

University of Tennessee, Knoxville

Interim Progress Report for 2016

November 29, 2016

2014 NAAB VISIT

CONDITIONS NOT MET

2014 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2014 VTR
A.11 Applied Research (M. Arch only)
B.4 Site Design (B. Arch & M. Arch)

CAUSES OF CONCERN

2014 VTR
Building Furnishings & Studio Support
Communications
Administrative Structure
Strategic Planning

Interim Progress Report
University of Tennessee, Knoxville
College of Architecture and Design
B. Arch. [168 undergraduate credits]
M. Arch. [Preprofessional degree + 57 credits]
M. Arch. [Preprofessional degree + 57 credits]
Last APR submission: September 7, 2013
Year of the previous visit: 2014

Chief administrator for the academic unit in which the program is located: Dean Scott Poole

Provost: interim Provost, Dr. John Zomchick

President of the institution: Dr. Joseph DiPietro

Individual submitting the Interim Progress Report: Jason Young, Professor and Director School of Architecture

Name of individual(s) to whom questions should be directed: Jason Young and Scott Poole

Current term of accreditation: 8 year term

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

A.11 Applied Research (M. Arch only)

2014 Visiting Team Assessment: The team found evidence of Applied Research in the student work of ARCH 370 – Programming for Architectural Design, in the studio projects of ARCH 471 – Integration Design Studio, and in the student process notebooks associated with ARCH 431 – Integration Building Systems Design. There is additional exemplary project-based work in ARCH 482 – Self-Directed Project though this course is not taken by all students in the B. Arch program.

The team did not find consistent evidence of achievement for the requirements for Applied Research in the M. Arch degree program. No course was able to demonstrate that all students, low pass and high pass, had achieved the requirement of understanding in course work.

University of TN, 2016 Response: ARCH 580 is now required of all M Arch students and has been revised to address this issue. In the course, students are required to produce a semester-long “project manual” that more closely parallels the work B Arch students are asked to do in ARCH 370. Students make a number of presentations of their research within the structure of the course, including a public presentation at the end of the semester. Weekly topics explore the roles played in architectural production by program, site, cultural circumstance, and method/technique. Weekly meetings feature faculty led discussion around precedents and case studies with emphasis on the mechanics of engagement by the architect/team producing the case study project. This emphasizes ways in which architectural practices are research-based and helps students see that critical practice requires research skills and acumen. Students are encouraged to bring their own thesis project development into these conversations, which helps them realize the connections better. Beginning next year, the graduate integrations semester (comprised of studio – ARCH 572 – and seminar – ARCH 509) will more closely parallel the B Arch semester that includes a studio (ARCH 471) and a seminar supporting it (ARCH 431). This will continue improvements made relative to this issue.

B.4 Site Design (B. Arch & M. Arch)

2014 Visiting Team Assessment: In the B. Arch and M. Arch degree programs the team did not find evidence in all projects for a particular course of students manipulating topography, accommodating building service entrances, or analyzing drainage/watersheds that demonstrates an ability to develop a site design as part of an architecture project.

University of TN, 2016 Response: For the B Arch students, ARCH 371 is where this issue is being addressed after the last accreditation visit, and there is progress in how students are designing through site factors. Faculty are encouraging students to be more explicit with how the building intersects, shapes, and is shaped by context and site. Moving forward, we see ARCH 272, the second semester of the second year, as a target studio for extending our efforts to address this issue. Already, ARCH 272 asks students to work on small-scaled building proposals that are within campus settings. This gives our students and faculty the ability to pursue site-based and context-based projects explicitly. For the M Arch students, ARCH 580 (as mentioned above) has been renovated to include explicit work relative to site design and contextual factors. Likewise, thesis projects developed in that fall seminar are pursued in the spring semester in ARCH 500, and students are encouraged to fully consider the exterior and interior relationships between landscape and building. A new MLA+M Arch Dual Degree Curriculum (more on this below) is evidence of a strong collaboration between the Landscape Architecture and Architecture schools, and a number of the graduate studios have students from both disciplines working in teams. This has naturally elevated the thinking our architecture students are doing relative to the site and topography. As ARCH 572 and ARCH 509 are improved (see above), more explicit focus on site factors and site design will be emphasized in that combination of integration courses.

b. Plans for/Progress in Addressing Causes of Concern

- **Building Furnishing & Studio Support**

2014 Visiting Team Comments: The team notes that the current studios do not support the contemporary creative problem solving and collaborative environment of project-based learning. In the team's student meetings, 90% of the graduate students and a large majority of undergraduate students mentioned the deficiency. We heard comments that there was a need for better electrical power distribution, easier access to digital equipment, more useful lockable storage, adequate stools, and furnishings that support collaborative problem solving. The improved environment would aid the school in becoming a showcase to the rest of campus for project-based learning as well as facilitate the school's many interdisciplinary outreach efforts.

