



DOCTORAL STUDIES IN ARCHITECTURE GRADUATE STUDENT HANDBOOK

ACADEMIC YEAR 2024-2025

Please use this document as a guide. If you have any questions, consult the Architecture PhD program office.
For questions or university policy related to Graduate students, refer to the Rackham School of Graduate Studies website.

<https://spg.umich.edu/> and <https://rackham.umich.edu/navigating-your-degree/>

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HANDBOOK 6.0

To our students:

Welcome to Doctoral Studies in Architecture at the University of Michigan. This handbook for Doctoral Studies in Architecture provides a practical guide to degree requirements, including information about coursework, examinations, and the doctoral Dissertation.

Within Doctoral Studies, we accept students without a strict area designation to allow for the increased number of interdisciplinary projects we have seen in recent years. All our research projects share at least one common goal: to seek out poorly understood or unknown conditions of the past, present, and future. Doctoral projects typically define new fields of study within and between our three designations. We are dedicated to promoting this growth and providing students a rigorous environment to build their knowledge base, take risks, and confront challenges.

Within the broad spectrum of research at Taubman College, doctoral research projects are long-term. Such projects relate to current concerns of architecture culture from a range of vantage points, and at the same time, dissertation projects are often speculative and risky. Their relevance is sometimes visible in new knowledge or critique techniques that can be deployed in architecture immediately. However, our research frequently focuses on the interface between disciplines or long-term data-intensive work. In such cases, its importance may appear long after completing the Dissertation.

Doctoral Studies are housed in the Taubman College of Architecture and Urban Planning. Yet the interdisciplinary aspect of doctoral research involves our students in departments and programs across the rich campus of the University of Michigan. Doctoral Studies provides architecture students with an entry point into fields such as urban studies, visual culture studies, science and technology studies, information science, history, comparative literature, public policy, law, business, engineering, and many others. Doctoral

Studies in Architecture open these fields and make their methods and findings available to students who will define our discipline in years to come. Our links to these fields and to intensive study within architecture itself (whether technological, historical, sociological, or design-oriented) are crucial to the continuing growth of the field. While exploring other disciplinary frameworks or diving deeply into existing ones, we bring new material back to the architecture school community for consideration and debate. We scout new disciplinary frameworks, new potential latent within architecture, and past phenomena that address current and future concerns. We encourage all to participate in formal outreach efforts such as doctoral colloquia and conferences and to create more informal opportunities for discourse provided by the university environment. We look forward to seeing your work at the University of Michigan in the years ahead.

Welcome to our college.

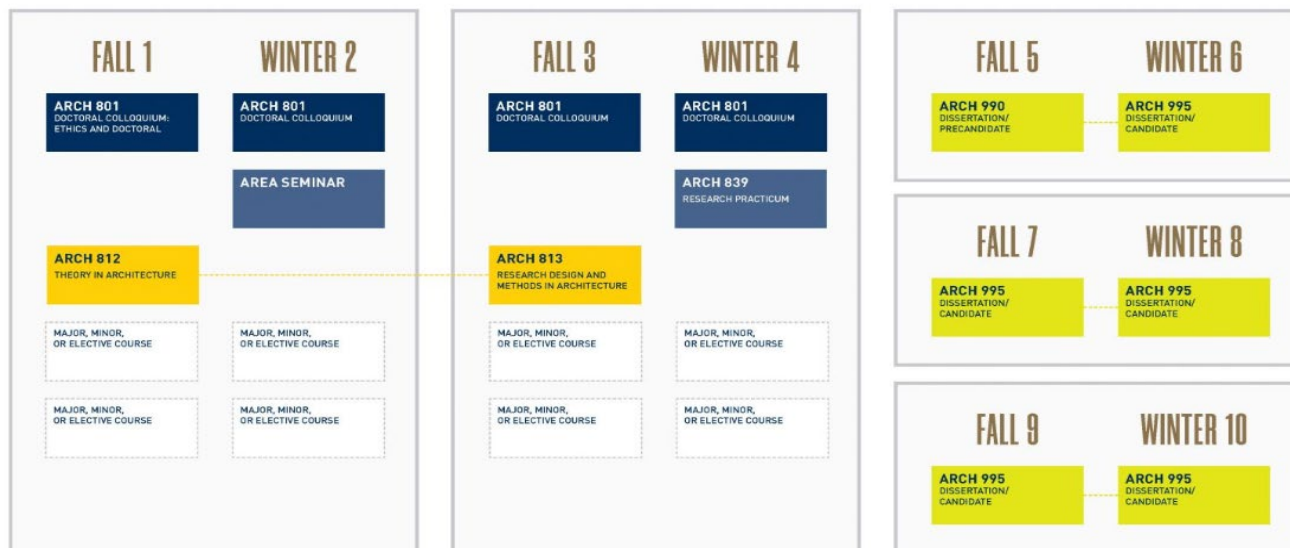
Doctoral Studies Advisory Committee DSAC

OUR MISSION

The Doctor of Philosophy (Ph.D.) invites applicants to investigate architecture and the built environment in focused projects that unfold over the years. Students embarking on a doctorate conduct original research that yields new insights into past, current, and future developments of architecture and building practices. Doctoral Studies promote independent critical thinkers and research specialists across various fields within the increasingly broad fields of architecture and the built environment. Doctoral Studies or current focus areas are based on the faculty's research areas. These areas are defined in dialogue with the student's advisor; several possible significant regions are listed: Building Technology, Climate Change, Computational Design, Cultural and Natural Heritage, Critical Urban Studies, Design Studies, Digital Fabrication, Environmental Technology, Media Studies, History and Theory. **See Appendix A.**

OVERVIEW OF DOCTORAL PROGRAM IN ARCHITECTURE

PH.D. IN ARCHITECTURE



PURSUING A Ph.D. IN ARCHITECTURE

The Doctor of Philosophy (Ph.D.) accommodates investigations of architecture and the built environment that unfold over the years. Students embarking on a doctorate seek new insights into past, current, and future developments of architecture and building practices. Doctoral study promotes independent critical thinkers and research specialists across various fields within the increasingly broad fields of architecture and the built environment.

The University of Michigan's Ph.D. in Architecture was one of only four such programs in the United States when it was established in 1968. Since then, the degree has evolved in response to discipline and professional changes. Studies currently underway at Michigan testify to rapidly shifting disciplinary boundaries and increasingly global outlooks in the field overall, but particularly in areas in which our faculty are vital, such as global modernism, media practices in architecture, space syntax, structural modeling, envelope design, and urban history. Michigan's remarkable research facilities allow our students to develop interdisciplinary research projects with partners across campus. **The Arch PhD program supports the candidates after five years of study, given the request by the candidate, while providing a support letter from the dissertation committee given their performances to obtain approval from the Doctoral Studies Advisory Committee (DSAC).**

The architecture school environment continues to provide Doctoral Studies with a rich supporting context. A broad array of resources beyond our home on North Campus includes extensive research libraries and computing and simulation facilities (real or virtual) that are among the best in the country. Students are

encouraged to seek resources necessary to develop and carry out research topics, particularly for the Dissertation, if any are unavailable on campus.

GETTING ACCLIMATED TO A Ph.D. ENVIRONMENT

Because many of our entering students come from professional degree programs, we emphasize the importance of the subtle but substantive shift from design-based studio work to research in central architectural practice and study subfields. This shift often requires re-training in basic skills such as reading, **Writing, computer programming, and statistics (survey research or mixed methods), among other research methods.** We need a relatively high number of course credits (40 in total) and a significant time commitment to completion of the degree. Four years are usually spent in residence and are fully funded with tuition, stipend, and benefits. Additional years of tuition benefit allow students to complete the degree with fellowship support from other university units or external sources. This support is typically raised in their fourth and fifth years of study.

The first two years of the degree are devoted to intensive coursework intended to train students in the principal methods and materials used in architectural research writ large. The third year is spent preparing for and passing doctoral examinations and identifying a dissertation project. Students advance to candidacy after taking their preliminary examinations, generally by January of the third year. Students working on history/ theory topics must also satisfy the language requirement (minimally, competence in one research language) to advance to candidacy. At the end of the third year, students defend their dissertation proposal in a public defense with their dissertation committee. **Years four and five and, if approved, six are spent researching, writing, and defending the Dissertation.** During the initial dissertation research phase, students may spend substantial time off campus, supported by internal and external fellowships. They often return to Ann Arbor to write up the results of research. The Dissertation is defended in a formal dissertation defense. Time to degree varies among the specializations of our degree, **but students typically take at least five to complete the degree.**

Training in teaching and research is an integral part of the degree. Faculty members work closely with students to provide them with the necessary teaching and research skills. Students have opportunities to develop their professional capacities as Graduate Student Instructors (GSIs) and through Graduate Student Research Assistantships (GSRA) with faculty members.

MAJOR AND MINOR AREAS OF SPECIALIZATION

Each doctoral student identifies a major and a minor area of specialization and works with faculty advisors associated with those areas. These advisors should be identified and contacted by the middle of the second year of coursework. However, many students have identified a primary advisor before arriving in Ann Arbor.

The **major** is defined within one of these areas of specialization of Doctoral Studies faculty under significant areas listed below: Building Technology, Critical Urban Studies, Computational Design, Design Studies, Digital Fabrication, History and Theory, and Media Studies. The **minor** is a distinct subject area that complements the major. The minor can be one of the other two areas within the doctoral degree; it may lie in Urban and Regional Planning, or it can be in another University of Michigan department, program, or center. Coursework in the minor must be approved for Rackham graduate credit, deemed appropriate by the Doctoral Advisory Committee, and approved by the major advisor.

STUDENT-INITIATED DEGREE PROGRAM

Students who are interested in crafting their PhD specialization should consult Rackham policies on the Student-Initiated Degree Program and their advisors or the Director of Doctoral Studies.: <http://www.rackham.umich.edu/students/navigate-degree/student-initiated-doctoral-program>

GOVERNANCE STRUCTURE OF DOCTORAL STUDIES IN ARCHITECTURE

A faculty committee governs Doctoral Studies in Architecture, and the Doctoral Studies Advisory Committee (DSAC) is administered by the Director of Doctoral Studies. Committee members serve two-year terms and are elected from the area subfields of faculty and the at-large population of doctoral faculty. The Dean appoints the Director of Doctoral Studies; **the Chair of Architecture is an ex-officio Doctoral Studies Advisory Committee DSAC member.** One student member of the committee is elected each

year and is present at all meetings that do not involve confidential student information.

REQUIREMENTS FOR THE PH.D.

The doctorate is awarded in recognition of expertise in a specific area within the discipline of architecture broadly conceived, as demonstrated through coursework, the Preliminary Examination, and the successful submission of a dissertation that makes an original contribution to the field. The Ph.D. is awarded upon completion of the requirements detailed below. There are two kinds of requirements for the doctorate: the first are incremental and follow one another in sequence; the second are standing requirements that pertain throughout the years of doctoral study.

I. Incremental Requirements

Coursework.

