University of Memphis

Interim Progress Report for 2017

Instructions and Template

28 November 2017

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:
1. The program's progress in addressing not-met Conditions, Student Performance Criteria, or Causes of Concern from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Responses to changes in the NAAB Conditions since your last visit (Note: Only required if Conditions have changed since your last visit)

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions, Student Performance Criteria, and Causes of Concern.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.[1] The panel may make one of three recommendations to the Board regarding the interim report:
1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies).
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2015 Conditions) is still required.

Deadline and Contacts

IPRs are due on November 30. They are submitted through the NAAB's Annual Report System (ARS). Contact Kesha Abdul Mateen (kabdul@naab.org) with questions.

Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 25 pages/10 MBs.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a two-year IPR.

2. EXECUTIVE SUMMARY OF 2015 NAAB VISIT

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[1] The team chair will not have participated in a team during the year in which the original decision on a term of accreditation was made.

CONDITIONS NOT MET

2015 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2015 VTR
B.4 Site Design
II.4.5 ARE Pass Rate

CAUSES OF CONCERN

2015 VTR
Faculty
Organizational Framework
Long-Range Planning
Full Program Integration
Assessment
Conflict Resolution

3. TEMPLATE

Interim Progress Report
The University of Memphis
Department of Architecture
M. Arch. [Preprofessional degree or approved related field + 60 credits]
Last APR submission: September 5, 2014
Year of the previous visit: 2015

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located: Dr. Anne Hogan, Dean

Provost: Dr. Karen Weddle-West, Provost

President of the institution: Dr. M. David Rudd, President

Individual submitting the Interim Progress Report: Michael D. Hagge, Chair

Name of individual(s) to whom questions should be directed: Michael D. Hagge, Chair

Current term of accreditation: 8-year term

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

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

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

U Memphis, 2017 Response: The Department has added exercises in two M.Arch studio courses (ARCH 7711 and ARCH 7713) to specifically address the issues raised by the Visiting Team and additional aspects of site development. Copies of the assignments are included in the Appendix.

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

U Memphis, 2017 Response: Since the date of the last visit, M.Arch graduates have taken and passed the ARE and are now practicing architecture in Tennessee, Texas, and South Carolina, among other jurisdictions. More graduates are currently in AXP with the intention to take the ARE or have started the ARE. Current students are also in AXP. Data has been received from NCARB as well as the Tennessee Board of Architectural and Engineering Examiners relative to the pass rate. A link to the NCARB site documenting ARE pass rates has been added to the Department of Architecture website. The Department also participates in the NCARB Licensing Advisor program with both a faculty advisor and an AIAS-appointed student advisor. Sessions on the importance of the ARE are held at least once a semester by NCARB representatives and/or the Department AXP advisors. A link to a typical flyer for a session is included in the Appendix. The Department Chair serves on the AIA Tennessee Board and has supported initiatives by the Board to promote architectural registration. Most recently, this includes support to host state-wide Black Spectacles sessions on campus at the UofM. Although not yet finalized, the Department anticipates providing some level of financial assistance to its graduates and current students interested in participating.

b. Plans for/Progress in Addressing Causes of Concern

- **Faculty Diversity**

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

U Memphis, 2017 Response: The Department of Architecture follows the University of Memphis policy on hiring and advertising positions to promote diversity. All faculty/staff hires in the Department have followed the University policy regarding affirmative action, equal opportunity, and diversity. The Department, in conjunction with the College, is in the process of developing a more in-depth diversity plan to be used in addition to that of the University. This program includes diversity training as well as other elements to enhance diversity. At present, the male/female ratio of the full-time and adjunct architecture faculty is almost equal and the last three tenure-track hires have been female. All were

hired before the last Team Visit. There is only one person of color (African-American) member of the faculty and he is a long-time adjunct professor. The sole full-time staff person in the Department is African-American. She was hired after the last site visit. The Department works closely with the Memphis Chapter of the National Organization of Minority Architects and supports a chapter of the National Organization of Minority Architecture Students. The Department has provided financial assistance to students, faculty, and staff to attend NOMA conferences to raise the visibility of the Department nationally. This month (November 2017) as part of a new UofM capital campaign, the Department submitted a preliminary request to establish an endowed faculty position which would bring in a visiting professor each academic year. If approved and funded in the future, the Department could focus on persons of color for the one-year appointment. Finally, while not faculty members, the Department has continuously reached out to the local professional community to encourage persons of color to participate in reviews and serve on design juries and has been successful in doing so. This includes the ten registered African-American architects in Memphis as well as emerging professionals of color.

- **Organizational Framework**

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

U Memphis, 2017 Response: Since the last Team Visit, the Department established a formal annual retreat process to complement the existing end-of-semester reviews and sub-reviews. All full-time and adjunct faculty members participate in these. The semester reviews address issues of curricular continuity as well as other issues. For example, if faculty teaching second year courses feel students are not prepared in a certain area, these concerns are discussed with faculty teaching first year courses to ensure content is being addressed and what, if any, changes need to be made. Adjunct faculty members bring views from others in their firms and faculty members also bring ideas from others in the community. The appropriate administrators are present at these meetings. The annual retreat is more extensive in that overall curricular issues, faculty workloads, short- and long-range planning, and so forth are discussed. Consensus building is achieved through the use of a facilitator and there are no "limits" to the topics that can be proposed and discussed. Students are an integral part of the assessment process. In addition to participation in the anonymous Student Evaluation of Teaching Effectiveness (SETE) program offered at the end of each semester in which students can offer comments, students are involved through interaction with faculty. Examples of the effectiveness of the latter are the implementation of a Design+Build Studio and new special digital representation workshop/course proposed by students and presented to administrators who subsequently funded these. Furthermore, each of the six academic years has an AIAS studio representative (first year has two). While the program administrators have a well-established "open door" policy, the seven studio representatives can (and do) bring curricular and other requests to the administrators. Planning, assessment, and curricular issues are also developed though interaction with local practicing professionals including graduates of the architecture degree programs. These individuals, whether serving on a design jury, as a guest instructor, as a formal adjunct faculty member, or in another capacity offer meaningful insight. This is further enhanced through the various activities of student organizations such as the American Institute of Architecture Students (AIAS). As an indicator of this, in July 2017 the Memphis Chapter of the American Institute of Architects received the first ever