University of TN, 2016 Response: In the summer of 2014, the University Administration funded new student workstations throughout the Art & Architecture Building. These new workstations include a desk with a lockable drawer, a high quality 22" monitor, a lockable storage cabinet, and an ergonomically sensitive chair. These workstations are designed by international award winning designers (Antenna) and are produced by Knoll. At the same time as this new furniture was being procured, the electrical system in all of the studio spaces was renovated and now provides drop down electrical outlets evenly distributed through each studio space. Each studio space is furnished with group seminar and meeting tables, which allows faculty and students to work in collaborative configurations much easier than in the past. The qualitative difference in our studio environment is remarkable and palpable in comparison to the furnishings we had at the time of our last accreditation visit. And this change has improved studio culture throughout the program. Regarding access to digital technologies, a new 20,000 sf FabLab in downtown Knoxville has given our students unprecedented access to the latest in digital output options including laser cutters, 3D printers and CNC milling capacities. The Art & Architecture Building still has a very good shop space and features laser cutters. A number of 3D printers are available to students throughout the A&A Building.

- **Communications**

2014 Visiting Team Comments: The team heard from several sources that there is a communication challenge between the faculty and the administration of the college that could redirect energies and efforts away from the drive for excellence. The team found through its interviews that all parties have the future success of the program as their goal. However, the communication challenge needs to be addressed by all parties, faculty and administrators alike, if collective goals are to be achieved.

University of TN, 2016 Response: Progress on this front has been substantial and has been spearheaded by the new Director of the School of Architecture, Jason Young, who was hired in the summer of 2014. As an outside addition to the faculty, he has worked at getting faculty and other administrators in better dialogue surrounded the shared goal of excellence with the College of Architecture and Design. For example, he has refocused the faculty on curricular growth and improvement, has worked hard to establish an atmosphere of trust both within the administrative team and with faculty, and he has cultivated excitement about the future of program across all constituents of the school and college. As a result, faculty are now more focused on making the school better, teaching more effectively and pursuing research projects, while the Dean is now more focused on external matters and has more trust in the directors of each School to carry out the day-to-day functions of their departments.

- **Administrative Structure**

2014 Visiting Team Comments: After reviewing the organizational chart the team found the current Associate Dean for Academic Affairs and Research and Chair of Graduate Architecture

positions are held by the same individual. This creates a structural weakness in reporting lines that places this individual in an awkward position relative to the Architecture Director.

University of TN, 2016 Response: As a condition of his accepting the job of Director of the School of Architecture, Jason Young asked that this structural weakness be addressed prior to his arrival in July of 2014. As a result, Professor George Dodds resigned his duties as Associate Dean for Academic Affairs and Research in order to focus solely on being the Chair of Graduate Architecture. The Associate Dean position went to another faculty member as a result and this has realigned those tasks more appropriately. Late in the fall of 2014, Dodds stepped down from the Chair of Graduate Architecture position owing to health issues. Director Young has taken the Grad Chair position as an interim assignment that has allowed him to look at both the B Arch and M Arch programs holistically. This has further clarified the organizational chart, as it has eliminated having two department heads in a school of our modest size. Though it is an interim arrangement, Director Young has advocated for joint responsibility over both programs to be more effective, improve communication, and be more resource sensitive.

- **Strategic Planning**

2014 Visiting Team Comments: The college and school are experiencing significant change even as it celebrates past strengths. Given the college's and school's recent changes (e.g., expansion of degree programs and options, relatively recent interdisciplinary curricular integration, appointment of new administrators) and an articulation of university priorities since the last strategic plan effort by the school, it is important for the school to develop a new comprehensive strategic plan that will guide future actions and drive the School toward a strong and distinct identity. This new plan should have definitive metrics so self-assessment is possible.

