

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.*

13.2 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*

2010 Visiting Team Assessment: *There is evidence in studio and thesis projects and the accompanying materials that this is addressed, and in ARCH 7211. However the level of sophistication in the analysis of some of the reading materials suggests that more work needs to be done. The team found no evidence of instructor feedback on the written work, from short papers to thesis proposals.*

2010 NAAB Response to Annual Report: *The 2010 visiting team noted that there was evidence in student work that this SPC was being addressed; however, the team suggested that analysis of some reading materials could be more rigorous and feedback from instructors was lacking. Please continue to report on efforts to address this deficiency.*

Response from Program (2010): This was met in the 2008 visit but in 2010 was not presented in a manner for the team to locate and review it. The new, simplified matrix should ensure the team locates this in the future. Critical thinking was addressed in ARCH 7012, Advanced Architectural Design Seminar II, and ARCH 7013, Advanced Architectural Design Seminar III. ARCH 7012 covered shaping the city, phenomenological concepts/ways to understand urban fabric, and the role of technology in architectural design. ARCH 7013 dealt with various views on the cultural implications of city development and how designers have looked at suburban growth. Students read a wide range of papers, wrote papers, and discussed these. Critical Thinking Skills are also a part of ARCH 7211, Contemporary Architectural Theory, and ARCH 6221/4221, Determinants of Modern Design. **Updated (2011 AR and 2012 APR):** In ARCH 6221/4221, Determinants of Modern Design, critical thinking is addressed in several ways. Students are regularly challenged by the instructor to compare and contrast the work of different architects.

Examples include discussions of how the attitudes toward nature held by Wright and Le Corbusier differ, or whether Mies “lies in order to tell the truth.” Different points of view are encouraged and lively debates often ensue. (Due to their spontaneous character, it is difficult to document such in-class discussions.) Mid-term and final examinations include discussion questions requiring critical thinking. Papers are returned with comments from the instructor. In a final paper, students are required to write an exhaustive, illustrated critical analysis of a significant completed building or project that they feel contains serious design shortcomings or flaws. The selected project must have been designed by one of the architects covered in the reading assignments. A preliminary synopsis of this paper, due in November, is returned with instructor comments, as is the final paper. With each reading assignment in ARCH 7211, Contemporary Architectural Theory, students are responsible for providing a written, personal analysis and critical questions that the work posed from the point of view of the student followed by in-class discussions and synthesis that will focus toward further research writing. Students receive feedback from the instructor in writing within the University of Memphis eCourseware system as well as within class context. Essays were reviewed and written responses included, with guidance toward further research and analysis, and ultimately additional research writing opportunities for the student. The ARCH 7012, Advanced Architectural Design Seminar II, devotes most classes to critical discussions of the relationship of technology and design from a historical, phenomenological, sociological and public policy perspective. The class includes students leading the discussions by creating and posing critical questions to provoke discussion. The mid-term and final exams are papers where the student is asked to critically answer questions in a composition format. This is also done in the other graduate seminars, ARCH 7011, Advanced Architectural Design Seminar I, and ARCH 7013, Advanced Architectural Design Seminar III. Assignments in ARCH 7013, Advanced Architectural Design Seminar III, in the fall 2011 semester are closely integrated into the studio in order to make a more direct connection. For example, knowledge gained from precedent studies and topical studies undertaken within the seminar is directly applied to the studio project in the co-requisite ARCH 7713, Advanced Architectural Design Studio III. The students critically examine different buildings and elements such as structural systems, site issues, and sustainable characteristics to determine that which is successful and applies to the local characteristics the studio project. The other two graduate seminar courses are also closely integrated into the respective studio and are corequisites to the studios

13.4 Research Skills: *Ability to gather, assess, record, and apply relevant information in architectural coursework*

2010 Visiting Team Assessment: *Visual, precedent and other types of design research appear to be adequate. A higher level of development is necessary in the thesis research. While bibliographies were often extensive in the final thesis proposals, there was little evidence that any of these texts were actually used in the preparation of thesis proposals and research projects and in the development of the students’ concepts and strategies for completing the theses.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on efforts to address this deficiency.*

Response from Program (2010): This was met in the 2008 visit but in 2010 was not presented in a manner for the team to locate and review it. Faculty members have been advised to ensure student work clearly reflects the research skills expected for a professional degree program. The thesis course was ongoing during the team visit. Thesis books completed since the team visit demonstrate the application of materials found in the research into the development of the concept and completion of the project. In addition, the new, simplified matrix should ensure the team locates this in the future. **Updated (2011 AR and 2012 APR):** The first offering of ARCH 7996, Architecture Thesis Studio, was ongoing during the team visit but Thesis books completed since the visit demonstrate the application of materials found in the research into the development of the concept and completion of the project. In addition, ARCH 7930, Architectural Thesis Research, a pre-requisite to ARCH 7996, has been restructured to require students to create formal presentations of their findings from research and precedent studies to their peers and faculty members for feedback and guidance for the next phase of research. Free writing of

their understanding of the research is also required in addition to periodically updated outlines, rough drafts, and graphic analyses. Last semester, workshops were conducted by University of Memphis Library staff in both this course and in ARCH 7211, Contemporary Architectural Theory, to assist in the process of finding relevant, useful material that will ideally be included within the body of their Thesis books.

13.9 Non-Western Traditions: *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

2010 Visiting Team Assessment: *Progress has been made in the addition of non-western material to the existing history course, but there are inadequate student performance materials to demonstrate an understanding of the parallel and divergent canons and traditions of design in the non-Western world. At the time of the visit, the course work covering non-western materials only required students to respond to two short exam questions on this material, which in any case was significantly less than the attention given to western traditions.*

2010 NAAB Response to Annual Report: *In the 2009 Conditions for Accreditation, this SPC is now covered in Realm A.9, Historical Traditions and Global Culture. The program is advised to continue reporting on efforts to address this deficiency and to include syllabi in the 2011 narrative that demonstrate increased attention to non-Western traditions.*

Response from Program (2010): The ARCH 7211, Contemporary Architectural Theory, and ARCH 6221/4221, Determinants of Modern Design, courses have increased the level of non-western traditions. This semester, Determinants includes lectures and readings on contemporary architecture in Japan, Turkey, Iraq, Sri Lanka, China, Israel, Saudi Arabia, Kuwait, India, and others. The two introductory ARCH 1211, History of Architecture I, and ARCH 1212, History of Architecture II, courses have been enhanced to include more non-western traditions. The three required graduate seminars also include elements of non-western traditions. Currently, ARCH 7011, Advanced Architectural Design Seminar I requires detailed student research reports on the work of the winners of the Pritzker Architecture Prize, including Tange, Maki, Ando, Hadid, and Sejima + Nishizawa. Conversations with members of a local design firm with an extensive practice in China (TRO Jung|Brannen) have been initiated relative to lectures and other engagement opportunities. **Updated (2011 AR and 2012 APR):** The following courses addressed this SPC during the period following the 2010 Annual Report. ARCH 6221/4221, Determinants of Modern Design, included lectures and readings on contemporary architecture in Japan, Turkey, Iraq, Sri Lanka, China, Israel, Saudi Arabia, Kuwait, India, and others. In the fall 2011 semester ARCH 7011, Advanced Architectural Design Seminar I, focused on the work and philosophy of Louis Kahn. The students prepared detailed presentations of his projects including his work in India, Bangladesh, Israel, and Angola. In ARCH 7211, Contemporary Architectural Theory, reading, writing, and analysis questions were used to address the following Non-Western areas of design: Japanese aesthetic metabolism, ma, symbiosis, post-modernism, pluralism, and ecology; African sacred geometry, cosmology, fractals, and urban design; Chinese cosmology and Feng Shui; Indian cosmology and Vastu Shastra; and urban design in the United Arab Emirates. Architects and theorists studied included Kenzo Tange, Kisho Kurokawa, Tadao Ando, Toyo Ito, Masao Miyoshi, Masaru Emoto, Masayuki Kurokawa, Alan Watts, Moshe Safdie, and R.A. Schwaller de Lubicz, among others. These explorations led to further student-driven research and critical writings. Students in ARCH 1120, Introduction to Architecture + Design, read *Wabi-Sabi: for Artists, Designers, Poets & Philosophers* by Leonard Koren. In ARCH 1211, History of Architecture I, and ARCH 1212, History of Architecture II, courses have been enhanced to include more non-western history and traditions from India, Japan, China, Africa, and others over a four week period. Students are then tested on this material including the mid-term and final exams.

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*

2010 Visiting Team Assessment: *The emphasis on regional traditions is abundantly evident in Advanced Architectural Design studios 7712 and 7713, and 4716. There is no evidence of understanding of national traditions.*

2010 NAAB Response to Annual Report: *In the 2009 Conditions for Accreditation, this SPC is now covered in Realm A.9, Historical Traditions and Global Culture. The program is advised to continue reporting on efforts to address this deficiency and to include syllabi in the 2011 narrative that demonstrate increased attention to national traditions.*

Response from Program (2010): Faculty members teaching these and other courses have been asked to ensure national traditions are covered. In addition, a component has been added to ARCH 1120, Introduction to Architecture, and ARCH 7211, Contemporary Architectural Theory.

Updated (2011 AR and 2012 APR): In ARCH 6221/4221, Determinants of Modern Design, lectures and readings focused on several national traditions, including those of Britain, Mexico, Finland, and pre-World War II Germany. In ARCH 7211, Contemporary Architectural Theory, research, readings, discussions, and written analyses covered the basic concepts of regionalism and traditions. Cultures included were the US, Europe, Japan, India, Africa, and the Middle East. With a particular focus on urban design and planning, challenges in regards to traditions and regionalism and potential loss of cultural identity within Japan, Egypt and the Middle East; and the influence and consequences of outside influences, particularly Western Theories being imposed on these cultures, was also covered. Required readings in ARCH 1120, Introduction to Architecture + Design included several books containing concepts of national traditions within the context of the evolution of design and experiencing architecture: *Thinking Architecture* by Peter Zumthor, *The Eyes of the Skin: Architecture and the Senses* by Juhani Pallasmaa, *Ten Books on Architecture* by Vitruvius, *The New Architecture and the Bauhaus* by Walter Gropius, and *Towards a New Architecture* by Le Corbusier, among others.

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*

2010 Visiting Team Assessment: *While some student work for thesis research indicated some awareness of this topic, it was not consistent across the student body. Such materials rarely appeared in bibliographies for thesis proposals, nor were they incorporated into thesis development. No coursework syllabi or other materials indicated that this criterion is addressed.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on efforts to address this deficiency and to include in the 2011 narrative copies of assignments in ARCH 7012 and 7013 related to this SPC and a brief description of student work submitted for those assignments.*

Response from Program (2010): This content has been added to ARCH 7012, Advanced Architectural Design Seminar II, and ARCH 7013, Advanced Architectural Design Seminar III, as well as in other courses across the curriculum. **Updated (2011 AR and 2012 APR):** This content has been added to ARCH 7012, Advanced Architectural Design Seminar II, as well as in other courses across the curriculum. Students in ARCH 7012, Advanced Architectural Design Seminar II, read and discussed the work and writings of Steven Holl, Christopher Alexander (*A Pattern Language*), Bill Hillier (*Space Syntax*), Ron Walkey and Peter Bosselmann (*Reality and Realism in Urban Design*). Each explored the relationship of human behavior and its impact on architecture (Holl) or ways to research and use behavioral data (Alexander, Hillier, Walkey and Bosselmann). Students participated in student-led discussions about the works of each writer or architect and the mid-term and final exams required the students to critically bring together their thoughts on the issue of human behavior and design. In ARCH 7013, Advanced Architectural Design Seminar III, and ARCH 7713, Advanced Architectural Design Studio III, students studied the demographics of the immediate site examining such factors as population size, median age, educational levels, and socio-economic levels of the localized population. In ARCH 7211, Contemporary Architectural Theory, readings, research, writings, and discussions covered the basic concepts and application of environmental psychology including the work of Martin Heidegger, Maurice Merleau-Ponty, Peter Zumthor, Juhani Pallasmaa, and Japanese theories in the realm of phenomenology. The psychological ramifications of Modernism, including the theories of Jean Baudrillard, the fall of Pruitt-Igoe, Marxism, the implied universalisation and

control aspects within Modernism, and the ethics of aesthetics (Wittgenstein, Dewey) were also covered.