national AIAS Outstanding AIA Component Honor Award based on the interaction and relationship between AIA Memphis and the Department of Architecture and AIAS Chapter. Finally, as a direct benefit of enhanced relationships with the professional community, three new scholarships for M.Arch students have been funded: the Department of Architecture Merit Scholarship, the AIA Memphis Scholarship, and the AIA Chattanooga Scholarship.

- **Long-Range Planning**

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

U Memphis, 2017 Response: While the overall UofM planning process has been more short-term based and the Department has followed that model, the Department has since expanded its planning focus to five years and in some cases, beyond five years. This has been incorporated into the revised Strategic Plan. A link to the Plan is contained in the Appendix. The Department is also actively engaged in a new Strategic Plan being prepared by the College and the University which has a planning range to 2025. While this is still being developed, information from the Department over the past several years has been submitted for discussion/inclusion. A copy of the 2017 discussion draft is contained in the Appendix. The establishment of the University of Memphis Design Collaborative (UMDC), a formal partnership between the Department of Architecture and the Department of City + Regional Planning, has significantly improved the ability of the Department to engage external funding sources and develop a plan of action for major community engagement linked to the UMDC and thus to the Department. The UMDC developed out of the now-defunct Memphis Regional Design Center of which the UofM was a founding member. The MRDC was noted in previous APRs and VTRs as an important partnership and now, as a part of the University, the role is enhanced. Other smaller community engagement activities remain embedded in the design studios and are generally in response to requests from organizations in the region. Since the Department does not always know in advance what these may be, detailed planning is difficult beyond simply knowing that the studio will have a project based in the community. Because of the commitment to of the Department and University to serve under-represented populations, many of these studio-based projects are completed as a community service while UMDC projects are externally funded and many are over a multi-year time frame. To further facilitate longer-range community engagement planning, a "project assessment" process has been initiated. A link to the form is contained in the Appendix.

- **Full Program Integration**

2015 Visiting Team Comments: Through faculty interviews and an administrative staff interview, the visiting team found examples where more complete integration with other academic programs, university financial resources, and service opportunities could advance the program's strategic initiatives, both academically and financially. Such an integrative strategy might permit current program resources (such as the Tennessee Board of Architectural and Engineering Examiners grants) to be redirected toward a more strategic emphasis for program and student enhancements.

U Memphis, 2017 Response: As noted previously, since the last visit, the University of Memphis Design Collaborative was created. By establishing the UMDC as a formal center at the University, additional resources became available including the opportunity to formally partner with other academic units on a variety of programs and activities. For example, the UMDC (used herein to refer collaboratively to both Architecture and City Planning) formalized a partnership with the School of Public Health and became a member institution of the AIA Design and Health Research Consortium. The UMDC has also received external funding from a variety of organizations and is working with community partners on design, public health, livable cities, housing, and other programs. The UMDC is also one of three prime sub-consultants on the Memphis 3.0 project, the first comprehensive city-wide planning process in decades. As a further benefit, much of this work has been integrated into classes in both Architecture and Planning including joint classes and studios and these courses often include students from both Departments. These partnerships have resulted in external funding for a new lecture series which has brought in and will continue to bring in recognized experts in design, planning, and urban issues, among others. A link to the UMDC Annual Report is contained in the Appendix. Funds from the Tennessee Architectural and Engineering Examiners continue to be used for enhancements to the program which benefit students and include but are not limited to equipment, furnishings, building enhancements, computers and IT-related items, security items, and other eligible items. This has enabled Department resources to be used for other enhancements not necessarily eligible under the A+E Grant program.

- **Assessment**

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

U Memphis, 2017 Response: This concern is being addressed but is not yet at the level the Department would like it to be relative to national and international exposure. Faculty members have compiled "value added" information relative to the studio activities (for example, project value figures were developed using the following formula: $15 per hour graduate student and $10 per hour undergraduate (750 contact minutes per credit hour x 3 to include minimum average out-of-studio required hours); percentage of regular faculty salary allocated to the studio (hourly rate calculated salary/2080 hours); adjunct faculty salary for the studio (100%); GA stipends based on percent assigned to project (usually 100%); and overhead (printing and reproduction, supplies, other project expenses excluding value of office space and other operational items). Information has been forwarded to the Provost and President as a part of the overall University reporting process for the Carnegie, Urban Serving University, and other "engaged university" reports and documents. In addition, the Department is developing a new longer-term strategic plan in conjunction with the plan being developed by the College and University. This will also address other concerns relative to the short-term strategic plan used by the Department, the College, and the University in the past. The activities completed through the University of Memphis Design Collaborative are being reported in more detail in the UMDC Annual Report which is also available on line. A link to the UMDC website is contained in the Appendix. The Department chair is a long-time member and former chair of the UofM Engaged Scholarship Committee and several architecture faculty members also participate in the ESC. The ESC participated in a special Task Force consisting of off campus and faculty representatives appointed by the President to study and make recommendations regarding engaged scholarship. Completed in December 2015, the document includes numerous recommendations including tracking and other monitoring processes. Implementation of the various elements of the document is ongoing. A link to the report is included in the Appendix. Finally, the UMDC is in the process of acquiring storefront office space in a prominent location in the Midtown Memphis area. While no classes will be offered in this space, it will provide opportunities for public meetings and increased visibility of the Department and the UMDC activities.

