

University of Memphis
Department of Architecture

Visiting Team Report

Master of Architecture

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

The National Architectural Accrediting Board
March 18, 2015

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

Table of Contents

<u>Section</u>		<u>Page</u>
I.	Summary of Team Findings	
1.	Team Comments and Visit Summary	1
2.	Conditions Not Met	1
3.	Causes of Concern	1
4	Progress Since the Previous Site Visit	3
II.	Compliance with the 2009 Conditions for Accreditation	
	Part One (I): Institutional Support and Commitment to Continuous Improvement	4
	Part Two (II): Educational Outcomes and Curriculum	17
III.	Appendices:	
1.	Program Information	30
2.	Conditions Met with Distinction	31
3.	The Visiting Team	32
IV.	Report Signatures	33

I. Summary of Team Findings

1. Team Comments and Visit Summary

The visiting team finds the architecture program to be a nurturing environment that fosters student learning, creativity, and community involvement. The team found that learning through community engagement and design-build activities is a key aspect of the program and provides identity for the program. As a consequence of this emphasis, the architecture program is respected across campus for its experiential learning and community engagement coursework—two major strategic initiatives of the university. President David Rudd expressed appreciation for the program's ongoing efforts in these areas, and he demonstrated his support by joining the initiative to obtain external funding from the Hyde Foundation, which is funding that will create the new University of Memphis Design Collaborative for design and planning outreach. The president expressed his desire to have the architecture program be a full participant in the Crosstown development initiative, which is a joint university and City of Memphis project.

The visiting team was impressed with the program's commitment to community engagement as seen throughout the design studio sequence and the program's connections through government partnerships, non-profit community partners, and the University Neighborhoods Development Corporation. The way in which students collaborated with parents, teachers, and city leaders in the ARCH 7712: Advanced Architectural Design Studio 2 White Station High School project is a good example. The program's commitment to community and social responsibility demonstrates how an architecture program can serve to both educate future architects and make an impact in the community.

Strengths of the program's curriculum are its co-requisite courses and the coordination between ARCH 7713: Advanced Architectural Design Studio 3 and ARCH 7996: Architecture Thesis Studio.

The visiting team was impressed with the course organization, course assignments, and thoroughness of ARCH 7431: Advanced Professional Practice. The team felt that the following factors lead to a more integrated educational experience: the way ARCH 7431 ties its assignments to other coursework (e.g., the outline specification exercise is tied to studio projects or history courses joined to ethical reflections), and the analytical assignments that encourage students to think laterally across courses.

2. Conditions Not Met

- B.4. Site Design
- II.4.5. ARE Pass Rates

3. Causes of Concern

A. Faculty Diversity

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.

B. Organizational Framework

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.

C. Long-Range Planning

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.

D. Full Program Integration

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.

E. Assessment

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.

F. Conflict Resolution

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.

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4. Progress Since the Previous Site Visit (2012)

2009 Criterion B.7, Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.*

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

2015 Team Assessment: This criterion is now **Met**.

II. Compliance with the 2009 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission:

The program has fulfilled this requirement for narrative and evidence.

2015 Team Assessment: The 2015 Architecture Program Report (APR) provides a description of the history and mission of the institution. The University of Memphis is a comprehensive institution and is one of three in the State of Tennessee. It is the flagship campus of the Tennessee Board of Regents System. The APR outlines the University's Strategic Plan by listing its strategic priorities and specific goals. The president of the university stated that the architecture program is doing remarkably well, given its relatively recent beginnings, and he noted how the program's community engagement is tied to the mission of the institution. He noted that the law school and now the architecture program have re-engaged the community and have helped to solidify the identity of the University of Memphis.

The location of the architecture program within the College of Communication and Fine Arts means that architectural students have access to experiences with the associated disciplines of interior design and fine arts. Departmental goals for the program are a high-quality professional education and research with a "hands-on" emphasis (this goal is consistent with the recommendation made by Venturi and Scott-Brown in 1987, which eventually led to the establishment of the architecture program). The new University of Memphis Design Collaborative (scheduled to launch in the fall of 2015) will assist the program in meeting many of its strategic initiatives and aspirations.