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*

2010 Visiting Team Assessment: *While the student body appears to be respectful and aware of such issues in their contacts with fellow students and faculty, the evidence for this in design work is absent.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on efforts to address this deficiency and to include in the 2011 narrative copies of assignments in ARCH 7012 and 7013 related to this SPC and a brief description of student work submitted for those assignments.*

Response from Program (2010): This content has been added to ARCH 7012, Advanced Architectural Design Seminar II, and ARCH 7013, Advanced Architectural Design Seminar III, as well as in other courses across the curriculum. Faculty have been asked to document this as well in studio projects, particularly those with a community-based component and partner (housing for the homeless project, affordable housing project, and so forth). In 2009, ARCH 7712, Advanced Architectural Design Studio II, focused on a cross-cultural study of religious architecture, including field trips to Hindu and Buddhist temples; Greek Orthodox, Presbyterian, and Roman Catholic churches; interfaith chapels by Fay Jones, and a Jewish synagogue. Student research reports focused on a Mormon temple, an Islamic Cultural Center, and other significant projects involving diverse cultures, values, needs, and so forth. **Updated (2011 AR and 2012 APR):** Readings and lectures that engaged the issues of diversity were a part of ARCH 7012, Advanced Architectural Design Seminar II this past spring. Students read *The Timeless Way of Building* by Christopher Alexander and his thoughts about how that is derived from the culture itself. Students also read writings by Leon Krier about developing typologies that are derived from multiple cultural settings. Additional readings included John Lobell and Michael Dobbins on how different cultures create different city forms and William Mitchell, Manuel Castells, and Ken Yeang on western positivist architectural thought. Students participated in student-led discussions about the works of each writer or architect and the mid-term and final exams required the students to critically bring together their thoughts on the issue of human behavior and design.

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

2010 Visiting Team Assessment: *While elements of understanding of this criterion were illustrated in most studio projects, the team noted that ADA compliance was not uniformly demonstrated to the ability level on all projects in the comprehensive advanced studio projects.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on efforts to address this deficiency and to include in the 2011 narrative documentation of student work that responds to this SPC.*

Response from Program (2010): Faculty teaching these advanced studios have been asked to ensure compliance is adequately demonstrated in studio projects. **Updated (2011 AR and 2012 APR):** ARCH 7711, Advanced Architectural Design Studio I, emphasizes the incorporation of ADA compliance into all projects, along with life-safety, building envelope and service systems, materials and assemblies. In ARCH 7712, Advanced Architectural Design Studio II, each student is expected to address accessibility within the context of the solution to the problem posed by the faculty. Issues of the accessibility of entrances, bathroom facilities, elevators and emergency exits are worked out during the course of the project. Students in ARCH 7713, Advanced Architectural Design Studio III, spend two class periods performing a preliminary review of their building ensuring complete accessibility. Special attention is given to the proper design and number of egress points as well as clearance issues for wheelchair-bound inhabitants. Turning radii, clear floor areas, and proper push/pull door clearance are all given special attention. Accessibility in elevators is covered in ARCH 7421, Advanced Environmental Systems, in lecture,

readings, in a test question, and field trip to the University Center glass elevator to review the features designed to accommodate accessibility.

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*

2010 Visiting Team Assessment: *While some individual elements of the criterion were utilized in studio projects, evidence was not demonstrated in student work of the ability to prepare a comprehensive architectural program.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on efforts to address this deficiency and to include in the 2011 narrative copies of assignments in ARCH 7712 related to this SPC.*

Response from Program (2010): Faculty teaching the graduate-level design studios have been asked to ensure students demonstrate their ability to prepare a comprehensive program. Detailed program preparation will be incorporated into ARCH 7712, Advanced Architectural Design Studio II, in the spring 2011 semester as a model for demonstrating compliance.

Updated (2011 AR and 2012 APR): Faculty teaching the graduate-level design studios have been asked to ensure students demonstrate an ability to prepare a comprehensive program. Detailed program preparation was incorporated into ARCH 7712, Advanced Architectural Design Studio II, in the spring 2011 semester as a model for demonstrating compliance. Students in this studio (and the ARCH 3713, Architectural Design III Studio the previous semester) addressed program preparation in the Memphis Art Park (MAP) Frederick H. Cossitt Library project which consisted of an adaptive reuse of several existing buildings in downtown Memphis. Students were required to take the rough program provided by the client and develop it over several meetings into a final program that evolved with the design of the project. Each student turned in a written program with their project. Working with representatives of the Memphis Fire Department, students in ARCH 4716, Architectural Design VI Studio, created their own building program for a prototype Firehouse to be located within the University of Memphis area. The program was evidenced in the presentation material from each student.

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*

2010 Visiting Team Assessment: *This criterion remains not yet met. While the understanding of vertical systems and fire protection systems has been demonstrated in ARCH 7421, the team could not find evidence of communication and security systems.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on efforts to address this deficiency and to include in the 2011 narrative a brief description of student work submitted for assignments related to this SPC.*

Response from Program (2010): Communication and security systems have been added to the content of ARCH 7421, Advanced Environmental Systems. Faculty members teaching all upper level and graduate design studios have been asked to give additional attention to building service systems and to ensure students document these in their work. ARCH 7011, Advanced Architectural Design Seminar I, is currently focusing on an analysis of life-safety, building envelope and service systems, materials and assemblies, as integrated into the design of major works by winners of the Pritzker Architecture Prize. **Updated (2011 AR and 2012 APR):** Communication and security systems have been added to the content of ARCH 7421, Advanced Environmental Systems. Faculty members teaching all upper level and graduate design studios have been asked to give additional attention to building service systems and to ensure students document these in their work. In 2010, ARCH 7011, Advanced Architectural Design Seminar I, focused on an analysis of life-safety, building envelope and service systems, materials and assemblies, as integrated into the design of major works by winners of the Pritzker Architecture Prize. In 2011, the seminar included student presentations on the work and philosophy of Louis

Kahn including a graphic analysis of his major projects. The distinction between served and servant spaces in all his projects is ideal for illustrating service systems, and his emphasis on the expression of the nature of materials makes for clear examples of the design of building envelope, materials, and assemblies. In the program preparation element of ARCH 7712, Advanced Architectural Design Studio II, and ARCH 3713, Architectural Design Studio III, students were required to include an elevator with its associated mechanical space, integrate sustainable lighting and ventilating, and a traditional mechanical system space. Each student provided a mechanical diagram and evidence of mechanical integration in the section and plans of their project. Students in ARCH 7713, Advanced Architectural Design Studio III, address vertical transportation, communication/security, and fire protection by examining the inclusion of such systems into the building and accommodating space within the building to house the master controls of such systems. Careful attention is given to serviceability of these systems in regard to main control rooms, but also to clearance issues in regards to plumbing pipes, electrical conduit, sprinkler pipes, and low voltage cabling within the plenum space above ceilings where conflicts with mechanical ducts and lighting often occur. Building service systems are an integral part of ARCH 7421, Advanced Environmental Systems. Study modules on elevators and fire protection, among others, are used and students are tested on this material in examinations. Security and surveillance systems are covered in lectures, readings, and on examinations.

13.25 Construction Cost Control: *Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*

2010 Visiting Team Assessment: *This criterion remains not-yet-met. This is scheduled to be taught for the first time in ARCH 7431, Advanced Professional Practice, which is ongoing and not complete at the time of the visit. The Team is concerned that the course is already packed, and we are not certain that they can give the appropriate attention to this important criterion within only this course.*

2010 NAAB Response to Annual Report: *In the 2009 Conditions, this SPC is now covered in Realm B.7, Financial Considerations. Please continue to report on the results of efforts to address this deficiency.*

Response from Program (2010): Fundamentals of building construction cost, life cycle cost, and construction estimating have been enhanced in the building technology sequence. ARCH 7431, Advanced Professional Practice, was taught for the first time in the spring 2010 semester and incorporated these elements. This content is also included in ARCH 7712, Advanced Architectural Design Studio II, and ARCH 7713, Advanced Architectural Design Studio III.

Updated (2011 AR and 2012 APR): In the spring 2011 semester, ARCH 6516/4516, Special Topics in Architectural Practice, (ARCH 7431), incorporated lectures and readings on building construction cost, life cycle cost, and construction estimating. A final paper consisted of preparation of a construction cost estimate for a completed studio project using the Elemental (Assemblies and Subsystems) Method based on cost data as found in R.S. Means Square Foot Costs. ARCH 7712, Advanced Architectural Design Studio II, addressed program preparation in the MAP Art Booth project in 2011 and the Ventures Lab (Masonic Lodge) project in 2010. Students were required to produce a schematic cost estimate of a part of their project using Means Cost Works software. Students in ARCH 7713, Advanced Architectural Design Studio III, explored a brief cost estimate of the building based upon the original 16 divisions of CSI in the fall 2011 semester

B. Responses to Causes of Concern

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

Review of Incoming student undergraduate Transcripts: *Many of the courses that meet the student performance criteria were found in the undergraduate course work. It is therefore critical to review the transcripts and supporting documentation of incoming graduate students to ascertain that these requirements have been adequately met in their previous instruction.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on the results of efforts to address this concern.*

Response from Program (2010): The Department of Architecture has implemented a process by which the transcript of all incoming students from programs other than the University of Memphis BFA in Architecture degree are evaluated to ensure courses that are being used to meet the student performance criteria are equivalent. Alternatives are being explored to ensure international students and students coming into the Master of Architecture degree program from schools not associated with a NAAB-accredited Master of Architecture degree demonstrate ability or understanding as appropriate. This may include examinations in the structures sequence and other methods. The course matrix is also being revised (see number 3 below) with more emphasis on SPC criteria being met at the graduate level. **Updated (2011 AR and 2012 APR):** The Department of Architecture has implemented a process by which the transcript of all incoming students from programs other than the University of Memphis BFA in Architecture degree are evaluated to ensure courses that are being used to meet the student performance criteria are equivalent. Since the 2010 NAAB team visit, all students entering the Master of Architecture degree program have either come from the pre-professional architecture program at University of Memphis or a school with a NAAB-accredited Master of Architecture degree. Students seeking admission to the Master of Architecture from schools not associated with a NAAB-accredited Master of Architecture degree must demonstrate competency (structures, building systems, and so forth). Students in this category must remedy all deficiencies by taking courses in the BFA in Architecture degree before being admitted into the Master of Architecture. Revisions to the course matrix with more emphasis on SPC criteria being met at the graduate level will also help alleviate this issue.