Students must complete a minimum of 40 credits, including:

ARCH 801 Doctoral Colloquium [1 credit x 4 terms = 4 credits]

*ARCH 812 Theory in Architectural Research (BT/DS)/ HA 615 First Year Graduate Seminar (HT) [3 credits] *ARCH 813— Research Methods [3 credits]

*ARCH 823, 824, or 825 Area Seminar [3 credits]— (these courses can be taken multiple times, with different topics and instructors)

*ARCH 839 Research Practicum [3 credits] or URP 865 [4 credits]

Two cognate courses (graduate level courses outside of Architecture) [6 credits]

Six additional upper-level classes (500- to 800-level) in Architecture or as approved by advisor [18 credits]

In summary, students take:

12 credit hours of core courses* (4 courses, including the Research Practicum)

Nine credit hours of letter-graded courses in the central specialization area (3 courses)

Nine credit hours of letter-graded courses in the minor specialization area (3 courses)

Six credit hours of letter-graded elective coursework (2 courses)

Four credit hours of Doctoral colloquium (1 credit hour per term for four terms)

The Rackham School of Graduate Studies requires that students maintain a B (3.0) average in all courses.

Architecture requires students to receive a B+ (3.3) or higher in all coursework (See Appendix D on Policy on Academic Probation). For courses at the 400 level, students must verify that a given course is offered for graduate credit before registering for credit. Directed readings with Architecture faculty members may be part of the graduate seminar requirement; students working on history/theory topics are encouraged to take seminars rather than directed readings. After achieving candidacy, students are enrolled in ARCH 995, which is dedicated to dissertation research and is graded every term by the advisor.

All students anticipating working with quantitative or qualitative data manipulation must complete at least three credit hours of graded coursework in **statistical analyses and advanced research methods (beyond the required core course, such as survey research or mixed methods).**

Students must complete two consecutive years of full-time graduate work in residence beginning in the fall term of their first year. Among other benefits, this allows core courses to be taken in the required sequence. Students offered special admission may be required to complete additional coursework. Upon satisfactory completion of all PhD coursework, a doctoral student can apply for and be awarded the Master of Science (MSc.) degree.

Doctoral Colloquium (ARCH 801) [4 credits over four terms]

This one-credit course is repeated over four terms of coursework in Doctoral Studies. The colloquium meets alternate weeks for two hours and rotates among faculty and candidates whose research interests relate to those of students currently in coursework. The seminar also hosts the new Rackham RCRS requirement

(Responsible Conduct of Research and Scholarship), in which ethical issues that arise in the conduct of advanced research in architecture are pursued. Attendance is required.

Theory in Architectural Research (ARCH 812; alt. HA 615 with advisor's permission) [3 credits]

This course presents thematic issues relevant to architectural research.

Research Methods (ARCH 813) [3 credits]

ARCH 813 serves as a methods course with a variety of approaches to research and writing methodology

Area Seminars (ARCH 823, 824, 825) [3 credits]

The area seminar provides a substantive overview of the seminal literature and themes. They are organized by faculty subfields: building technology (825), design studies topics (824), and history/theory topics (823). Course content changes yearly and may include key topic areas or themes. Every student must attend at least one area seminar in consultation with their advisor or the director. A student may wish to or be asked to elect a second area seminar if appropriate. In such a case, the second area seminar will count toward the required credits in the student's major or minor.

Research Practicum (ARCH 839, URP 835, or comparable coursework) [3 credits required; UP 835 is four credits]

The Practicum generally results in a long paper. This requirement enables students to conduct independent research on a limited scale at the level of quality expected for a dissertation, although the resulting paper is much shorter. The research should be comparable to that which results in a publishable article. Based on consultation with the major advisor, the Practicum may take one of several forms, including but not limited to:

- a self-contained paper or empirical study of publishable quality that may or may not be a component of the dissertation work.
- the development of a theoretical model upon which the Dissertation is to be based; • a proposal for pilot research in the student's dissertation area that includes a focused literature review, research design, and protocol.

Each student must elect to take the Practicum in one of three ways, with the approval of their major advisor:

- as a three-credit-hour independent study with their major advisor.
- as a 600 or higher-level course of at least three credit hours in their major area specialization.
- as UP 835 [4 credits] with prior approval from their major advisor.

*Please note that the research practicum must be completed and graded before the preliminary exams begin.

Languages. Students focusing on history/theory topics must demonstrate reading proficiency through departmental examination or approved coursework in at least one relevant research language. The student's faculty advisor or the Director of Doctoral Studies (if no advisor has yet been selected) must approve the choice of language. The language exam is administered by college faculty and recommended by the student's advisor, the director, or a member of the appropriate department elsewhere in the University. The language requirement should be met early, either during the student's first year or the summer following the first year, since knowledge of languages directly impacts the research a student can undertake in the first two years of work. Students working on history/theory topics cannot advance to candidacy at the end of their third year if they have not satisfied the language requirement, in which case Satisfactory Progress (see below) is jeopardized.

Cognate courses. As the Rackham Graduate School mandates, students must take two three-credit cognate courses in related disciplines at the graduate level (courses numbered 400 or higher). Under certain conditions, students entering the degree with an MA may have one of their two cognates fulfilled "in spirit" based on their previous MA coursework. This option requires the approval of the Director of Doctoral Studies, who will petition the Office of Academic Records and Dissertations on the student's

behalf.

Preliminary Examination. Students should pass the Preliminary Examination during the fifth term of study. The preliminary examination is designed to challenge students with questions that may result in or underpin dissertation research. The examination aims to demonstrate the student's competence in major and minor subject areas and a broad and integrative knowledge of architectural research.

Specifically, the preliminary examination seeks to pose the kinds of questions that will help the student accomplish goals:

1. synthesize the knowledge that has been gained through coursework, and especially the research practicum.
2. formulate questions that inform the concept and research design of the Dissertation. Please note that students must have completed the research practicum and be registered for at least one credit hour 990 to be eligible to sit for the examinations. See below for a detailed description of the Preliminary Examination process.

COURSE WAIVERS:

FIRST-YEAR STUDENTS are not required to take 812 (Theory), 813 (Research Methods), and 823/4/5 (area seminar) in any sequence, although they must complete all (**or HA 615**) before the end of their second year. They may elect to postpone a required course until their second year so long as they are sure it will be offered (813 and 823/4/5 are currently offered yearly; 812 is typically offered every second year; HA615 is offered annually). First-year students must take 801 (doctoral colloquium) both semesters of their first year (and their second year)

SECOND-YEAR STUDENTS who wish to waive a required course that they will not have another opportunity to take should do the following: write a petition addressed to the advisory committee that details why they feel they should be granted a waiver from the course. This should include equivalent coursework in other classes and be backed up with syllabuses and final papers for the courses they feel have given them the relevant knowledge. The waiver petition requires a letter of support from their principal advisor or the Director of Doctoral Studies (DDS).

Any student who wishes to petition for a course waiver should send the petition to Lisa Hauser as a single-page PDF file for distribution to the committee. The Doctoral Studies Advisory Committee (DSAC) will consider the petition's merits and assess it on a case-by-case basis.

Advancement to Candidacy. Students advance to candidacy after 1) they have passed all parts of the Preliminary Examination; 2) they have met language requirement (if in HT); 3) they have completed minimum coursework (40credits/ 13 graduate courses including the Practicum, with no Incompletes). By conferring candidacy, the preliminary examination committee officially confirms that a student is qualified to conduct dissertation research in the proposed area. See the "Step by Step guide" below.

Dissertation Proposal. Students submit a dissertation prospectus for approval by their Dissertation Committee. The proposal is discussed in a prospectus defense held at the end of the third year.

Dissertation. Students complete and orally defend a satisfactory doctoral thesis. This research must be presented in the format mandated by Rackham. See [The Dissertation Handbook](http://www.rackham.umich.edu/downloads/oard-dissertation-handbook.pdf) for more details: <http://www.rackham.umich.edu/downloads/oard-dissertation-handbook.pdf>

II. Standing Requirements

Annual Program of Study Report. At the end of each academic year, every active Ph.D. student must submit an Annual Program of Study Report approved by their advisor. The Doctoral Advisory Committee reviews this report as a working document to help the student and their advisor track courses already

taken, select courses for the upcoming terms, and plan future studies so that academic/research objectives are achieved and timely progress made to the degree.

After the Advisory Committee review, the report is placed in the student's file, along with evaluations of his/her Progress by the advisor and of his/her work as a GSI/GSRA by the faculty supervisor(s). A letter describing the committee's assessment of the student's academic progress, copied to the advisor, is sent to the student. If the committee has concerns, the letter will outline the student's requirements to remain in good academic standing. **Financial support for the subsequent year depends upon the timely completion of a satisfactory review.**

The Annual Program of Study Report takes two forms: pre-candidate and candidate reports. The **pre-candidate** report, reviewed and signed by the major advisor, includes:

- A spreadsheet showing completed core and non-core courses and those proposed for upcoming terms; A Program of Study statement that includes:
 - A general description of the student's scholarly/research interest and how the major and minor areas of study contribute to it.
 - A more specific description of the significant area, naming the major advisor and describing how the student has and will work with this advisor to develop scholarship/research in the major;
 - A more specific description of the minor area, naming the minor advisor and describing how the student has and will work with this advisor to develop scholarship/research in the minor;
 - A review of the student's Progress over the past academic year, including a description of sources of funding/financial support;
 - A plan for the upcoming summer and academic year, with a description of how proposed courses will potentially contribute to the major and minor areas, projected sources of funding/financial support, a projected timeline for completion of preliminary exams, assembling a dissertation committee, and presenting/defending a dissertation proposal.

The **candidate report**, reviewed and approved by the major advisor, includes an update to the Program of Study Report and:

- A list of the major advisor and dissertation committee members.
- A review of the student's Progress over the past academic year and summer, including a description of sources of funding/financial support and, if in the dissertation writing phase, the number of chapters completed.
- A plan for the upcoming summer and academic year, including a projected timeline indicating the stages for Progress to a degree, a detailed description of the student's research plan (if still in the research phase), and a description of projected funding/financial support sources.

English Language Proficiency Requirement. Before taking the qualifying examinations, students must demonstrate writing skills in the English language required to produce a well-written doctoral dissertation. Typically, writing skills will be shown when completing written assignments in the core courses. Students having difficulty doing so are encouraged to take writing courses at the **English Language Institute** and other university units. After completing such courses, they are required to take an English Proficiency Examination before they sit for the qualifying examinations. In the English Proficiency Examination, a student is given two hours to write an essay of approximately 800 words without assistance. The essay is then evaluated by a committee of two faculty members selected by the advisory committee.

Satisfactory Progress. Satisfactory Progress is defined as maintaining an appropriate (as distinct from minimally acceptable) academic record, reaching the various stages of Progress in the degree at or near the time expected of most students, and, for students supported by teaching assistantships, giving evidence of satisfactory teaching.

