National
Architectural
Accrediting
Board, Inc.

NAAB

2024 Visiting Team Report

The University of Memphis
Department of Architecture

M.Arch.
Undergraduate degree with architecture major +
60 graduate credit hours

Continuing Accreditation Visit
March 17 - 20, 2024

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The NAAB Visiting Team would like to extend our appreciation to all the students, faculty, staff, and administration of the Department of Architecture within the University of Memphis, as well as the institution's leadership, for their thorough preparation for the team visit, openness to accommodating our additional material requests, answering our questions, and providing in-depth context around your M.Arch. program and the University of Memphis culture.

The visiting team would like to extend special thanks to Provost Dr. David Russomanno, Interim Dean Dr. Ryan Fisher, and Interim Associate Dean Jenna Thompson for their perspectives on the M.Arch. program within the context of the university as a whole and the College of Communication and Fine Arts.

We are grateful to Michael Hagge, Chair of the Department of Architecture, and Jennifer Barker, Director of Graduate Studies, for their warm welcome and hospitality along with their skillful leadership of the program before and during our site visit.

While talking with the faculty, students, staff, institutional leaders, and community partners, it was observed that the program prioritizes the students and their needs, and that the size of the program allows for a valued atmosphere that is friendly and collegial. Many students described their cohort as "family," and there was a strong sense of trust and respect across the students, faculty, and staff.

A unique attribute of the program is its connection to Memphis. There is strong support for the program from local architects and AIA Memphis. The school is an integral part of the Memphis architectural community, providing affordable access to architectural education and serving as a pipeline for future licensed architects in the region.

Conditions met with Distinction are a notation made by the team and not a formal NAAB evaluation under the 2020 Conditions. As such, the team found the following to be Conditions Met with Distinction:

PC.7 Learning and Teaching Culture
PC.8 Social Equity and Inclusion

b. Conditions with a Team Recommendation to the Board as Not Met

SC.5 Design Synthesis
SC.6 Building Integration

II. Progress Since the Previous Site Visit

2009 Conditions Not Met

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

Previous Team Report (2015): 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.

2021 IPR Board Review: Pursuant to the NAAB Board of Directors' Five-Year Interim Progress Report (IPR) Decision Letter dated May 28, 2021, "After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Memphis, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time."

2024 Team Analysis:
B.4 Site Design is no longer part of the NAAB 2020 Conditions for Accreditation.

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.

Previous Team Report (2015): 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.

2021 IPR Board Review: Pursuant to the NAAB Board of Directors' Five-Year Interim Progress Report (IPR) Decision Letter dated May 28, 2021, "After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Memphis, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time."

2024 Team Analysis:
ARE Pass Rates are available at the link to the NCARB Website, as noted in Section 6.4 Public Information. No further information is required relative to the 2015 Team Report.

III.   Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2024 Team Analysis:
At the previous visit in 2015, the 2009 Conditions for Accreditation were in effect. The Department of Architecture has made significant changes relative to the 2020 Conditions for Accreditation. This includes:
- retooling of placement for the Program and Student Criteria within the M.Arch. program of study
- establishment of an Accelerated Bachelor to Master Program
- establishment of formal assessment discussions at the annual Faculty Retreat

The comprehensive studio sequence has been aligned with the new conditions, with special attention paid to ARCH 7713 Advanced Design Studio 3 and ARCH 7712 Advanced Design Studio 2. This realignment has affected the sequencing of other classes and studios, in order to respond to SC.5 Design Synthesis and SC.6 Building Integration criteria. For example, the final studio, which was formerly a thesis, is now a synthesizing capstone, ARCH 7994 Architecture Design-Research Studio. As a capstone, it more formally engages architecture research through the execution of a design project, with an emphasis on application in the professional environment.

One of the more substantial changes that came about alongside the re-positioning of criteria for the 2020 Conditions has been the establishment of the Accelerated Bachelor to Master (ABM) program, initiated in Spring 2022. It allows high-performing undergraduate students in the BFA-Architecture program to begin the coursework for the M.Arch. during their fourth year of undergraduate study. This program is seen as a

way to engage the Program and Student Criteria related to Professional Practice (paths to licensure) and Social Equity and Inclusion, as well as Research and Innovation and Lifelong Learning. The realignment offers additional entry points into the program, which is an advantage to international students pursuing visas on varying timelines.

As part of the response to the NAAB 2020 Conditions, the department has continued to develop the assessment tools utilized for curriculum evaluation and development. Where previously used informally across the programs, the formal action research cycle (plan, act, observe, reflect) has now been integrated into the graduate program, with formal assessment discussions held at the annual faculty retreat. These discussions are supplemented and reinforced with discussions occurring each semester and in monthly faculty meetings.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting, how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Team Findings:
☒**Met**

Program Summary Statement of 1 – Context and Mission
Founded in 1912, the University of Memphis is an urban-serving research university and is one of the two flagship public institutions in Tennessee. The university is classified as a R1 institution by the Carnegie Classification of Institutions of Higher Education.

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

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

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

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

2024 Team Analysis:
During the site visit, the team verified the Context and Mission of the program. The Department of Architecture sits within the College of Communication and Fine Arts at the University of Memphis, which is one of two flagship public institutions in Tennessee. The University of Memphis has an R1 classification as a research-based institution. The Department of Architecture offers the M.Arch., the BFA in Architecture, and the BFA in Interior Architecture, as well as a dual Architecture + Interior Architecture major, and is home to the Center for Sustainable Design. The Department of Architecture is a founding partner (with the Department of City and Regional Planning) in the University of Memphis Design Collaborative.

The department's mission is to prepare graduates to enter professional practice and to serve the Memphis and Mid-South region through research, engaged scholarship, interdisciplinary collaboration, and creative expression that contributes to sustainable, stable communities and enhances the quality of life for all. The visiting team observed the program's commitment to this mission through discussions with students, faculty, and staff and the enthusiastic support of the architectural community at the AIA Memphis reception.

The program prepares students well for entering the profession, instilling in them a passion for design as well as a commitment to give back to the Memphis community and the profession of Architecture.

2—Shared Values of the Discipline and Profession *(Guidelines, p. 6)*

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

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

Team Findings:

☒**Met**

2024 Team Analysis:
The program effectively responds to all the shared values, as described in the APR and observed during the site visit in meetings with students, faculty, and staff, as well as college and university leadership.

Design: Design thinking and integrated design solutions were identified as core values in the APR. The team noted how the curriculum effectively links the design process with community engagement through real life socio-economic issues in the Memphis area, as well as global experiences through global design projects and broad perspectives from international students. This shared value was demonstrated in the graduate courses and the design studio projects through onsite observation of studio courses ARCH 7711 Advanced Design Studio 1 and ARCH 7713 Advanced Design Studio 3, and in the display of projects throughout the program's facilities. Faculty interviews also confirmed the program's focus on integrated thinking and design.

Environmental Stewardship and Professional Responsibility: Sustainability in the built and natural environments is embedded in the M.Arch. design studios and professional/technical courses. The course syllabus for ARCH 7421 Advanced Environmental Systems, supports this criterion and follows the LEED certification content so that students are prepared for the optional LEED certification exam. Additionally, students identified non-curricular activities, such as monthly Shop Talks, as valuable opportunities to interact with design professionals to understand how ethical responsibilities manifest themselves in the practice of architecture. Student voices reiterated the APR's claim that "architecture is a profession, and professionals have an obligation to give back to society."

Equity, Diversity, and Inclusion: In the APR, and observed during the site visit, the program demonstrates Equity, Diversity, and Inclusion (EDI) as a core value. They follow the Studio Culture Policy and Honor Code, posted in studios and within the Student Policies Manual, which outline their Rules of Conduct, including general rules, studio behavior rules, critique etiquette, studio desk assignment policies, and shop policies. Recognizing that some students face financial hardship, they provide low-cost printing services as well as computer labs, equipment, and software, so students are not required to purchase their own. The program recognizes a lack of diversity among its full-time faculty, and to mitigate their challenge, they are committed to including ethnic and racial minorities and women as members of the adjunct faculty, design juries, and guest studio critics.

During the site visit, the team reviewed the institution's adherence to the State of Tennessee's current laws regarding Equity, Diversity, and Inclusion, and they comply. According to Interim Dean Dr. Ryan Fisher and Interim Associate Dean Jenna Thompson, the university is allowed to be non-compliant with state law if the program must meet distinct requirements from an accreditation agency, such as the NAAB Conditions.

Knowledge and Innovation: The Department of Architecture describes their commitment to knowledge and innovation in the APR. The university was recently reclassified as an R-1 research institution by the Carnegie Classification of Institutions of Higher Education. The program reaffirmed that all faculty participate in traditional academic research as well as applied community engagement. The program is continuing to build on the history of engaged scholarship with local government, neighborhoods, other cities and towns within the region, non-profit organizations, and others, which includes working in interdisciplinary teams on projects that benefit the region. The program is committed to continuing to expand their research areas in engaged scholarship, historical research, professional and creative practice, architectural education, and technological advances (virtual reality and artificial intelligence).

From the APR, the visiting team identified that the department considers engaged scholarship, applied research (interwoven with creative practice), and an emulation of professional practice as part of their innovation approach.