Duplication of courses at undergraduate and graduate levels: *The team identified a duplication of courses at the undergraduate and graduate levels that increases teaching loads and consumes faculty resources and student hours. The combinations of technical and professional courses at the undergraduate level, where licensing is not an issue, would profit from being reconfigured, now that the M. Arch program is in place.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on the results of efforts to address this concern.*

Response from Program (2010): Historically, not all of the students enter graduate school in the academic year following their graduation from the BFA in Architecture degree program. Many choose to work for a year (often longer) before returning to school to pursue the Master of Architecture degree. That has been the rationale for providing environmental systems and professional practice courses at the undergraduate level. Relative to the team concerns, the courses in question are being evaluated and changes made as appropriate. The Department has developed a new course, Special Topics in Architectural Practice, which will be offered in the Spring 2011 semester as a combined graduate/undergraduate level professional practice course in lieu of the two courses (graduate and undergraduate) originally scheduled. This will serve as a test course for the integration of professional practice into one course rather than two, thus making the curriculum more efficient. The undergraduate course ARCH 3421, Environmental Systems, is integrated into ARCH 3713, Architectural Design III Studio, and focuses on heating, cooling, and lighting as form-givers, sustainability, and basic principles of basic design, natural and passive systems, and mechanical and active systems. ARCH 7421, Advanced Environmental Systems, focuses on the technical systems and calculations including lighting, acoustical, HVAC, and building service systems. **Updated (2011 AR and 2012 APR):** Relative to the team concerns, the courses in question were evaluated and changes made. The Department offered the new course, Special Topics in Architectural Practice, noted above, in the Spring 2011 semester as a combined graduate/undergraduate level professional practice course in lieu of the two courses (graduate and undergraduate) originally scheduled. Instructor and student feedback resulted in new course content being developed. The undergraduate course will now focus on "Professional services; ethics; building programming, building codes, construction documents, cost estimating" while the graduate course will focus on "Principles and legal aspects of architectural practice; professional ethics, organization, financial management,

business planning, time and project management, risk mitigation, mediation and arbitration; trends affecting practice such as globalization, outsourcing, project delivery, expanded practice settings, diversity, and others.” The undergraduate course ARCH 3421, Environmental Systems, is integrated into ARCH 3713, Architectural Design III Studio, and focuses on heating, cooling, and lighting as form-givers, sustainability, and basic principles of basic design, natural and passive systems, and mechanical and active systems. ARCH 7421, Advanced Environmental Systems, focuses on the technical systems and calculations including lighting, acoustical, HVAC, and building service systems.

Course matrix simplification: *For future accreditation reviews, the M. Arch course matrix for student performance criteria should only identify the one or two areas where the criterion in question is best met.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on the results of efforts to address this concern.*

Response from Program (2010): The Department chair and Architecture Program director initiated a review of the matrix and a committee to reconfigure the matrix is in place. Each faculty member reconfigured the matrix based on his/her interpretation of how their particular courses met different criteria. The committee is in the process of comparing information with the expectation of having a new matrix in place in early 2011. It is also the intention of the committee to meet as many of the student performance criteria as possible at the graduate level. **Updated (2011 AR and 2012 APR):** The Department Chair and Architecture Program Director initiated a review of the matrix and a committee to reconfigure the matrix is in place. Each faculty member reconfigured the matrix based on his/her interpretation of how their particular courses met different criteria. It was also the intention of the committee to meet as many of the student performance criteria as possible at the graduate level. This has been accomplished although structures, history and theory, and some other criteria remain at the undergraduate level.

Continuing funding for development programs: *The program needs a clear plan for funding for faculty development, research, and lecture series and for the enhancement of the annual budget on something other than a one-time basis. There is discussion about doing so, but no plan is yet in place. The program needs to formalize policies for access to development and research funds for faculty. The team is concerned that while the university has a sabbatical program, faculty do not take advantage of it.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on the results of efforts to address this concern.*

Response from Program (2010): The Department Chair and Architecture Program Director attended the 2009 conditions workshops at the 2009 Administrators Conference and the 2010 Administrators Conference as well. A request was submitted to NAAB to participate as a non-voting team member for a visit in spring of 2011. The chair will contact schools with upcoming visits to request approval to participate. **Updated (2011 AR and 2012 APR):** The Department is continuing to partner with AIA Memphis, ULI Memphis, and others to maximize resources. The Tennessee AIA chapter and the Tennessee Board of Architectural and Engineering Examiners worked together with the Department to secure approval for additional funding as a part of the annual A+E Board Grant currently available only to accredited programs. The initial grant under this program in 2011 was approximately \$20,000. The amount of funding for adjunct faculty has not been cut, unlike what has happened in many other academic units. Funding for adjunct faculty through alternative sources including the Office of the Provost and Office of the Vice Provost for Extended Programs has continued. A multi-dimensional lecture series is in place including architects and designers, film series, IDP workshops, and so forth. Faculty development issues are addressed to some degree in the response to **7. Human Resource Development**. The reason none of the eligible faculty have taken advantage of the professional development assignments through the formal process in place within the College of Communication and Fine Arts is because of their commitment to continue to work towards achieving accreditation for the Master of Architecture degree. The Department Chair has been

assured faculty will take advantage of this after accreditation! The Department has assisted virtually every faculty member, full-time and adjunct, requesting funds for travel.

Hazmat study and code study: *The team is concerned that a hazmat, ADA and mechanical and environmental control study be conducted of the current facility, and that a plan be put into place to address the needed corrections and to specify when such a plan will be implemented.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on the results of efforts to address this concern.*

Response from Program (2010): Conversations are ongoing with representatives from Campus Planning and Design, the Physical Plant Department, and the office of Student Disability Services. As noted by the President in the exit interview with the team, the University has a plan for campus-wide abatement, HVAC, and ADA-compliance programs. Recent efforts to improve the HVAC system in Jones Hall have been somewhat successful but more work is necessary. This is a university-wide problem in the older buildings. **Updated (2011 AR and 2012 APR):** The University has a plan for campus-wide abatement, HVAC, and ADA-compliance programs. Conversations are ongoing with representatives from Campus Planning and Design, the Physical Plant Department, and the office of Student Disability Services. Floor tiles have been replaced and/or abatement completed and other improvements to the Jones Hall space occupied by the Department of Architecture have been made since the NAAB 2010 visit. Additional improvements are scheduled over the summer of 2012.

Program visibility on campus: *The transformation of the first floor gallery into a loading dock would be a huge lost opportunity for the program, which already suffers from an absence of review areas for formal and informal displays. Much of architectural education hinges upon public review and analysis, which is currently limited to narrow hallways. This is stunningly inadequate. The community and city building and neighborhood outreach projects currently cannot be placed on public view in any venue, but were the program to have access to a space such as that of the gallery, despite its relatively small size, there would be a place to welcome residents in the community and enable them to participate in the university environment. If the lobby were also developed as a useable resource, it would welcome students and faculty from throughout the university and enable them to share the program's lively vitality.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on the results of efforts to address this concern.*

Response from Program (2010): After previous discussions with the provost, dean and others, a formal request for assignment of the Jones Hall first floor gallery space to the Department of Architecture was made as a part of the annual program review in November 2010. This request will be presented to the university space committee. A plan showing how the loading dock could be used by the Information Technology Division while allowing the gallery to be used by the Department of Architecture has been provided. While not on campus, the opening of the new Downtown Design Studio in August 2010 has increased the visibility of the Department of Architecture in the community. **Updated (2011 AR and 2012 APR):** The Jones Hall Gallery has been assigned to the Department of Architecture with occupancy effective January 2012. The delay in occupying the gallery is a result of construction delays which changed the date the gallery would become available. In addition, space in the basement of Jones Hall has also been assigned to the Department. The Downtown Design Studio opened in August 2010 has continued to be used for studios as well as community-related meetings and presentations. The initiation of construction on the Prototype Recycling Center designed by faculty and students in the Department and located adjacent to Jones Hall has also increased the visibility of the Department on campus. Plans are presently underway to "re-think" the entire lobby of Jones Hall to increase Program visibility in partnership with the Department of Foreign Languages and Literatures and Network Services Department.

Storage space: *There is no storage space for student work, which is a serious shortcoming for an architecture program.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on the results of efforts to address this concern.*

Response from Program (2010): When the Department of Architecture acquires the remainder of the third floor in Jones Hall upon the move of the Department of Art to another building, some storage space will become available. The Department has already reconfigured space on the third floor with flat files for storage of student work as well as shelving for storage of models. The Department also has the opportunity to use existing space in the Park Avenue Campus (approximately 1 mile from the main campus) and Millington Campus (approximately 20 miles from the main campus). However, this space is not conditioned and additional alternatives are being explored. **Updated (2011 AR and 2012 APR):** Since the Department of Architecture acquired the remainder of the third floor in Jones Hall upon the move of the Department of Art to another building, some storage space has become available. Additional storage space in the basement became available in December 2011. The Department has already reconfigured space on the third floor with flat files for storage of student work as well as shelving for storage of models. The off-campus spaces mentioned in the previous report have not been utilized and most likely will not be due to distance and non-conditioned space issues.

Lack of shop equipment: *The current shop lacks the appropriate equipment for the production of architectural models and has limited access hours, layout and storage space. Laser cutters, for example, are standard features of architecture programs throughout the US but this program does not have one. Plans should be made for the acquisition of such specialty equipment.*

2010 NAAB Response to Annual Report: *The program is advised to continue reporting on the results of efforts to address this concern.*

Response from Program (2010): Continued improvements to the Art + Architecture Shop are a priority for the Department of Architecture. Access has improved through the assignment of Master of Architecture graduate assistants to the shop for weekend use by architecture students. The Department is in the process of meeting with suppliers in hopes of acquiring a laser cutter under the 2011 Technology Access Fee funding. The Department recently acquired a large format scanner, plotter, color laser printer and other equipment under this program. Discussions with the College Development Officer and others to secure additional funds are ongoing. **Updated (2011 AR and 2012 APR):** Continued improvements to the Art + Architecture Shop remain a priority for the Department of Architecture. Access has improved through the assignment of Master of Architecture graduate assistants to the shop for use on weekends and other non-class times by architecture students. The Department acquired a large format scanner, plotter, color laser printer and other equipment and is seeking funding to acquire additional equipment under University funding as well as grants from the Tennessee Board of Architectural and Engineering Examiners. Discussions with the College Development Officer and others to secure additional funds are ongoing. Detailed funding needs will be submitted to the Development Officer in May 2012. Storage issues were remedied in December 2011 with the acquisition of space in the basement of Jones Hall.

2. Summary of Responses to Changes in the NAAB Conditions

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

The Department of Architecture has made the appropriate modifications to reflect the new conditions particularly in the curriculum and the development of the curriculum, the evaluation of pre-professional education, and the posting of appropriate information on the website of the Department (*NOTE: the University of Memphis has requested all academic and other units to redo their respective websites using the new University format. Therefore, this information may or may not be on-line during the update period. It will be up by the start of the fall semester*).