I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it*

has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2015 Team Assessment: The Department of Architecture's Studio Culture Policy can be found on the website (<http://architecture.memphis.edu/studio-culture.pdf>), and a link to the policy is on each course syllabus. During the student meeting, 100% of the students in attendance were aware of the Studio Culture Policy; however, students have not contributed to the document's creation or subsequent updates. There is a commitment by both students and faculty to create a vital academic community. Students speak very highly of their professors and unanimously agree that the one-on-one interaction, flexibility, and transparency in student-professor relationships constitute a hallmark of the program. Faculty boast of the high level of optimism and respect found within the studio environment due to the shared dedication and respect for learning. However, some students report that the familiarity between faculty and students from semester to semester can lead to bias in subsequent work.

Social equity is ensured by the University of Memphis Office of Institutional Equity, which operates under the Office of the President. The office is responsible for ensuring the university's compliance with federal and state nondiscrimination requirements and serves as the university's official liaison with governmental civil rights enforcement agencies. The university has key policies and procedures that deal with Equal Employment Opportunity; Affirmative Action; Discrimination and Nepotism; Sexual Orientation; Sexual and Racial Harassment; the Recruiting, Application, and Selection of Faculty; and Advertising and Hiring for Non-Faculty Position Openings. The University of Memphis provides equal opportunity in employment and education.

I.1.3 Response to the Five Perspectives: *Programs must demonstrate, through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- 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.^[1] 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.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The University of Memphis is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The program provided ample evidence in the APR and on its website indicating that the architecture students and faculty members were actively involved in community engagement—an activity that defines the program on campus and within the city. The program is a leader in the Provost's Community Initiative Program (noted in the APR, p.12, and corroborated by an interview with President Rudd), which requires that every studio cohort in the

graduate program have the experience of working with a community partner. There is evidence that the faculty engage in diverse areas of scholarship that align with the Boyer Report model of teaching, discovery, integration, and application. A case in point is the faculty's pursuit of grants and funding to assist their commitment to community engagement. This, in turn, leads to publications and scholarly activity that disseminate knowledge gleaned to the larger academic community (indicated in a discussion at a faculty meeting).

The faculty are actively involved in university governance, and all full-time tenure-track faculty members participate in university committees. The faculty are also very active as representatives of the university in local governmental agencies, on boards, and in local civic organizations. This broad participation by the faculty in community entities complements the program's goal of learning through community engagement.

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 is responsive to this perspective.

2015 Team Assessment: It is evident that students feel they are in a caring and nurturing environment, where their personal and academic lives are both respected and understood by their peers and professors. Students are proud of their small program and enjoy the opportunities provided by a low student-to-faculty ratio. Students appreciate the personalized attention and strong relationships that they have with the faculty. During the all-school student meeting, the visiting team heard comments from students such as "teachers really care about us" or "we get personalized attention from our professors." These statements were confirmed in a poll showing that 100% of the students attending the student meeting felt that the student-to-faculty ratio was optimum. Students overwhelmingly felt that they are being well educated to enter the workforce.

Students are aware of the goals of the program and share in the program's vision. For instance, 60% of the students attending the student meeting agreed that they valued the community engagement focus of the school and the strong support from the local AIA. In addition to the noted strength of community engagement, the students are seeking project diversity within their education. At the student meeting, students expressed a desire for a better balance between community engagement projects in Memphis and opportunities for other types of design exploration. Students specifically mentioned that they desired opportunities for study abroad or projects with global or national perspectives. The students expressed the belief that such a curricular change in studio projects would give them a broader range of educational opportunities and greater global awareness. A poll conducted at the student meeting suggested that approximately 40% of the undergraduate and graduate students want a stronger voice in course development.

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 program is responsive to this perspective.

2015 Team Assessment: The students are well informed of the requirements for licensure after graduation. They are instructed in the requirements of the NCARB and IDP programs annually. The department has an IDP Coordinator, who regularly attends NCARB training. The program has an annual lecture by an NCARB representative and an annual lecture by a member of the Tennessee Board of Architectural and Engineering Examiners. In a student poll, 100% of the graduate students attending the student meeting were aware of the IDP (and 40% of the undergraduates). Furthermore, 30% of the graduate students have enrolled in the IDP. Students are informed and aware of the licensure process.

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.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The architecture program has strong nurturing support from the local professional community and AIA Memphis. The program prepares students to become contributing and active practitioners. Local practitioners and professional employers recognize the quality and preparation of students and their ability to be employed by local firms. Several practitioners who were once concerned about the quality of the preparation of graduates from such a young program told the visiting team that they no longer have this concern.

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.*

[X] The program is responsive to this perspective.