The visiting team had the opportunity to review and validate the program's commitments to knowledge and innovation during our conversations with a variety of individuals, including department, college and university leaders. Their collective vision describes a program that further develops the students' knowledge base and encourages an attitude of innovation.

Leadership, Collaboration, and Community Engagement: The program effectively responds to this shared value, as described in the APR and observed during the site visit in meetings with students, faculty, and department, college and university leadership.

As future leaders, students are encouraged to participate in one or more of the registered student organizations within the department, such as AIAS and NOMAS, as well as membership in the Tau Sigma Delta National Honor Society for students who qualify. The department assists with AIAS membership fees, and the chapters are active and heavily integrated into the department. Student representatives advocate for the student body, sit on department committees, such as search committees, where they have a voice in the hiring decisions for tenure track applications and respond to situations where student representation is needed.

Students are taught that, as future members of a profession, they have a responsibility to give back to the community while in school and after they enter the profession. In their Department of Architecture Student Policy Manual, the department outlines its "Culture of Engagement,'' which results in design studios frequently having an actual community partner or client. The department engages the community through partnerships in which students and faculty collaborate with community groups to create a more livable environment through architecture, urban design, and interior architecture in the Memphis region. This gives students an opportunity to collaborate across fields of study and with allied disciplines such as City and Regional Planning, Anthropology, Real Estate Development, and Interior Design. The holistic approach to design from the macro to the micro scales enables students to understand that the architect is a part of a multi-disciplinary team that may include engineers, city planners, interior designers, contractors, and others. The school intends to continue their practice of community engagement within their design studios.

Lifelong Learning: The program effectively responds to this shared value, as described in the APR and observed during the site visit in meetings with students, faculty and department leadership. Courses in the M.Arch. program address topics relevant to architectural practice as well as the broad range of topics covered by the Architect Experience Program (AXP) and Architect Registration Examination (ARE). Department Shop Talks, monthly meetings held in the first hour of studios, cover issues in design and practice, enable students to experience collective interaction and learning; Shop Talk topics include building codes, universal and inclusive design, theories on design for human-health and well-being, and design process. Faculty leads by example with regard to continuing education, including both formal CEU credits and informally, to remain current in their fields.

3—Program and Student Criteria (*Guidelines*, p. 9)
These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (*Guidelines*, p. 9)
A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (p.9)

Team Findings:

☒**Met**

2024 Team Analysis:
Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is met. The APR emphasizes the program's approach to exposing students to career paths beyond traditional coursework. The faculty demonstrated a commitment to assessing student needs and making improvements to the curriculum by suggesting that the advising process address this aspect earlier in students' education. In meetings with students, it was confirmed that career paths were thoroughly described in their first studio. ARCH 7431 Advanced Professional Practice is rooted in career development; ARCH 7222 Contemporary Architecture 2 discusses theory that touches on a wide array of professions related to architecture and has the student identify their own goals and paths for the future. The team verified this through the syllabus in the Digital Team Room. ARCH 7232 Advanced Issues in City Building, introduces a myriad of voices through guest and department lectures about the built environment from allied areas, including developers, community leaders, and government officials.

The program provided an assessment form in PC.1 in the Digital Team Room, in addition to tables for each class within the APR. There they described their process to PLAN-ACT-OBSERVE-REFLECT and identified how they are currently teaching students about the paths to licensure and the range of available career opportunities in their ARCH 7431, ARCH 7222, and ARCH 7232 classes, as well as department-wide lectures. Key takeaways from their reflection included a recognition that student writing skills needed improvement, international students needed supplemental information for their career paths, and that bringing in speakers from related industries enriched their program. They are addressing each of those takeaways with planned improvements and additionally are bringing back the Career Fair, mock interviews, and portfolio reviews that will help prepare students for progression into the profession.

During the site visit, students confirmed that they were introduced to post-education licensing requirements, including the NCARB AXP. The school provides funding for setting up an NCARB record as well as reimbursement for ARE exams upon passing.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

Team Findings:

☒**Met**

2024 Team Analysis:
Based on an observation of three studio classes, the information in the APR and discussions with faculty and students, this condition is met.

In their first graduate studio, ARCH 7711 Advanced Design Studio 1, the project site and program is typically set within an urban context. ARCH 7712 Advanced Design Studio 2 typically engages both site and program to consider issues of holistic design. ARCH 7712 has engaged across global sites, advancing student conceptions about city-building in different environments. ARCH 7713 Advanced Design Studio 3 typically selects programs that allow for holistic design synthesis, and ARCH 7994, Architecture Design-Research Studio, recently shifted from a thesis-only track to a thesis-optional or capstone track, allowing for a culminating project that recognizes variability across student interests, with a robust student-developed and student-driven project. Studios address design with a strong focus on hand drawing before transferring ideas into graphic programs, including Revit.

The curriculum is under consistent review, and discussed during faculty meetings, end-of-the-semester assessments, and the faculty retreat. Assessment discussions revolve around student abilities, compliance with NAAB Conditions, and relevant and appropriate content for each studio class.

Project sites address a wide variety of scenarios, including local climates in an urban setting to global sites that are addressed in ARCH 7712. Variety in sites allows for students to design under varying conditions and ecosystems and provide solutions to differing climates.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

Team Findings:
☒Met

2024 Team Analysis:
Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is met. The program uses a holistic approach to meeting this PC, as evidenced in ARCH 7421 Advanced Environmental Systems, and ARCH 7211 Contemporary Architectural Theory. Two studio courses, ARCH 7712 Advanced Design Studio 2, and ARCH 7713 Advanced Design Studio 3, also demonstrate how the curriculum addresses this PC. The course summaries and syllabi were reviewed by the team and found to demonstrate the integration of ecological knowledge in multiple ways and at multiple scales, including the study of the local city environment.

The program described an assessment model for each course that included a matrix in the APR for each of the identified classes as well as an assessment form in PC.3 in the Digital Team Room. In their PLAN-ACT-OBSERVE-REFLECT process, they described expected student outcomes and identified how they are currently teaching students about this criterion. Assessment of student achievement is done through class grades as well as through discussion and reflection at the Annual Retreat. The program submitted data regarding student grades that indicated all students passed these courses with a B or better, as well as student evaluations that provided positive perceptions about teaching effectiveness. In the PC.3 Assessment Form (located in the Digital Team Room), the program noted that the assessment process includes monitoring student design evolution across the semester (with regard to integration of sustainable elements), tracking student understanding through discussions and final design critique on studio projects from ARCH 7712 Advanced Design Studio 2. In their assessments, faculty identified some areas of improvement that were needed for fuller understanding of this criterion by students. One example, in the matrix for ARCH 7421 Advanced Environmental Systems, noted that their benchmark of "students understanding of the dynamic between built and natural environments" often focused more narrowly on a single sustainable element, rather than in a holistic and integrated way into their project work, which was identified as an area needing improvement. Another example was in the use of case studies; during AY 22-23, faculty noted that more instruction was needed on the framework of case studies so that students could effectively use them as a tool for research and analysis. With those observations defined, faculty adapted the curriculum of the applicable courses, and they plan to re-assess the shifts in curriculum at the 2024 Spring Faculty Retreat.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

Team Findings:
☒Met

2024 Team Analysis:
Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is met. In the APR, the Department of Architecture describes their understanding and commitment to the History and Theory segment of their program. The prerequisite requirement for the M.Arch. program requires six semester hours of architectural history, ancient through modern. They have a robust evaluation of equivalency based on the course descriptions for the BFA offerings for ARCH 1211 History of Architecture 1, and ARCH 2212 History of Architecture 2. In the undergraduate sequences ARCH 1211 and ARCH 2212, there is a global approach to architecture history across six continents, including indigenous, colonial, western, and nonwestern architecture. The graduate history and theory courses encompass ARCH 7011 Advanced Design Seminar 1, ARCH 7211 Contemporary Architectural Theory, and ARCH 7222 Contemporary Architecture 2. ARCH 7011 Advanced Design Seminar 1, is a comprehensive survey of architectural thought from ancient to modern, with an emphasis on how fundamental architectural principles can be traced throughout history and how they in turn underpin contemporary practices, serving to teach content as well as methodology. ARCH 7711, Advanced Design Studio 1, at the entry point of the program, enables all students entering the graduate program to achieve a base level of understanding that is built upon in the proceeding graduate studio courses. Both ARCH 7211 Contemporary Architectural Theory, and ARCH 7222 Contemporary Architecture 2, incorporate surveys of theoretical movements in the latter decades of the twentieth century and contemporary practices in the twenty-first century. ARCH 7222 Contemporary Architecture 2 focuses on practices and practitioners working on climate change action. Coordination across the two courses, ARCH 7211 and ARCH 7222, is a point of growth for the upcoming year.