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Part Four: Supplemental Information

1. Course Descriptions
 2. Faculty Credentials
 3. *Visiting Team Report (VTR)* from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations.
 4. Catalog (or URL for retrieving online catalogs and related materials)

<http://www.memphis.edu/gradcatalog/degreeprog/ccfa/arch.php>
<http://www.memphis.edu/ugcatalog/collegeprog/ccfa/architecture.php>
 5. Response to the Offsite Program Questionnaire

The University of Memphis offers the Master of Architecture degree only on its main campus.
 6. Letter attesting to the accuracy of the institutional data
 7. Letter from the Southern Association of Colleges and Schools regarding the accreditation of the University of Memphis
 8. Detailed information from the University Libraries (includes electronic media, policies, staffing, and related information)
 9. Department of Architecture Honor Code / Studio Culture Policy
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Faculty Credentials

**Credentials of Faculty Teaching SPC and Other Architecture Courses
Professional Degree(s) and Other Related Education**

Full-Time Faculty

Sherry Bryan

Over 25 years in design and architectural education; research interests on first-year experience including advising and retention of students; other interest design + build programs; M.Arch Virginia Tech

Michael Chisamore

Over 18 years of professional experience in architecture and design and 10 years in architectural education; research on architectural illustration; LEED AP; M.Arch Virginia Tech

Michael Hagge

Over 30 years of professional experience in architecture, urban design, city planning, education; recipient of design, engaged scholarship, and other awards; research interests on housing; M.Arch Virginia Tech, MCRP University of Memphis

Tom Mason (retired May 2011)

Over 38 years of professional and teaching experience in engineering; PE; RLS; BSCE Michigan Technological University, MA Western Michigan University

Tim Michael

Over 12 years of professional experience in architecture and 10 years in architectural education; numerous design awards; M.Arch University of Virginia

James Williamson

Over 35 years of professional experience in architecture and architectural education; numerous design awards; published internationally; research on influence of Louis Kahn as a teacher; FAIA; M.Arch University of Pennsylvania

Randle Witherington (retired May 2012)

Over 22 years experience teaching history of architecture and design; MS Pratt Institute

Adjunct Faculty

Steve Auterman

Over 15 years of professional experience in architecture, urban design; AICP; LEED AP; B.Arch Carnegie Mellon University, MUD University of Sydney

Jennifer Barker

Architectural experience; research in design foundations, B.Arch University of Tennessee, M.Arch University of Memphis

Andy Belew

Over 16 years of professional experience in architecture; M.Arch University of Tennessee

Heather Hall

Professional experience in appropriate computer software; M.Arch University of Memphis

Pam Hurley

Over 12 years of experience in design and design education; research on cultural tourism as a revitalization tool; M.Arch University of Memphis, MFA University of Tennessee, BFA Parsons School of Design

Andy Kitsinger

Over 24 years of professional experience in architecture, planning; B.Arch University of Arkansas and MCRP University of Memphis

Joe Moore

Over 14 years of professional experience in architecture, design; LEED AP; M.Arch University of Tennessee

Jeanne Myers

Over 9 years of professional experience in architecture, design; B.Arch University of Tennessee, MHP University of Georgia

Andrew Parks

Over 14 years of professional experience in architecture, design; M.Arch University of Tennessee

Kara Pegg

Architectural experience; research on architectural history and design; B.Arch University of Arkansas

Tamara Redburn

Over 10 years of professional experience in architecture, design; LEED AP; M.Arch University of Michigan

Frank Ricks

Over 29 years of professional experience in architecture, design; LEED AP, BD+C; BSAT University of Memphis

Jenna Thompson

Over 6 years of professional experience in architecture, design; LEED AP, BD+C, ID+C; B.Arch Auburn University, BIA Auburn University, M.Arch University of Memphis

Jimmie Tucker

Over 30 years of professional experience in architecture, planning; LEED AP, BD+C; B.Arch Princeton University, M.Arch Washington University

NOTE: The above list does not include faculty members teaching only Interior Design courses.

Course Descriptions

NOTE: Please refer to Matrix for SPC met. Course descriptions contain SPC used by faculty in the development of their courses but not are necessarily used to meet the SPC.

ARCH 7996 Architecture Thesis Studio, 1 - 6 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed: (*varies with thesis topic*)

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- A.8. Ordering Systems Skills
- A.9. Historical Traditional and Global Culture
- A.10. Cultural Diversity
- A.11. Applied Research

Topical Outline:

Thesis Design Project (60%)

Thesis Written Document (40%)

Prerequisites:

ARCH 7930

Textbooks/Learning Resources:

American Psychological Association. *Publication Manual of the American Psychological Association (Sixth Edition)* (2010)

Textbooks from other courses and handouts appropriate to the thesis topic and area of research

Offered:

Spring only, annually (may be repeated SU/FA/SP semesters)

Faculty Assigned:

Michael Hagge (Full Time)

Pam Hurley (Full Time)

Tim Michael (Full Time)

ARCH 7995 Professional Project Studio, 6 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed: (*varies with thesis topic*)

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- A.8. Ordering Systems Skills
- A.9. Historical Traditional and Global Culture
- A.10. Cultural Diversity
- A.11. Applied Research

Topical Outline:

Project (60%)
Written Document (40%)

Prerequisites:

ARCH 7930, Permission of Instructor

Textbooks/Learning Resources:

American Psychological Association. *Publication Manual of the American Psychological Association (Sixth Edition)* (2010)

Textbooks from other courses and handouts appropriate to the thesis topic and area of research

Offered:

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

Faculty assigned:

Sherry Bryan (Full Time)

ARCH 7930 Architecture Research, 3 credits

Course Description:

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

Course Goals & Objectives (list):

- To explore fundamental elements of architecture and design theory and practice relative to personal interests.
- To enhance in-depth academic research abilities through an understanding of the characteristics of qualitative, quantitative, analytical, and descriptive (statistical) research techniques.
- To demonstrate an ability to apply academic research methods and techniques.
- To foster critical evaluation skills and independent thinking.
- To investigate the role of precedents in design and related areas of research.
- To select a Thesis Committee and chair and secure approval from each.
- To complete a scholarly Thesis Proposal acceptable to faculty and committee members.
- To be prepared to start the design portion of Thesis Project in the spring semester.

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.5. Investigative Skills
- A.7. Use of Precedents
- A.9. Historical Traditional and Global Culture
- A.10. Cultural Diversity
- A.11. Applied Research

Topical Outline:

Research and Analysis Projects (80%)

Other Projects and Exercises (10%)

Attendance and Participation (10%)

Research (60%)

Development of Thesis Proposal (25%)

Precedent Study (15%)

Prerequisites:

Permission of Instructor

Textbooks/Learning Resources:

Reworks Workshop / McWherter Library

APA. *Publication Manual of the American Psychological Association (Sixth Edition)* (2010)

Textbooks from other courses and handouts appropriate to the thesis topic and area of research

Offered:

Fall only; annually

Faculty Assigned:

Sherry Bryan (Full Time)

Michael Hagge (Full Time)

Pam Hurley (Full Time)

Tim Michael (Full Time)

ARCH 7713 Advanced Architecture Design Studio III, 6 credits

Course Description:

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

Course Goals & Objectives:

- To develop the most comprehensive project to date that demonstrates an abundance of thought from start to finish, from the concept to the execution. This building should be well conceived and well developed. It should exhibit a degree of professionalism indicative of the varied and amount of thought placed into the project.
- To understand buildings not only from a conceptual perspective, but also from a technical perspective.
- To demonstrate an understanding of structure and how it may be integrated within the design while maintaining conceptual intent.
- To demonstrate an understanding of building systems and how they may be integrated within the design while maintaining conceptual intent.
- To demonstrate an understanding of programming and how to develop a workable program.
- To demonstrate an understanding of basic diagramming and its importance in reinforcing the concept of your building.

Student Performance Criterion/a addressed:

- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.5. Investigative Skills
- A.8. Ordering Systems Skills
- A.9. Historical Traditions and Global Culture
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- B.6. Comprehensive Design
- B.8. Environmental Systems
- B.9. Structural Systems
- B.10. Building Envelope Systems
- B.11. Building Service Systems
- B.12. Building Materials and Assemblies

Topical Outline:

Semester Design Project (90%)
Student Presentations (10%)

Prerequisites:

None / Corequisite ARCH 7013

Textbooks/Learning Resources:

Allen, Edward and Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design Fourth Edition* (John Wiley & Sons, Inc. 2007)

Offered:

Fall only; annually

Faculty Assigned:

Tim Michael (Full Time)

ARCH 7712 Advanced Architectural Design Studio II, 6 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.4. Technical Documentation
B.3. Sustainability
B.5. Life Safety
B.8. Environmental Systems
B.9. Structural Systems
B.10. Building Envelope Systems
B.11. Building Service Systems

Topical Outline:

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

Prerequisites:

ARCH 7711, ARCH 7011 / Corequisite ARCH 7012

Textbooks/Learning Resources:

Textbooks from other courses, as appropriate, handouts, and assigned readings
Allen, Edward and Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design Fourth Edition* (John Wiley & Sons, Inc. 2007)

Offered:

Spring only; annually

Faculty assigned:

Michael Chisamore (Full Time)
Tim Michael (Full Time)

ARCH 7711 Advanced Architectural Design Studio I, 6 credits

Course Description:

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

Course Goals & Objectives:

- To explore design issues and techniques including their integration with concepts of life-safety, building envelope and service systems, and materials and assemblies.
- To further develop skills in speaking, writing, graphics, and critical thinking
- To explore the impact of diverse human needs, abilities, social patterns, and behavior on design

Student Performance Criterion/a addressed:

A.2. Design Thinking Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
B.4. Site Design
B.5. Life Safety
B.9. Structural Systems
B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):

Design Skills (80%)

Life Safety, Building Envelope and Service Systems, Materials and Assemblies (20%)

Prerequisites:

None / Corequisite ARCH 7011

Textbooks/Learning Resources:

Textbooks from other courses, as appropriate, and handouts

Offered:

Fall only; annually

Faculty Assigned:

James Williamson (Full Time)

ARCH 7512 Urbanism and Suburban Revitalization Studio, 6 credits.

Course Description:

Advanced design studio for identifying needs, resources, and operational methodologies across an expanded range of environmental scales; methods for identifying socio-cultural needs and coordination of complex variables, information, and resources, leading to conceptualization and development of design of components of the built environment.

Course Goals & Objectives:

- To evaluate various urban and suburban elements and organizations and formulate goals for design.
- To analyze the societal and urban implications of sustainable development in a design specific situation.
- To integrate conventional and sustainable technologies in a comprehensive design that includes a stance regarding sustainability.
- To apply contemporary urban principles to design situations.

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.5. Investigative Skills
- A.7. Use of Precedents
- A.9. Historical Traditions and Global Culture
- B.3. Sustainability
- B.4. Site Design
- C.8. Ethics and Professional Judgment

Topical Outline:

Urban and Architectural Design (70%)
Sustainable Development (10%)
Contemporary Urban Principles (20%)

Prerequisites:

None

Textbooks/Learning Resources:

Class assigned readings

Offered:

Fall 2009

Faculty assigned:

Michael Chisamore (Full Time)

NOTE: This course was offered in conjunction with ARCH 7512 Urbanism and Suburban Revitalization Studio which were changed to ARCH 7013 and ARCH 7713 the following year and the content changed.

ARCH 7511 Urban Design Strategies Seminar, 3 credits

Course Description:

Review of contemporary concepts in architectural design in the context of the urban environment; attitudes and phenomena making the particular culture of today and their impact on the built environment.

Course Goals & Objectives:

- To evaluate various urban and suburban developments critically with regard to their organization, design language and ability to meet the needs of their intended users.
- To analyze the societal, economic and urban implications of sustainable development.
- To relate contemporary urban principles to design situations.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.7. Use of Precedents
A.9. Historical Traditions and Global Culture
B.3. Sustainability
C.2. Human Behavior
C.8. Ethics and Professional Judgment

Topical Outline:

Urban and Suburban Developments (70%)
Implications of Sustainable Development (10%)
Contemporary Urban Principles (20%)

Prerequisites:

None

Textbooks/Learning Resources:

Class assigned readings

Offered:

Fall 2009

Faculty assigned:

Michael Chisamore (Full Time)

NOTE: This course was offered in conjunction with ARCH 7512 Urbanism and Suburban Revitalization Studio which were changed to ARCH 7013 and ARCH 7713 the following year and the content changed.

ARCH 7431 Advanced Professional Practice, 3 credits

Course Description:

Principles and legal aspects of architectural practice: professional ethics, organization, financial management, business planning, time and project management, risk mitigation, mediation and arbitration; trends affecting practice such as globalization, outsourcing, project delivery, expanded practice settings, diversity, and others.