2015 Team Assessment: A commitment to community engagement is demonstrated through the program's involvement with community partners at each stage of the design sequence (ARCH 7711: Advanced Architectural Design Studio 1, ARCH 7712: Advanced Architectural Design Studio 2, ARCH 7713: Advanced Architectural Design Studio 3, and ARCH 7996: Architecture Thesis Studio). Evidence of this criterion is found in student projects where students have partnered with community stakeholders, investigated social and economic challenges, researched the needs of underrepresented populations, and selected project sites that address real-world challenges in the City of Memphis. With this solid connection between social responsibility and experiential learning, the students are well prepared to become advocates for design in their own communities. Evidence of students' understanding of the ethical obligations toward clients and the community is found in ARCH 7431: Advanced Professional Practice.

I.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must*

demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The program's processes meet the standards as set by the NAAB.

2015 Team Assessment: The visiting team confirmed the self-assessment processes outlined in the 2015 APR at the faculty meeting and through administrator interviews. The program has aligned its multi-year objectives and the evaluation of progress with the University of Memphis Strategic Plan. Data is obtained from the university's institutional research, departmental financial data, and data from community partners. The outcome measures are described in the APR and meet the requirements of this condition although they do not robustly evaluate progress toward achieving strategic goals.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty's, students', and graduates' views on the teaching, learning, and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes meet the standards as set by the NAAB.

- **2015 Team Assessment:** The school has an informal process to assess its efforts and provide feedback that leads to continual improvement of the curriculum (APR, pp. 19-21). Faculty and administrator interviews conducted by the visiting team confirmed that the self-assessment processes outlined in the APR were achieved through an end-of-year faculty meeting. The school has incorporated processes to improve teaching (e.g., student evaluations of teaching effectiveness, informal graduate interviews, retention data, and graduation data) as well as annual faculty assessments reviewed by the departmental chair to provide information to measure progress toward stated goals.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

- Faculty and Staff:
 - An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions¹.
 - Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.
 - An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.
 - An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.
 - An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.
 - Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

Human Resources (faculty and staff) are adequate for the program.

2015 Team Assessment: Through faculty interviews, student discussions, direct observation, and the review of faculty comments on student papers, the team found evidence that demonstrates a tutorial exchange between students and faculty that promotes student achievement. Faculty stated that there is a balance between teaching workloads, service, and their own professional development. No tenured or tenure-track faculty attending the faculty meeting with the visiting team could recall being denied financial support to attend a conference or pursue an interest.

A larger concern for the faculty was the compensation they receive for their efforts relative to others at the University of Memphis. This has led the faculty to feel that they are making a personal sacrifice to teach at the university and are required to balance their lower salaries with the rewards of assisting students in achieving their potential. One-hundred percent of the students attending the student meeting (64 of the 100 students enrolled in the undergraduate and graduate programs attended the meeting) felt that faculty members are deeply committed to students' success. This sentiment was confirmed by the visiting team through direct observation of studio activities and out-of-class interactions between faculty and students.

The program has a designated IDP Coordinator.

One staff person and a graduate assistant support the department's administrative functions. The College of Communication and Fine Arts provides several business and support functions for the department. Both the college business officer and the department's Administrative Associate 2 felt that additional assistance, perhaps part-time, is necessary for the department to operate effectively. The current Administrative Associate 2 provides all support functions for the department (procurement, personnel, bookkeeping, reception, and file management) with modest support from the college. The team concurs

¹ A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

with the view that the department needs additional staff support or a better arrangement between college services and the sole staff person in the department.

All required documents were found in the team room or online.

- *Students:*
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (students) are adequate for the program.

2015 Team Assessment: The team found evidence of documents that describes the program's student admissions policies and procedures in the online catalog:

(www.memphis.edu/gradcatalog/degreeprog/ccfa/arch.php). Information on the program's website includes: admissions requirements, admissions decisions procedures, financial aid, and scholarship procedures. Diversity initiatives (<http://www.memphis.edu/gradcatalog/services/minority.php>) and application forms and instructions (<http://www.memphis.edu/admissions/graduate.php>) are located on the Graduate School website.

Sufficient evidence of the program's commitment to student achievement was available in the team room and in the advising effort as described by the department chair and Architecture Program Director.

I.2.2 Administrative Structure and Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative structure is adequate for the program.