University of TN, 2016 Response: The School and College are currently involved in a comprehensive strategic planning process that directly addresses this concern. In the 2014-15 academic year, there were a number of faculty and staff sessions that addressed our strategic priorities moving forward. Curricular work by faculty in committees and sub-committees has been helpful in the process, as the context of constant curricular improvement overlaps the need for clear visioning. "State of the School" meetings at the end of each of the last two academic years have given faculty in the School of Architecture the chance to reflect on progress and the effects of change in leadership since the last accreditation visit. There is currently a penultimate draft of the College Strategic Plan circulating and will be formally adopted by the end of the current school year (see index of this document).

c. Changes or Planned Changes in the Program

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

University of TN, 2016 Response: in the spirit of brevity, we will list a number of new initiatives that highlight the growth and improvement of our school since the last accreditation visit – In July of 2014, Jason Young was hired as Professor and Director of the School of Architecture. He has a five year term. His short bio is in the index of this document. Since joining the administration at UTK, he has provided leadership and organizational clarity. In the fall of 2015, Mark Stanley was hired as a Lecturer and Assistant Adjunct Professor. Stanley is improving our representation and visualization curriculum and runs studios that research complex contemporary issues. His position is full time without tenure. See Stanley's sort bio in the index of this document. In May of 2015, Professor William Martella retired after 45 years of teaching in the School of Architecture. At the end of the Fall 2015 semester, Mark Shimmienti retired from teaching as well. Both are now Emeritus Professors. At the University level, both the Chancellor and the Provost have stepped down and searches are

underway for their replacements. School of Architecture enrollment has remained healthy, with a recent uptick. Overall applications to the B Arch program are showing growth, while M Arch applications have dipped slightly in the last two years. Starting in the 2015-16 academic year, the College began charging students differential tuition. This per credit-hour cost replaced an existing course fee and allows greater flexibility for the use of funds at the same time as it ties these costs to tuition and is therefore more stable moving forward. Since our 2014 accreditation visit, we have opened a new FabLab in downtown Knoxville. This 20,000 sf facility features analog and digital tools that have greatly expanded the capacities of our school. The FabLab has approximately \$750,000 worth of new tooling and has elevated our facilities substantially. In the fall of 2016, the college began offering a MLA+M Arch dual degree at the graduate level. This documents a strong collaborative spirit among the schools in the college and allows us to attract students interested in hybrid, interdisciplinary knowledge. Two years earlier, undergraduate students in the School of Interior Design got access to a new 4+2 program that allows them to get both a Bachelor of Science of Interior Design and a Master of Architecture in six continuous years in the college. Also, at the same time, a new 5+2 program was initiated for B Arch students to stay on after five years and earn a Master of Landscape Architecture in 2 additional years. Both of these “+2” programs were planned before the last accreditation visit and are now fully operational with students in both. The dual MLA+M Arch curriculum was not part of our school during the 20154 NAAB visit. At the university level, there is a new Smart Communities Initiative (SCI) which allows faculty and students to work with a constellation of new regional partners such as the City of Cleveland, TN, Lenoir City, TN, and the Southeast Tennessee Development District. Our ongoing design+build program has just recently completed a masonry building for the Beardsley Community Farm in Knoxville, a non-profit urban agriculture business bringing food and health education to an inner city neighborhood. Our first year foundation design program has been reconfigured to bring in more digital capacities to complement the haptic hand drawing work that has long been a tradition at UTK. This foundation design program mixes first year students and faculty from both Architecture and Interior Design. In the fall of 2016, we started a new Tennessee Architecture Fellowship initiative, a program that will bring a young designer/teacher to our school annually. This is an exciting program that will bring in fresh perspectives on architectural education that will augment the long-standing faculty in the school. Darius Ammon is our inaugural Tennessee Architecture Fellow. His short bio is part of the index of this document.

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

2014 NAAB Conditions

University of TN, 2016 update: Our School has an Undergraduate Curriculum Committee and a Graduate Program Committee, both of which are active in the continual process of improving our curricular offerings. Faculty on these committees are reviewing the curriculum in light of the 2014 NAAB Conditions and this will continue in the coming semesters. To date, we have not made this a priority, as there have been a sufficient number of other efforts that are improving the culture of the school and college. Obviously, moving forward the curriculum will be updated and revised with these new NAAB Conditions in full focus.

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

University of TN, 2016 update: 1_ ARCH 580 syllabus. 2_ Penultimate draft of College Strategic Plan. 3_ Short Biographies of new faculty: Jason Young, Mark Stanley, and Darius Ammon.