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.4. Technical Documentation
- B.7. Financial Considerations
- C.3. Client Role in Architecture
- C.4. Project Management
- C.5. Practice Management
- C.6. Leadership
- C.7. Legal Responsibilities
- C.8. Ethics and Professional Judgment
- C.9. Community and Social Responsibility

Topical Outline:

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

Prerequisites:

ARCH 3431 (or approved equivalent) or Permission of Instructor

Textbooks/Learning Resources:

The Architecture Student's Handbook of Professional Practice (American Institute of Architects 2009)

Offered:

Spring only; annually

Faculty Assigned:

James Williamson (Full Time)

ARCH 7421 Advanced Environmental Systems, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

A.5. Investigative Skills
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.8. Environmental Systems
B.10. Building Envelope Systems
B.11. Building Service Systems

Topical Outline:

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

Prerequisites:

ARCH 3421 (or approved equivalent) or permission of instructor

Textbooks/Learning Resources:

Stein, Reynolds, Grondzik and Kwok, *Mechanical and Electrical Equipment for Buildings* Eleventh Edition (John Wiley and Sons Inc., 2009 (required)
G. Z. Brown, *Sun, Wind and Light* Second Edition (John Wiley and Sons Inc., 2001, ISBN 0471348775) (required)
Lechner, Norbert, *Heating, Cooling, Lighting: Design Methods for Architects* (John Wiley and Sons, Inc., 2001) (recommended)

Offered:

Spring only; annually

Faculty assigned:

Michael Chisamore (Full Time)

ARCH 7211 Contemporary Architectural Theory, 3 credits

Course Description:

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

Course Goals & Objectives:

- To develop skills that will assist students in exploring, analyzing, and critically evaluating selected theoretical principles, writings, and their influence in the realm of architectural design, and urban planning.
- To develop a critical eye and voice that can identify theories 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 and verbally, the student's own opinion(s) 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 Ideally with the goal of publishing.
- To provide the student with a framework for future critical analysis and potential topics for thesis work.

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.5. Investigative Skills
- A.7. Use of Precedents
- A.9. Historical Traditions and Global Culture

Topical Outline:

Participation (20%)

Visual Presentations (25%)

Writing (30%)

Leading Lectures (25%)

Prerequisites:

None

Textbooks/Learning Resources:

Jencks, Charles, and Kropf, Karl. *Theories and Manifestos of Contemporary Architecture* (Wiley & Sons 2003)

Offered:

Fall only; annually

Faculty Assigned:

Pam Hurley (Full Time)

Andrew Belew (Adjunct)

ARCH 7013 Advanced Architecture Design Seminar III, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.7. Use of Precedents
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline:

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

Prerequisites:

None / Corequisite ARCH 7713

Textbooks/Learning Resources:

Zumthor, Peter. *Thinking Architecture* (Princeton Architectural Press, 2000)
Handouts from Instructor

Offered:

Fall only; annually

Faculty Assigned:

Tim Michael (Full Time)

ARCH 7012 Advanced Architectural Design Seminar II, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.5. Investigative Skills
- A.7. Use of Precedents

Topical Outline:

Evaluate various environmental strategies and building systems critically (40%)

Implications of sustainable systems (30%)

Contemporary urban principles (30%)

Prerequisites:

ARCH 7711, ARCH 7011 / Corequisite ARCH 7712

Textbooks/Learning Resources:

Handouts and assigned readings

Baeza, Alberto Campo. *Idea, Light, and Gravity*. (Toto Japan, 2009)

Torres, Elias and Tsien, Billie and Bruder, Will and Zumthor, Peter. *2G International Architecture Review 9: Williams Tsien*. (Editorial Gustavo Gili [GG], 1999)

Le Corbusier. *Towards a New Architecture*. (Dover, 1986)

Offered:

Spring only; annually

Faculty assigned:

Michael Chisamore (Full Time)

Tim Michael (Full Time)

ARCH 7011 Advanced Architectural Design Seminar I, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.5. Investigative Skills

Topical Outline:

Reading, writing, lectures, and student presentations (100%)

Prerequisites:

None / Corequisite ARCH 7711

Textbooks/Learning Resources:

Fall 2011

- Brownlee, David B. and De Long, David G. *Louis I. Kahn: In the Realm of Architecture* (Rizzoli, 1991)
- Larson, Kent, Louis I. *Kahn: Unbuilt Masterworks* (The Monacelli Press, New York, 2000)
- Twombly, Robert, ed., *Louis Kahn, Essential Texts* (W.W. Norton & Co., New York, 2003)
- Louis I. Kahn: Conversations with Students* (Architecture at Rice 26, Princeton Architectural Press)
- Scully, Vincent Jr. *Louis I. Kahn* (George Braziller, New York, 1962)

Fall 2010

- Thorne, Martha, editor. *The Pritzker Architecture Prize: the First Twenty Years*
- Curtis, William J. R. *Modern Architecture Since 1900* (Phaidon Press, 1996)
- Moneo, Rafael. *Theoretical Anxiety and Design Strategies* (The MIT Press, 2004)
- Paul Heyer, *Architects on Architecture* (Walker and Company, 1978)
- Scully, Vincent. *American Architecture and Urbanism* (Henry Holt and Company, 1988)
- Charles Jencks and Karl Kropf, editors. *Theories and Manifestoes of Contemporary Architecture* (Academy Press, 1997)

Fall 2009

- Charles Jencks and Karl Kropf, editors. *Theories and Manifestoes of Contemporary Architecture*
- Venturi, Robert, *Complexity and Contradiction in Architecture* (The Museum of Modern Art, 2002)
- Jacobs, Jane. *The Death and Life of Great American Cities* (1992)
- Lynch, Kevin. *The Image of the City* (The MIT Press, 1960)

Offered:

Fall only; annually

Faculty Assigned:

James Williamson (Full Time)

ARCH 4930 Senior Thesis, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- B.3. Sustainability
- B.4. Site Design
- B.12. Building Materials and Assemblies

Topical Outline:

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

Prerequisites:

ARCH 4715

Textbooks/Learning Resources:

Textbooks from other courses, as appropriate, and handouts

Offered:

Spring only; annually

Faculty Assigned:

Sherry Bryan (Full Time)
Andrew Parks (Adjunct)

ARCH 4716 Architectural Design VI Studio, 5 credits

Course Description:

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

Course Goals & Objectives:

- To explore fundamental tectonic elements of architecture, urban design and strategies of formal composition and organization.
- To familiarize students with the basic language used to describe and analyze urbanism in terms of structure, form, and context.
- To convey that architecture is a reflection of the artistic, social, political and economic conditions of its time and place.
- To appreciate the role of precedent analysis and critical observation as a means of understanding and interpreting program, parti, and the strengths, weaknesses, opportunities and constraints in a particular locale.
- To become aware of the effect of architectural and urban design decisions, land use, regulations, social goals, politics and economics on urban form and space.
- To understand the fundamental issues of site planning and urban design especially in terms of the implications of the larger neighborhood and regional context.
- To develop the ability to understand and manipulate urban space, architecture and activity towards creating a sense of place.

Student Performance Criterion/a addressed:

A.2. Design Thinking Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
B.1. Pre-Design
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
C.2. Human Behavior

Topical Outline:

Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:

ARCH 4715 / Corequisite ARCH 4930

Textbooks/Learning Resources:

Urban Design Associates. *The Urban Design Handbook* (W. W. Norton & Company)
American Planning Association. *Planning and Urban Design Standards* (Wiley & Sons, 2006)
Yee, Rendow. *Architectural Drawing: A Visual Compendium of Types and Methods* (Wiley & Sons, 2007)
Ching, Francis, D.K.. *A Visual Dictionary of Architecture* (Wiley & Sons, 1995)
Ching, Francis, D.K. *Architecture Form, Space and Order* (Wiley & Sons, 2007)
Ching, Francis, D.K. *Building Construction Illustrated* (Wiley & Sons, 2008)
Allen, Edward and Iano, Joseph. *Fundamentals of Building Construction: Materials & Methods Fourth Edition* (John Wiley & Sons, Inc. 2004)

Offered:

Spring only; annually

Faculty assigned:

Frank Ricks (Adjunct)

Steve Auterman (Adjunct)

ARCH 4715 Architectural Design V Studio, 5 credits

Course Description:

Assessment, selection, integration of structural systems, building envelop systems, environmental systems, life-safety systems, building service systems into a comprehensive building design.

Course Goals & Objectives (list):

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

Student Performance Criterion /and addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents

Topical Outline:

Research (15%)

Critical Thinking and Design (40%)

Drawing and other Representational Techniques (30%)

Presentation Skills (15%)

Prerequisites:

ARCH 3714 / Corequisite ARCH 4441

Textbooks/Learning Resources:

Textbooks from other courses, as appropriate, and handouts

Offered:

Fall only; annually

Faculty Assigned:

Andy Kitsinger (Adjunct)

Jimmie Tucker (Adjunct)

ARCH 4516 / 6516 Special Topics in Architectural Practice, 3 credits

Course Description:

Professional practice of architecture, ethics, professional services, legal aspects of practice organization, financial management, business planning, building codes, building programming, time and project management, risk mitigation, mediation and arbitration, project delivery, diversity, and others.

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.4. Technical Documentation
- C.1. Collaboration
- B.7. Financial Considerations
- C.3. Client Role in Architecture
- C.4. Project Management
- C.5. Practice Management
- C.6. Leadership
- C.7. Legal Responsibilities
- C.8. Ethics and Professional Judgment

Topical Outline:

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

Prerequisites:

Permission of Instructor

Textbooks/Learning Resources:

The Architecture Student's Handbook of Professional Practice (American Institute of Architects 2009)

Offered:

Spring only, 2011

Faculty Assigned:

James Williamson (Full Time)

NOTE: This course was offered to explore the combination of the undergraduate and graduate professional practice courses. As a result of faculty and student feedback, the two courses were redefined and are offered separately with no content overlap.

ARCH 4441 Construction Documents, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

A.4. Technical Documentation

Topical Outline:

Final CD Set (80%)

Weekly Assignments (15%)

Sketchbook (5%)

Discussions and Lectures (25%)

Prerequisites:

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

Textbooks/Learning Resources:

Bassler, Bruce and Hoke, John Ray Jr. *Architectural Graphic Standards Student Edition* (Ninth Edition) (John Wiley & Sons, Inc. 2000)

Ching, Francis D. K. *Building Construction Illustrated Fourth Edition* (John Wiley & Sons, Inc. 2008)

Allen, Edward and Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design Fourth Edition*. (John Wiley & Sons, Inc. 2007)

Ching, Francis D.K. . *Building Codes Illustrated: A Guide to Understanding the 2009 International Building Code* (Wiley. 2008)

Offered:

Fall only; annually

Faculty Assigned:

Tim Michael (Full Time)

P. Jeanne Myers (Adjunct)

ARCH 4221 Determinants of Modern Design, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.5. Investigative Skills
- A.9. Historical Traditions and Global Culture

Topical Outline:

Reading, writing, and illustrated lectures (100%)

Prerequisites:

ARCH 1211, ARCH 1212 or equivalent

Textbooks/Learning Resources:

Curtis, William J. R., *Modern Architecture Since 1900* (Phaidon Press, Inc.1996, Third Edition)
Handlin, David P., *American Architecture* (Thames & Hudson 2004, second edition)
Pevsner, Nikolaus Pevsner, *Pioneers of Modern Design* (Penguin Books, 1972)
Other resources as appropriate

Offered:

Fall only; annually

Faculty Assigned:

James Williamson (Full Time)

ARCH 3714 Architectural Design IV Studio, 5 credits.