2015 Team Assessment: The architecture program is located in the Department of Architecture, which is administered by a chair. The department houses the undergraduate and graduate architecture degree programs and the interior design undergraduate degree program. Each program has a director who works with the chair in the administration of the department, faculty, and students. The program directors and the department chair form an Executive Committee and work collaboratively. There is a very close relationship between the architecture and interior design programs—they share faculty, and approximately 30% of the students in the undergraduate architecture program are seeking a dual degree in interior design and architecture. This very close programmatic relationship helps the administrative structure work effectively in providing services and direction (indicated in faculty meeting interviews). The program directors have primary responsibility for student advising and the assessment of transfer students. The department has one full-time staff person (Administrative Associate 2) and a graduate assistant to aid with office functions. There are no formal bylaws for the unit.

The Department of Architecture is in the College of Communication and Fine Arts, which houses fine and performing arts, journalism, communications, and the design professions. The college is administered by a dean who reports to the provost. The dean was well informed about the architecture graduate program and, along with the president of the university, has been active in fundraising for the architecture program.

The required administrative chart is displayed in the APR (APR, p. 62).

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: The architecture program has policies for promotion and tenure, but no formal bylaws or plan of organization. Because of the small size of the faculty, most governance issues are conducted as a committee of the whole (discussion at faculty meeting). Because of the small size of the faculty, including adjuncts, there is no administrative hierarchy, and the visiting team witnessed an easy exchange between faculty and the chair. The faculty at the all-faculty meeting made a point of describing the working relationship between faculty and the administration as a "congenial community founded on mutual respect." Collectively, they were very proud of the decision-making forum that they have created and felt it was effective, given their circumstances.

When the visiting team conducted student interviews, the students felt that the faculty and the program could be more responsive to their needs (discussed at the student meeting and at the student luncheon with the visiting team). The faculty and administrators confirmed that, currently, there is no formal way for students to participate in the governance of the program.

At the faculty meeting with the visiting team, the faculty confirmed that 100% of the full-time faculty participate in university committees, and the faculty have representation in the Faculty Senate. The dean informed the visiting team that senior architecture faculty are represented in the College's Graduate Council, which also serves the dean as a faculty advisory body.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical resources are adequate for the program.

2015 Team Assessment: The Department of Architecture occupies the third and fourth floors of Jones Hall. These two floors house dedicated studio-based learning studios and collaboration space, totaling approximately 7,600 square feet, or 50 square feet per student. The third and fourth floors also house 2 classrooms, 1 resource library, 1 lighting lab, 2 computer/media labs, 1 imaging center (with limited access), and 12 faculty/administrative offices, which are all dedicated to the department. The first floor houses a gallery. There is a small model shop in the basement of the building (with limited access). Students also have access to a larger shop area that is shared with the Department of Art directly across the street from Jones Hall. Each student enrolled in a design studio has a dedicated work area with 24-hour access.

Technology resources are acquired through the University Technology Access Fee. Hardware updates can be "applied for" annually. Computers are replaced on a 4-year cycle. Software is updated annually. The building has a wireless network throughout. The technology fund is university-wide and is based on student fees and distributed to the various colleges based on need. In interviews with the Vice Provost and CIO, Information Technology Services, the visiting team was told that the technology fees allocated to the Department of Architecture are anticipated to remain stable for the next 4 to 6 years.

Current space will permit modest growth in the graduate program (team observation).

I.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial resources are adequate for the program.

2015 Team Assessment: Based on evidence found in the APR, Section I.2.4: Financial Resources (APR, p. 73) and in interviews with the president, dean, and department chair, the Department of Architecture has a small but adequate operating budget. According to the analysis provided in the APR (APR, p. 75), the Department of Architecture has a higher dollar-spent-per-student ratio than the Civil Engineering, Electrical Engineering, and Mechanical Engineering departments, one that is only slightly below the total for the School of Law. The College Business Officer stated that the Department of Architecture is a top priority for funding due to its infancy and the visibility/image provided by the department to the Memphis community.

Significantly, the Department of Architecture receives a grant of approximately \$20,000 per year from the Tennessee Board of Architectural and Engineering Examiners (noted in an interview with the department chair and confirmed by the Director of the Architecture Program), which is not guaranteed. These monies are required to be used for the direct benefit of the students and have been used for furnishings, equipment, furniture, and library purchases.

The department has small Foundation Gift and Restricted Fund accounts, which are used for scholarships and the lecture series. The new University of Memphis Design Collaborative will add to these accounts and help the department's finances meet its main strategic objective of community outreach. For the architecture program to meet its full potential, there is a need for a concerted effort to raise funds for graduate assistantships, either through development or internal funding. These funds will be necessary if the graduate program is to achieve its modest growth objectives.