Semester in Parts_

The seminar is organized around parallel pursuits intended to foster a creative and scholarly environment within which students develop their architectural thesis work. Early meetings will define and explore the five primary topics of site, circumstance, program, method, and form. Presentation/Discussion will be organized as points of departure for dialogue and debate within the seminar. Parallel to presentation/discussion, there will be a series of weekly assignments meant to proactively and incrementally prepare students for a public presentation of their thesis topics and research/design implications. The assignments are designed to foster discussions in class among students such that development speed might be increased within the seminar. Additionally, the presentations and assignments will allow focused individual conversations with potential committee members through an adjacent appointment protocol. After the student presentations, the structure of the course will shift away from the seminar format towards a studio learning format, with students meeting weekly with committees to discuss progress and challenges within ongoing research. A project manual will be required at the end of the course, such that students concretize

the primary objective of the course:

to propose and develop a project of architecture with rigor and thoroughness.

Primary Topics_

_program

What roles do notions of program play in architectural production? What is the range of those roles? How have architects dealt with program in diverse examples? In what sense do architects “program” as part of their conceptualization of architecture?

_site

What roles do the consideration for site play in architectural production? What is the range of those roles? How have architects addressed site considerations in diverse examples? How can the “site” be defined generatively?.

_circumstance

What roles do the larger social, political, economic, and cultural contexts play in architectural production? What is the range of those roles? How does the work of the architect compare and contrast with other cultural producers?

_method

What roles do methodology play in architectural production? Why would architects consider their own methodology when practicing architecture? What is the range of techniques and ways of working in architectural production? Are methods part and parcel to the identity of the discipline? What defines architectural work?

UTK School of Architecture
Fall 2016_ Arch 580_ Thesis Development Seminar
Instructor_ Jason Young
Fridays, 10:00-12:00_ room 103B

two

Semester Schedule_

Aug 19	Introduction Assignment 1 _ issued
Aug 26	< method/circumstance/program > discussion Assignment 2_ issued Assignment 3_ issued Assignment 4_ issued Assignment 5_ issued
Sep 2	< program/circumstance/site > discussion Assignment 6_ issued
Sep 9	< site/circumstance/method > discussion
Sep 16	< form/method/site > discussion Deadline for having an Advisor signed on
Sep 23	Interim Student Presentations (schedule this week tba)
Sept 30	Taking Stock Assignment 7_issued Deadline for having a committee signed on
Oct 7	Fall Break (no class)
Oct 14	Responsive Seminar_ topic pending
Oct 21	Responsive Seminar_ topic pending
Oct 28	Student Presentations (schedule tba)
November and December_	students will work directly with their committees. We will not meet as a group in seminar.
Dec 9	Final Student Presentations (schedule tba)

Semester Grading Criteria_

While individual thesis projects present their own set of imperatives and requirements, it is still possible to assess them with respect to a fixed set of grading criteria. Describing the grading criteria by means of percentages of one's over-all effort, or through other purely quantitative means is nearly impossible. Likewise, it would be unfair to the development process to distinguish projects by means of the specific content of the individual thesis students' interests. Therefore, the assigning of grades will not be content driven, nor purely quantitative, but rather will stem from assessments based on a set of performance criteria. Individual Committee Members will weigh in on the semester grading. Here are some useful questions:

In terms of Class Participation:

Was the student attentive to the discussions within the seminar sessions? Did the student participate in the discussions?

Did the student prepare for individual appointments? Did the student make incremental advancements in his or her development between interactions with the teaching team?

Did the student attend class and uphold a consistent appointment regimen with advisors and committee members?

In terms of the sequence of assignments:

Did the student engage the assignments, complete them on time, and use them as a set of milestones towards overall thesis research and development?

In terms of the Student Presentation:

Did the student make an organized, critical presentation of his or her work-in-progress? Did the student communicate his or her ideas clearly and in a manner that demonstrated an effective research strategy? Was the student's thesis statement supported by the presentation? To what extent did the presentation demonstrate the student's commitment to developing a comprehensive thesis project?

In terms of the Final Thesis Project Manual:

Was the document prepared in a manner that supported the student's thesis position? Does the Project Manual demonstrate a commitment to the student's chosen topic?

Was the student's writing effective and well developed? Were the use of drawings, photographs, and diagrams critical to making the student's argument? Is the document persuasive with respect to the student's thesis statement/position? Are all of the essential pieces of information present in the document?

Fall 2016_ Arch 580_ Thesis Development Seminar
Instructor_ Jason Young
Fridays, 10:00-12:00_ room 103B

four

Important Note on Plagiarism_

Plagiarism is a serious offence. It will not be excused for any reason. Anyone guilty of turning in plagiarized work will receive a failing grade for the course, and their name may be given to the college and university for possible disciplinary action. If you are uncertain about what plagiarism is, please consult your instructor.