Based on the evaluations provided in the APR, the faculty describes their methods of delivery, what assessment methods they perform per class, and measures the outcomes against a set benchmark for the course. From there, the faculty and the department develop plans for improvements and modifications to be implemented. The visiting team discussed the PC with the teaching faculty and the department chair during our visit to gain a full understanding of the APR description of their assessment and improvement processes.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

Team Findings:
☒**Met**

2024 Team Analysis:
Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is met. The program uses projects that engage faculty and students in marginalized communities and/or contain a humanitarian component as the basis of research and innovation. With expertise in city and regional planning, the faculty creates interdisciplinary collaborations that were demonstrated to the team through connections to the University of Memphis Design Collaborative (UMDC), the AIA, and partnerships with community entities.

ARCH 7944 Architecture Design-Research Studio focuses on students developing research related to their capstone and provides primary evidence for this PC. The team reviewed the course summary and confirmed the content of this course. ARCH 7930 Architecture Research is the foundational course that precedes ARCH 7944. It builds an understanding of research through investigation, analysis, reading, discussion, and critique of topics related to the students' topic of study.

Key takeaways of the faculty's assessment of student performance in AY 22-23 revealed that changes to some courses were needed to address student needs. For example, during the on-site meeting with faculty, the visiting team was informed about changes that were made to address ARCH 7930

Architecture Research, to improve student writing, with a focus on syntax and diction, in order to elevate student skills to a more collegiate and professional level.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

Team Findings:
☒**Met**

2024 Team Analysis:
Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is met. In the APR, the program describes how their curriculum, classes, public engagement, and student participation in the program directives contribute to and expose the students to aspects of leadership and collaboration within their professional responsibilities. Their academic structure and courses provide the students with a solid foundation towards their professional growth. In accordance with the evidence provided for PC.6 Leadership and Collaboration, through student organizations, students participate in the annual AIA Gala, AIA Architecture Month activities, AIA TN Conference on Architecture, AIA Summer Scholars Institute, AIAS Grassroots, NOMA Conference, and the CSI Build-It product display show.

As described in the APR, "within the coursework, students are exposed to diverse stakeholder constituents in ARCH 7232 Advanced Issues in City Building." In ARCH 7712 Advanced Design Studio 2, they participate in multidisciplinary teams, within dynamic physical and social contexts. Students in ARCH 7712 collaborated through weekly synchronous activities with architecture students in a sustainability course at An-Najah National University in Palestine. They utilized a specific collaboration method, HIVER (Harnessing Innovation through Virtual Exchange for Enhanced Results), and due to the degree of collaboration fostered, one team from the course traveled to Egypt and ultimately won the international HIVER competition.

The program created a summary table in the APR for each highlighted course to describe their assessment efforts in the curriculum, which identified how the content had been delivered, assessment method, target benchmarks and expected student outcomes, how to move forward, where the evidence was, and finally, the objectives addressed in the course. Although not written as an exact verbatim match to the PC.6 criterion, the summary tables in the APR cover each criterion in this PC. The team verified in meetings with faculty that this assessment is performed every academic cycle to improve the course and refine the students' learning opportunities.

In ARCH 7232 Advanced Issues in City Building, collaboration, approach to leadership on multidisciplinary teams, and approach to diverse stakeholder constituents is addressed in the RFP assignment. Students are assessed on their class discussions, collaboration across student groups (in real estate, other allied fields) and collaboration with the community, along with their narrative writing skills in the RFP Writing Assignment. The notes on assessment indicated there is a desire to continue to investigate the role of this course in community development. In ARCH 7712 Advanced Design Studio 2, students are working together across the globe with students at An-Najah National University in Palestine, collaborating to solve problems, with exposure to dynamic physical and social contexts. Assessment includes measuring the participation in synchronous activities with their partners at An-Najah National University in Palestine. The results of the assessment state that moving forward, they will "continue with HIVER competition; better document student process of taking notes during collaboration and reviews; completing post-project assessment to more clearly evidence understanding." In ARCH 7994 Architecture Design-Research Studio, students are assessed on their leadership of meetings and reviews, utilization of feedback on their design and ability to seek consultant support. This assessment occurs through observation of meetings and reviews across the semester, and their recent notes on assessment have resulted in a plan to strengthen the coaching of students through the studio process. In ARCH 7431 Advanced Professional Practice,

students are assessed on their awareness of the importance of leadership and collaboration within the discipline, based on their class discussions and engagement on firm visits.

The team has recognized the extraordinary amount of collaboration and leadership this program delivers, with a small, dedicated team of full-time and adjunct faculty.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

Team Findings:
☒Met

2024 Team Analysis:
Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is met with distinction. Based on the information on the APR, the team found the program engaged in an introspective mode, looking for the correct balance between faculty, academic model, and outcomes expected at each juncture of the student's educational career. The program describes how the learning culture of the program is based on a series of key facts, such as *"the faculty have the opportunity to meet each student as an individual, including meeting them where they are in their learning." and "The Department wants students to feel like they can ask for help (academic or otherwise) and that they have a community of support—in their peers, in their faculty, and in their administration and staff…."* These two key elements illustrate how the department begins to understand the inner mechanics of the program, show a glimpse of the curriculum and its environment in the studio and program, and how they are introspectively analyzing the culture of the program.

In shadowing ARCH 7711 Advanced Design Studio 1, ARCH 7713 Advanced Design Studio 3, and ARCH 7994 Architecture Design-Research Studio, the visiting team found collaboration, communication, and respect demonstrated across all observed studios. During the site visit, it was evident that students and faculty in the M.Arch. program felt like their classmates and educators were like family, with strong trust between fellow classmates and staff. In the studio, students are open to and accept constructive criticism and are able to openly and honestly discuss their projects. One Friday each month, as an integral part of design studios, the first hour of "Shop Talks" exposes students to a myriad of topics and covers unique aspects of the profession. This open knowledge sharing is integrated throughout the program.

The team verified during meetings with Professor Michael Hagge, Department Chair, and Jennifer Barker, Director of Graduate Studies, that their assessment process is performed and built into their (annual) summer faculty retreat, where faculty discuss each class and potential improvements. They also have an additional mini-review sessions at the end of the fall semester, and recommendations for improvement are also discussed as part of their monthly faculty meetings. They did not include a Summary Table for the class noted for PC.7 in the APR. Their PC.7 assessment form, included in the Digital Team Room includes a PLAN-ACT-OBSERVE-REFLECT diagram: their plan: "create a supportive environment for teaching and learning." Moving forward, they seek to promote peer-to-peer support and enhance community building activities to enhance the Learning and Teaching Culture.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

Team Findings:
☒Met

2024 Team Analysis:

Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is met with distinction. The program, through its diverse student population as well as diversity of faculty/adjunct faculty, intrinsically exposes students to diverse cultural and social contexts. The program is proactive in bringing a diverse group of lecturers into the curriculum and extracurricular activities, thereby exposing students to multiple perspectives and approaches to design. Social equity and inclusion are integrated into the program, and this was observed at the site visit, in the studio classes the team observed, and evidence was found in the following locations:

In ARCH 7211 Contemporary Architectural Theory, lectures and readings from architects whose practice centers on SE&I, inspire empathy for and a deeper understanding of the needs of people with different backgrounds. According to the Summary Table in the APR, for assessment of student understanding through weekly assignments and discussions stated their goal of cultivating a sensitivity to Social Equity & Inclusion (SE&I) and finding personal connection; ultimately, this was found in some but not all student work. Their plan going forward is to continue to reference contemporary practitioners who practice in this area (of SE&I) and show the impact to their design process and product.

ARCH 7222 Contemporary Architecture 2 challenges the cultural norms surrounding social and environmental equity and inclusion. According to the Summary Table in the APR, for assessment of student understanding, they are utilizing class discussions and out-of-class assignments about how architecture is responsive to DEI and SE&I. Their goal of students becoming sensitized/culturally aware was met with a stated outcome that "all students grasped the idea, moving off of where they started from at the beginning of class, some more than others became more sensitized to this context within architectural practice; become empowered, developed agency about how to add to social cohesion instead of eroding." Going forward they intend to strengthen this understanding with a bias survey in class, (pre- and post- test) to help raise student awareness of biases and see evidence of their personal growth.

In ARCH 7232 Advanced Issues in City Building, students engage with members of the community, stakeholders in re-development at neighborhood and city levels, as well as activists to deepen their "understanding of diverse cultural and social contexts." Visiting speakers provide insights about how that knowledge can be leveraged and translated "into built environments that equitably support and include people of different backgrounds, resources, and abilities." According to the Summary Table in the APR, for assessment of student understanding, their benchmark is having the student's narratives (in their RFQ) evidence an understanding of community history and incorporate community input; students able to directly connect between community words and design response. Their assessment of the RFQ and processes students used in gaining community input showed an outcome of 80% of student groups clearly showing the connection between community members needs/wants and design responses described in the narrative. Going forward, they plan to continue to work with communities in the Memphis region that offer diverse perspectives for this project.

In ARCH 7712 Advanced Design Studio 2, students are given a unique opportunity for international collaboration with students at An-Najah National University in Nablus, Palestine, literally collaborating with students across the globe as an interdisciplinary and international team. The course used the COIL (Collaborative Online International Learning) framework to build trust between the students, guide collaboration, and reflect on what they learned. The courses also participated in HIVER Academy, which included a competition on student collaboration. Students from both universities developed a presentation to showcase how they worked together and what they learned to an audience of non-specialists. The locations for both projects were chosen because they represent under-served areas. Juxtaposing two different groups of disenfranchised people helped students think more broadly and ask more questions about how to create equitable spaces and include people of different backgrounds. According to the Summary Table in the APR, for assessment of student understanding, their goal of 75% of student work showing a sensitivity to SE&I (social equity and inclusion) was met, where students applied the same skill set to two different projects for marginalized communities in two different countries; all student work showed aspects of DEI in their designs; 75% of student work clearly articulated how each project (local versus international) was designed differently according to place.