The university is in the beginning stages of implementing a new financial/budgetary model, the Strategic Resource Model. This model should be implemented over the next 2 years. The president stated that he felt the change would be a benefit to the Department of Architecture by allowing for greater financial autonomy for the department.

I.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information resources are adequate for the program.

2015 Team Assessment: The visiting team had the opportunity to interview the Dean of University Libraries and her key staff. The library has a subject area expert assigned to the architecture program, and that individual works closely with a faculty representative on collection expansion or contraction. The central library has extensive services available to the department to assist faculty and students with their research efforts. The library staff reported that the department does not use these services as much as others on campus. The library has a maker laboratory, video conferencing rooms, and CADD terminals.

The central library staff was not aware of the emerging departmental reading room and expressed concern over proper services and management. The Dean of University Libraries expressed an interest in working with the faculty in meeting the program's needs, including the print resources, research services, and material library assets, so that quality accessible services and assets are made available to the faculty and students.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports²: Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics
 - Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the student population for the institution overall.
 - Qualifications of students admitted in the fiscal year prior to the visit.
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
 - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Demographics (race/ethnicity and gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the full-time instructional faculty at the institution overall.
 - Number of faculty promoted each year since last visit.
 - Compare to number of faculty promoted each year across the institution during the same period.
 - Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
 - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

[X] Statistical Reports were provided and provide the appropriate information.

2015 Team Assessment: Statistical Reports for Academic Years 2011 to 2014 were available in the APR (APR, pp. 79-80) and provide data for student characteristics. Student enrollment in the graduate program has been between 12-14 students per year for the last 4 years. Given the size of the program, a change in the enrollment of one or two students causes a substantial shift in demographic percentages. Within the program, gender and ethnicity ratios have been consistent over the last 4 years and match demographic ratios provided for the overall university student population. The visiting team noted that the percentage of black students within the graduate degree program is above the national average for accredited architecture programs.

Statistical Reports for faculty characteristics are provided in the APR (APR, pp. 80-81). There are eight FTE full-time faculty (half of which are women) and five FTE adjunct faculty. The ethnic characteristics of

² In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

the Department of Architecture faculty do not reflect the diversity of the faculty at the university as a whole or the diversity of its students.

I.3.2. Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information.

2015 Team Assessment: Annual Reports and NAAB Responses are provided from 2010 to 2014. The program was granted initial accreditation in 2013.

I.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit³ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2015 Team Assessment: The faculty credentials are provided in the APR and in the faculty exhibit. The work shown in the team room represented a range of design approaches and experiences that promote student achievement. Of the 19 total faculty members, 4 received their terminal degree from the University of Memphis, 5 have taught at another university, and 11 are or were licensed architects. Of the 8 full-time faculty, 5 are or were licensed.

³ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3.

2015 Team Assessment: The policy documents provided to the visiting team met the requirements of Appendix 3. The University of Memphis Diversity Plan is found on the Office for Institutional Equity website (<http://www.memphis.edu/oie>).

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: *The SPC are organized into realms to more easily understand the relationships between individual criteria.*

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- *Being broadly educated.*
- *Valuing lifelong inquisitiveness.*
- *Communicating graphically in a range of media.*
- *Recognizing the assessment of evidence.*
- *Comprehending people, place, and context.*
- *Recognizing the disparate needs of client, community, and society.*

A. 1. Communication Skills: *Ability to read, write, speak, and listen effectively.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in the work contained in the progress books as well as in the final thesis documents for ARCH 7996: Architecture Thesis Studio. Evidence was also found in the many community-based studio projects, such as ARCH 7713: Advanced Architectural Design Studio 3, where students meet with community organizations to develop an architectural program and respond to community criticism. This criterion is **Met with Distinction**.

A. 2. Design 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 alternative outcomes against relevant criteria and standards.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in freehand sketches and diagrams associated with studio projects in the ARCH 7996: Architecture Thesis Studio and ARCH 7713: Advanced Architectural Design Studio 3 courses.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion throughout the team room. Freehand drawing and diagramming are part of the tools that students develop throughout the curriculum. ARCH 7713: Advanced Architectural Design Studio 3 provided evidence of both freehand drawing and digital representations used to convey formal elements throughout the design process.

A. 4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

[X] Met

2015 Team Assessment: Evidence of these abilities was found in the final presentation documents for ARCH 7712: Advanced Architectural Design Studio 2 and ARCH 7713: Advanced Architectural Design Studio 3. Evidence of outline specifications was found in ARCH 7431: Advanced Professional Practice. The visiting team noted that the outline specifications were developed using work in the students' design studio.