The modes of research and scholarship in architecture are diverse. In doctoral Studies in Architecture, students engage in various subjects and methodologies at multiple paces. There is no single, standard path to the Ph.D. However, the Doctoral Studies Advisory Committee will base its decision concerning satisfactory Progress on the following guidelines and policies:

1. Doctoral Studies in Architecture is structured so that students can complete the degree within five to six (worst scenario) years (two years for coursework, one term for preliminary exams, one term for proposal development, and one or two years for research and dissertation writing). Some students may finish in less than five years, and others in more. Students should generally achieve candidacy within the first five terms of the degree.
2. Students needing to complete the language requirement should do so before advancing to candidacy.
3. Within six months of achieving candidacy, students should:
 - 1) formally submit their dissertation committee member names to Rackham and
 - 2) obtain proposal approval from their dissertation committee in a formal public presentation.
4. During candidacy, students should continue to make sustained Progress, including submitting drafts and revisions of chapters to their committee regularly.

The students who do not maintain satisfactory Progress will be reviewed by the Director of Doctoral Studies and the Doctoral Advisory Committee for appropriate action. The Department considers satisfactory Progress in awarding teaching support, Dissertation and candidacy fellowships, and summer funding.

Minimally acceptable grades (as required by Rackham):

- Minimally acceptable overall grade point average: B
- Minimally acceptable grade in a language course: B
- Minimally acceptable grade in an ARCH course: B+
- Minimally acceptable grade in a cognate course: B

Failure to receive an acceptable grade means course credit will not be applied toward the requirements for the degree. Students performing only at minimal grade levels jeopardize their satisfactory Progress and will have difficulty arguing for the continuation of support.

Incomplete. Satisfactory and timely completion of the degree depends on managing time effectively and completing coursework on schedule. The accumulation of incompletes can significantly negatively impact a student's career (i.e., handicapping students in fellowship competitions). It can lead to a student having to withdraw from the degree. Students should be aware that under the rules of the Rackham School of Graduate Studies, granting incompletes is not automatic and, indeed, is discouraged in all but extreme circumstances and when the unfinished part of the student's work is negligible. Any student requesting an "I" grade in a course must officially request permission from their instructor and then set up a schedule for completing the unfinished work. Students usually are expected to make up late work before the end of the subsequent term. "I" grades may be changed to letter grades only if the incomplete work is made up by the end of the fourth full term beyond the term for which the grade of "I" was given; every subsequent term (Fall, Winter, Spring/Summer) is counted regardless of whether the student is enrolled. During this time, the grade point average continues to be based on completed work hours. Incompletes are noted on students' transcripts even after a final grade has been given for the course.

Academic Integrity. It should go without saying that Satisfactory Progress also entails compliance with and respect for the University's rules on academic integrity. Students are responsible for reading these policies when they enter our degree and for ensuring that they understand the meaning of terms such as "plagiarism," "conflict of interest," "research misconduct," and other terms relevant to discussions of academic integrity at the University of Michigan. Please see <http://taubmancollege.umich.edu/architecture/students/rackham-policies>. For Rackham's policies on academic integrity, see section 11 of "Rackham Academic and Professional Integrity Policy": <http://www.rackham.umich.edu/policies/academic-policies/section11>.

Leave of absence: Students who need to temporarily suspend their work for reasons of health, dependent care, family needs, or military service must apply for a leave of absence before the beginning of the next academic term. In addition, Ph.D. students may take a one-term leave of absence for personal reasons. Information and materials on the rest of absence processes, including an electronic application form, are

available on Rackham's website.

III. STEPS TO CANDIDACY AND BEYOND

Coursework

Students must complete at least 40 credit hours of graded coursework (including core courses and electives) before achieving candidacy. All courses must be completed before Preliminary Exam preparation can begin. (See "Incremental Requirements" above.)

The Preliminary Examination

The preliminary examination forms a bridge between coursework and dissertation research. It is designed to consolidate and test students' command of their major and minor research fields and is based on the initial formulation of a dissertation topic. Students should take the preliminary examination by January of the third year. **Candidacy Deadline:** http://www.rackham.umich.edu/current-students/policies/doctoral/phd-students/candidacy_deadlines

Preparation. During the second year, students provide a tentative list of the three members of their Preliminary Examination Committee to their advisor and the Director. This committee consists of the student's primary advisor (usually the anticipated chair of their Dissertation Committee) and at least one other doctoral faculty member from Architecture, with the third member invited from the Department that houses the student's minor area. Major and minor advisors should meet with the student in the last weeks of the winter term of the year before the examination to define the areas of questioning and help with the initial reading lists. The student should begin studying over the summer and continue through to the test date of the following term. One full meeting of **the Preliminary Examination Committee** should take place early in the fall term of the third year, and subsequent meetings may occur at periodic intervals until the test date, as requested by student or committee members.

Please note that students must have completed the research practicum and be registered for at least one credit hour of 990 to be eligible to sit for the preliminary examination.

Components. The preliminary examination first requires the compilation of **reading lists** based on a series of questions articulated with the help of **the Preliminary Exam Committee**. The examination itself consists of two parts: a written component (also comprising two parts) and an oral defense.

The written test consists of a Major area question and a Minor area question. After prior consultation with the student, the student's major advisor administers the Major area question. After prior consultation with the student, the minor advisor administers the Minor area question. The written exam is followed by an **oral examination with the full Preliminary Examination Committee** following the completion and assessment of both components of the written exam. The meeting offers an opportunity to discuss issues not addressed or insufficiently treated in the written exam. It can thus provide the committee with further information about the student's field knowledge. The meeting is also an occasion to look forward to and begin discussing the preparation of the dissertation prospectus.

Failure. To proceed with the degree, a student must pass all parts of the preliminary examination. They may be asked to retake unsatisfactory portions of the examination. However, failure of the Preliminary Exam may also result in permanent suspension. **Students cannot re-sit either part of the examination more than once.**

Step One: Identify Research Topic [Fall or Winter term of second year]

A general dissertation topic area provides an essential context for formulating examination questions and should be developed in consultation with the student's major faculty advisor. The dissertation topic should be defined and articulated concisely within the Preliminary Examinations reading list summary. This text should indicate the research question or hypothesis, the methods that may be used, and the possible outcomes of the research. It is understood that these ideas are preliminary.

***nota bene: Lisa Hauser, Assistant Director for Admissions & Recruiting, will perform a Preliminary Examination Audit before scheduling the exam. The student must have:

- no outstanding incompletes in coursework.
- at least one credit hour in the term for the preliminary exams.
- completed 40 credit hours of graded coursework (see above).

Step Two: Select Preliminary Exam committee [Winter term of second year]

The preliminary examination committee consists of the significant examination advisor, the minor examination advisor, and a third member. This committee may or may not include student dissertation committee members. The Director must approve the preliminary examination committee of Doctoral Studies before the start of the exam period on a form distributed by the Assistant Director for Admissions & Recruiting.

Step Three: Schedule examinations [Fall term of third year]

The student should first provide a general time frame concerning the schedule for the major and minor examinations, which all committee members must approve. Students must begin their examinations at least 30 days before the last day of classes in the term in which they advance to candidacy; the exams themselves should be confined to the periods stipulated below. A copy of this schedule should then be forwarded to the Director of Doctoral Studies and the Assistant Director for Admission & Recruiting.

Step Four: Take the written components of the exam [Fall term of third year]

The written components of the Preliminary Exam consist of two long essay questions formulated by the major and minor advisors in consultation with the student. The steps of the exam are as follows:

1. The Assistant Director for Admission & Recruiting distributed the major exam questions on the scheduled date.
This part of the exam tests the student's knowledge of their declared major area of specialization and their ability to critically integrate various aspects of that knowledge. The parameters of the student's declared major area of specialization and the emphasis reflected in major examination questions are established mainly by the Major area professor/advisor in consultation with the student.
2. The student should complete and return the exam to the Assistant Director for Admissions & **Recruiting within 96 hours of distribution**
3. The Assistant Director for Admissions & Recruiting distributed the minor exam question on the scheduled date. The minor examination is intended to cover the student's minor area of specialization. The minor advisor develops the questions for the minor examination.
4. The student should complete and return the exam to the Assistant Director for Admissions & **Recruiting within 48 hours of distribution.**

Step Five: Evaluation of the written component of the Preliminary Examination [by early January of the third year] All committee members review the two written examination papers. If the exam is deemed satisfactory, committee members formulate questions for the oral exam derived from these responses. If a written component or component of the exam fails, the examination committee may permit the student to retake any or all the preliminary examinations. The committee should indicate any additional requirements to prepare the student for re-examination. Only those components of the examination evaluated as unsatisfactory are retaken.

Step Six: Taking the oral component of the Preliminary Examination [by mid-January of the third year] The oral defense of the preliminary exam is based upon the two papers, the major exam and the minor exam. The committee shall meet at least once before the oral defense to discuss the two papers and formulate questions for the oral defense. The oral component of the Preliminary Exam assesses the student's ability to synthesize research in their major and minor areas of specialization within the discipline of architecture. The oral defense is also intended as a forum for the examination committee to meet with the student and discuss issues arising from the written components of the exam. This discussion occurs in a closed session with the student's committee members.

After completion of the oral examinations, the examination committee informs the student of the committee's evaluation and conveys its recommendation to the program chair. Suppose the committee determines that all parts of the preliminary examination have been completed. In that case, the Assistant Director for Admissions & Recruiting will forward a Recommendation for Candidacy to the Rackham Graduate School for final approval. Rackham sends the student formal notification of their advancement to candidacy. For exact dates, See **Candidacy Deadline:** <http://www.rackham.umich.edu/current-students/policies/doctoral/phd-students/candidacy-deadlines>.

The Dissertation

This guideline is intended to help students plan the research and write the dissertation, making it possible to finish within two or three years of passing the preliminary examinations, sometimes earlier. Students should bear in mind that the successful completion of a dissertation is a two-way negotiation process between student and advisor(s), drawing where appropriate on the advice and expertise of the other dissertation committee members.

Dissertation Proposal [End of Winter term of third year]

Students who have passed their Preliminary Examination and achieved candidacy are expected to form a Dissertation Committee of no fewer than four and no more than five members (see below) and write a prospectus of their doctoral Dissertation after discussing it with all committee members. This should be completed and defended at the end of the sixth term. All committee members should be brought into conversation about the proposed Dissertation as soon after successful completion of the Preliminary Exam as possible. All members of the Dissertation Committee should be present at the dissertation proposal defense.

The proposal details the dissertation project concisely and situates the work in the field. The document's core is typically no longer than 2500-3000 words. It includes a thesis statement, a review of the field in which the Dissertation is intervening, a tentative chapter outline, a research plan (including travel necessary to complete the research and a schedule for completion), and a working bibliography. The student should consult with the advisor and all members of the committee in the months when they are formulating this critical document, which serves as the intellectual plan for subsequent dissertation research and as a basis for developing grant applications.