Assessment of the relevant courses to PC.8 overall is done at the annual faculty retreat. For PC.8, as noted in the Assessment form in the Digital Team Room, they have determined that the program is meeting the goal of exposing students to diversity of thought around diversity, equity, and inclusion (DEI). Going forward, they would like to further strengthen this by hiring more diverse faculty members where possible (including student teaching assistantships) and obtaining a grant to allow faculty to attend DEI Training.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

Team Findings:

☒**Met**

2024 Team Analysis:
Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is met. ARCH 7232 Advanced Issues in City Buildings and ARCH 7421 Advanced Environmental Systems were identified as primary evidence for this criterion.

ARCH 7421 Advanced Environmental Systems covers knowledge about health, safety, and welfare, through lectures on thermal comfort, acoustics, indoor air quality, security, and natural lighting. ARCH 7232 Advanced Issues in City Building teaches students about walkable cities, resilient planning, food deserts, working with stakeholder initiatives, and understanding how history of place impacts perceptions of design. ARCH 7232 also exposes students to the idea of responsible practice around community development, including sensitivity to working with marginalized communities.

The team reviewed the syllabi and summaries of ARCH 7232 and ARCH 7421 and found them responsive to this SC. Although not written as an exact verbatim match to the SC.1 criterion, the summary tables in the APR cover each criterion in this PC. Students' comprehension of content for these courses was assessed through a variety of means, including the use of case studies, readings, discussions, quizzes, and exams that resulted in grading. For the Fall 2022 term, 100% of the students in each of these courses achieved a B or better. During the meeting with senior faculty regarding assessment, the team learned of the iterative process used by faculty for gathering feedback on courses and applying it to future course offerings.

Course objectives for ARCH 7232 applicable to SC.1 are:
- Explore local comprehensive planning initiatives and redevelopment strategies
- Convey planning and the responsibility of architecture in community building
- Foster critical analysis and evaluation skills as well as group and independent thinking

In ARCH 7232, students were assessed on their ability to include best practices in city design in their work. The outcome was that all student work was able to show a basic level of applied best practices in city scale design. Going forward, the program would like to continue to discuss (HSW in planning principles) in course and help students integrate these ideas into studio projects.

Course objectives for ARCH 7421 applicable to SC.1 are:
- Evaluate various environmental systems, both conventional and alternative, in a broad and integrated context
- Analyze the societal and urban implications of sustainable development
- Apply acoustical principles to design situations

- Evaluate building envelope designs
- Evaluate natural lighting strategies
- Apply knowledge of current vertical conveyance, security/communication and fire protection systems

In ARCH 7421, students were assessed on their ability to demonstrate an understanding of concepts and systems involved in human comfort and an understanding of how the systems interact with one another. The outcome was that student presentations evidenced understanding of impact on human health and well-being, but some case studies selected were superficial in nature; not all knowledge areas (within case studies) were covered equally. Going forward, the program would like to have students submit work for comments prior to presentation to improve selection of case studies and areas covered; make sure case study project contains more than one focus area and clearly connects back to human well-being.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

Team Findings:
☒**Met**

2024 Team Analysis:
Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is met. Primary evidence for SC.2 was found in ARCH 7431 Advanced Professional Practice. The content of this course in meeting this criterion was articulated in the course summary, syllabus, and schedule.

ARCH 7431 teaches the students about professional ethics, regulatory requirements, fundamental business processes, and a basic overview of forces influencing change in professional practice.

The program's system of assessment that incorporates ongoing improvement was described. Evidence of five out of six students receiving B or better in Spring 2023, and student evaluations of teaching effectiveness for Spring 2022 indicated "strongly agree" to the question of "having become more competent because of this course."

Stated in the course description, found in the Digital Team Room (although not spelling out all aspects of this criterion verbatim within the text): "The main position of this course in the curriculum is to cover the material identified in SC.2."

Course objectives for ARCH 7431 applicable to SC.2 are:
Profession:
- To understand the various dimensions of professional life, including ethics, professional conduct, and service leadership
- To understand the importance of professional development for architects, including leadership and communication skills

Practice:
- To understand the different modes of architectural practice, including starting a firm and running a practice
- Firm Identity and marketing
- To understand the legal dimensions of architectural practice

Projects:
- To understand effective techniques of project management and administration, including defining project services, project delivery, construction cost management, and maintenance of

design quality
- Multidisciplinary team organization
- Products and fees
- Project scheduling and budgeting
- Client role

Contracts and Agreements:
- To understand the contractual relationships between the client, the architect, and the contractor, with emphasis on AIA forms of Agreement

Students were assessed on their ability to address this material in writing reflections, to participate in classroom and on-site discussions, and to pursue additional information with relevant questions (in class and on-site at firms). The outcome was students who were able to participate in discussions and articulate their ideas in writing reflections. The assessment from the faculty retreat noted some concerns in each area, including writing concerns about professional correspondence with correct use of language (related to ethics); faculty needing a better understanding of what students know or are exposed to outside of course (related to regulatory requirements such as building permits); how the course can be more responsive to student interests with regard to business practice (such as hourly rate development); concern on text and publications keeping up with rapidly changing environment (related to Forces). Going forward, the program intends to address writing concerns at the point of student admission into program; they will also consider the use of tests over reflective papers for certain content; they will add more up-to-date readings (or podcasts or other media) to engage more active and current discussions relative to criteria and real-world practice.

The program's integration with practicing architects and active student support in AIAS, NOMAS, and NCARB further contributes to this SC by raising students' awareness of the professional issues related to the practice of architecture.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

Team Findings:
☒**Met**

2024 Team Analysis:
Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is met. Primary evidence of this criterion was found in the course syllabus and assignments of ARCH 7232 Advanced Issues in City Building. The RFQ assignment emphasized student understanding of local, state and federal regulations, and development opportunities related to land use, economic development, tax incentives, etc.

The principles of life safety were demonstrated in ARCH 7712 Advanced Design Studio 2 and ARCH 7421 Advanced Environmental Systems. The course syllabus and the design studio projects were evidence for the team that students applied building code and accessibility requirements.

Evidence of assessment of these courses was demonstrated in all students receiving B or better grades. Further evidence was found in the review of evaluation forms of an ARCH 7712 Advanced Design Studio 2 project that was completed in Spring 2023. In a discussion with senior faculty, they explained the iterative process used to take information learned from the design studio projects (and associated project evaluation forms) to inform technical courses and make adjustments to address desired student outcomes.

Stated in the course description, found in the Digital Team Room (although not verbatim spelling out all aspects of this criterion within the text) and in the Summary Tables in the APR:

Course objectives for ARCH 7712 applicable to SC.3 are:
From the course summary in the Digital Team Room: this course addresses SC. 3 integrating life-safety; in their first project, students followed local laws with regards to egress, land use, life safety, and accessibility. For their second project in Nablus, students followed the most recent International Building Code.
- Develop design decision making skills
- Design structural systems which support design intent including design for storms and
  earthquakes
- Incorporate life safety and building code requirements into the design

A summary table for ARCH 7712 was not included as part of the SC.3 write-up in the APR; Course objectives and grading information were included in the Digital Team Room. The Visiting Team observed student assessment first-hand in our observation of a studio class critique while on the site visit. It was noted in the Assessment Form for SC.3 in the Digital Team Room that 100% of the students received a grade of "accomplished" or higher for their life-safety systems in ARCH 7712.

Course objectives for ARCH 7232 applicable to SC.3 are:
- To develop an appropriate research scope to address community challenges that incorporates knowledge and skills from a variety of disciplines; develop a complete work plan with appropriate domains for research activity; understand community resources and engage community knowledge; conduct best practice research within and across disciplines; and develop strategies in partnership with community stakeholders within and across disciplines
- Explore elements of community building and strategies of placemaking, through enhanced public space
- Explore issues of community planning and urban design
- Understand that community development is a reflection of the artistic, social, political, and economic
   conditions of the city
- Convey planning and the responsibility of architecture in community building

For ARCH 7232, students were assessed on their ability to incorporate (learnings from) class discussions and address material content from course into their RFQ project. Assessment was done through course grades on their design response to the RFQ and their participation in class discussions. The outcome was that all student work was able to show a basic level of applied content from course discussions within their projects. Going forward, the class will continue to engage in what it means to build in the city, including the regulations necessary to consider in order to do it.