A. 5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in student reports and process materials associated with ARCH 7930: Architecture Research and the not-for-credit course (required course) ARCH 7031: Research and Training. Students are introduced to research methods in ARCH 7031, and their writing in this course is subject to a formal review of multiple drafts. The process workbooks for ARCH 7031 were particularly noteworthy. The research foundation provided by ARCH 7031 leads to thoughtful thesis statements and investigations in ARCH 7930. This criterion is **Met with Distinction**.

A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in student design projects associated with ARCH 7996: Architecture Thesis Studio and ARCH 7711: Advanced Architectural Design Studio 1. Throughout the team room, there were indicators of effectively used architectural and environmental principles in design.

A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in student design projects associated with ARCH 7996: Architecture Thesis Studio and ARCH 7711: Advanced

Architectural Design Studio 1. The use of precedents is clear in both courses and throughout the team room, with a progression from precedent study to design.

A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

[X] Met

2015 Team Assessment: The team found evidence that met this criterion in student design projects associated with ARCH 7713: Advanced Architectural Design Studio 3 and ARCH 7712: Advanced Architectural Design Studio 2.

A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, and national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in student papers written in the ARCH 2212: History of Architecture 2 and ARCH 7211: Contemporary Architectural Theory courses.

A. 10. Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in student papers written in the following courses: ARCH 7211: Contemporary Architectural Theory, ARCH 3221 (ARCH 4221): Determinants of Modern Design, ARCH 2211: History of Architecture 1, and ARCH 2212: History of Architecture 2.

A.11. Applied Research: *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.*

[X] Met

2015 Team Assessment: The visiting team found evidence of this ability in student process documents associated with ARCH 7930: Architecture Research and in student design projects associated with ARCH 7996: Architecture Thesis Studio in the synthesis of research and the final design product.

Realm A. General Team Commentary: The visiting team finds that students demonstrate a thorough background and competent skill level in critical thinking and representation. The extensive use of precedent studies as a prelude to design is readily apparent in the work available for review. The team does note that, often, little analysis and few substantive conclusions result from the precedent studies. The course assignments for the co-requisite seminar constitute a strength of the curriculum and assist the students in developing their analytical and theoretical abilities. The re-writing of reports and papers after careful faculty criticism demonstrates student facility in written communication.

Realm B: Integrated Building Practices, Technical Skills and Knowledge:

Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- *Creating building designs with well-integrated systems.*
- *Comprehending constructability.*
- *Incorporating life safety systems.*
- *Integrating accessibility.*
- *Applying principles of sustainable design.*

B. 1. **Pre-Design:** *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.*

[X] Met

2015 Team Assessment: Draft and Final Programs were observed in projects in the ARCH 7712: Advanced Architectural Design Studio 2 and ARCH 7713: Advanced Architectural Design Studio 3 courses.

B. 2. **Accessibility:** *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in drawings and diagrams associated with the ARCH 7713: Advanced Architectural Design Studio 3 and ARCH 7996: Architecture Thesis Studio courses.

B. 3. **Sustainability:** *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the*

environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Met

2015 Team Assessment: Evidence of the ability to design projects with environmental systems, acoustics, lighting, and energy efficient building envelope design is found in assignments in ARCH 7421: Advanced Environmental Systems. Evidence of the ability to design projects incorporating sustainable topics is found in the LEED Checklist and the Sun, Wind & Light assignments in ARCH 7012: Advanced Architectural Design Seminar 2; final project presentation boards in ARCH 7713: Advanced Architectural Design Studio 3; and life-cycle assessment narrative essay responses in ARCH 7431: Advanced Professional Practice.

B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Not Met

2015 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.

B. 5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Met

2015 Team Assessment: Evidence of life-safety knowledge and understanding is found in the diagrams and code analysis in the final project presentation boards of ARCH 7711: Advanced Architectural Design Studio 1, ARCH 7713: Advanced Architectural Design Studio 3, and ARCH 7930: Architecture Research.

B. 6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

A.9. Historical Traditions and Global Culture

B.9. Structural Systems

B.5. Life Safety

[X] Met

2015 Team Assessment: The visiting team found evidence of this criterion in the studio projects in ARCH 7713: Advanced Architectural Design Studio 3 and its co-requisite course ARCH 7013:

Advanced Architectural Design Seminar 3. The team found evidence of all aspects of this criterion in the student work products displayed in the team room, including project designs and seminar assignments.