- **Conflict Resolution**

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

U Memphis, 2017 Response: In its efforts to ensure transparency, the Department opened meetings with the Visiting Team to all students in the Department, not solely the students in the M.Arch degree program. This has been the case with every candidacy and accreditation visit. After discussions with students regarding this concern by the Team, it was determined the primary student concerns came from a small group of BFA students who were unhappy about studio teaching assignments and in particular, about having the same faculty member in studio two semesters in a row. These students had also approached the Department administration about this and student comments in the SETE forms from these classes also noted these concerns. The Department has generally been successful in ensuring students do not have the same faculty member more than once in the undergraduate studios and this noted occurrence was a rare situation. Nonetheless, the studio teaching assignments have been revised and as needed, junior faculty such as the one in question have been paired with senior faculty as co-instructors in the undergraduate studios. Overall, this has been successful both for the students and as a learning experience for the junior faculty. Only senior faculty members teach design studios at the graduate level. The Department Chair and Director of Architecture and Graduate Studies in Architecture have maintained an "open door" policy where students can meet and talk at virtually any time and often with no appointment necessary. The Chair, the Director, and the First Year Coordinator are all involved in the first semester, first year courses in the BFA to establish professional personal relationships with the students and help ensure they are comfortable talking with the administrators. This has been through either the administrators serving as faculty of record or as guest instructors. All three are also involved in the mandatory summer new student orientation sessions to meet the incoming students and are involved in academic advising. The AIAS Studio Culture Policy has been modified to address this concern and now includes an elected representative from each studio year to serve on the AIAS Board and to serve as a student liaison with the administrators should a student in that studio not wish to discuss something personally. A link to the Studio Culture Policy is contained in the Appendix. In addition, the Department strongly encourages students to take advantage of the anonymous Student Evaluation of Teaching Effectiveness (SETE) program offered at the end of each semester. The Chair has asked faculty to set aside time for students to complete the on-line survey during class time in one of the departmental computer labs. The Chair and Director personally encourage students to complete these forms which are then used to determine if revisions are needed in teaching assignments, course content, and so forth. Finally, the University has a formal Code of Student Conduct and Student Rights and Responsibilities and related documents. These are referenced in every Department course syllabus and noted on the Department web site. The University also offers other services including counseling services and services offered through the Office of Institutional Equity.

c. Changes or Planned Changes in the Program
Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

U Memphis, 2017 Response: There have been no changes in full-time faculty although Michael Hagge and then Jim Williamson were promoted to full Professor. Three adjunct faculty members

have been hired since the last visit. Two are registered architects and the other has started the ARE. Two teach in the pre-professional program (a computer applications course and a design studio) and one teaches a contemporary architecture course in the M.Arch program. A new dean was hired in the College of Communication and Fine Arts effective 1 April 2017. The CV of each of the new adjunct faculty members and the new dean are included in the Appendix. Enrollment has remained steady in both the pre-professional and M.Arch degree programs and financial resources have also remained steady. Three new scholarships for M.Arch students have been externally funded: the Department of Architecture Merit Scholarship, the AIA Memphis Scholarship, and the AIA Chattanooga Scholarship. The only change to the department facilities since the last Visit has been the conversion of two adjacent vacant offices to an eight-station computer lab dedicated for use by M.Arch students and the conversion of adjacent space to a new critique/collaboration space. A new multi-purpose (critique, seminar, studio) space has been proposed by faculty and students in a fourth floor space currently used only for seminars. This conversion is planned to take place over the next year and will complement the Department of Architecture Gallery located in the Jones Hall lobby. New windows are scheduled to be installed in Jones Hall at some point in this academic year, either over winter break or in the summer. Two courses have been added to the core M.Arch curriculum. ARCH 7232 Advanced Issues in City Building replaced ARCH 6231/4231 Issues in City Building which is now taught only at the undergraduate level as ARCH 4231. ARCH 7222 Contemporary Architecture 2 was added to the curriculum. This replaced a joint graduate/undergraduate course covering the same general content. The elective Design+Build Studio has been offered four times over the past three years with a high degree of success. The student composition in the studio has varied from a mix of BFA and M.Arch students, all M.Arch students, and a mix of M.Arch and graduate city planning students. Additional opportunities for collaboration and community engagement have been established through the University of Memphis Design Collaborative, a formal partnership between the Department of Architecture and the Department of City and Regional Planning in the School of Urban Affairs and Public Policy. The UMDC has partnered with other academic units on campus as well as a number of community funders and partners. In summary, all changes since the last Site Visit have been positive and there are no changes anticipated which would have a negative impact on the Department of Architecture or its ability to effectively teach and administer the Master of Architecture or BFA in Architecture degree programs.

d. Summary of Activities in Response to Changes in the NAAB Conditions
2015 NAAB Conditions