Course objectives for ARCH 7421 applicable to SC.3 are:
- Evaluate various environmental systems, both conventional and alternative, in a broad and integrated
   context
- Analyze the societal and urban implications of sustainable development
- Evaluate building envelope designs
- Evaluate natural lighting strategies
- Apply knowledge of current vertical conveyance, security/communication and fire protection systems

In ARCH 7421, students were assessed on their ability to demonstrate an understanding of how regulatory constraints inform their design. The outcome was that students were successful in demonstrating an understanding of window and wall systems and how that impacted heat loss and gain and why regulations exist about it; understanding about site impacts was less successful. Going forward, the program determined they will remove the connection to their studio projects because it is too broad, and they would like the class to be more focused on regulatory constraints; the program may also consider further measurable outcomes associated with environmental impacts in future iterations of the course.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

Team Findings:

☒**Met**

2024 Team Analysis:
Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is met. The contemporary architecture classes ARCH 7211 Contemporary Architectural Theory and ARCH 7222 Contemporary Architecture 2 expose students to emerging systems, technologies, and assemblies. In ARCH 7211, students compare and contrast contemporary architects and their projects, discuss multiple methodologies the architects utilize in their practices, and the various technologies and programs that can be utilized for design, from sophisticated site-planning and environmental tools to biology-inspired structural components and algorithmic façade manipulations. The projects, processes, and systems studied in ARCH 7222 connect important technical considerations to design decisions that they can apply to their studio projects. In these courses, faculty work to unpack the criteria the designers are using to make their technical decisions, and those decisions are studied for their effectiveness. It is expected that students will use these examples as precedents for their studio projects.

It was noted that ARCH 7013 Advanced Design Seminar 3, introduced students to two recent local projects that received AIA Committee on the Environment (COTE) Top Ten Awards, with lectures on each of the AIA frameworks for design excellence measures. This course utilized CoveTool for (1) energy modeling, (2) daylight/glare simulation, (3) water conservation, and buildcarbonneutral.org for projected embodied carbon. Then students audited their current design studio project (Museum of Emotions) for certain factors (energy, daylight, water, and embodied carbon) and provided recommendations for improved performance. While this class can potentially be included on the PC/SC Matrix as meeting SC.4, the class relied on the experience of the adjunct faculty who taught it in past academic years.

Stated in the course description, found in the Digital Team Room (although not spelling out all aspects of this criterion verbatim within the text) and in the summary tables within the APR:

Course objectives for ARCH 7712 applicable to SC.4 are:
This course addresses SC.4, "assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects."

In ARCH 7712, students were assessed on their ability to make design decisions while integrating the elements of SC.4; assessment occurs progressively in each studio class; evaluations/grading occurs at mid and final juries. The student outcome was that they were able to do self-assessment of their projects through working with their overseas partners and through the use of online model analysis tools (like Cove.Tool). Going forward, the program intends to revamp this studio; future studio editions will focus on a single project to allow for the necessary depth required for this course to meet the student criteria.

Course objectives for ARCH 7713 applicable to SC.4 are:
- Develop and evaluate predesign information and goals and how that informs design.
- Understand how information of user requirements are gathered, understood, developed and transformed into the driver for design decisions.
- Apply the requirements of the current regulatory environment to a design.
- Apply principles of universal design to design situations.
- Explore issues of site planning and design especially in terms of the implications of larger physical and cultural context.

Faculty evaluation/assessment of student projects was ongoing, throughout the project timeline, to

include weekly process, interim and final reviews, response to redlines, and growth across their project. The outcome was that most students showed competency; some needed additional support in order to meet the course objectives. Overall, grades for this class were B's and higher. Going forward, the program will continue to hone student's ability for integrating design decisions across the specified student criteria through one major design studio project.

Course objectives for ARCH 7211 applicable to SC.4 are:
- To develop skills that will assist students in exploring, analyzing, and critically evaluating selected theoretical principles, writings, and their influence in the realm of architectural design, and urban planning.
- To develop the ability to articulate, both in written form, visually, and verbally, the student's own opinions of selected theoretical works and ultimately their own design philosophy.
- To provide the student with a framework for future critical analysis and potential topics for design-research work.

Students were assessed on their awareness of how technical knowledge becomes a part of the design problem naming and is incorporated in the process of design decisions. The outcome was that students showed an understanding of these topics as well as their growing perspective on design through class discussions. Going forward, the program intends to continue to include SC.4 content within this course to inform the student learning objectives.

Course objectives for ARCH 7222 applicable to SC.4 are:
- Apply the definition of contemporary architecture, through analysis and synthesis, to understand the design methodologies of current designers and their works
- Apply the understanding gained through analysis and synthesis to one's own design thinking, both current and future
- Place contemporary architecture in relationship to historical, social, and cultural understandings of the art and science of design

From the course summary in the Digital Team Room, the portion of SC.4 that this course addresses is exposure to "emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies."

Through their case studies, students were assessed on their ability to demonstrate an understanding of innovative use of technology, including: impact of material selection, reclamation programs (and the adaptability of codes to account for them), and using indigenous technology (low-energy impact, long-lasting result); the ability to identify and then compare and contrast mainstream, carbon-based technologies and new sustainable technologies; an increasing understanding of and/or curiosity about the need to be disciplined and/or vigilant toward the forefront of technology; to develop a healthy skepticism about emerging and continuing technologies. The outcome was that all students, working in groups, could identify the technologies that were discussed. Going forward, the program plans to bring in speakers on these topics and/or plan field trips to see technology first-hand and experience it hands-on.

Faculty are in the process of determining how to better integrate the SC.4 content across ARCH 7421 Advanced Environmental Systems, ARCH 7712 Advanced Design Studio 2, and ARCH 7713 Advanced Design Studio 3. If this does not come to fruition, faculty will look at creating static content in ARCH 7013 based on the AY 22–23 version of the course.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

Team Findings:

☒**Not Met**

2024 Team Analysis:
Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, the team found that this criterion was not met. Within the APR, the team found a comprehensive description by the program that defined design synthesis as the ability of their students to incorporate various needs arising from the understanding of a complex set of users, the site, the regulatory environment, and sustainability into a holistic, cohesive project that has an architectural concept that can be understood in and through the design of the project. Practice for design synthesis is introduced and reinforced in ARCH 7711 Advanced Design Studio 1. The course integration between this studio and ARCH 7011 Advanced Design Seminar 1, is important because the seminar course introduces fundamental architectural principles applied (across time and space) that support the design studio execution. In AY 22-23, the content of design synthesis was further emphasized in ARCH 7712 Advanced Design Studio 2. The course that is held accountable for the specificity of this criterion is ARCH 7713 Advanced Design Studio 3, which is also augmented by the course syllabus and supporting materials in defining the studio outcomes and learning expectations.

As described in the APR, the program engaged in an academic year evaluation and assessment of the courses under this criterion. Their efforts described their initial assessment of the course, their findings, and the method that was utilized. They also provided a clear description of the benchmark and outcomes for the course and provided a description of the steps they have been taking to correct the issues identified in their last faculty retreat, a fact that was verified during our meeting with faculty. Based on our discussion with faculty members, they mentioned their iterative process to adjust the studios throughout the entire semester.

After reviewing the student work submitted as evidence of compliance with this criterion, the team identified some deficiencies. The criterion is based on the student to demonstrate an ability to identify, analyze, and develop design strategies to make design decisions with an architectural project. During the team's review of the evidence and additional documents requested, it became evident that the students did not demonstrate and document the complexities of the issues they identified and then addressed. The team found limited evidence into the issues presented by site selection, environmental impact on their building, building structure and its integration with building systems, users' expectations and outcomes, compliant accessible routes, and appropriate material selection based on the sustainable aspects and site context of the project.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

Team Findings:

☒**Not Met**

2024 Team Analysis: Based on information in the APR, the Digital Team Room, and meetings and observations during the site visit, this criterion is not met. Within the APR, the team found a comprehensive description that faculty define successful building integration as a design that provides appropriate space, connections, and associations of technical aspects of a building within the requirements of the building code and environmental factors; a design where the technical aspects of the project support the design ideas in realistic ways. While these topics are presented and discussed throughout the program, this criterion is situated for review in ARCH 7712 Advanced Design Studio 2. The structural sequence (or its equivalent for students not enrolled in the BFA program) and ARCH 7421 Advanced Environmental Systems, come before the studio. Beginning in spring 2024, this criterion will be situated in ARCH 7713 Advanced Design Studio 3, the third studio within the sequence, which will give

more time in the student path for the development of necessary technical skills prior to enrolling in this class.

As described in the APR, the program engaged in a systematic course evaluation and assessment on an academic calendar cycle that is intended to document their commitment to evaluate and modify the skills students must develop to meet this criteria, a still ongoing effort. Their effort described their initial assessment of the course, their findings, and the method that was utilized. They also provided a clear description of the benchmark and outcomes for the course and the steps they have been taking to correct the issues identified in their last faculty retreat. This process was verified during our meeting with Professor Michael Hagge, Department Chair and Jennifer Barker, Director of Graduate Studies and in conversation with faculty. Senior faculty explained the iterative process they utilized to take information learned from the design studio projects (and associated project evaluation forms) to inform technical courses and make adjustments to address desired student outcomes. These conversations took place at various meetings throughout the visit. Based on our discussion with faculty members, they mentioned their iterative process to adjust the studios throughout the entire semester.