- B. 7 Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in quiz documents in the ARCH 7431: Advanced Professional Practice course.

- B. 8. Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics, including the use of appropriate performance assessment tools.*

[X] Met

2015 Team Assessment: Detailed evidence of this ability is found in the assignments in ARCH 7421: Advanced Environmental Systems and in the final presentation boards in both ARCH 7713: Advanced Architectural Design Studio 3 and ARCH 7996: Architecture Thesis Studio. This criterion is **Met with Distinction**.

- B. 9. Structural Systems: *Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in structural framing diagrams and sections in ARCH 7713: Advanced Architectural Design Studio 3. Evidence was also found in structural calculations and analysis in assignments in ARCH 3312: Structures 2 and ARCH 3313: Structures 3.

- B. 10. Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in drawings, sketches, and precedent studies in ARCH 7711: Advanced Architectural Design Studio 1, ARCH 7712: Advanced Architectural Design Studio 2, and ARCH 7713: Advanced Architectural Design Studio 3.

B. 11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems*

[X] Met

2015 Team Assessment: Evidence of an understanding of this criterion was found in plans, sections, and diagrams in ARCH 7713: Advanced Architectural Design Studio 3. Evidence was also found in student assignments consisting of calculations, diagrams, quizzes, and tests in ARCH 7421: Advanced Environmental Systems.

B. 12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.*

[X] Met

2015 Team Assessment: Evidence of an understanding of this criterion was found in building sections, documentation, and diagrams in ARCH 7713: Advanced Architectural Design Studio 3 and ARCH 7996: Architecture Thesis Studio.

Realm B. General Team Commentary: The visiting team finds that students demonstrate an understanding of and competent skill level in integrated building practices. The use of drawings, diagrams, and analysis was readily apparent in the work available for review.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically, and critically for the good of the client, society, and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- *Knowing societal and professional responsibilities.*
- *Comprehending the business of building.*
- *Collaborating and negotiating with clients and consultants in the design process.*
- *Discerning the diverse roles of architects and those in related disciplines.*
- *Integrating community service into the practice of architecture.*

C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in ARCH 7711: Advanced Architectural Design Studio 1 and ARCH 7712: Advanced Architectural Design Studio 2. Collaboration with other students in research and analysis is evident. The work presented in several studio projects indicates collaboration with partners within the community.

C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment, and the design of the built environment.*

[X] Met

2015 Team Assessment: The visiting team found evidence that met this criterion in ARCH 7930: Architecture Research and the not-for-credit course ARCH 7031: Research and Training.

C. 3. Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

[X] Met

2015 Team Assessment: Evidence of an understanding of this criterion is found in the Summing Up/Taking Stock assignment in ARCH 7431: Advanced Professional Practice and in the community collaboration with the White Station High School project in ARCH 7712: Advanced Architectural Design Studio 2.

C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods*

[X] Met

2015 Team Assessment: Evidence of an understanding of this criterion is found in the project management and delivery assignments, papers, quizzes, and tests in ARCH 7431: Advanced Professional Practice.

C. 5. Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.*

[X] Met

2014 Team Assessment: Evidence of an understanding of this criterion is found in assignments and case studies in ARCH 7431: Advanced Professional Practice.

C. 6. Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.*

[X] Met

2015 Team Assessment: Evidence of an understanding of this criterion is found in student presentations in ARCH 7431: Advanced Professional Practice.

C. 7. Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional*

service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

[X] Met

2015 Team Assessment: Evidence of an understanding of this criterion is in the case studies analysis found in ARCH 7431: Advanced Professional Practice.

C. 8. Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.*

[X] Met

2015 Team Assessment: Evidence of an understanding of this criterion is found in the case studies and student presentations in ARCH 7431: Advanced Professional Practice.

C. 9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.*

[X] Met

2015 Team Assessment: Evidence of an understanding of this criterion is found in the community engagement sessions and the work with existing buildings in the local community in ARCH 7712: Advanced Architectural Design Studio 2.

Realm C. General Team Commentary: The program has demonstrated strengths in educating students in the professional aspects of architecture practice, such as client roles, project management, leadership, social responsibility, legal issues, ethics, community engagement, and social responsibility. The work found in ARCH 7431: Advanced Professional Practice and the Summing Up/Taking Stock assignment are of high quality in that they demonstrate students' ability to grasp concepts and link professional practice with design philosophy. Community and social responsibility is well integrated throughout the program by connecting student projects with the greater Memphis community.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2015 Team Assessment: The visiting team found reference to the regional accreditation of the university in the APR (APR, p. 2 and p. 86), and it was confirmed by the president in a meeting with the visiting team.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2015 Team Assessment: The visiting team found evidence that this requirement was met in the APR (APR, p. 86-87). Students complete a total of 188 credit hours in the 4+2 M. Arch. program (128 credits in the BFA in Architecture) and 60 credits in the M. Arch. degree program. There are 41 credits as part of the university's mandated general education program plus two free electives for a total of 47 credits in non-architecture courses in the BFA undergraduate degree program.