U Memphis, 2017 Response: The Department has developed a new SPC Matrix to reflect changes in the NAAB Conditions. A copy is contained in the Appendix. Over the next several years, the Matrix will continue to be evaluated and revised, as appropriate, as courses evolve or new core courses are added. For example, when ARCH 7222 Contemporary Architecture 2 was created and added to the core M.Arch curriculum, it was determined that A.7 and A.10 which were shown as being met at the tertiary level in two undergraduate History of Architecture courses would be added to ARCH 7222 while still being addressed at the undergraduate level. A decision on whether to keep these at the undergraduate level or move them to the graduate level will be made upon further evaluation. The other major change relates to the Defining Perspectives. While the activities described in the APR under the Response to the Five Perspectives section of the previous Conditions are still relevant in the Department, specific changes have been implemented to adapt to the new Conditions. This is particularly true as these Perspectives relate to the SPC eliminated in the new Conditions. Sustainability is taught throughout the curriculum and is a key part of the mission of the Department. Community and Social Responsibility and Collaboration are also ingrained throughout the curriculum. Professional Opportunity remains a part of the Advanced Professional Practice course but expanded through special workshops and lectures focusing on AXP and the ARE as noted above. Professional opportunities are also available for faculty through workshops as well as professional organizations (AIA, AICP, ULI, others). A strong AIAS chapter has contributed to further understanding of the professional opportunities and obligations. In the current (FA17) semester, over 60% of the undergraduate students in the Department are members of AIAS and 100% of the M.Arch students are members (excludes one who is a member of AIA). Specific responses are also noted in the revised Strategic Plan. Regarding Social Equity, the Department enjoys a very diverse student

body as noted in the Annual Report. Faculty and staff diversity issues are noted previously in this report. Compliance with the entirety of the new NAAB Conditions is being met as noted in the APR (as adapted) and/or through continuing and new initiatives, programs, and activities described herein.

e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

U Memphis, 2017 Response: The following are provided in the Appendix: assignments addressing the unmet SPC; a link to a typical flyer for a NCARB ARE session; syllabi for new courses; the CV for the new adjunct faculty members (Jacob Davis, Kate Haywood, Megan Hoover) and dean (Anne Hogan); the revised SPC Matrix for the new SPC; and links to various supporting documents.

APPENDIX

a. Progress in Addressing Not-Met Conditions and Student Performance Criteria
B.4 Site Design
Site Planning and Related Assignments in Appendix
II.4.5 ARE Pass Rates
Department of Architecture Website
(http://www.memphis.edu/architecture/resources.php)
NCARB Session Poster
(http://www.memphis.edu/architecture/docs/2017.ncarb.poster.pdf)
b. Plans for/Progress in Addressing Causes of Concern
- **Faculty Diversity**
- **Organizational Framework**
- **Long-Range Planning**
  2016 Strategic Plan (REV August 2017)
  (http://www.memphis.edu/architecture/docs/strategic.plan.pdf)
- **Full Program Integration**
  UMDC Project Proposal
  (http://www.memphis.edu/umdc/documents/umdc_proposal_full_final.pdf)
  UMDC Annual Report
  (http://www.memphis.edu/architecture/docs/umdc.report.pdf)
- **Assessment**
  UMDC Website
  (http://www.memphis.edu/umdc/)
  Community Engagement Task Force Report
  (http://www.memphis.edu/architecture/docs/cetf.report.pdf)
- **Conflict Resolution**
  Studio Culture Policy
  (http://www.memphis.edu/architecture/docs/studio.culture.pdf)
c. Changes or Planned Changes in the Program
NAAB Syllabi for New Courses in Appendix
CV for New Faculty and Dean in Appendix
d. Summary of Activities in Response to Changes in the NAAB Conditions
Summary in Appendix
New SPC Matrix in Appendix
e. Appendix
Site Design and Related Assignments
NAAB Syllabus for ARCH 7232
NAAB Syllabus for ARCH 7222
CV – Jacob Davis, Adjunct Professor
CV – Kate Haywood, Adjunct Professor
CV – Megan Hoover, Adjunct Professor
CV – Anne Hogan, CCFA Dean
New SPC Matrix

Summary of Activities in Response to Changes in the NAAB Conditions

I.1.1 History and Mission - APR, Interim Report
I.1.2 Learning Culture - APR, Interim Report
I.1.3 Social Equity - APR, Interim Report
I.1.4 Defining Perspectives - APR (Five Perspectives), Interim Report
I.1.5 Long-Range Planning - APR, Interim Report
I.1.6 Assessment - APR, Interim Report
I.2.1 Human Resources and HR Development - APR, Annual; Reports, Interim Report
I.2.2 Physical Resources - APR, Annual Reports, Interim Report
I.2.3 Financial Resources - APR, Annual Reports, Interim Report
I.2.4 Information Resources - APR
I.2.5 Administrative Structure and Governance - APR, Annual Reports, Interim Report
II.1.1 Student Performance Criteria - Interim Report
II.2.1 Institutional Accreditation - APR (SACS continued)
II.2.2 Professional Degrees and Curriculum - ARE, Annual Reports
II.3 Evaluation of Preparatory Education - ARE
II.4.1 Statement on NAAB-Accredited Degrees - ARE, Website Links
II.4.2 Access to NAAB Conditions and Procedures - ARE, Website Links
II.4.3 Access to Career Development Information - ARE, Website Links
II.4.4 Public Access to APRs and VTRs - ARE, Website Links
II.4.5 ARE Pass Rates - ARE, Interim Report, Website Links
II.4.6 Admission and Advising - ARE, Annual Reports and Interim Report on Diversity
II.4.7 Student Financial Information - ARE, Website Links
III.1 Annual Statistical Reports - Submitted, Website Links
III.2 Interim Progress Reports - Submitted, to be uploaded

APR = Information provided in 2014 APR still applicable as appropriate
Interim Report = updates included therein
Annual Reports = current information provided per reporting period
Website Links = Department of Architecture and/or University of Memphis websites

Cut and Fill Calculations

In designing structures for sloping sites where grading and earthmoving will be necessary, site planning should include the *balancing of cut and fill*. In this process the amount of material from cuts roughly matches the amount of fill required.