After reviewing the student work submitted as evidence, the team identified that the projects lack sufficient proof of compliance with this criterion. The projects submitted for review exposed the content of the work to lack the comprehensive ability to translate design issues into integrated architectural solutions. The projects illustrated knowledge in the use of design tools, (energy modeling, parametric design, and others), but lacked the ability to illustrate how and why the specific design challenges impacted the final design solutions. Overall, the evidence provided by the students' projects lacked evidence that illustrates the ability to develop and make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies holistically. There was limited and inconsistent evidence of integration of structural systems, environmental control systems, life safety systems, and measurable outcomes of building performance.

4—Curricular Framework (*Guidelines*, p. 13)
This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (*Guidelines*, p. 13)
For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Team Findings:

☒**Met**

2024 Team Analysis:
Institutional accreditation was confirmed; the University of Memphis is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, educational specialist, and doctoral degrees. The most recent Letter of SACS Accreditation confirmation is dated March 21, 2018, and was linked to the APR.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)
The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D.Arch.). The curricular

requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

4.2.2 **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

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

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

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

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

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

professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Team Findings:

☒**Met**

2024 Team Analysis:
The team found the following evidence to comply with this criterion as follows:

4.2.1 Professional Studies: Evidence was found in the APR, and additional information was found on their website and school and program catalog thru the use of the following links:
pos.march.pdf (memphis.edu);
pos.bfa.arch.pdf (memphis.edu);
Program: Architecture, (MArch) - University of Memphis - Acalog ACMS™; and
Program: Architecture, (B.F.A.) - University of Memphis - Acalog ACMS™

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

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

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

4.2.3 Optional Studies: Evidence was found in the APR. M.Arch. students can fulfill the three-elective requirement by taking courses in or out of the Department. Over the past three years, the Department offered electives covering a variety of subject areas, including Parameters in Architecture Studio, Advanced Material Design, Sustainable Design, Architectural Illustration, Advanced Visual Communication, Studio Study Abroad, Design+Build Studio, Architecture Independent Study, and Architecture Internship. Most of these are also offered at the undergraduate level. Undergraduate architecture students may choose to complete a dual major program in Interior Architecture, which can occur within the four-year program of study for the Architecture major.

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

4.2.4 Bachelor of Architecture. The University of Memphis does not offer a Bachelor of Architecture.

4.2.5 Master of Architecture. Evidence was found in the APR, on their website and in the school and program catalog. The M.Arch. degree requires 60 credit hours, while the BFA in Architecture requires 128 credit hours. These are distributed below among the following categories for the M.Arch.: Required Core Professional Courses, 51 credit hours; Elective Courses, 9 credit hours. For the BFA, the distribution is as follows: Required Core Professional Courses, 84 credit hours; Elective Courses, 3 credit hours; General Studies, 41 credit hours.

4.2.6 Doctor of Architecture. The University of Memphis does not offer a Doctor of Architecture

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)
The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

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

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

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

Team Findings:

☒**Met**

2024 Team Analysis:
The team found the appropriate responses for this criteria in the APR, and additional information was found through the links below and through discussion with the Department Chair and Director of Graduate Studies.

Program: Architecture, (MArch) - University of Memphis - Acalog ACMS™
NACES | National Association of Credential Evaluation Services
World Education Services: International Credential Evaluation for U.S. (wes.org)
M.Arch. Admissions - Department of Architecture - The University of Memphis

4.3.1 The program provided an outline of their assessment process for all incoming students. As described in the APR, applicants to the "M.Arch. degree program must apply first to the Graduate School. As part of this process, they must submit additional information, including a portfolio, letters of recommendation, and statement of intent, as specified in the University Graduate Catalog. For international students, this process also includes an evaluation of their credentials and proof of English language proficiency (minimums specified by the Graduate School). The university will accept evaluations done by any credentialing agency listed on the National Association of Credential Evaluation Services (NACES) website. A course-by-course report is required. A common evaluating organization meeting the NACES standards used by international students seeking admission to the M.Arch. program is the World Education Services, Inc. (WES) website. The decision to accept an applicant is made after a review of the application package by the graduate faculty in the Department and, ultimately, the Director of Graduate Studies in Architecture and the Department Chair. Applications are reviewed based on the quality of the portfolio, statement of intent, undergraduate or other academic success, professional experience (if any),

and the judgment of the faculty on the potential for success in the M.Arch. degree program." This provides a clear overview of their acceptance process to the Professional Degree.

4.3.2 The program, in accordance with NAAB Conditions for Accreditation, allows the admittance of prospective students as long as their academic, portfolio, and other university requirements are met. Their review process is in place to evaluate courses taken elsewhere under the guidance of Professor Jennifer Barker, who maintains each student's evaluation files. In addition to Professor Barker, other graduate faculty in the department review applications and portfolio materials submitted and offer input and recommendations on whether to admit students into the Master of Architecture degree program. Persons making an application to the Master of Architecture degree with an undergraduate degree in architecture or related field from a foreign institution must meet all of the standards above. Additional information, such as course descriptions, course syllabi, textbooks, and related information, may be required. Evidence may also be provided through a review of the portfolio, as appropriate. In addition, the Department of Architecture uses course-by-course evaluations of transcripts by the National Association of Credential Evaluation Services (NACES) to determine that prerequisites have been met and that the student has a qualifying equivalent GPA. Transfer credits from another institution are evaluated in accordance with the policy above. From non-accredited programs, the acceptance of no more than 12 semester hours of credit for architecture course work and for students formerly enrolled in programs, a maximum of 30 semester hours of architecture course work may be approved.

4.3.3 The program has clear criteria for evaluating previous coursework completed. A detailed program of study is prepared for each transfer student so they know how long it will take to earn their degree. Additional information on provisional admission status can be found at: M.Arch. Admissions - Department of Architecture - The University of Memphis

The students have more than one path to be exposed to the admission process, evaluation criteria, and understand the acceptance requirements and commitments during the application process.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.
- 5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Team Findings:

☒Met

2024 Team Analysis:
5.1.1 The team met with the department, college, and university leadership, and were clearly able to see the administrative structure of the program within that context. The program provided a narrative outline of their administrative structure in the APR, in which the program outlines roles, committees, and appointments within the department and the institution. The program understands and establishes leadership roles and assignments, even though it is a small program with a limited number of faculty . The administrative structure of the department consists of an Executive Committee composed of the Chair (Michael Hagge), the Director of Graduate Studies in Architecture (Jennifer Barker), and the Department of Architecture Administrative Associate II (Anne Ballam). This committee deals primarily with budget and operations issues. Special faculty service appointments within the department not previously mentioned include the following: Michael Chisamore, Director of the Center for Sustainable Design and NCIDQ IDEP Coordinator; Jenna Thompson, Sustainability Coordinator; Marika Snider, Director of Interior Architecture

and NCARB Licensing Advisor; Brian Andrews, Supervisor of the Model Assembly Lab; and Andrew Parks, Supervisor of the Department of Architecture Imaging Center. Jennifer Barker serves as the primary academic advisor, and Michael Hagge serves as the secondary academic advisor. There are permanent and ad-hoc committees within the Department of Architecture that provide critical input relative to the direction of the department. Among these committees are the Accreditation Committee; Curriculum Committee (Graduate); Curriculum Committee (Undergraduate); Honors, Awards, and Scholarships Committee; Lecture Series Committee; Technology Committee; and Tenure and Promotion Committee (all tenured faculty excluding the chair). Department administrators maintain an "open door" policy for students to be able to meet individually or in groups.

5.1.3 According to the description provided by the department in the APR and confirmed during our scheduled faculty meetings, all full-time architecture faculty members except the chair are also eligible to participate in search committees, which include representatives of the adjunct faculty as well as the student body (AIAS President or designee). Other faculty members are involved locally, regionally, and nationally in AIA, NCARB, and other professional organizations. Monthly formal faculty meetings and a faculty retreat at the end of the fall and spring semesters provide an opportunity for faculty to suggest curricular as well as other changes to improve the department and the quality of education offered to students. Students may also suggest topics for discussion to be brought up by a faculty member, such as special professional development activities, curricular revisions, and so forth.

The small size of the department faculty and the student cohort encourage informal interaction. Student involvement is strongly encouraged in the department and students are empowered in many ways. For example, students are encouraged to submit proposals for special topics courses, field trips, study travel, and lectures. Each studio, from first year undergraduates through second year graduates, have an elected AIAS Studio Representative, with a direct link to the department administration. Students have also been involved in the development of the Studio Culture Policy, which is scheduled to be updated within the next academic year.

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

Overall, this program engages every faculty member and student to keep the program on track and working smoothly. The team confirmed this structure throughout our various meetings and conversations.

5.2 Planning and Assessment (*Guidelines*, p. 18)
The program must demonstrate that it has a planning process for continuous improvement that identifies:
- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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

Team Findings:
☒**Met**

2024 Team Analysis:

The program responses concerning the Planning and Assessment efforts can be found in the APR, and additional information was provided through the following links:
strategic.plan.2019.pdf (memphis.edu)
strategic.priorities.pdf (memphis.edu)
strategic.plan.update.pdf (memphis.edu)

While the program has a robust assessment process, the visiting team noted that the documentation of the process is somewhat informal. The Director of Graduate Studies noted that they intend to formalize and document the assessment process more comprehensively going forward.