II.2.3 Curriculum Review and Development: *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

[X] Met

2015 Team Assessment: The team found evidence of the requirement in the APR (APR, pp. 87-88) and in discussions with the faculty. The APR provides specific examples of curricular refinement as a result of faculty review and local professional input.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

Met

2015 Team Assessment: The visiting team reviewed the policy on admissions and discussed the process with Sherry Bryan, Director of the Architecture Program (and responsible for making transfer student assessments), and reviewed specific student files where applicants had completed their undergraduate education at another institution. The visiting team found that the program has a well-designed system to review applicants to the graduate program. It has a well-conceived form that serves as a checklist to ensure that applicants have met all the requisite SPCs to enter the program. Each candidate is reviewed for the purpose of assessing a student portfolio, course catalog, course syllabus, coursework products, and/or course websites from the student's undergraduate institution before assigning completion of required courses. Looking at the limited sample of files, the team reviewed a file where the student was assessed as being deficient in undergraduate coursework and had to complete preparatory courses as part of the student's graduate studies.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees: *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include, in catalogs and promotional media, the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

[X] Met

2015 Team Assessment: This requirement is satisfied on the program's website: (<http://www.memphis.edu/architecturenew/archaccreditation.php> and <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)*

[X] Met

2015 Team Assessment: This requirement is satisfied on the program's website through direct links to the required documents: (<http://www.memphis.edu/architecturenew/archaccreditation.php>).

II.4.3 Access to Career Development Information: *In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

www.ARCHCareers.org
*The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion*
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

[X] Met

2015 Team Assessment: This requirement is satisfied on the program's website through direct links to the required documents: (<http://www.memphis.edu/architecturenew/archaccreditation.php>).

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*

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2015 Team Assessment: This requirement is satisfied on the program's website through direct links to the required documents: (<http://www.memphis.edu/architecturenew/archaccreditation.php>).

II.4.5 ARE Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

[X] Not Met

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

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference University of Memphis, APR, pp. 1-3

B. History and Mission of the Program (I.1.1)

Reference University of Memphis, APR, pp. 3-7

C. Long-Range Planning (I.1.4)

Reference University of Memphis, APR, pp. 18-19

D. Self-Assessment (I.1.5)

Reference University of Memphis, APR, pp. 19-26

2. Conditions Met with Distinction

- **A.1. Communication Skills:** The visiting team found evidence that the program had achieved excellence in the ability of students to read, write, speak, and listen well in the work observed in the progress books as well as in the final thesis documents associated with ARCH 7996: Architecture Thesis Studio. Additional quality work was found in the many community-based studio projects (e.g., ARCH 7713: Advanced Architectural Design Studio 3, where students meet with community organizations to develop an architectural program and respond to community criticism).
- **A.5. Investigative Skills:** The visiting team found evidence that the program had achieved excellence in investigative skills in ARCH 7930: Architecture Research and the not-for-credit course (required course for all students) ARCH 7031: Research and Training. Through these courses, students are introduced to research methods, and they explore their thesis topics. What the team found to be particularly noteworthy was the iterative criticism of the writing and ideas found in the workbooks that are part of ARCH 7031.
- **B.8. Environmental Systems:** The visiting team found evidence that this SPC was well met through the numerous assignments in ARCH 7421: Advanced Environmental Systems and the final presentation boards in both ARCH 7713: Advanced Architectural Design Studio 3 and ARCH 7996: Architecture Thesis Studio. The team noted that the students were provided with a strong understanding of this SPC through the incorporation of empirical data collection, followed by digital modeling, into these courses as well as through many assignments involving numerical calculations associated with factors such as heat loss, heat gain, infiltration, solar loads and orientation, and lighting characteristics.

3. The Visiting Team

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IV. Report Signatures

Respectfully Submitted,



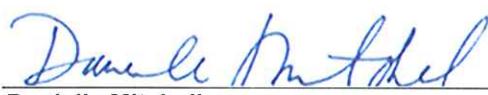
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