Cuts may be needed to create a level surface on a hillside for a building, playing field, or garden, or to excavate for a basement or other subsurface construction. Fill may be needed to create berms, embankments, or other landscape features, or to build up low areas to correct surface drainage problems. Fill can also be used to cover tree stumps, rocks, or unstable soil.

Balancing cut and fill minimizes the amount of construction labor and associated construction costs. In this exercise we will use a site plan with contours to calculate the volume of cut and fill generated in a hypothetical construction project according to the following process.

1. Refer to the attached diagrams illustrating "Computation of Irregular Areas, Volumes and Surfaces."[1]

2. Consider the attached Site Plan illustrating the 50' x 137' footprint of a new building to be constructed on a sloping site, drawn at the scale indicated.

3. Use the "trapezoid rule" as illustrated at the upper left diagram, "To Find the Area of an Irregular Plane Figure," to estimate the areas of cut and fill.

4. Calculate the volume of cut and fill directly from the contour plan according to the method illustrated at the lower right diagram, "To Find the Volume of Cut and Fill Directly from the Contour Plan".

SCALE: 1" = 40'
SITE PLAN

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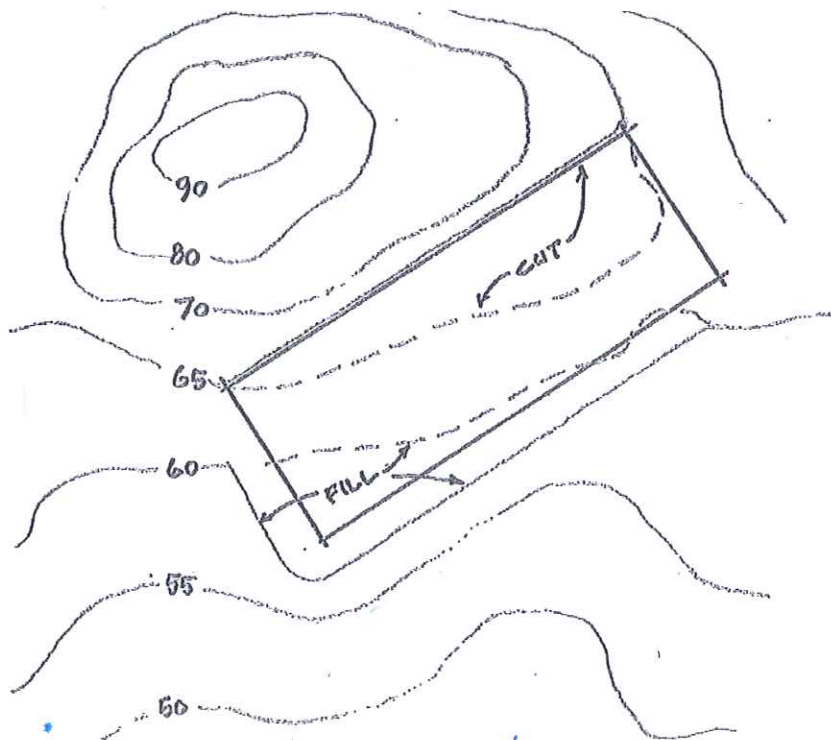
[1] Ramsey and Sleeper, Architectural Graphic Standards (New York, John Wiley & Sons, 8th edition, 1988), p. 803.
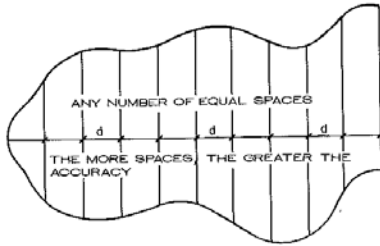
TO FIND THE AREA OF AN IRREGULAR PLANE FIGURE

1. Divide the figure into parallel strips by equally spaced parallel lines.

2. Measure the length of each of the parallel lines.

3. Obtain a summation of the unit areas by one of these 3 "rules".

TRAPEZOID RULE

Add together the length of the parallels, taking the first and last at $1/2$ value, and multiply by the width of the internal "d". This rule is sufficiently accurate for estimating and other ordinary purposes.

SIMPSON'S RULE

Add the parallels, taking the first and last at full value, second, the fourth, sixth, etc. from each end at 4 times full value, and the third, fifth, seventh, etc. from each end at 2 times the value, then multiply by $1/3$d. This rule works only for an even number of spaces and is accurate for areas bounded by smooth curves.

DURAND'S RULE

Add the parallels taking the first and last at $5/12$ value, the second from each end at $13/12$ value, and all others at full value, then multiply by d. This rule is the most accurate for very irregular shapes.