After the completion of each course, a review by the instructor and a program leader is done so as to identify areas for improvement in collaboration with studio courses so the projects can effectively inform one another. That information is then shared with other faculty as appropriate. Each of the technical courses contributes to the studio project student outcomes, and vice versa; courses are identified for adjustments at the annual faculty retreat.

5.2.1 The program described their strategic plan for the department as well as a timetable for reviews and assessments of the program and curriculum. When coupled with the institution's additional assessment requirements, the NAAB conditions are comprehensively addressed through the submittals for SACSCOC accreditation. The SACSCOC documentation is submitted to the Assistant Vice Provost for Institutional Effectiveness, Accreditation, and Academic Assessment near the beginning of each academic year, ensuring that the program is undergoing multiple assessment efforts to ensure compliance.

5.2.2 The program as discussed in their APR is based on two key benchmark elements for the unit and institution: first, the successful matriculation of students through the programs in the time allotted (specified length of program for the graduate level and 4-6 years at the undergraduate level), and second, maintaining or improving the benchmarks as stated in the SACSCOC documentation. In their current submission to SACSCOC, which is based on the 2020 Conditions, they consider the two graduate design studios covering SC.5 and SC.6 (ARCH 7713 Advanced Design Studio 3 and ARCH 7712 Advanced Design Studio 2, respectively), which they define as benchmarks for success within the comprehensive graduate design studio.

5.2.3 Based on their description in the APR and in discussions with the visiting team, the department annually assesses curricular and other issues at the annual faculty retreat and at other times on an ad hoc basis. The department has outlined eight goals and a series of initiatives, which they use as part of their annual review and assessment meetings. (Refer to pages 85-86 of the APR for a detailed list.)

5.2.4 As with any small program, the department has two key elements that make them unique to their institution. First, as a small size department, staff, faculty, and students behave as "family" - they know each other, support each other, and rely on each other to advance the program and continue building their strong community engagement programs. This was noted as a strength and an opportunity, since the familial culture may limit healthy competition among the students. Secondly, their biggest challenge is based on the financial resources the small program generates. This financial condition has influenced the staff and faculty to be more resourceful, innovative, and develop an entrepreneurial attitude to best maintain their educational efforts.

5.2.5 The department encourages their students to participate in local internships, and continuously invites local practitioners to engage in studio presentations, thus providing the department with a way to continuously assess its effectiveness. In addition, the close working relationship between the department and local professional organizations such as AIA, NOMA, and CSI, provides opportunities for input. The Department of Architecture Advisory Board provides important input relative to the needs of the local architectural community.

5.3 Curricular Development (*Guidelines*, p. 19)

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

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

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

Team Findings:

☒**Met**

2024 Team Analysis:

The program described their assessment and curriculum review in the APR. Additional information and validation were discovered through the team's visit with the dean, faculty, and staff and in additional documentation added to the Digital Team Room during the visit.

5.3.1 The program and the department utilize an Action Research Cycle (plan, act, observe, reflect) for assessment. The reviews begin at the level of individual courses and then move to semester cohort courses, then into the program length/overall curriculum level. Reviews are scheduled to occur during the annual faculty retreat, and additional reviews and/or conversations may be part of the fall (August) and spring (January) semester faculty meetings. Presently, the curriculum is under an annual review/audit due to significant faculty shifts over the past three years. It is likely that a more established three-year cycle review will begin in the academic year '26-'27.

5.3.2 Because of the size of the program, the small faculty works directly under Department Chair Michael Hagge and Director of Graduate Studies Jennifer Barker, who oversee the curriculum. The Chair relies on input from the curriculum committee, which consists of all full-time faculty. In the program the faculty cohorts tend to work together to coordinate across every semester and through the courses each academic year.

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)

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

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

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

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

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

Team Findings:

☒**Met**

2024 Team Analysis:

5.4.1 In the APR and in meetings with faculty, the visiting team confirmed that the program emphasizes teaching time for faculty, and faculty to student ratios that support student success. Each semester, the

Director of Graduate Studies and the Chair meet with faculty members to agree upon the proposed teaching load. Full-time architecture faculty spend most of their time teaching, with research and service secondary. Tenure-track faculty members are allocated more time for research. The faculty to student ratio in all graduate core courses averages 1:6 with a maximum of 1:10.

5.4.2 In the APR and in meetings with faculty and students, the visiting team confirmed that the program has an Architect Licensing Advisor (ALA) who is a licensed architect in Tennessee, and is actively performing the duties defined in the NCARB position description. The ALA attends NCARB training/conferences, remains current on NCARB and Tennessee requirements for registration as an architect and has conducted sessions on the Architect Experience Program (AXP) and the Architect Registration Examination (ARE) for students. Students have the necessary resources to make informed decisions on their path to licensure, including support and advocacy for student internships at local firms, and reimbursement for the cost of setting up an NCARB AXP record.

5.4.3 In the APR and in meetings with faculty during the site visit, and in interactions with the Chair, the visiting team confirmed faculty members have opportunities to pursue professional development, including attendance at ASCA, AIA National, AIA-TN, and other conferences, as well as earning AIA Continuing Education Units (CEUs) through in-person and online offerings. The Department of Architecture Lecture Series often offers AIA CEUs in Health, Safety, and Welfare (HSW) that are free to faculty, local architects, and students.

5.4.4 In the APR and in meetings with faculty and students during the site visit, the visiting team confirmed that students have access to academic and personal advising, career development and placement services, internships with local architecture firms, and additional support on an as-needed basis (i.e. funding for conferences relevant to their academic area of interest). Within the department, students receive advising and mentoring from the Chair, Director of Graduate Studies in Architecture, the Architecture Licensing Advisor, as well as informal interaction with other full-time and adjunct faculty members.

In addition to the services offered within the department, students have access to advisors and services within the College and University. The College of Communication and Fine Arts and the University of Memphis have career services specialists available to architecture students. University of Memphis Career Services

The University Counseling Center, University Psychological Services Center, and University Health Center provide additional benefits to students with a focus on health and well-being. University Health and Counseling

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)
The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:
   5.5.1   Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
   5.5.2   Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
   5.5.3   Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
   5.5.4   Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

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

Team Findings:

☒**Met**

2024 Team Analysis:

5.5.1 Based on the APR, the Studio Culture Policy, Department Student Policies Manual and observations and discussions with the visiting team during the site visit, the "…Department of Architecture is committed to diversity, equity, and inclusion to create a better environment for all students, faculty, and staff as well as the community partners and others with whom the Department is engaged." The team verified that the University Disability Resources for Students (DRS) Office arranges, coordinates, and provides academic accommodations and support services for qualified students with disabilities. For active M.Arch. students, the school provides funding to help cover AIAS dues, and NCARB exams upon passing.

5.5.2 Based on the APR, observations and discussions during the site visit, the department will continue to pursue non-white applicants for all faculty positions. Policies at these links: Faculty Recruitment Policies, Staff Recruitment Policies. Due to budget restraints, salaries for tenure-track faculty have not been as competitive as necessary; the program has made a concerted effort to attract and retain a diverse group of adjunct faculty, which has been a success. The racial/gender composition of the adjunct faculty is predominantly white females and males, with 21% black males and 7% as Asian female faculty. The composition of the student body in the department is more diverse than that of the faculty.

5.5.3 The Department of Architecture has initiated various activities designed to expand the diversity of the student body. The student population is widely diverse, with almost equal numbers between white, Hispanic, and black students (19-31%) with 53% female and 47% male. Started in 2005, the Summer Scholars Institute is a day camp for high school students with programming offered at the office of AIA Memphis located in Downtown Memphis; This day camp is intended to introduce youth to the profession in an effort to recruit future architecture students into the program.

5.5.4 The Memphis Office for Institutional Equity (OIE) provides a range of services that uphold values of equity and diversity, as well as support compliance efforts in the areas of equal opportunity, affirmative action, harassment prevention, nondiscrimination, and Title IX.
Office for Institutional Equity Website
OIE Student, Faculty, and Staff Resources
University Policies

The Department Policy for DEI is found on the website and incorporated into the Studio Culture Policy and the Department Student Policies Manual.

5.5.5 The Department follows the established policies and procedures of the University for providing reasonable accommodations to qualified students, faculty, and staff. The University is committed to providing equal opportunity to all academically qualified students with disabilities and is compliant with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. See above 5.1 for information on the University Disability Resources for Students (DRS) Office.
Disability Resources for Students Website

5.6 Physical Resources (*Guidelines*, p. 21)
The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:
5.6.1   Space to support and encourage studio-based learning.

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

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

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

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

Team Findings:

☒**Met**

2024 Team Analysis:

5.6.1 The APR describes two graduate studios that include seminar and layout spaces. A computer lab with eight workstations for M.Arch. students is adjacent to the studio space, and there is a wireless network throughout the building for students to use their own laptops. The computers in the lab are maintained with annually updated software and accessible to all students. Students have access to these spaces at all times. These facilities were verified during the onsite visit.