The dissertation proposal defense typically opens with the student offering a brief presentation (no longer than 20 minutes) of their project. This is followed by comments from the members of the committee and responses from the candidate. Students may pass the defense outright or pass conditionally, with revisions required. Students usually are not permitted to schedule the defense until their committee deems them capable of passing this requirement. However, in rare cases, it is possible to fail a proposal defense. In that case, students will be given a fixed period for revision before a re-examination is scheduled. The defense provides a crucial opportunity for the committee and the student to discuss intellectual and methodological aspects of the project and formulate research plans and strategies to aid the student in the timely completion of the work. A copy of the approved proposal with all requested changes should be filed with the degree office within two weeks after the proposal defense.

Dissertation Committee. The Rackham Graduate School requires that each Dissertation Committee have a minimum of four members, three of whom must be regular members of the Rackham faculty. One of these three Rackham faculty members serves as the student's doctoral advisor; the advisor is primarily responsible for guiding the student through the dissertation writing process and takes greater responsibility than other committee members for the student's Progress. A second of the three Rackham faculty members must hold an appointment in a cognate field outside of the Architecture Program. The degree further requires that the dissertation committee include at least two Architecture faculty members. Sometimes, a student may ask two faculty members to serve as co-advisors on their Dissertation. Emeritus faculty members do not usually serve on dissertation defense committees after three or more years of retirement. For Rackham's guidelines Committee composition, **see Appendix C and the link:** <http://www.rackham.umich.edu/downloads/oard-dissertation-committee-guidelines.pdf>.

The members of the Dissertation Committee should be registered with the Graduate Director after the Preliminary Exam defense and well before the Dissertation Proposal defense since all members of the Dissertation Committee should help the student craft a viable dissertation project. Changes may be made to the committee's membership in consultation with the Director of Doctoral Studies when necessary. All changes must be registered with the Director and the Rackham Graduate School.

Dissertation Research [fourth and, if necessary, fifth years]

The degree's fourth, fifth, and, if necessary, sixth years (needs to be approved by the Arch PhD Program Advisory committee) are devoted to dissertation research and Writing. Students must consult regularly with their dissertation advisor and, where appropriate, with other dissertation committee members. **Any significant changes to the dissertation proposal must be relayed to all dissertation committee members within the term in which those changes are determined in the form of a revised dissertation proposal and schedule for completion.** When students are away from the University, they should submit written material to their dissertation advisor regularly and expect to receive feedback and advice. Chapter drafts may be forwarded to committee members after approval by the advisor; those committee members may or may not read draft chapters but should be kept abreast of a student's Progress. **Students working off campus will not have access to GSI and GSRA opportunities and, therefore, will not collect a stipend from Doctoral Studies other than their one-term fellowship.** However, their tuition payment and health care benefits will continue through the sixth year.

Provisional and Final Dissertation Schedule [fall term, fourth year]

During the fall term of the fourth year, the student is asked to draw up a provisional calendar for completion of the Dissertation and a provisional chapter outline.

Chapter Drafts [winter term, fourth year, and all terms following]

Students should have submitted at least one chapter draft to their advisor by the end of the fourth year of study. Subsequent chapter drafts should follow this according to a schedule agreed upon with the advisor. Advisors are responsible for monitoring satisfactory Progress and relaying their guarantee to the Doctoral Advisory Committee.

Research and Writing [fifth and, if necessary, sixth year]

By the end of the fall term of the fifth year of the degree, the student is asked to submit the following evidence of their Progress on the Dissertation:

- 1) A final chapter outline of the Dissertation, with section headings and content summaries (no more than two pages), is agreed upon with the dissertation advisor before it is submitted to the Doctoral Advisory Committee for review. Students should also submit a copy of these documents to other dissertation committee members to keep them informed of the student's Progress.
- 2) A final schedule for completion and defense of the Dissertation (no more than one page), agreed upon with the dissertation advisor before it is submitted to the Doctoral Advisory Committee for review and approval. This submission may, where appropriate, include a petition to the Doctoral Advisory Committee *for an extension to the regular defense deadline* (see below under exceptions) when the proposed research project requires unusual and particularly time-consuming fieldwork or the acquisition of new language skills. **See Appendix E.**

Students should be aware that the success of their research project may depend as much on their ability to process and write up their work as it does on the quality and extent of their primary research. Students will find that they have a much clearer sense of what essential research remains to be done and what is less necessary to the overall project in the time remaining once they have begun to commit their findings and thoughts to paper. Therefore, our policy requires students to submit chapter drafts to their dissertation advisors well before the project completion date.

Faculty Responsibilities

The dissertation advisor or co-advisors respond to students' work-in-progress on the dissertation.

- While on sabbaticals or other leave of absence from the program, advisors or co-advisors supervise their advisees' doctoral dissertations.
- If a student fails to meet the agreed-upon deadlines for submitting chapters, the student should promptly renegotiate the missed deadline with the advisor(s). While chapter deadlines may shift somewhat, any change to the overall schedule should be negotiated with the advisor(s), who remain responsible for ensuring satisfactory Progress.

They are submitting the Dissertation. A student will be expected to present the completed Dissertation and defend it at an oral defense conducted by the dissertation committee. The students are responsible for obtaining information on dissertation deadlines, format, and procedures from the Rackham Graduate School well before the defense. Procedures and requirements are outlined on the Rackham website: <http://www.rackham.umich.edu/current-students/dissertation>

Students continue to register for ARCH 995 (8 credits) during the term they defend the Dissertation. A final draft must be submitted to all dissertation committee members at least two months before the proposed defense date. It is to a student's advantage to submit the preliminary final draft to the advisor or co-advisors well before this date. This ensures that any suggested revisions may be adequately discussed and satisfactorily incorporated in the final draft.

Defense: A dissertation is complete within a given academic year only if the defense occurs before the winter term ends. This ensures that the advisor, co-advisors, and dissertation committee members can attend the defense. Spring or summer term defenses may also be scheduled if all committee members agree.

The entire dissertation committee (minimum of four members) must be present at the dissertation defense. A speakerphone for Skype or Zoom connection will be set up if one or two members reside outside Ann Arbor. The defense is public, and peers may attend.

After the defense, the student must incorporate corrections required at the defense and submit a final version to Rackham, approved by the advisor or co-advisors or a proxy by the Rackham deadline. The due date for submitting the final, approved dissertation for each term is set by Rackham and is inflexible. Should a student miss the deadline for a given term by even a day, they will be compelled to pay tuition to enroll the following term.

Rackham sets specific dates each academic year for receiving the degree:

<http://www.rackham.umich.edu/students/navigate-degree/doctoral-degree-deadlines>. These roughly correspond to early October for a December degree, mid-April for a May degree, and late June for an August degree. Students and advisors should consult the Rackham website for specific dates in a given year.

External committee members. External dissertation committee members will be invited to Ann Arbor for the doctoral dissertation defense if the defense takes place during the regular academic year. These visits will be defrayed wherever possible with speaking engagements at the College and workshops with doctoral students. The Doctoral Advisory Committee will consider requests to fund outside committee members for dissertation defenses outside the regular academic schedule on a case-by-case basis.

Exceptions to a Five- or Six-Year Completion. Suppose a student cannot complete the Dissertation within five or six years. In that case, they should negotiate a new deadline with their advisor or co-advisors and present the latest plan to the Doctoral Studies Advisory Committee. Satisfactory grounds for an extension would be: 1) when time-consuming language study is needed to complete dissertation research satisfactorily; 2) when extensive fieldwork or archival work in challenging circumstances is required; extenuating circumstances such as injury or illness. Rackham policies factor in parental leave: <http://www.rackham.umich.edu/policies/parental-accommodation-policy>

When a student receives a major external award, this, too, may require a modification of the standard

timeline to completion. In this case, a revised schedule should be agreed upon with the advisor or co-advisors and submitted to the Graduate Office for approval by the Doctoral Advisory Committee before the end of the academic year before taking up the award. If an extension is required for other reasons, such as personal ones, the Doctoral Advisory Committee must approve such an extension.

Under most circumstances, the student is expected to complete the dissertation no later than the end of the seventh year, preferably in the fall or winter terms or, at the very latest, in the spring/summer term. Exceptions to the seven-year rule, which the Doctoral Advisory Committee discusses, will be granted only in particular circumstances. At the end of the seventh year (unless there has been a successful petition to the Doctoral Advisory Committee) and, with no exceptions, at the end of the eighth year, the student will receive a letter from the Director of Doctoral Studies indicating that they will be discontinued from the degree as of September of the following year. Students who have been disenrolled are officially off the books of the Doctoral Degree in Architecture and the Rackham Graduate School.

Disenrolled students may still complete the degree, generally within three years and exceptionally beyond three years. If the student goes beyond three years, then the advisor must write a letter to the Director of Doctoral Studies attesting that the student's knowledge and understanding of the field is up to date; otherwise, the student will have to re-sit all or part of the preliminary examinations as a condition of re-entry into the degree. The student seeking to reenroll must be sure that the advisor or co-advisors and members of the Dissertation Committee are willing to continue to serve as advisors. The student applies to the Doctoral Advisory Committee for permission to reenroll when the Dissertation is complete. The student enrolls for one term to defend the Dissertation, prepare the final text (incorporating corrections), and submit it to Rackham. The student is responsible for paying tuition fees for this term.

IV. YEAR-BY-YEAR SUMMARY OF THE DEGREE

FIRST YEAR

The first year is devoted to developing critical reading, analysis, and research skills essential to doctoral-level studies in architecture. This term provides an opportunity to broaden the student's knowledge base and explore new fields and ideas. Students are advised to choose a variety of courses and approaches. Major and minor areas should be identified by the end of this year. Students should familiarize themselves with the requirements and start to fulfill the degree requirements and the university cognate requirement (2 courses outside Architecture). If in History/Theory, they should pass the language examination. The summer is typically devoted to language study, pre-dissertation travel and research, and internships. This year, students will be doing their first teaching as a Graduate Student Instructor (GSI). To prepare to lead discussion sections and grading, they should meet as frequently as necessary with the course instructor, seeking assistance as required.

FALL TERM—10 credit hours

- ARCH 801 Doctoral Colloquium [1 credit]
- ARCH 812 Theory in Architectural Research or HISTART 615 [3 credits]
- OPTIONAL: ARCH 813 Research Design and Methods in Architecture [3 credits]
- Two major, minor, or cognate courses [6 credits]
- For history/ theory topics: language class (credit or audit)
- OPTIONAL: undergraduate or graduate lecture course to fill out knowledge in student's field (audit) • Graduate Student Instructor (GSI) leading discussion sections or GSRA-ship

WINTER TERM—10 credit hours

- ARCH 801.002 Doctoral Colloquium [1 credit]
- ARCH 823, 824, 825: Area seminar [3 credits]
- Two major, minor, or cognate courses [6 credits]
- Optional: language class and undergraduate lecture class (audit)
- Graduate Student Instructor (GSI) leading discussion sections or GSRA-ship

- Graduate Student Research Assistant (GSRA) working on a research project given the opportunity

SECOND YEAR

Coursework continues as students focus increasingly on a field or fields of interest and begin defining a general dissertation research area. Students should use seminar work to develop and test topics; dissertations and scholarly articles frequently begin as seminar papers. During the Winter term of the second-year cohort, they meet with their advisor or the Director of Doctoral Studies to learn about the structure of the Preliminary examinations. By the end of the term, students select the chair and members of the Prelim Committee (three faculty members, two chosen from the Architecture Program, with the minor advisor from another program) and begin to select areas to be tested. In the summer, students compile their reading lists for the preliminary exams, continue with foreign language study, undertake pre-dissertation travel research and internships, and begin to study for examinations.