NOTE

Irregular areas may be directly read off by means of a simple instrument called a Planimeter.
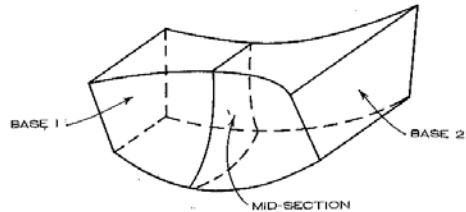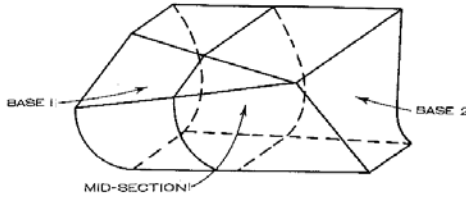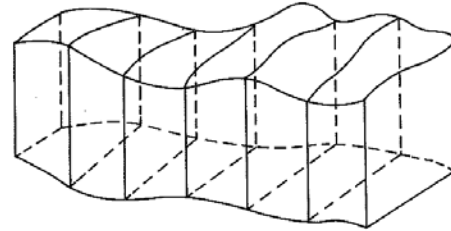

TO FIND THE VOLUME OF AN IRREGULAR FIGURE BY THE PRISMATOID FORMULA

Construct a section midway between the bases. Add 4 to the sum of the areas of the 2 bases and multiply the quantity by the area of the mid-section. Then multiply the total by $1/6$ the perpendicular distance between the bases.

V = [(area of base$_1$ + area of base$_2$ + 4) (area of midsection) x $1/6$ perpendicular distance between bases.

This formula is quite accurate for any solid with two parallel bases connected by a surface of straight line elements (upper figure), or smooth simple curves (lower figure).

TO FIND THE VOLUME OF A VERY IRREGULAR FIGURE BY THE SECTIONING METHOD

1. Construct a series of equally spaced sections or profiles.

2. Determine the area of each section by any of the methods shown at left (preferably with a Planimeter).

3. Apply any one of the 3 summation "rules" given at left, to determine the total volume.

This method is in general use for estimating quantities of earthwork, etc.
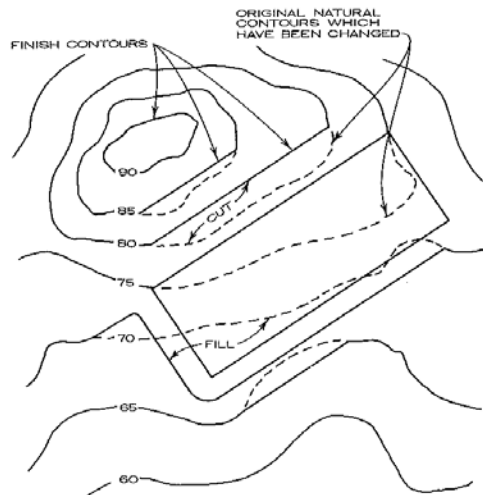
TO FIND THE VOLUME OF CUT AND FILL DIRECTLY FROM THE CONTOUR PLAN

1. Draw "finish" and "original" contours on same contour map.

2. Measure the differential areas between new and old contours of each contour and enter in columns according to whether cut or fill.

3. Add up each column and multiply by the contour interval to determine the volume in cubic feet.

EXAMPLE

CONTOUR	CUT			FILL		
85			300			
80			960			
75	2,460	— 2 =	1,230	3,800	— 2 =	1,900
70			20			2,200
			9,200			6,800
			x5			x5
TOTALS			46,000 cu. ft.			34,000 cu. ft.

NOTE

1. Where a cut or fill ends directly on a contour level use $1/2$ value.

2. The closer the contour interval, the greater the accuracy.

This method is more rapid than the sectioning method, and is sufficiently accurate for simple estimating purposes and for balancing of cut and fill.

University of Memphis, Department of Architecture
ARCH 7713 – ADVANCED DESIGN STUDIO 3

THE SITE PLAN – Alterations to the Site
NAAB SPC: B.2., B.6. (B.4., B.8.)

Background
All building projects involve some alterations to the site. As with all aspects of a comprehensive design, it is important that site aspects of the design be totally integrated, and well communicated to the client and other members of the design team. As part of your final presentation you will need a well-developed site plan. Since each project in our class is unique, different projects will have different relationships to their site and varying requirements for adequate intervention. You must assess what stance your project should take towards the site based on your concept and thesis statement. Please review the example attached.

Project
Devise a Site Plan for your project at an appropriate scale that includes the following:
- The placement of your building in its immediate urban context. This will include adjacent buildings and pertinent site features. Your building should be shown as a roof plan.
- Accessible site features. This includes accessible parking spaces of the number and variety noted in the code. All accommodations for accessible entrances and site amenities should be noted.
- All contours, both existing and altered. This should include cut and fill necessary for the construction of your project and steps you are taking to achieve positive drainage in your project and storm-water management.
- Site water management. This should include any changes you have made to the site to mitigate site drainage issues attendant to your project. This may include swales, catch basins, retention or detention ponds, bio-swales, and grey water collection strategies.
- Architectural (i.e. space-making) aspects of the project's site plantings, grade alterations (i.e. berms etc.) and amenities such as seating, water features, passive cooling, wind reduction/alteration.

The Site Plan

- Place your building on the site and include the roof plan. Include any other designed site elements including wind breaks, patios, seating areas, etc..

- Design any parking required by the code, local ordinance and the specifics of your project. Remember that accessible parking must have a safe and accessible path to the building. For drive aisles, parking spaces, and turning radii, use dimensions found in Graphic Standards. Sometimes the local ordinance will have requirements too.