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

A.6. Fundamental Design Skills
B.5. Life Safety
B.8. Environmental Systems
B.12. Building Materials and Assemblies

Topical Outline:

Design skills (80%)

Life safety, environmental systems, structural systems, building materials, and assemblies (20%)

Prerequisites:

ARCH 3713 / Corequisites ARCH 3313, ARCH 3431

Textbooks/Learning Resources:

Textbooks from other courses, as appropriate, and handouts

Offered:

Spring only; annually

Faculty Assigned:

James Williamson (Full Time)

ARCH 3713 Architectural Design III Studio, 5 credits

Course Description:

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

Course Goals & Objectives (list):

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

Student Performance Criterion/a addressed:

B.2. Accessibility
B.3. Sustainability
B.5. Life Safety
B.8. Environmental Systems
B.9. Structural Systems
B.10. Building Envelope Systems

Topical Outline:

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

Prerequisites:

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

Textbooks/Learning Resources:

Lechner, Norbert, *Heating, Cooling, Lighting: Design Methods for Architects* (Wiley and Sons, 2001)
Ambrose, James and Tripeny, Patrick, *Simplified Engineering for Architects and Builders* (Wiley and Sons, 2011)

Offered:

Fall only; annually

Faculty assigned:

Michael Chisamore (Full Time)
Tim Michael (Full Time)

ARCH 3431 Professional Practice, 3 credits

Course Description:

Professional services; ethics; building programming; building codes; construction documents; cost estimating.

Course Goals & Objectives:

- To gain an understanding of the mandatory requirements governing the design and construction of various building types. (Building Codes)
- To gain a familiarity and appreciation of the requirements pertaining to universal design. (Accessibility Requirements)
- To gain awareness of the concepts and procedures associated with the gathering of information used as the basis for subsequent building design. (Building Programming)
- To develop an awareness of the primary legal documents typically used in the design and construction process. (Contract Documents)
- To develop a working knowledge of the concepts and practices of developing construction specifications. (Specifications)
- To provide exposure to the methods used to provide possible costs of construction, competitive bidding procedures, and construction observation. (Construction Costs, Bidding, Construction Administration)
- To encourage the consideration of the ethical consequences of design decisions. (Professional Ethics)

Student Performance Criterion/a addressed:

- C.1. Collaboration
- C.2. Human Behavior
- C.3. Client Role in Architecture
- C.4. Project Management
- C.5. Practice Management
- C.6. Leadership
- C.7. Legal Responsibilities
- C.8. Ethics and Professional Judgment
- C.9. Community and Social Responsibility

Topical Outline:

Topical lectures (80%)

Weekly Assignments (15%)

Examinations (5%)

Prerequisites:

ARCH 3713

Textbooks/Learning Resources:

Segal, Paul. *Professional Practice: A Guide to Turning Designs into Buildings* (W.W. Norton & Co. 2006)

Tennessee Board of Architectural and Engineering Examiners. *The Tennessee Board of Architectural and Engineering Examiners: Reference Manual for Building Officials and Design Professionals* (2009)

Offered:

Spring only; annually

Faculty Assigned:

Tim Michael (Full Time)

ARCH 3421 Environmental Systems, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.8. Environmental Systems
B.10. Building Envelope Systems
B.11. Building Service Systems

Topical Outline:

Building Research and Analysis Projects (20%)
Examinations (60%)
Presentations (20%)

Prerequisites:

None, / Corequisite ARCH 3713

Textbooks/Learning Resources:

Gardner, Howard. *Frames of Mind* (Basic Books 2004)
Lechner, Norber. *Heating, Cooling, Lighting: Design Methods for Architects*: Third Edition (Wiley & Sons 1991)
Allen, Edward, Joseph Iano. *The Architect's Studio Companion: Third Edition*. (Wiley & Sons 2002)
Brown, B.Z., Mark Dekay. *Sun, Wind & Light: Architectural Design Strategies* (Wiley & Sons 2001)

Offered:

Spring only; annually

Faculty Assigned:

Pam Hurley (Full Time)
Tim Michael (Full Time)
Joe Moore (Adjunct)

ARCH 3313 Structures III, 3 credits

Course Description:

Fundamentals of structural design and analysis of concrete buildings and building components.

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

A.2. Design Thinking Skills
A.4. Technical Documentation
B.9. Structural Systems
B.12. Building Materials and Assemblies

Topical Outline:

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

Prerequisites:

ARCH 2311

Textbooks/Learning Resources:

Ambrose, James & Tripeny, Patrick, *Simplified Engineering for Architects and Builders* (Wiley & Sons, 2011)
Levy, Matthys and Salvadori, Mario. *Why Buildings Fall Down* (Norton, 2002)
Ching, Francis, D.K.. *A Visual Dictionary of Architecture* (Wiley & Sons, 1995)

Offered:

Spring only; annually

Faculty Assigned:

Tom Mason (Full Time, Retired)
Jennifer Barker (Adjunct)

ARCH 3312 Structures II, 3 credits

Course Description:

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

Course Goals & Objectives:

- To identify and understand the meaning and concept of structural principles;
- To become comfortable applying the theory and practice of structural concepts (structural implications) to design projects; and,
- To show, with an increased accuracy, detail in structural components (including sizing, connections, etc.).
- To show a thorough understanding of the terminology of structures, especially timber and steel members, encountered in the architectural profession.
- To show an understanding and application of the prerequisite course topics as applied to the design of structural timber and steel members.
- To be able to utilize the American Institute of Steel Construction ASD/LRFD steel design manual as well as the APA manual of timber design.
- To study the sources of structural failure due to flawed design, material limitation and insufficient site inspection.
- To supply ability to predict a member's deflection and safety within a structure. Emphasize the load/span relationship and its effect on design parameters.
- To supply an analysis of structural problems similar to those covered on the Architect Registration Examination.
- To foster critical evaluation skills to appreciate "realistic" performance of these structural members.

Student Performance Criterion/a addressed:

A.2. Design Thinking Skills
A.4. Technical Documentation
B.9. Structural Systems
B.12. Building Materials and Assemblies

Topical Outline:

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

Prerequisites:

ARCH 2311

Textbooks/Learning Resources:

Ambrose, James & Tripeny, Patrick, *Simplified Engineering for Architects and Builders* (Wiley & Sons, 2011)
Ching, Francis, D.K.. *A Visual Dictionary of Architecture* (Wiley & Sons, 1995)

Offered:

Fall only; annually

Faculty Assigned:

Tom Mason (Full Time, Retired)
Jennifer Barker (Adjunct)

ARCH 2712 Architectural Design II Studio, 5 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- A.9. Historical Traditions and Global Skills
- A.10. Cultural Diversity
- B.1. Pre-Design
- B.3. Sustainability

Topical Outline:

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

Prerequisites:

ARCH 2711 / Corequisite ARCH 2311, ARCH 2612

Textbooks/Learning Resources:

Kwok, Allison and Grondzik, Walter. *The Green Studio Handbook* (second edition) (Architectural Press,) Allen, Edward and Iano, Joseph. *Fundamentals of Building Construction: Materials & Methods Fourth Edition* (John Wiley & Sons, Inc. 2004)
Ching, Francis, D.K. *Building Construction Illustrated* (Wiley & Sons, 2008)

Offered:

Spring only; annually

Faculty assigned:

Michael Hagge (Full Time)
Tim Michael (Full Time)

ARCH 2711 Architectural Design I Studio, 5 credits

Course Description:

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

Course Goals & Objectives:

- To explore and grasp an understanding of the design process where an idea based on research and analysis is enriched by such external factors as landscape, culture, history, ecology, and economy as it takes on a physical presence. Understand that all of our surroundings and experience contribute and influence our architecture.
- To stress assessment and evaluation in the development of the design process.....process over product.
- To develop critical thinking skills and the ability to "see" architecture. Grasp an understanding of what constitutes architecture versus buildings.
- To develop visualization, conceptualization, and communication skills with attention to detail and craft. Learn how to graphically explain an idea with the uses of conceptual, analytical and environmental diagrams.
- To familiarize students with the basic language used to describe and analyze buildings in terms of structure, form, environment and context.
- To introduce fundamental issues of site planning and design, especially in terms of the implications of larger physical and cultural context.

Student Performance Criterion/addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- B.3. Sustainability
- B.4. Site Design

Topical Outline:

Drawing and other representational techniques (10%)
Presentation skills (20%)
Readings/Discussions (10%)
Design Projects (55%)
Sketchbook (5%)

Prerequisites:

ARCH 1112 / Corequisites ARCH 2412, ARCH 2611

Textbooks/Learning Resources:

Laseau, Paul. *Freehand Sketching: An Introduction* (W. W. Norton & Company. January 2004)

Offered:

Fall only; annually

Faculty Assigned:

Andrew Parks (Adjunct)

ARCH 2612 Computer Applications in Architecture II, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

A.3. Visual Communication Skills
A.4. Technical Documentation
B.2. Accessibility
C.1. Collaboration

Topical Outline:

Drawing and Visualization Techniques (90%)
Presentation Techniques (10%)

Prerequisites:

ARCH 2611

Textbooks/Learning Resources:

A combination of 2-D and 3-D web resources
Textbooks from other courses, as appropriate, and handouts

Offered:

Spring only; annually

Faculty Assigned:

Heather Hall (Adjunct)

ARCH 2611 Computer Applications in Architecture II, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

A.3. Visual Communication Skills
A.4. Technical Documentation
B.2. Accessibility
C.1. Collaboration

Topical Outline:

Drawing and Visualization Techniques (90%)
Presentation Techniques (10%)

Prerequisites:

ARCH 1112

Textbooks/Learning Resources:

A combination of 2-D and 3-D web resources
Textbooks from other courses, as appropriate, and handouts

Offered:

Fall only; annually

Faculty Assigned:

Heather Hall (Adjunct)

ARCH 2412 Building Technology II, 3 credits

Course Description:

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

Course Goals & Objectives (list):

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

Student Performance Criterion/a addressed:

B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Materials and Assemblies

Topical Outline:

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

Prerequisites:

ARCH 1411

Textbooks/Learning Resources:

Allen, Edward and Iano, Joseph. *Fundamentals of Building Construction: Materials & Methods Fourth Edition* (John Wiley & Sons, Inc. 2004)
Allen, Edward and Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design Fourth Edition* (John Wiley & Sons, Inc. 2007)

Offered:

Fall only; annually

Faculty Assigned:

Tim Michael (Full Time)

ARCH 2311 Structures I, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

A.2. Design Thinking Skills
A.5. Investigative Skills
B.9. Structural Systems
B.12. Building Materials and Assemblies

Topical Outline:

Lecture (90%)
Individual Work (10%)

Prerequisites:

PHYS 2010/2011

Textbooks/Learning Resources:

Onouye, Barry S. and Kane, Kevin. *Statics and Strength of Materials for Architecture and Building Construction* (fourth edition), 2011

Offered:

Fall only; annually

Faculty Assigned:

Thomas Mason (Full Time, Retired) 2010-2011
Tamara Redburn (Adjunct) 2011-2012

ARCH 1411 Building Technology I, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

A.4. Technical Documentation
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline:

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

Prerequisites:

None / Corequisite ARCH 1112

Textbooks/Learning Resources:

Allen, Edward and Iano, Joseph. *Fundamentals of Building Construction: Materials & Methods Fourth Edition* (John Wiley & Sons, Inc. 2004)
Allen, Edward and Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design Fourth Edition* (John Wiley & Sons, Inc. 2007)

Offered:

Spring only; annually

Faculty Assigned:

Tim Michael (Full Time)

ARCH 1212 History of Architecture II, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.7. Use of Precedents
- A.9. Historical Traditions and Global Culture
- A.10. Cultural Diversity

Topical Outline:

Lectures and Readings (90)
Presentations (10%)

Prerequisites:

ARCH 1211

Textbooks/Learning Resources:

Marion Moffett, Marion and Fazio, Michael, and Wodehouse, Lawrence *Buildings Across Time: An Introduction to World Architecture* (McGraw-Hill, 2008)

Offered:

Spring only; annually

Faculty assigned:

Randle Witherington (Full Time)
Kara Pegg (Adjunct)
P. Jeanne Myers (Adjunct)

ARCH 1211 History of Architecture I, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.7. Use of Precedents
- A.9. Historical Traditions and Global Culture
- A.10. Cultural Diversity

Topical Outline:

Lectures and Readings (90)
Presentations (10%)

Prerequisites:

None

Textbooks/Learning Resources:

Marion Moffett, Marion and Fazio, Michael, and Wodehouse, Lawrence *Buildings Across Time: An Introduction to World Architecture* (McGraw-Hill, 2008)

Offered (semester and year):

Fall only; annually

Faculty assigned:

Randle Witherington (Full Time)
Kara Pegg (Adjunct)
P. Jeanne Myers (Adjunct)

ARCH 1120 Introduction to Architecture + Design, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed (list number and title):

A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communications Skills
A.5. Investigative Skills
A.7. Use of Precedents
C.1. Collaboration

Topical Outline:

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

Prerequisites:

None

Textbooks/Learning Resources:

Ching, Francis, D.K.. *A Visual Dictionary of Architecture* (Wiley & Sons, 1995)
Ching, Francis, D.K. *Architecture Form, Space and Order* (Wiley & Sons, 2007)
Mann, Thorbjoern. *Time Management for Architects* (Norton, 2003)
Waldrep, Lee W. *Becoming an Architect* (Wiley & Sons, 2009))
Piotrowski, Christine. *Becoming an Interior Designer* (Wiley & Sons, 2008)

Offered:

Fall only; annually / Summer annually on demand

Faculty assigned:

Sherry Bryan (Full Time)
Michael Chisamore (Full Time)
Michael Hagge (Full Time)
Jennifer Barker (Adjunct)

ARCH 1113 Design Visualization, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills

Topical Outline:

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

Prerequisites:

ARCH 1111 / Corequisite ARCH 1112

Textbooks/Learning Resources:

Design Graphics: Drawing Techniques for Design Professionals (second edition) Peter A. Koenig
Architectural Drawing, Rendow Yee
Laseau, Paul. *Freehand Sketching: An Introduction* (W. W. Norton & Company. January 2004)

Offered:

Spring only; annually

Faculty Assigned:

Michael Chisamore (Full Time)
Pam Hurley (Full Time)
Tim Michael (Full Time)
Jim Williamson (Full Time)
Andrew Parks (Adjunct)

ARCH 1112 Architecture Graphics Studio, 3 credits

Course Description:

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

Course Goals & Objectives (list):

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

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- B.3. Sustainability
- C.2. Human Behavior

Topical Outline:

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

Prerequisites:

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

Textbooks/Learning Resources:

Yee, Rendow. *Architectural Drawing: A Visual Compendium of Types and Methods* (Wiley & Sons, 2007)
Ching, Francis, D.K.. *A Visual Dictionary of Architecture* (Wiley & Sons, 1995)
Ching, Francis, D.K. *Architecture Form, Space and Order* (Wiley & Sons, 2007)
Mann, Thorbjørn. *Time Management for Architects and Designers* (Norton, 2003)

Offered:

Spring only; annually

Faculty Assigned:

Sherry Bryan (Full Time)
Pamela Hurley (Full Time)
Jennifer Barker (Adjunct)
Jennifer Thompson (Adjunct)

ARCH 1111 Fundamentals of Design, 3 credits

Course Description:

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

Course Goals & Objectives:

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

Student Performance Criterion/a addressed:

- A.1. Communication Skills
- A.2. Critical Thinking Skills
- A.3. Visual Communication Skills
- A.6. Fundamentals of Design
- A.8. Formal Ordering Systems
- C.1. Collaborative Skills

Topical Outline:

Fundamental Elements of Design (50%)
Research and Analysis (20%)
Drawing and Other Representational Techniques (20%)
Presentation Skills (10%)

Prerequisites:

None

Textbooks/Learning Resources:

Ching, Francis, D.K.. *A Visual Dictionary of Architecture* (Wiley & Sons, 1995)
Ching, Francis, D.K. *Architecture Form, Space and Order* (Wiley & Sons, 2007)
Mann, Thorbjoern. *Time Management for Architects* (Norton, 2003)

Offered:

Fall only; annually

Faculty Assigned:

Sherry Bryan (Full Time)
Pamela Hurley (Full Time)
Jennifer Barker (Adjunct)
Jennifer Thompson (Adjunct)

ARCH 4514/7513 Special Topics/Experiential Drawing, 3 credits (ELECTIVE)

Course Description:

Issues of design communication and illustration; techniques of observational analysis; skills in applied color theory, perspective drawing, compositional refinement, and characteristics of materials and light; precedents of representation; graphic and verbal presentation.

Course Goals & Objectives:

- To have an awareness of basic phenomenological theory as it applies to design.
- To understand techniques of observational analysis.
- To apply skills in applied color theory, perspective drawing, compositional refinement, and characteristics of materials and light.
- To understand precedents of representation.
- To apply skills in graphic and verbal presentation.

Student Performance Criterion/a addressed:

N/A - Elective

Topical Outline:

Basic Phenomenological Theory (10%)

Techniques of Observational Analysis (10%)

Skills in Applied Color Theory, Perspective Drawing, Compositional Refinement, and Characteristics of Materials and Light (60%)

Precedents of Representation (10%)

Graphic and Verbal Presentation (10%)

Prerequisites:

Permission of Instructor

Textbooks/Learning Resources:

Doyle, Michael, *Color Drawing Third Edition* (John Wiley and Sons Inc.)

Offered:

Annually

Faculty assigned:

Michael Chisamore (Full Time)

ARCH 4613/6613 Computer Applications in Architecture III, 3 credits (ELECTIVE)

Course Description:

Advanced design, modeling, analytical concepts using various computer software programs.

Course Goals & Objectives:

- To understand fundamental design principals.
- To explore visual communication concepts.
- To develop expressive ways of solving communication problems.
- To explore ways to graphically communicate and explain concepts, ideas, and analytical observations.

Student Performance Criterion/a addressed:

N/A - Elective

Topical Outline:

Graphic Representational Techniques (80%)

Software Learning (10%)

Presentation Skills (10%)

Prerequisites:

Permission of Instructor

Textbooks/Learning Resources:

Lupton, Ellen. *Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students*

Samara, Timothy. *Making and Breaking the Grid: A Graphic Design Layout Workshop*

Offered:

Spring 2010

Faculty Assigned:

Andrew Parks (Adjunct)

ARCH 4516/6516 Architectural Photography, 3 credits (ELECTIVE)

Course Description:

Architectural Photography and the theories of Phenomenology, how those theories may be expressed through the creation of a two-dimensional photographic image.

Course Goals & Objectives:

- To explore fundamental elements of photography, including the technical understanding of exposure, focus, depth of field, composition, equipment, etc.
- To demonstrate an ability to apply academic research methods and techniques.
- To foster critical evaluation skills and independent thinking.
- To develop an understanding of the basic history and concepts of photography and architectural photography.
- To discover means through which the concepts of phenomenological theory may come to life through the medium of photography.
- To understand the concepts and types of photography: such as documentary, pictorial, photojournalistic, archival, etc.
- To discover the inherent power of storytelling available to the photographer, in terms of controlling perspective, lighting, context, exposure, color, etc.
- To enhance in-depth academic research abilities through an understanding of the characteristics of qualitative, quantitative, and descriptive (statistical) analysis and photographic expression/representation.
- To develop an understanding of the techniques and level of quality required to amass a collection of photograph work worthy of exhibition.

Student Performance Criterion/a addressed:

N/A - Elective

Topical Outline (include percentage of time in course spent in each subject area):

Research and Analysis Projects and In-class Presentations (20%)

Digital Sketchbook (30%)

Photography / Field Work (40%)

Attendance and Participation (10%)

Prerequisites:

Permission of Instructor

Textbooks/Learning Resources:

Schulz, Adrian, *Architectural Photography: Composition, Capture, and Digital Image Processing*, (Rocky Nook, CA, 2012)

Offered:

Spring 2012

Faculty Assigned:

Pam Hurley (Full Time)

ARCH 4515/6515 Introduction to Historic Preservation, 3 credits (ELECTIVE)

Course Description:

Historic Preservation of the built environment for application in architectural practice.

Course Goals & Objectives:

- To identify the legal and legislative framework of historic preservation on the local, state and federal levels, and the public and private sector players.
- To gain exposure to a wide and diverse range of practice and debate in the field, enabling students to begin to form their own framework and understanding of preservation.
- To explore the foundations and investigate the various theories of preservation in the United States and abroad.
- To identify the value and objectives of Historic Preservation.
- To articulate how Historic Preservation can be used as a tool for managing change within the built environment.
- To identify the Secretary of the Interior's Standards for Historic Preservation and the appropriate use for each.

Student Performance Criterion/a addressed:

N/A - Elective

Topical Outline:

Discussions and Lectures (40%)

Field Trips (15%)

Research and Analysis Projects (20%)

Readings (15%)

Presentations (10%)

Prerequisites:

ARCH 2612 or Equivalent, ARCH 3312, ARCH 3313, ARCH 3714 / Permission of Instructor

Textbooks/Learning Resources:

McAlester, Virginia and Lee McAlester. *Field Guide to American Houses* (Knopf 1984)

Tyler, Norman, Ted J. Ligibel, and Ilene R. Taylor. *Historic Preservation: An Introduction to its History, Principals and Practice (Second Edition)* (W.W. Norton & Company 2009)

Offered:

Spring; 2012

Faculty Assigned:

P. Jeanne Myers (Adjunct)

ARCH 4421/6421 Sustainable Design, 3 credits (ELECTIVE)

Course Description:

Principles of sustainable design as it relates to architecture and interior design. Topics include successful integration of sustainable design principles into building solutions; systematic evaluation of various design strategies in order to determine the most appropriate application.

Course Goals & Objectives:

- To develop a working knowledge and necessary skills of the LEED Green Associate Reference Guide in order to pin the design process, to support and encourage 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 Green Associate exam.
- To understand the fundamental structures of the material world with a practical knowledge of the relationship between architecture, design and materials.
- To develop awareness of ethical responsibility to nature, clients and society as a whole by applying ethical literacy as a tool.
- To address life cycle design of our creations with purposeful intent of the application of our design decisions, and the synergy of shared responsibility of this process to achieve environmentally sound and sustainable products and practices.
- To integrate learned material and independent research from this class with external design projects.

Student Performance Criterion/a addressed

N/A - Elective

Topical Outline (include percentage of time in course spent in each subject area):

Theoretical Principles of Sustainability (35%)

Practical Applications of Sustainability (35%)

Critical Analysis of Sustainable Case Study (20%)

Sustainable activities: Fieldtrips, In Class Discussions, Documentaries, Knowledge Testing (10%)

Prerequisites:

Permission of Instructor

Textbooks/Learning Resources:

McDonough, W., and Braungart, M. *Cradle to Cradle: Remaking the Way We Make Things*. New York: North Point Press (2002)

Reading Material from the LEED v3 Green Associate Reference Guide

Other materials as appropriate

Offered:

Spring only; annually

Faculty assigned:

Jennifer Thompson (Adjunct)

ARCH 4231/6231 Issues in City Building, 3 credits (ELECTIVE)

Course Description:

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

Course Goals & Objectives (list):

- To explore architecture on a very personal level through interaction and reflection. Study the details that are evident, and understand their importance within the overall design strategy.
- To explore fundamental elements of urban form relative to formal composition and organization.
- To appreciate the role of precedent analysis as a means of understanding and interpreting of its time and place.
- To become aware of the effect of technology on the evolution of architecture.
- To understand the spatial implications of ordering systems.
- To explore the fundamental issues of design, especially in terms of the implications of larger physical and cultural context.
- To develop visualization, conceptualization, and communication skills.
- To foster critical evaluation skills and independent thinking.