FALL TERM—10 credit hours

- ARCH 801 Doctoral Colloquium [1 credit]
- OPTIONAL: ARCH 813 Research Design and Methods in Architecture [3 credits]
- Two major, minor, or cognate courses [6 credits]
- Graduate Student Instructor (GSI) leading discussion sections or GSRA-ship
- Graduate Student Research Assistant (GSRA) working on a research project given the opportunity

WINTER TERM—10 credit hours

- ARCH 801 Doctoral Colloquium [1 credit]
- ARCH 839 Research Practicum [3 credits] or URP 835 [4 credits]
- Two major, minor, or cognate courses [6 credits]
- Graduate Student Instructor (GSI) leading discussion sections or GSRA-ship
- Graduate Student Research Assistant (GSRA) working on a research project given the opportunity

THIRD YEAR

Students embark exclusively on dissertation research by the end of the third year. During the year, they will study for and take Preliminary Examinations and then prepare a dissertation prospectus that will serve as a discussion document in the prospectus defense at the end of the Winter term.

FALL TERM

- Prelim Study, enrolled in ARCH 990 [8 credits]. Students should meet regularly with their doctoral advisor (also their dissertation committee chair) and occasionally with the full committee or members thereof • No GSI or GSRA activities—fellowship term (this term may be taken during this term, or the third year, at the student's election)
- Complete the Preliminary Examination by early January

WINTER TERM

- Advance to candidacy, enrolled in ARCH 995 [8 credits]
- Prepare dissertation prospectus for Dissertation Proposal Defense in April
- Graduate Student Instructor (GSI) leading discussion sessions
- Graduate Student Research Assistant (GSRA) working on a research project given the opportunity

FOURTH-YEAR

***This is your last year of fellowship support from Taubman College. Students now embark on full-time dissertation research. Those who found external funding in their third year will begin on-site research. Those still on Taubman College stipend funding will be residents in Ann Arbor on fellowship or teaching as a GSI

for the year unless they take their one-term fellowship. Throughout the next year or years, when engaged in dissertation writing and research, students should remain in close contact with their dissertation advisor and keep them updated on their progress.

FALL TERM

- Register for ARCH 995
- Prepare grant applications
- **by September 1 of any academic year:** Submit a request for departmental nominations for external fellowships to the Doctoral Advisory Committee, along with a CV and a list of all scholarships for which a student plans to apply (after discussing strategy with advisor) and a research proposal, i.e., a description of dissertation – topic, purpose, tentative structure, and progress to date – that will develop into a component of a grant application.
- By the end of the term, students should submit a "provisional dissertation schedule," including a tentative breakdown of components and mapping a schedule, showing how the dissertation will be completed by the end of the fifth or sixth year.

WINTER TERM

- Register for ARCH 995. Students in BT/ET and Computational Design or Digital Fabrication may be bringing their dissertation projects to completion this term
- Research and writing of the dissertation

FIFTH AND SUBSEQUENT YEARS

Students conduct dissertation research on or off-site, begin the first draft, or complete the dissertation, depending on their area of specialization. Internal or external fellowships fund all this additional time in the degree.

FALL TERM, FIFTH YEAR

- Register for ARCH 995 [8 credits]
- Apply for internal and external fellowships for the following academic year (as above under year 4)
- By the end of the term, submit the "final dissertation schedule." This document, which contains a breakdown of the dissertation and a schedule for submitting chapter components, should be regarded as a binding agreement. If a student misses a deadline, they should negotiate a new one. Chapters or other components of the dissertation should be sent digitally to the Director of Doctoral Studies as well as to the advisor.

WINTER TERM, FIFTH YEAR

- Register for ARCH 995 [8 credits]. Continue to submit work as completed, according to the agreed-upon schedule.

FALL TERM, SIXTH YEAR

- Register for ARCH 995 [8 credits]
- Those with a dissertation near completion and who can set a defense date can begin looking at job listings and applying for jobs and postdoctoral fellowships.

WINTER TERM, SIXTH YEAR

- Register for ARCH 995 [8 credits]
- Plan completion of dissertation and defense by the end of the term

AFTER YEAR SIX

If a dissertation project requires extensive field or archival research or demands unusual language preparation, a student may be obliged to submit the final product in the seventh year. Under these circumstances, the Doctoral Studies Advisory Committee (DSAC) will accept a petition to support work through the seventh year (providing tuition fellowships as required by continuous enrollment policy, if and when funds are available). Only under exceptional circumstances, e.g., if a student has been awarded a major pre-doctoral fellowship, can the DSAC accept a petition to offer financial support in the form of

tuition benefit into the seventh year. After the end of the seventh year, the student is no longer in good standing. Procedures that involve withdrawing from the degree and petitioning for readmission when significant progress has been made are outlined above. **See Appendix E.** Students must pay tuition for the term they defend their dissertation or successfully petition the DSAC for such support.

V. STUDENT SUPPORT

Resources and Facilities

Doctoral Advisors and Mentoring. There are approximately twenty research and teaching faculty members in Doctoral Studies in Architecture and a growing number of affiliated faculty members. Students also have access to all Architecture, Urban Design, and Planning faculty of Taubman College. For individual faculty profiles, consult the Taubman College website: <http://www.taubmancollege.umich.edu/architecture/faculty/directory>.

Students choose faculty advisors in their field who work closely with them to shape a rigorous and appropriate program of study. Students who have not elected an advisor before they arrive at Michigan are assigned an advisor (who may be the Director) until they have chosen a primary advisor, usually by the end of the first year, but in no case later than the middle of the second year.

First-year students are expected to meet with their faculty advisors and the Director at least once per term. The Director oversees graduate student affairs, serving as the initial academic mentor for incoming graduate students, providing cohort orientations, and helping entering students choose their first-year courses in cases where an advisor has not yet been identified.

Faculty advisors assist the student in designing a program of study that fulfills degree guidelines and provides the best possible intellectual preparation for teaching and research in the student's field of interest. They also offer advice on resources within and outside the Architecture Program and mentor students, advising on professional development, including writing grant applications, preparing for conferences, and seeking publishing opportunities. Upon completing the dissertation, faculty advisors aid students in their search for professional and academic positions. For further information on faculty advising and mentoring, see the Rackham website for "How to Get the Mentoring you Want:" <http://www.rackham.umich.edu/mentoring>

Research Facilities. Taubman College has outstanding research facilities in computer laboratories, a Spatial and Numeric Data (SAND) Laboratory, substantial digital fabrication equipment, and 3D modeling, virtual reality, or XR facilities housed at the Duderstadt Center on North Campus. Equally, students can access outstanding library collections at the University of Michigan, which contains one of North America's top ten research libraries. In addition to the Special Collections Library of the Art, Architecture and Engineering Library (AAEL), donated mainly by former Dean William Muschenheim, we have close ties to the Bentley Historical Library, which houses the archives of noted regional architects from Muschenheim to Gunnar Birkerts and beyond, and a range of specialized libraries around campus. Please see the UM Libraries website for further information: <http://www.lib.umich.edu/>

Program Enrichment. Doctoral students benefit from the substantial lecture series and symposia the Architecture Program hosts. Additional funding also enables us to bring distinguished scholars to participate in events explicitly organized by Doctoral Studies in Architecture. Collaboration with Urban and Regional Planning students occurs through the Planning and Architectural Research Group (PARG), created by students in 2005 to facilitate contact between the two doctoral degrees and promote research within the College. This group is the leading doctoral student organization. Activities hosted by PARG and the Doctoral Degree in Architecture include:

- Interdisciplinary Graduate Student Conference/ Rackham Interdisciplinary Workshops: These began in 2005 with "Homeland(s) in Question-Relocating 'Europe' in the Spaces of Cultural Negotiation," followed three years later by "Global Suburbs: Discussing International Metropolitan Expansion." "The Lean Years:

Infrastructure, Dwelling & Sustenance" was held in March 2014 (the lean years.wordpress.com); "Bankrupt" took place in Winter 2014. These student-initiated conferences create a forum for Architecture and Urban Planning doctoral students at the University of Michigan and elsewhere to discuss issues relevant to contemporary postgraduate studies in architecture. All students may be involved.

- Emerging Voices: a lecture series sponsored by the Planning and Architecture Research Group (P+ARG) that brings younger researchers and scholars to the College to share their work with the students.
- Practice job talks and conference paper presentations for students beyond candidacy.

Outside the University, students and faculty participate in national and international conferences of professional and academic organizations, delivering papers and posters, organizing sessions, and serving on panels. These typically include the Architectural Research Centers Consortium (ARCC), the Association for Collegiate Schools of Architecture (ACSA), the Association for Computer-Aided Design in Architecture (ACADIA), the College Art Association (CAA), the Environmental Design Research Association (EDRA), the European Architectural History Network (EAHN), the International Seminar on Urban Form (ISUF), Simulation for Architecture and Urban Design (Sim AUD), Illuminating Engineering Society (IES), Lighting Research and Technology (LRT), Acoustic Society of America (ASA), Society of Architectural Historians (SAH, SAHGB, and SAHANZ), the Space Syntax Symposia, and the Urban History Association. Rackham Graduate School, Doctoral Studies in Architecture, and Taubman College support student travel to participate in such venues.

VI. Funding

OVERVIEW

Typical funding for the doctoral degree includes four years of total funding (tuition fellowship, benefits, and stipend based on a Graduate Student Instructorship or a Graduate Student Research Assistantship) and two additional years of tuition-only fellowship (TOF) with benefits if required. Students are granted one non-work term; they will generally serve as a GSI for at least two years and may compete for GSRA positions for the other terms in which they receive total funding if such positions are available. Individual funding packages, which vary slightly from year to year, are described in the initial admission letter. These letters set out the terms of support, including tuition remission, health insurance, and monthly stipends – guaranteed so long as students continue to make "satisfactory progress" in the degree. Arrangements for summer funding – for travel, language study, and research during the first four years of the degree – may also be set out in these letters, if applicable. **Students must be residents of Ann Arbor to receive stipend support.**

In addition, limited funds are available (varying from year to year) to subsidize attending conferences in the area of the student's dissertation research and support publication costs. If the student presents a paper at a meeting, they should apply to the Rackham School of Graduate Studies for support. The maximum amount varies for national and international conferences. When funds from the Architecture Program are available, the program will consider supplementing the Rackham award. Rackham also has funding for pre-candidacy and candidacy research; students should consult the Rackham website for further information.