- Analyze the direction of drainage flow on your site and determine where storm water needs to be managed. Some jurisdictions will require storm water mediation such as detention or retention ponds. The example shown here includes a detention pond to slow flow, encourage groundwater recharging, and reduce surface pollution of the existing stream. The parking lot will sheet drain to the southwest corner. Hence the location of the detention pond. A berm has been used to construct the pond.

- The existing contours will need to be altered to effect positive drainage on the site, especially next to the building. Notice the swale on the east side of the site. Contours crossing a roadway or a paved area will also be altered. Notice the "crown" shown with the contours that will move water to the sides of the drive aisle. Contour alteration is shown using a heavy solid line. All contour alterations must be contained within the site.

- For further information about site conditions and alterations consult Building Construction Illustrated and the texts from Advanced Environmental Systems.

EXISTING ROAD

EXISTING STREAM

100
99
98
97

H.C.

H.C.

AHU

AHU

PERMEABLE CONCRETE

VEGETATION WINDBREAK

RAIN WATER CISTERN

DETENTION POND

POND OVERFLOW

100
99
98
97
96

98
99

The Site Plan Example

Below is a site plan from a set of construction documents. Your drawing for Advanced Design Studio 3 will be a "design development" as opposed to a construction document level drawing. In practice, careful integration of information from several consultants including landscape architects, civil engineers, and environmental engineers, is necessary for adequate site design.

ARCH 7222 Contemporary Architecture 2, 3 credits

Course Description:
This course investigates the state of contemporary architecture as represented by significant practices, buildings, theories, and criticisms. Themes to be considered include ethics and aesthetics of sustainability, contemporary urbanism and new approaches to materials and structure.

Course Goals & Objectives:
- Understand the role of architecture as positioned in contemporary society and culture, and the role of the architect to respond.
- Grasp a broader view of contemporary architecture and understand the recent history that influenced its making
- Improve one's own design sensibilities by examining the works of accepted master architects, as well as up-and-coming designers; understanding how each responded to the nuances of the design problem
- Grasp a greater appreciation for the immediate history of architecture, understanding there is much to be learned from our contemporaries
- Research and share topics relative to each student's thesis project, in turn, providing valuable peer feedback in discussions.

Student Performance Criterion/a addressed:
A.1 – Professional Communication Skills (ability)
A.3 – Investigative Skills (ability)
A.7 – History and Global Culture (understanding)
A.8 – Cultural Diversity and Social Equity (understanding)

Topical Outline:
Research Project (30%)
Discussions / Participation (30%)
Research Journal (20%)
Thesis Book Precedent Pages (20%)

Prerequisites:
None

Textbooks/Learning Resources:
The professor provides articles and readings for class.

Offered:
Fall only; annually

Faculty Assigned:
Megan Hoover (Adjunct)

ARCH 7232 Advanced Issues in City Building, 3 credits

Course Description:
Analysis and understanding of the qualities of the existing physical environment, natural and built, and social and economic issues within the context of the urban environment.

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

Student Performance Criterion/a addressed:
A.8.   Cultural Diversity and Social Equity (understanding)
B.10. Financial Considerations (understanding)

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

Prerequisites:
Permission of Instructor

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

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

Faculty Assigned:
Jenna Thompson (Full Time)
Andy Kitsinger (Adjunct)

Jacob Davis, Adjunct Professor

Courses Taught:
ARCH 4715 Architecture Design Studio 5, FA16
ARCH 3713 Architecture Design Studio 3, FA17

Educational Credentials:
Bachelor of Science (Architecture), Georgia Institute of Technology, 2006
Master of Architecture, Georgia Institute of Technology, 2012

Teaching Experience:
Adjunct Professor, University of Memphis, 2016-present (architecture)

Professional Experience:
Designer, HKS, Inc., Atlanta, GA, 2006-2010
Graduate Research Assistant, Cooperative Assignment, Georgia Institute of Technology, 2010-2012
Architect/Designer, archimania, Memphis, TN, 2013-present

US Licenses/Registration:
Architect Tennessee #105490
LEED AP #10287804

Selected Publications and Recent Research:
urban FARMscape. atlanta beltline collective. Spring 2012
Tactical Urbanism. Blueprints for Successful Communities: Lithonia, GA (2011) pp.23-42
         (in collaboration with K. Darby, K. Heyer, and E. Ward)
High Performance Building Optimization
High-Tech Thinking and Low-Tech Making

Professional Memberships:
The American Institute of Architects
AIA 2030 Commitment, Firm Representative
Architects <u>Advocate</u> Action on Climate Change, Firm Representative

Awards:
ARCHITECT MAGAZINE, Architect50: #43 firm ranking in Design
AIA Memphis: Merit Award for The Consortium MMT Talent Development Complex, 2016
AIA Memphis: Merit Award for TN4 Townhomes, 2016
AIA Memphis: Citation Award for Live at the Garden 2016
World Architect News – WAN Performing Spaces Award: Finalist for Live at the Garden, 2016
Masonry Institute of Tennessee: Honor Award for TN4 Townhomes, 2016
AIA TN: Merit Award for The Consortium MMT Talent Development Complex, 2016
ARCHITECT MAGAZINE, Architect50: #20 firm ranking in Design
AIA TN: Merit Award for Memphis Teacher Residency, 2017
AIA TN: Merit Award for Live at the Garden, 2017
AIA TN: Award of Excellence for Tech901, 2017
AIA Gulf States Region: Merit Award for Tech901, 2017
AIA Gulf States Region: Merit Award for The Consortium MMT Talent Development Complex, 2017