Student Performance Criterion/a addressed:

N/A - Elective

Topical Outline:

Travel / Field Observations (65%)

Travel Sketching (15%)

Travel Research (15%)

Exhibition of Work (5%)

Prerequisites:

Permission of Instructor

Textbooks/Learning Resources:

By Instructor - Supplemental readings drawing from a variety of sources will be assigned.

Offered:

Periodically

Faculty Assigned:

Tim Michael (Full Time)

Visiting Team Report 2010

Letter Attesting to Accuracy of Information

THE UNIVERSITY OF
MEMPHIS

Office of Institutional Research

memphis.edu/oir

Christopher W. Whitehead
Administrative Associate II
Department of Architecture
University of Memphis

Christopher,

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

Sincerely,



S. Ashley Burkes
Research Analyst
Office of Institutional Research
Admin 211
901.678.4868

Letters Regarding Accreditation from SACS



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 5, 2006

Handwritten: *For review*
Project follow-up
RECEIVED
PRESIDENTS OFFICE
S. Raines
1/11/06

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

Dear Dr. Raines:

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

The Commission reaffirmed accreditation with a request for a First Monitoring Report due April 14, 2006, addressing the visiting committee's recommendations applicable to the following referenced *Principle*:

CS 3.3.1 (Institutional Effectiveness), Recommendation 4

Provide evidence of successful progress toward QEP goals based on data-supported baseline profile of the subject student population.

CS 3.3.1 (Institutional Effectiveness), Recommendation 5

Provide evidence of multiple measures to assess the effectiveness of the QEP.

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

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

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



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

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

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

Sincerely,

A handwritten signature in cursive script, reading "Belle S. Wheelan", is positioned above the typed name.

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

BSW:rlb

cc: Dr. Gerald D. Lord



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org
July 7, 2006

RECEIVED

JUL 11 2006

PRESIDENT'S OFFICE

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

Dear Dr. Raines:

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

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

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

Sincerely,

A handwritten signature in cursive script, reading "Belle S. Wheelan".

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

BSW:rlb

cc: Dr. Gerald D. Lord

c: Ralph Faudree
faxed 7/17/06

cc: Poje
Francheschetti

Detailed Information from the University Libraries

Studio Culture Policy



Department of Architecture

Studio Culture Policy

The faculty and students in the Department of Architecture understand and value the impact the design studio has on the overall educational experience. To enhance and preserve the effectiveness of the studio environment, the Department of Architecture Honor Code was developed and implemented. It has been in place since 1987.

The Honor Code of the University of Memphis Department of Architecture states:

"I will not lie, cheat, or steal nor tolerate those who do."

Because architecture and interior design are professions with a code of ethics governing professional conduct, similar rules and protocols are in effect in the design studios and classes as well as other education-related environments.

One of the most distinctive features of architectural and interior design education is the degree of trust which must exist among students as well as between students and faculty members. Students are responsible for themselves and for others.

No one affiliated with the Department of Architecture is exempt from the Honor Code and must abide by it at all times while on the campus of the University of Memphis, its extended locations, or while participating in any activity affiliated with the University of Memphis Department of Architecture.

In addition, it is expected that all students and faculty will respect others and will act in a manner so as to deserve respect.

Violating the Honor Code has serious implications. Depending on the severity of the violation, penalties include: receiving a grade of F on the examination or assignment, receiving a grade of F in the course, loss of studio privileges, exclusion from the degree programs, or expulsion from the University of Memphis. Violation may also result in a report being submitted to the Office of Judicial and Ethical Programs under the Division of Student Affairs.

The Department of Architecture focuses on fostering a studio environment that enhances the ability of students to run parallel to the mission of the University of Memphis as a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship. By creating and maintaining an environment that is both positive and respectful, the creative process is much more likely to emerge and succeed.

In addition to the Honor Code, a set of rules, regulations, policies, and procedures have been developed and implemented. These are revised periodically to reflect changing conditions and needs of the faculty and students of the Department of Architecture. A complete set of policies may be found in the Department of Architecture Policies Manual or at <http://architecture.memphis.edu/policymanual-2011.pdf>.

General Rules of Conduct

Architecture and interior design are professions with a code of ethics governing professional conduct. Similar rules and protocols are in effect in the design studios, labs, and classrooms.

- Students must arrive on time and ready to work. This means having all equipment and materials necessary to complete the current assignment. Research associated with a project should be conducted outside scheduled class meetings unless otherwise arranged. Except for a brief break (5-10 minute), students are expected to remain for the entire designated class period. Students departing early without permission will be counted as absent.
- The majority of all work on assigned projects must be performed in the design studio unless otherwise directed or approved.
- Unless stipulated, work in progress should be left on the drawing board at the end of the day to allow for faculty and peer-review.
- All active workstations must have at least two functioning desk lamps (CFL bulbs).
- Never give the key fob, the combination to the lock on the doors, or the alarm codes to anyone or allow unauthorized persons into the studios or computer labs. ONLY students officially enrolled in a studio or designated classes taught in the Department of Architecture are permitted in the studio.

Rules of the Studio

The studio is a professional workplace – it should be treated as such. While the Department of Architecture provides every student enrolled in a studio course a designated place in the appropriate studio, this is a privilege, not a right, and the following rules must be followed.

- Respect others in the studio.
 - Respect the work and workspace of others. Respect your own work and workspace.
 - Do not borrow supplies or equipment from others without their knowledge and approval.
 - Use only personal stereos with earphones – do not play music at a level that is distracting to others.
 - Do not use a desk that is not assigned to you unless first given permission.
 - Do not use spray fixative, spray adhesive, paint, stain or any similar materials on unprotected desktops, floors or other work surfaces in the studio, classrooms, corridors and/or stairways.
 - Do not cut materials on an unprotected drawing board or work surface.
 - Do not use the plastic edge of a parallel rule as a straightedge when cutting material.
 - Clean up your workspace after you are finished for the day.
 - Do not apply decals, stickers, or used tape or drafting dots to the equipment or furnishings. Properly dispose of chewing gum in trash receptacles.
 - Do not otherwise deface or abuse the studio, equipment or its contents.
 - Do not place personal locks on flat files drawers – use only combination locks provided by the Department. Unauthorized locks will be cut off.
 - Do not wear excessive amounts of cologne or perfume (if others can smell it, it is excessive).
 - Always be sure that the door to the studio is securely locked when you leave and turn on the alarm if you are the last to leave.
 - All personal belongings and materials must be removed from the studio at the end of each semester. Workspaces must be left clean and in good working order. Students failing to do so may receive a grade of “Incomplete” until the workspaces are properly attended.
 - Properly secure valuable personal belongings (laptops, cameras, calculators, personal electronics, etc.) when leaving the room. Neither the University of Memphis nor the Department of Architecture is responsible for loss due to theft.
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Rules of Critique Etiquette

The formal and informal critique is an inherent and integral part of the evaluation process in design education. Faculty and invited reviewers are encouraged to deliver criticism constructively when engaging students and others in the review of student work. Design studios are inherently places of exchange, and studio projects are common ground for open discussion and creative design exploration. All studio participants are encouraged to exchange ideas, opinions, and experiences in a collegial manner.

- Be prepared and present with confidence.
- Pin-up in a timely manner and take the work down when finished (unless otherwise instructed) so that others may use the space. Assist your colleagues in setting up and taking down work.
- Respect the person presenting at all times.
- Offer constructive criticism only of the work; your comments should never be structured as a criticism of an individual.
- Give your full attention to the person and work being presented; do not engage in distracting collateral conversations or activities.
- Do not leave the room if you are a member of the studio presenting. If the jury is in the room you should be in the room listening and taking notes.
- Respect persons who lose their composure while presenting, it may happen to you too.

It is expected that all students enrolled in the design studio classes and guests visiting the studios will abide by these rules. Failure to abide by these rules may result in the violator being asked to leave the studio and a grade of "F" assigned to the work in question or for the course.

Studio Desk Assignments and Pin-Up Spaces

Assignment of desks in all studios and classrooms is at the discretion of the instructor. However, historically studio assignments have been made based on the following.

- Students in the University Honors Program or Department of Architecture Honors Program, officers in the registered student organizations within the Department (AIAS, CSI-S, NOMAS, IIDA-CC, and R³), and residents of the Architecture + Design Houses may select their desk in advance of the move-in date. Selection is in the order listed.
- Students not falling into the categories above may select their desk on the designated move-in day on a first come first served basis.
- Faculty teaching first year studios generally place the students according to studio needs and conditions and may or may not chose to follow the early selection procedure.

This process rewards students who have taken the initiative to enhance their educational experiences by excelling academically or being involved in appropriate professional activities.

Each student in the third and fourth floor studios except in the first year studio area is provided with a personal pin-up space. These should contain items relevant to the study of architecture or interior design and should be professional in appearance.

The studio perimeter walls covered in Homasote are for use by faculty and may contain items relevant to projects being undertaken within the studios. These may also be used for critiques and pin-ups. These are not intended for personal student use unless otherwise noted (example, the graduate studio perimeter wall are intended for student use).

University of Memphis Policies

All students are bound by the University of Memphis policies on academic dishonesty, disruptive behavior, and other policies in the University of Memphis Code of Student Rights and Responsibilities. Students violating these policies may be subject to disciplinary action. This document may be found at <http://saweb.memphis.edu/judicialaffairs/csc/CSRR.pdf>. For more information, please visit the website of the Office of Judicial and Ethical Programs at <http://saweb.memphis.edu/judicialaffairs/>.

Time Management

Time management is critical to success in architecture and interior design school. Students are encouraged to work in an efficient manner during regular studio hours and a reasonable amount of additional time, rather than working throughout the overnight hours. In addition to the amount of time a student spends in studio, time management must also be practiced to effectively balance schoolwork, extra-curricular activities, and personal time. "All-Nighters" are strongly discouraged!

Interdisciplinary Collaboration

The Department has established a "culture of engagement" which results in virtually every architectural design studio having a real, community partner on at least one studio project. This benefits the students by providing valuable experience and benefits the community as well. This culture has become accepted and expected by students in the department.

To gain the necessary knowledge and experience for students to be prepared to enter the design profession, collaboration with other disciplines is a necessary addition to design education. Students are given opportunities throughout their academic career to collaborate with many different fields of study including City and Regional Planning, Anthropology, Real Estate Development, and others. This also includes the option of working on community-based research and design projects where students can gain a broad range of ability and understanding.

Diversity

The Department of Architecture supports active, open dialogue and the studio must be a place where diverse life experiences and opinions are shared. A culture of respect and open inquiry supports the life-long learning process that begins in architecture and design school. As well as social diversity, the Department also encourages students of different academic levels to collaborate with one another to participate in educational exercises.

Closing

To ensure the effectiveness and implementation of the Department of Architecture Studio Culture Policy, it will be reviewed and updated every other year. The body that is responsible for this will be a representative committee comprised of the faculty (full-time and adjunct) and students (leaders from the registered student organizations AIAS, CSI-S, NOMAS, IIDA, and R³). The Studio Culture Policy will also be reviewed in town hall style meetings, which will be held once a year to receive feedback from the entire student body.

The Studio Culture Policy was developed by the University of Memphis Chapter of the American Institute of Architecture Students in partnership with the faculty of the Department of Architecture.