The doctoral studies page of the college website contains a list of available fellowships, both local, national, and international. Students should consult this list and know that some deadlines occur early in the academic year. Some fellowships require departmental nomination, and students may ask to be considered in a formal process each September. Fellowship nomination requests, including a full project proposal or draft grant application, are due annually by September 1. The department is committed to helping students gain support for their research and holds a grant-writing workshop each year. Students should ask advisors to read and comment on drafts of their proposals well in advance of all fellowship nomination and submission deadlines. For further information on funding resources, See <https://taubmancollege.umich.edu/architecture/admissions/financial-aid-and-scholarships/phd-architecture>.

FUNDING COMPONENTS

In partnership with Taubman College and the Rackham Graduate School, Doctoral Studies in Architecture is committed to funding doctoral students for their first four years. Students entering the Arch PhD. Program degrees receive a funding package for a maximum of six years (12 terms) of study: four years of tuition, benefits, and stipend and two years of tuition and benefits only. This monthly tuition package includes fall and winter tuition. Stipend for 12 months (including the summer term, September through August), and Grad-Care health insurance (including dependents) for twelve months.

Students will be assigned as either a Graduate Student Instructorship (GSI) or Graduate Student Research Assistantship (GSRA) position) each term of their first four years. Student preference is considered during the appointment period as much as possible. However, during the term of their graduate fellowship (years 1 through 4), a student may elect one term to be exempt from employment while continuing to receive funding (tuition, stipend, and Grad-Care). During this term, they should register for one credit hour of coursework instead of a GSI/GSRA activity. This term may provide students time to focus on preparation for taking preliminary exams if elected during their third year. The student should not work in any capacity during this fellowship term, whether compensated or not, and should only fulfill their degree requirements. Election of a term without employment must be arranged in consultation with the student's advisor and with the approval of the Doctoral Studies in Architecture Advisory Committee and Architecture Chair one term before this election (May for fall term, October for winter term).

PROBABLE SCENARIO:

Fall Year 1 Pre-Candidate/Coursework: GSRA

Winter Year 1 Pre-Candidate/Coursework: GSI/GSRA

Fall Year 2 Pre-Candidate/Coursework: GSI/GSRA

Winter Year 2 Pre-Candidate/Coursework: GSI/GSRA

Fall Year 3 Pre-Candidate: non-work term

Winter Year 3 Candidate: GSI/GSRA

Fall Year 4 Candidate: GSI/GSRA

Winter Year 4 Candidate: GSI/GSRA

Fall Year 5 Candidate: Tuition-only fellowship (TOF) & Grad-care

Winter Year 5 Candidate: Tuition-only fellowship (TOF) & Grad-care

Fall Year 6 Candidate: Tuition-only fellowship (TOF) & Grad-care

Winter Year 6 Candidate: Tuition-only fellowship (TOF) & Grad-care

Requirements to maintain departmental funding include:

- continued satisfactory academic progress according to the standards of Doctoral Studies in Architecture and the Rackham Graduate School throughout the award. See "Satisfactory Progress" on p. 9 above.
- full-time enrollment at the University of Michigan (at least nine credits). The exceptions are the term exempt from employment when they should register for one hour of coursework (Arch 990). The election of a term without employment must be arranged in consultation with the student's advisor and with the approval of the Doctoral Studies Advisory Committee and Architecture Chair one term before this election (May for the fall term and October for the winter term).
- students should 1) advance to candidacy within the term following completion of 4 terms of full-time coursework, that is, by the end of the fifth term, and 2) obtain formal approval of the dissertation proposal **within six months after advancing to candidacy**, ideally by the end of

year 3 in the degree. Should a student not advance to candidacy by the end of the 6th term, they will not receive funding until they have advanced.

- should a student *not* have a formally approved dissertation proposal within six months of advancing to candidacy or the end of the 7th term, the student will not receive funding until the proposal is approved. Students are strongly encouraged to defend their dissertation proposal by the end of their 6th term.
- doctoral funding is not awarded if a student is employed full-time during a term.

If funding is suspended because of delayed candidacy or proposal approval, it may be reinstated once achieved. However, total doctoral financing will not be extended beyond the end of the eighth regular term after it was begun, except under exceptional circumstances.

Students should arrange their schedules to be available for assignment as a GSI/GSRA and perform the duties required by their faculty supervisors. Faculty supervisors will evaluate students' performance as GSI/GSRA for the Annual Review in May. Doctoral funding is for fall, winter, and spring-summer terms (September-August).

Students must remain in good academic standing for funding to continue during the next academic year. The student status is evaluated every May during the Annual Review conducted by the Doctoral Studies Advisory Committee based on a student's Annual Program of Study Report, approved by his/her advisor, and evaluations by the advisor and GSI/GSRA supervisors.

RESIDENCY REQUIREMENTS:

Students must be residents of Ann Arbor during the first four terms of study. They should remain in residence throughout the Preliminary Exam preparation term and for the development of their dissertation proposals. Any non-residency term within the term of total funding (Years 1-4) must be arranged in consultation with the advisor and the Director. Students may be needed to teach within the first four years and are therefore expected to be available for GSIs. The student need not be in residence for the final three terms of study, although residency status may affect the level of support provided (see below).

OUTSIDE FUNDING INCENTIVE:

Ph.D. students are encouraged to seek outside funding from other units on campus and sources outside the University. These sources include competitive grants and fellowships, research positions, and GSI/GSRA positions outside the Taubman College. Students are also encouraged to seek funding and research positions during the spring/summer terms (May-August).

To provide an incentive to apply for outside funding for the regular academic year (September-April), Architecture will adjust a student's departmental financing in several ways.

Note: This incentive structure applies to fellowships and university research and teaching positions. It does not apply to employment outside the University.

Example: if you receive outside funding that pays tuition, stipend, and health insurance for a fall or winter term

Continuous Enrollment

The Rackham Graduate School has established a policy of continuous enrollment in Ph.D. programs beginning in Fall 2010. All Ph.D. students, whether pre-candidates or candidates, must enroll every fall and winter term from their enrollment to completion unless approved for a Leave of Absence or Extramural Study Status. Students who do not register will be presumed to have withdrawn and will be discontinued. Leaves of absence are granted for medical and personal reasons. The continuing enrollment policy allows students to conduct research or engage in dissertation writing away from the University as long as they remain enrolled. Under the new Rackham "continuous enrollment" policy, the program is expected to pay candidacy tuition for every doctoral student who: 1) does not have another source for tuition payment, such as a fellowship; and 2) is making "satisfactory academic progress."

<http://www.rackham.umich.edu/current>

[students/policies/doctoral/PhD-students/leave-of-absence/overview](http://www.rackham.umich.edu/current/students/policies/doctoral/PhD-students/leave-of-absence/overview)

Procedure for Determining Continuing Funding

1. At the end of each academic year, every active Ph.D. student must submit an Annual Program of Study Report, approved by their advisor, which the DSAC reviews. This report is a working document that helps the student and their advisor track courses already taken, select courses for the upcoming terms, and carefully plan future studies to achieve academic/research objectives. Timely progress is made to a degree.
2. After review by the DSAC, the report is placed in the student's file, along with evaluations of his/her progress by the advisor and of his/her work as GSI/GSRA by the faculty supervisor(s). A letter describing the committee's assessment of the student's academic progress, copied to the advisor, is sent to the student by the Director.
3. If the committee has concerns, that letter will outline the student's requirements to remain in good academic standing by a specific time. Within two weeks of receiving notice, the student must consult with their advisor, develop a plan with detailed steps and timelines for completing the requirements, obtain the advisor's approval, and submit it to the Director for approval by the Advisory Committee. The Advisory Committee will follow up and consult with the advisor during the fall term to determine whether the student is making satisfactory progress toward meeting the requirements for re-establishing good academic standing.
4. Financial support for the subsequent term depends upon the timely completion of a satisfactory review. The DSAC recommends allocating each student's continuing funding to the Architecture Program Chair. The Architecture Program Chair decides on student financial support based on the committee's recommendations. Students who fail to meet the agreed-on deadline will remain ineligible for future funding support until all requirements for re-establishing satisfactory academic progress have been met.
5. Students who fail to register will be discontinued from the degree. Discontinued pre-candidates may apply for readmission; discontinued candidates may apply for reinstatement of their student status. Students reinstated in the 2010-11 academic year are not subject to reinstatement fees. In subsequent years, however, reinstatement fees may apply.

Additional Rackham Information:

Source: <http://www.rackham.umich.edu/current-students/policies/academic-policies/section5#551>

5.5.1 Time Limit for Completing a Doctoral Degree

Programs and departments should conduct annual reviews of candidates to assess progress toward the degree. Students are expected to complete the degree within five years of achieving candidacy but no more than seven years from the first enrollment in their Rackham doctoral degree. Students who entered the degree before the fall of 2007 and have not completed it within the seven-year limit should petition Rackham OARD for an extension of time to the degree with a plan for completion. Effective for students entering in the fall of 2007, programs and departments may request an unconditional one-year extension for students deemed to be making satisfactory progress toward the degree, providing a plan and timeline for completion. A program or

The department may request an additional one-year extension, but a student who does not complete the degree after two years of extension may be returned to pre-candidacy status and required to meet candidacy requirements again. Rackham will notify programs and departments of students who have not completed their degree within the stipulated period.

VII. Graduate Student Instructor/ Graduate Student Research Assistant/ Graduate Student Service Assistant

Students are selected for GSI/GSRA/GSSA positions in a manner that balances their individual research needs and the needs of the College as equitably as possible. Students should apply to the HR department, complete the application request, and email their preferences to their advisors and the doctoral studies director before each term. Students will be assigned where possible according to their preference and their advisor's recommendation. Often, however, the teaching needs of the College will dictate many of the final

assignments. Students are well advised to gain as much experience as possible in various courses. This is a valuable aspect of Doctoral student training and professional preparation.

VIII. Health Care

See the Rackham website for information on Health and Wellness resources:

<http://www.rackham.umich.edu/grad-life/health>

Graduate and Benefits:

<http://www.rackham.umich.edu/grad-life/health/insurance>

IX. CONTACT

Questions or inquiries may be directed to the **Director of Doctoral Studies**, Moji Navvab, moji@umich.edu, or to Lisa Hauser, Assistant Director for Admissions & Recruiting, at 734-763-1275, or by email at taubmancollegeadmissions@umich.edu.

Students should also consult the Horace P. Rackham Graduate School website. This site provides abundant information on university policies, requirements, and funding opportunities.

<https://rackham.umich.edu/>

X. APPENDIXES

Appendix A:

Area Definitions

Appendix B:

Deferral

APPENDIX C:

Changing Advisor and Dissertation Chair

APPENDIX D:

Grades and Transcripts and Academic Probation

Appendix – E:

To request an extension of time to the degree

Appendix – F:

Policy for academic progress, unsatisfactory academic standing, and academic probation and dismissal from the Architecture PhD program.

Appendix A: The definitions below are from sources across the web. Corrections, alternative explanations, and additions are welcome.