Kate Haywood, Adjunct Professor

Courses Taught:
ARCH 3613 Computer Applications in Design 3, FA15/16/17

Educational Credentials:
AIA Memphis Leadership Program, 2017
Master of Architecture, University of Oregon, 2012
Bachelor of Fine Arts in Architecture, University of Memphis, 2010

Teaching Experience:
Adjunct Professor, University of Memphis, 2015-present (architecture)
Teaching Assistant, Duke TIP Program, Lawrence, Kansas, Summer 2010 and 2011 (architecture)

Professional Experience:
Project Architect, brg3s architects, Memphis, TN, 2014-present
Intern Architect, O. T. Marshall Architects, Memphis, TN, 2012-2014
Intern Architect, Willard C. Dixon Architect, PLLC, Eugene, OR, 2011-2012

US Licenses/Registration:
Architect Tennessee #104691; NCARB; LEED AP

Selected Publications and Recent Research:

Professional Memberships:
The American Institute of Architects (Memphis Board of Directors 2013-2016)
Construction Specifications Institute (Scholarship Board Secretary 2015-present)

Awards:

Megan Hoover, Adjunct Professor

Courses Taught:
ARCH 7222 Contemporary Architecture 2, FA17

Educational Credentials:
Bachelor of Fine Arts (Architecture and Interior Design), University of Memphis, 2013
Master of Architecture, University of Memphis, 2015

Teaching Experience:
Graduate Assistant, University of Memphis 2013-2015
Adjunct Professor, University of Memphis, 2017

Professional Experience:
Design Staff, LRK Architects, Memphis, TN 2015-Present

US Licenses/Registration:
N/A – ARE In Progress

Selected Publications and Recent Research:
N/A

Professional Memberships:
The American Institute of Architects
Urban Land Institute

Awards:
N/A

Anne F. Hogan, Dean, College of the Communication and Fine Arts

Courses Taught:
Courses and practice-based workshops in the Department of Theater and Dance (Dance Technique, Somatic Practices, Shakespeare in Performance, History of Dance)

Educational Credentials:
BA in English Literature, Summa Cum Laude, Harvard University, Massachusetts, 1990
MA in English Literature, Brown University, Rhode Island, 1992
PhD in English Literature, Brown University, Rhode Island, 2001

Professional Experience, including teaching:
Dean, College of Communication and Fine Arts (CCFA), The University of Memphis, from April 2017
Senior Advisor for International Partnerships, Royal Academy of Dance (RAD), London, UK, 2016-2017
Director of Education, the Royal Academy of Dance (RAD), 2011-2016
Associate Dean/Research, Faculty of Humanities, Arts, Languages and Education (HALE), London Metropolitan University, 2006-2011
Director of Alumni Relations & Annual Fund Giving, The American University of Paris, France, 2005-2006
Academic Leader of Performing Arts, Theatre Studies, and Film Studies, London Metropolitan University, UK; 2003-2005
Head of Postgraduate Studies and Research, London Contemporary Dance School / The Conservatoire for Dance and Drama, London, UK, 2001-2003
Principal Lecturer and Head of Dance Studies, The University of Wolverhampton, UK, 2000-2001
Alumni Relations Coordinator, The American University of Paris, France, 1999-2000
Adjunct Lecturer, Department of Comparative Literature and English, The American University of Paris, France, 1994-1999
Lecturer, Institut d'Etudes Politiques de Paris, France, 1996
Instructor in English, Brown University, 1991-1994

Professional Experience: Dance (performing, choreography, teaching)
Co-founder of ACM Ballet Théâtre, Paris, France, 1997-2000
Choreographer for the International Players, St. Germain-en-Laye, France, 1997
Member: The Boston Ballet Company, Boston, MA, 1978-81, 1983-85
Member: Pacific Northwest Ballet; Seattle, WA, 1981-82

Licenses/Registration:
Diploma in Teaching Pilates (QCF), Certified Health Coach (American Council on Exercise)

Selected Publications and Recent Research:
Editor and contributor to *The Song of the Body: Dance and Lifelong Wellbeing*, published by RAD Enterprises, UK, 2014
Editor and contributor to *Balanchine: Then and Now*, published by Sylph Editions and the Arts Arena Paris, UK, 2008
Conference presentations, publications, and journal articles:
January and February, 2016-2017: guest lecturer, Artis – Naples Performance Series, Naples, Florida
August, 2016: Faculty Presenter at the 'En Avant Dance Teacher Conference' (Royal Academy of Dance), Toronto, Canada
April, 2015: guest panel speaker, 'Career Transitions for Dancers: Thinking Big,' Dance UK conference, London, UK.

Professional Memberships:
Memphis Cultural Alliance
Previously in the UK: Cultural Learning Alliance, Dance HE, Dance UK (Mentor Advisory Panel).

Awards:
Eye of the Tiger Award, University of Memphis, November 2017

	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
SPC expected to have been met in preparatory education																										
ARCH 3322													•													
ARCH 3321													•													
SPC met in NAAB-accredited program																										
	Realm A								*Realm B*										*Realm C*			*Realm D*				
ARCH 7996	•	•		•		•													•							
ARCH 7930			•																•							
ARCH 7713		•			•				•	•	•	•	•	•	•	•	•				•					
ARCH 7712					•				•			•				•					•					
ARCH 7711				•		•				•																
ARCH 7431																		•				•	•	•	•	•
ARCH 7421			•								•			•	•		•									
ARCH 7232								•										•				•				
ARCH 7222							•																			
ARCH 7211							•	•																		
ARCH 7013																										
ARCH 7012																										
ARCH 7011	•																									