5.6.2 The team verified that M.Arch. students use the shop space located in a nearby building that is shared with other architecture students as well as art students, is well equipped and is available at reasonable times. The team also verified the shared gallery space that is used for exhibits and occasional lectures and student group meetings. It is located on the first floor near the main entrance and has interior finishes and lighting that are conducive to displaying work. The team toured classrooms, collaboration space, lighting lab, and an architecture resource library that are used by the program and verified that appropriate furnishings and equipment are present for student learning.

5.6.3 The faculty offices and support spaces were visited by the team and determined to be sufficient to meet the program needs. Faculty offices are in the same building as the graduate design studios, which keeps the faculty closely connected with student needs and issues. While some of the faculty meeting spaces have loud HVAC systems and/or lack privacy, classrooms with natural ventilation can be scheduled for meetings, and faculty are very creative in finding appropriate private spaces to meet with students when needed.

5.6.4 The team verified that the program primarily uses in-person learning to deliver content, but also has capabilities to utilize virtual platforms such as Zoom or Teams when needed.

5.7 Financial Resources (*Guidelines*, p. 21)

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

Team Findings:

☒**Met**

2024 Team Analysis:

The APR describes the program's annual operating budget, the funding that is used for scholarships and special programs, and the revenue received from donors. As a state funded institution, the university, college, and program are subject to legislative appropriations. Through meetings with college and program administrators, and evidence of general program support and capabilities, the program demonstrated that the allotted budget is sufficient to support student learning and achievement. However, the faculty and administration reported that a robust program of donations (of both time and money) is used to provide richness to the student learning experience and to meet individual student financial needs

when they arise. Inconsistency in faculty salaries was voiced during meetings, and the team observed the need for facility upgrades, especially if the program's enrollment is to grow.

The university is expecting to apply a new financial model to revenue distribution among programs in the near future. The team received both comments of opportunity and concern about how such a model may affect the program.

5.8 Information Resources (*Guidelines*, p. 22)
The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

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

Team Findings:
☒ **Met**

2024 Team Analysis:
Students have access to the university's library system, that has a sizeable collection and is located within a four-minute walk of the architecture building. The Associate Dean for Innovation & Scholarly Engagement met with the visiting team and shared information about the university's library resources. Digital architectural records, imagery, and research papers are easily accessed through databases, and the library is open and easily accessed. Librarians have student workers and a welcome desk to provide locations of any resource to students. Online resources are supported through a number of databases with a vast variety of scholarly articles, research, and digital imagery. The library is open 93.5 hours per week. The first floor is open 24/7 during exam periods. Although the library budget has been reduced, and hard copy books have not been purchased in the last two years due to budget restraints, the library is taking this opportunity to prepare for the future with an open-access digital library.

The department has responded to the challenges that the university's library system has for students by creating a Resource Center within the architecture building that includes multiple hard copies of many relevant titles for the architecture program, including textbooks. It is organized by part-time department staff and relies on the assistance of student volunteers to maintain and operate. The space is modest, yet comfortable, and it includes a reading room.

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

6.1 Statement on NAAB-Accredited Degrees (*Guidelines*, p. 23)
All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

Team Findings:
☒ **Met**

2024 Team Analysis:

The visiting team was able to verify that the Statement on NAAB Accredited Degrees is posted on their web-site and in the Graduate Catalog and they are easily accessible through the following links:
https://www.memphis.edu/architecture/accreditation/index.php
https://catalog.memphis.edu/preview_program.php?catoid=31&poid=12392&returnto=1879

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)
The program must make the following documents available to all students, faculty, and the public, via the program's website:
   a) *Conditions for Accreditation, 2020 Edition*
   b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
   c) *Procedures for Accreditation, 2020 Edition*
   d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Team Findings:
☒**Met**

2024 Team Analysis:
The visiting team was able to verify that all the required documents listed in items A through D, have been posted in their web-site and they are easily accessible through the following link:
https://www.memphis.edu/architecture/accreditation/index.php

6.3 Access to Career Development Information (*Guidelines*, p. 23)
The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Team Findings:
☒**Met**

2024 Team Analysis:
Preparing students for employment is a core value of the program. This criterion is demonstrated through a link to the university's Career Services Office, https://www.memphis.edu/careerservices and through extensive efforts in the department to make students aware of employment opportunities in and outside of the Memphis area. Students reported that the university's Career Services Office is most helpful for technical assistance such as resume writing. Their primary resources for employment are career fairs, professional development information provided by the program such as invited speakers and social events, and internet searches for jobs that are based on networking opportunities that emerge from efforts that have often been initiated by the department. The program also offers elective credit for internships.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)
To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:
   a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
   b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
   c) The most recent decision letter from the NAAB
   d) The Architecture Program Report submitted for the last visit
   e) The final edition of the most recent Visiting Team Report, including attachments and addenda
   f) The program's optional response to the Visiting Team Report
   g) Plan to Correct (if applicable)

h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Team Findings:

☒**Met**

2024 Team Analysis:
This criterion is met, and the evidence was found in links provided in the APR as well as on the Department of Architecture Accreditation webpage, and the Department of Architecture webpage, and all was accessible at the following locations:

Department of Architecture Accreditation Information
    a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
                • Memphis 2022 Annual Report
                • Memphis 2021 Annual Report
                • Memphis 2020 Annual Report
                • Memphis 2020 Five Year Report
                • Memphis 2019 Annual Report
                • Memphis 2018 Annual Report
                • Memphis 2017 Annual Report
                • Memphis 2017 Interim Progress Report
                • Memphis 2016 Annual Report
                • Memphis 2015 Annual Report
                • Memphis 2014 Annual Report

    b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
                • NAAB Response to 2020 Five Year Report
                • NAAB Response to 2017 Interim Report

    c) The most recent decision letter from the NAAB
        • Letter of Continuing Accreditation

    d) The Architecture Program Report submitted for the last visit
        • Memphis 2014 Architecture Program Report (APR)

    e) The final edition of the most recent Visiting Team Report, including attachments and addenda
        • Memphis 2015 APR Visiting Team Report

    f) The program's optional response to the Visiting Team Report: N/A

    g) Plan to Correct (if applicable): N/A

    h) NCARB ARE pass rates
        • ARE Pass Rates (NCARB)

    i) Statements and/or policies on learning and teaching culture
        • Studio Culture Policy
        • Statement on Learning and Teaching (under Architecture Degree Programs)

    j) Statements and/or policies on diversity, equity, and inclusion
        • Diversity, Equity, and Inclusion Policy (under Mission and Goals)

6.5 Admissions and Advising (*Guidelines*, p. 24)

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

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Team Findings:

☒**Met**

2024 Team Analysis:

The team was able to find the following information both in the School Website, University Admission Site and was described in the APR.

- a) Application forms and instructions, - information found through link Apply for Graduate Admission - Graduate Admissions - The University of Memphis

- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing - information found through link Admission Regulations - University of Memphis - Acalog ACMS™

- c) Forms and a description of the process for evaluating the content of a non-accredited degree are located on the website: Program: Architecture, (MArch) - University of Memphis - Acalog ACMS™

- d) Requirements and forms for applying for financial aid and scholarships -Although the scholarship application process is straight-forward information provided through a link to the Scholarship Office and manager - Scholarships - Scholarships - The University of Memphis

- e) Explanation of how student diversity goals affect admission procedures - in accordance with the university policy. Demographics are not a part of the admission process at The University of Memphis. While ethnicity and gender are recorded on the application and present in the student advising websites, these are not a factor in the admission of students into the M.Arch. or the two BFA majors.

6.6 Student Financial Information (*Guidelines*, p. 24)

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

Team Findings:

☒**Met**

2024 Team Analysis:

6.6.1 Students have access to current resources and advice for making decisions about financial aid through the university's financial aid website, https://www.memphis.edu/financialaid, and there is a tab for graduate student resources.

6.6.2 Students have access to the university's financial aid website, https://www.memphis.edu/financialaid. A link to a cost of attendance calculator that estimates the cost of tuition, housing, and meals was provided in the APR, https://umwa.memphis.edu/estimator. The department informs students of the cost of specialized architecture program fees during the annual undergraduate student orientation meeting, or through individual meeting with M.Arch. students who have not completed the University of Memphis architecture undergraduate programs. While architecture supplies are not supported by university financial aid, the department has arranged for discounted material/supply kits through a local vendor and facilitates recycling many lightly used tools and supplies that are left behind by graduating students.

## V.	Appendices

Appendix 1. Team PC/SC Matrix

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

Appendix 2. The Visiting Team

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> **Team Member, Regulator Representative**
> Catherine Fritz, AIA, NCARB
> Principal
> Catherine Fritz, Architect
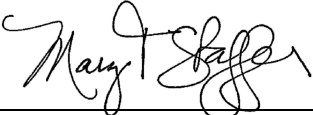> Juneau, AK
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VI.　　Report Signatures

Respectfully Submitted,

Mary Shaffer, AIA, NCARB, LEED AP
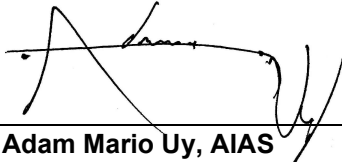**Team Chair**

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Team Member

Catherine Fritz, AIA, NCARB
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