Building Technology encompasses materials and their applications, physical properties, capacities, and vulnerabilities; the functioning of components and systems; the principles, procedures, and details of building assembly; operating strategies; and so on.

Climate Change refers to long-term shifts in temperatures and weather patterns. Such shifts can be natural due to changes in the sun's activity, or changes in weather and climate patterns can risk human lives and buildings. Heat is one of the deadliest weather phenomena.

Computational design is a design method that uses algorithms and computer-generated processes to improve architectural designs. It uses advanced tools like parametric modeling, simulation techniques, and visualization tools to explore design solutions iteratively. These solutions can align with an architect's goals and constraints.

Cultural and Natural Heritage include tangible culture (such as buildings, monuments, landscapes, archive materials, books, works of art, and artifacts), intangible culture (such as folklore, traditions, language, and knowledge), and natural heritage (including culturally significant landscapes and biodiversity).

Critical Urban Theory emphasizes how urban space is socially contested, ideologically influenced, and consequently flexible. The major components of urban theory constitute the assessment of socio-scientific ideologies, power, injustice, exploitation, and inequality prevailing in cities.

Design Studies "focused on developing an understanding of design processes; studies design activity across all application domains, including engineering and product design, architectural and urban design, computer artifacts, and systems design."

Digital Fabrication is a design and manufacturing workflow where digital data directly drives manufacturing equipment to form various part geometries. This data often comes from CAD (computer-aided design), which is then transferred to CAM (computer-aided manufacturing) software.

Environmental Technology is called 'green' or 'clean' Technology. It refers to the development of new technologies that aim to conserve, monitor, or reduce the negative impact of Technology on the environment and the consumption of resources or provision of safety and comfort in buildings.

History and Theories The philosophy of history utilizes the best theories in the core areas of philosophy, like metaphysics, epistemology, and ethics, to address questions about the nature of the past and how we come to know it: whether the past proceeds in a random way or is guided by some principle of order, how best to explain or What is a theory in history? Theory of history poses (epistemological) questions concerning the characteristics of our knowledge of the past, (methodological) questions concerning how this knowledge is achieved and what counts as 'quality' and as 'progress' of historical knowledge, (ontological or metaphysical) questions.

Theory of history This includes the philosophical examination of knowledge, beliefs, and descriptions of the past, which can be descriptive and normative. It can raise questions about the characteristics of understanding of the past, how it's achieved, and what constitutes progress and quality. It can also ask ethical, legal, and political questions about the uses of the past.

Media Studies is an academic field that examines the content, history, and impact of various forms of media, especially mass media. It combines communication, culture, and Technology, and students learn to analyze media's impact on society through critical thinking and creative expression. Media studies is a discipline and field of study that deals with the content, history, and effects of various media, particularly the mass media.

Appendix B: Deferral

<https://rackham.umich.edu/admissions/applying/respond-to-the-offer/>

Deferring Admission

Graduate programs may grant deferred admission up to one year following the original application term. Send your deferral request to the graduate program. You must include the reason for deferral in your request. Decisions to approve deferral requests are made carefully, and not all requests may be approved.

Circumstances for Deferral

In rare situations, unforeseen circumstances affect an applicant's enrollment ability. These situations may include a medical emergency (pandemic), **family emergency, delay or denial of a visa to study in the United States**, or natural disaster (earthquake, hurricane). When these circumstances occur, an admitted student may request to defer enrollment (deferred admission) for up to one year following the original application term. A new application and application fee are not required. **Typically, circumstances such as employment, enrollment at another institution, funding, or indecisiveness regarding enrollment are inappropriate justifications for requesting deferred enrollment.**

Deferral Beyond One Year

Consideration beyond one year requires submission of a new application, application fee, and required documentation.

When an applicant commits to serve in the military or provide public or government service, such as Teach for America, Peace Corps, or AmeriCorps, before enrollment, the graduate program may approve a two-year enrollment deferral. However, a new application form and fee are required if the graduate program approves the request.

APPENDIX C: Changing Advisor and Dissertation Chair:

Changing advisors in TCAUP – Architecture Ph.D. Program

Extracted/Adapted from Rackham guide, Computer Science and Engineering at Michigan, and Internet

Students may change advisors for many reasons: solidifying their research interests, discovering their advising needs, or realizing a mismatch exists between themselves and their advisor. In all cases, TCAUP – Architecture PhD program faculty members are expected to support the transition process. The following sections describe the TCAUP–Architecture PhD's principles of changing advisors and outline best practices. *** Changing advisors in a PhD program is a significant decision, as the relationship between an advisor and a PhD student is crucial, yet it is not always smooth or straightforward. We encourage students to seek all possible options to enhance their relationship with their advisor and avoid changes. However, there are times when a transition becomes necessary.

The following document outlines our expectations for how advisor changes will occur, but it is not an exhaustive list of circumstances. If either students or faculty have experiences outside of these expectations, please get in touch with TCAUP, the Architecture Program Chair, the DEI Director, or the Director of PhD Program.

Statement on the importance of changing advisors

The TCAUP – Architecture PhD program aims to support student success. An effective advising relationship is central to student success. Therefore, faculty must accept and support changing advisors when necessary.

Principles

1. PhD students have the right to choose whether to continue to work with their advisors. Faculty advisors do not have control over a student's visa. Students do not lose their visa or their status if they decide to work with another advisor.
2. Faculty should be clear and transparent about their expectations when taking on students, ideally through published statements outlining policies and practices in their research group. Annually, the student and advisor should complete the MORE template to address meeting frequency, authorship, how they will address conflict, etc.
3. Students should be encouraged to speak with other faculty on their committee about their activities and interests freely and openly, with or without the intent of consideration of advisor switches. Faculty advisors should actively encourage such cross-faculty engagements.
4. When switching advisors, ideally, the student, new advisor, and previous advisor should all participate in a discussion about the transition before the transition. When a decision is made to move forward with a new advising relationship, the previous advisor will be informed by either the student or the new advisor. In rare cases, students may not be comfortable telling their previous advisor. In these cases, the new advisor or PhD Degree Director can discuss the transition with the last advisor.
 - Advisor transitions should be handled promptly to minimize delay and disruption to PhD studies. Transition issues may ideally be worked out cooperatively among the student and their old and new advisors, with facilitation from the Architecture Program Chair.
 - [Previous advisor, current advisor, student] The issues of changing advisors will vary by situation. They may include matters such as the status of papers in progress or pipeline, completion or handing off responsibilities for ongoing sponsored projects, transitioning resources, codebases, etc.
 - Students may shift to a new GSRA position after the term they have changed advisors unless the student is subject to harm that necessitates an employment shift mid-semester. The student should talk to the PhD Director or Program Chair if such a change is needed.
 - [Previous advisor] Regarding externally funded PhD students, Advisors must not cut off GSRA /GSI funding during a semester based on declared or anticipated advisor switches. PhD students must continue the research work until the transition.

- [Student] The continuation of GSRA funding requires that the student continue to perform on the associated project funding the GSRA /GSI appointment. We need to add the funding policy section at the end of the document for more details, including available emergency transition funding when the continuation of GSRA /GSI responsibilities is not possible. **See Note:01**
5. We acknowledge that changing advisors can be stressful, and students are encouraged to reach out to any sources of advice and support. This includes other faculty members, who should be expected to hold confidential discussions if requested (subject to mandatory reporting requirements for the Architecture Program Chair, DEI Director, and Architecture PhD Director.) If needed, the Rackham Conflict Resolution office may also provide a valuable avenue for resolution.
 6. Conflict situations require more active intervention and mediation from the department or college (or other level as appropriate). The Architecture PhD Program recognizes that our processes for addressing these situations may not always be adequate for the task, and the PhD Advisory Committee is working to improve our processes through learning lessons and increasing the resources available.
 7. If you feel like you have experienced something outside of these points, let us know so we can build off these points in the future.

Best Practices for Changing Advisors

The remainder of this section outlines various components of the advisor change process and describes some best practices. It is important to remember that both students and advisors are unique individuals. Each transition should be thought of on a case-by-case basis.

Initial conversation

A student should feel empowered to speak to multiple faculty members and students about research areas. We encourage it. It may also be beneficial to discuss advising style and group dynamics. Students may enter these discussions to continue working in an area like their current location or intend to transition to a new one. We remind you that advising transitions, even when the new topic is identical to the student's original focus, **may extend the time to a degree.**

Ideally, these conversations should proceed openly and transparently, including with the student, current advisor, and potentially new advisor. At the same time, we remind faculty that advising relationships have an entrenched power dynamic. Students may or may not be interested in sharing their experiences and motivation for leaving a previous group and may ask the potential new advisor for discretion. Further, some students may not want to inform their current advisor of their decision to switch groups until they have reached a conclusion and finalized details.

The transition process

Students may transition between advisors at different points within their graduate career. This may range from just after arrival at U-M to multiple semesters. As a result, the student's needs during this transition process may also vary. The new advisor must be flexible to these needs. The student retains credit and prerogative to include their work in their thesis when transitioning to a new group. If there are questions or concerns, don't hesitate to contact the TCAUP – Architecture PhD Program chair or the Director.

The benefit of a smooth transition is that it helps to maintain a positive relationship with the previous advisor and reduces the impact on student progress. In a smooth transition, the new and prior advisors, in consultation with the student, discuss the transition and develop a plan. To the greatest extent possible, students should work to wrap up their research in their previous group. This plan may include decisions about the student finalizing deliverables (e.g., software, papers) of the prior grant that funded them. This may also include research papers that are in the pipeline. If the research from the previous group was at an early stage, if the expertise of the new advisor is relevant, and if the previous advisor agrees, it may make sense for the new advisor to participate actively in the old project. Suppose the student is working on a paper in submission. In that case, the new advisor may see their contribution, if anything, as editing/refinement without expecting to be added as a co-author to the publication. It should be recognized that some students will be leaving a toxic working relationship with

their previous advisor and may not be willing or able to continue to work on the previous project. The final transition plan must be communicated to the student in writing. Different advisors have unique styles for aiding in the transition process. One effective model assumes that the transition will occur over a semester. During this transition, the new student may work on a project with another student in the group to learn more about the research process of the latest research group. The student will read literature in the field. There are other effective models, and one should not be considered appropriate for all situations.

Logistics

Students will complete a form in which their new advisor officially acknowledges the relationship and the financial responsibility, if applicable. Ideally, the previous advisor is part of the discussion. At the minimum, the previous advisor must be informed about the switch before the paperwork is finalized. The current advisor, previous advisor, and the student will work out how infrastructure (e.g., desktop, laptop, monitor, etc.) is handled. Students should not be expected to transition from their desks when changing advisors. Desks are not assigned by group, and students need not shift as they transition.

Extending time to degree

An ordinary student's concern is that changing advisors may cause a delay in a student's degree progress. A new advisor must work with an incoming student to minimize delay due to the change in advising while acknowledging that eliminating the delay may not be possible. The new advisors can decrease the impact of advisor switching on the latest student by working with the new student to maintain the student's prior research topic area or, if possible, potentially incorporate the previous research into the new topic area. If the regional switch is substantial, including the student's prior work in the final dissertation may not be possible.

Student Funding

In the case of an externally funded PhD student, the new advisor is expected to take financial responsibility for the new advisee. This funding may include either GSRA or GSI funding. There may be times when a new advisor does not have sufficient resources to fund a student as a GSRA. In that case, the student is expected to apply for and be funded as a GSI before a term begins. If it is necessary to transition to a new advising relationship in the middle of a term and the new advisor does not have funding, there are circumstances in which emergency support may be available through the **TCAUP HR office and the Architecture Program Chair's office**.

NOTE-01: For externally funded PhD students, if a student stops working, the advisor must find another researcher to take over the work, and the budget does not allow for paying two researchers. Therefore, this requires a commitment from both parties. In the case of non-funded PhD students, the advisor does not influence the GSI/GSRA. The GSRA position, in particular, may depend on external grants, so continuation would likely not be possible. The student and the old and potential new advisor need to agree on the financial consequences of the possible move.

Procedure: Changing Advisor and Dissertation Chair:

(EXTRACTED From the Rackham's student-mentoring-handbook.pdf)

Changing Advisor and Dissertation Chair: You may find that the faculty member you thought would be best for advising your course selection, guiding your research, and chairing your dissertation committee is not the right fit for you. This can happen for various reasons, from a shift in intellectual interests to inappropriate behavior on the part of an advisor. Regardless. Do not panic about your reason for wanting to change advisors. To enter the process of changing your advisor/dissertation chair with professionalism.

Here are some basic guidelines.

1. Please seek the advice of another trusted faculty member and other professional staff to determine whether it is, in fact, desirable to change your advisor/dissertation chair. This is especially true if the relationship has a long history or occurs at the dissertation phase of your career.
2. Think through the most diplomatic, respectful way to express to your advisor/ dissertation chair and others why you would like to make this change.

3. Before discontinuing the relationship, approach another suitable faculty member and inquire about the prospect of them serving as your advisor or dissertation chair. Avoid saying anything negative about your past advisor/dissertation chair. Explain your desire to change only in professional terms.
4. When you decide to change, promptly inform your advisor/dissertation chair, no matter how awkward this may be. Be sure that you try to work out any differences between them. If you owe them any work, discuss this and arrange a schedule for completing all outstanding obligations.
5. Be sure to complete or update any formal paperwork** (e.g., your request letter for change of advisor to the program director and the Dissertation Committee Form if you are making changes to the composition of your committee).
6. **1- Request letter to the Director, 2- Letter of acceptance from new advisors(s) to the Director and Advisory Committee (AC). The AC will review the requests for their approval. A change of advisor should involve a justification sent to the PhD advisory committee, whether a change of topic or due to the working relationship. Advisor changes are mutual opt-in. We notice different norms between technology-focused work and history theory scholarship may exist.
7. Remember you can always contact the Rackham Resolution Office (734.764.4400) or RackResolutionOfficer@umich.edu if you are considering changing your advisor/ dissertation chair

<https://spg.umich.edu/>

<https://intranet.tcaup.umich.edu/article-categories/student-affairs/>

<https://rackham.umich.edu/academic-policies/section9/>

<https://rackham.umich.edu/faculty-and-staff/facilitating-academic-success/mentoring-advising/>

<https://rackham.umich.edu/downloads/student-mentoring-handbook.pdf>

[Request for Action: Policies and Practices for Change of a Student's Dissertation Advisor – Rackham Graduate Program Hub](#)

APPENDIX D:

Grades and Transcripts

<https://rackham.umich.edu/academic-policies/section3/>

As the university has a fiduciary responsibility to maintain and report an accounting of class and student enrollment totals to state, federal, and other agencies, the academic transcript is maintained as a complete record of the student's enrollment activity. The transcript is part of a student's academic record. Other university offices collect and maintain necessary information about students. The transcript and these other records constitute the student's permanent academic record. For more details on the permanent academic record, see "Student Rights and Records". The permanent academic record is the history of a student's academic progress. It cannot be altered except in conformance with policies governing dropping, adding, and modifying courses and achieving degree milestones (e.g., advancement to candidacy, receipt of a degree, etc.). This record may not be altered because of dissatisfaction with a particular instance of academic performance.

Instructor grades are entered on the student's permanent academic record. Students may elect courses without letter grades as a visit (audit) or for Satisfactory/Unsatisfactory (S/U) grading.

Students must make satisfactory progress toward their degrees and have a minimum Rackham cumulative grade point average (GPA) of B (3.0 on a 4.0-point scale) to maintain satisfactory academic standing. The maximum term and cumulative GPA is 4.0. Some programs have requirements above the Rackham minimum for maintaining satisfactory academic standing. **Students who fall below the GPA requirement of their program or Rackham are placed on academic probation. Courses earning grades of D or E cannot be used to fulfill degree requirements.**

Coursework is graded with a letter system (A, B, C, D, or E) except for special courses noted below. An instructor may add "+" or "-" to grades. Letter grades for programs on the Ann Arbor campus are converted into numbers, or points, as follows: Michigan Honor Points (MHP) and the Grade Point Average (GPA) are calculated with these numbers. MHP is determined by multiplying the number of credit hours for which the course was elected by the number of points earned on the grading scale.

For example, a grade of B for a three-credit course produces 3 (credit hours) x 3.0 (points for a grade of B) or nine honor points. The GPA is calculated by dividing the MHP earned for a term or more by the course's semester hours (or credit hours). A total of 45 MHP for 12 course credit hours produces a GPA of 3.75. For students enrolled in Rackham programs on the Flint and Dearborn campuses, a grade of A+ is converted to 4.0.

| | | | | | | | | | | | | |
|--------------|------|------|------|------|------|------|------|------|------|------|------|------|
| Letter Grade | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- |
| Number | 4.30 | 4.00 | 3.70 | 3.30 | 3.00 | 2.70 | 2.30 | 2.00 | 1.70 | 1.30 | 1.00 | 0.70 |

Appendix – E:

To request an extension of time to degree,

Submit the petition along with the email addresses of your advisor and program graduate chair with supporting information. Supporting information must include:

- A new deadline (month/year) and an explanation of why the extension is needed.
- A timeline with approximate dates detailing when you plan to complete each step of your degree—coursework, preliminary exams, research, analysis, writing, defending, and finishing, as appropriate.
- A memo from the program graduate chair supports this request and states that the degree will still be “state-of-the-art.”
- A memo from the student’s advisor supporting the request and providing further details (if available) regarding the request.

Please note that submission of a petition does not guarantee approval. The student and the department/program will be informed of the final action.

[Submit a Petition for Modification or Waiver of Regulation](#)

Example of exchange

From: **Rackham Evaluations** <rack-evals@umich.edu>

Date: Tue, Jun 25, 2024 at 2:43 PM

Subject: Time to Doctoral Degree

To: Lisa Hauser <weeze@umich.edu>

Below is a list of candidates who have exceeded the seven-year time-to-degree limit. Students are expected to complete the degree within five years of achieving candidacy but no more than seven years from the first enrollment in their program. Candidates who are still active should submit a petition (with supporting documentation) to extend the time limit to degree at <https://rackham.umich.edu/navigating-your-degree/petition-for-modification-or-waiver-of-regulation/>

See the probation section of the policies ([section 3.5. https://rackham.umich.edu/academic-policies/section3/](https://rackham.umich.edu/academic-policies/section3/)) if you plan to put these students on academic probation and dismiss them. The program may require a student who does not complete the degree after two years of extension to return to pre-candidacy status and to meet candidacy requirements again.

ID# xxxxxxx, xxxxx, xxxxx, FA 2016, Not Registered. If not defending this term, the student should submit a petition to extend the time to a degree within the timeline.

Appendix – F:

Policy for academic progress, unsatisfactory academic standing, and academic probation and dismissal from the Architecture PhD program.

Architecture program-level policy, Updated Jan 23rd, 2025

Overview

Starting with the fall 2019 semester, the Rackham Graduate School has asked that all doctoral programs implement their program-level policies. Our Arch program-level policy follows this new 2018 Rackham Graduate School policy. Therefore, this Architecture program-level policy is supplemental to the Rackham policy.

<https://rackham.umich.edu/policy/section3/>. See 3.5.2 Academic Probation

Steps

The program has a three-step sequence toward dismissal before the student goes to Rackham probation. The first step is when a student is determined to be in unsatisfactory academic standing. The second step is when a student is placed on preliminary probation. The third step is dismissal after Rackham's review.

(1) Unsatisfactory Academic Standing

Students maintain satisfactory academic standing by completing key milestones on time (e.g., completing required coursework, comprehensive exam, candidacy, dissertation proposal); by completing the annual review process; by meeting Rackham's requirement of maintaining a "B" grade point average; and by completing the dissertation promptly.

In consultation with the Architecture PhD Advisory Committee, the director of doctoral studies determines if the student is not in satisfactory academic standing in consultation with the student's advisor. The doctoral studies director determines the conditions the student needs to meet to return to satisfactory academic standing. These conditions will include the tasks that must be accomplished and a timeline. These conditions will be communicated to the student in a letter and copied to the Program Chair. The chair will be consulted in case of appeal.

(2) Academic Probation

If meeting the conditions of returning to satisfactory academic progress requires minimal effort or time, the student may not be placed on academic probation. Examples of such situations might include finalizing an incomplete grade or finishing an annual review. In most cases, a student in unsatisfactory academic standing will be simultaneously placed on academic probation.

The director of doctoral studies or the student's advisor may recommend that a student be placed on academic probation. A faculty group will decide to put a student on academic probation of at least three PhD program faculty members, typically including the program chair, director of doctoral studies, and the student's advisor. Arch PhD Program follows Rackham guidelines on probation, including length of the probationary period, notifications, handling leaves of absence,

and funding. The financing level before academic probation will be continued through the probationary period. Ordinarily, probation will not extend beyond a semester.

The director of doctoral studies will determine removing a student from academic probation based on the conditions established in Step 1 above.

(3) Dismissal

Suppose the conditions have not been remedied at the end of the probationary period. In that case, a faculty group of at least three PhD program faculty members, typically including the program chair, director of doctoral studies, and the student's advisor, will determine whether to dismiss the student. If the faculty group recommends dismissal, the director of doctoral studies will contact Rackham OARD to inform them of the decision to dismiss.

Option to Appeal Academic Probation or Dismissal

Students may appeal academic probation or dismissal. If the student appeals, the director of doctoral studies will create a separate committee of three faculty to review the appeal. Following Rackham policy, students appealing probation or dismissal may involve the Graduate School's Academic Dispute Resolutions process.

Students who fail to meet academic or professional integrity standards or have been responsible for violating other University standards of conduct may be dismissed by separate procedures described in Rackham Academic and Professional Integrity Policy.

<https://rackham.umich.edu/navigating-your-degree/completing-doctoral-degree-requirements/>