NAAB Student Performance Criteria addressed in this course_

- A.1 Communication Skills
- A.5 Investigative Skills
- A.7 Use of Precedents
- A.11 Applied Research
- B.1 Pre-Design (Programming)

Fall 2016_ Arch 580_ Thesis Development Seminar

Instructor_ Jason Young

Fridays, 10:00-12:00_ room 103B

Assignment: Site Considerations_

Begin to formulate your response to the diverse roles that site plays in setting up design work. You will be able to react to our in class discussion of considerations of site.

In a focused essay with a length not to exceed 2 pages of typed text, do one of two things, depending on where you are in your own project development:

Option One_ (preferred option here)

Prepare a pretext or preface for a comprehensive inventory of the site of your thesis project. Anticipate the site conditions that you feel are essential in setting the tone of your design work. Be as analytical as you feel you can be at this early juncture, but again push yourself to begin establishing some known points within your future work. Consider the following: how is site defined within your project? What diverse roles could issues of site and situation play in your work? How diverse are the site factors that will animate your inquiry? How do questions of site include diverse publics, communities, and users?

If your project is advancing without a particular site, then be clear about how the conventional roles played by site and situation are being accounted for by other conditions that are not site based. Here, you would report on how site analysis informs design action and account for those roles and aspects through analogous means.

Option Two_

If you feel it is simply too premature to make site declarations, then work more generally with issues of site and situation. Consider the following: What roles do the consideration for site play in architectural production? What is the range of those roles? How have architects addressed site considerations in diverse examples? How can the "site" be defined generatively? Give examples and be discursive.

In both options, provide a visual argument that parallels and expands the points you are making within the writing.

Due as one of your weekly assignments in the coming weeks.

Fall 2016_ Arch 580_ Thesis Development Seminar
Instructor_ Jason Young
Fridays, 10:00-12:00_ room 103B

Assignment _
PROJECT MANUAL protocol

The following criteria for that folio/book/pamphlet/binder/box constitute a set of minimum thresholds for work on the “Project Manual.” Each of you should work above and beyond this basic admixture:

THESIS STATEMENT

- _Write a well-considered thesis statement.
- _Delve into the implications of that statement.
- _Take ownership of the topics/imperatives implicated.

Consider statements of varying lengths: one sentence, one paragraph, one page, etc. You may wish to submit more than one statement, e.g. a one sentence statement along with a page-long statement that clarifies the initial sentence.

CIRCUMSTANCE

- _What role does “circumstance” play in your project?

Here, you will need to account for the cultural and disciplinary questions/problematics that structure and intersect with your work. You may need to articulate the relationship between these questions/problematics and others (some that derive from your chosen site, for instance, or from a chosen audience you want to work with) within the components of your thesis project.

- _Report on those “circumstances.”

Here, you will need an essay (written, visual, material, constructed, etc) that positions your understanding of the issues, who else is working on these issues (who are the friends and enemies of the thinking you are undertaking? What are the precedents? Whose shoulders are you standing on? Where are you taking aim? etc.)

METHOD

- _What role does “methodology” play in your project?

Here, you will need to account for the ways in which you are working on the project. It is important that you consider the processes within the work as part and parcel to the work itself: the way of working is the primary issue in many thesis projects. How do questions of method sit among other organizational considerations within your project? What has to be placed on hold in order to focus attention on the work? What has to be lit on fire?

_Report on those “methods.”

Here, you will need an essay (written, visual, material, constructed, etc) that positions your understanding of the methods at play within your project, who else is working these ways (who are the friends and enemies of the thinking you are undertaking? What are the precedents? Whose shoulders are you standing on? Where are you taking aim? etc.)

PROGRAM

_What role does “program” play in your project?

Consider the manifold dimensions of “program” in architectural production, and let us know how you seize this particular concept. Take stock of your own approach. If you are working on a discrete program, or set of programs, introduce them and develop the analytic context for that work. If you are working outside of questions of program, discuss what aspects of your project serve to orient it in the manner that program often does within architectural production. Consider the diverse ways that programmatic thought enters into the mix. If you need to go out on a limb, then show us (persuade us) why.

SITE

_What role does “site” play in your project?

If you are working on a discrete site, introduce it and develop the analytic context for that site. If you are not working on a discrete site, discuss what aspects of your project serve to ground it in the manner that site (and perhaps context) often ground architectural inquiry. Consider the diverse ways that site and context enters into the mix. What is gained from dismissing it from your concern, if you do so? What may potentially be lost, if anything, from making the site explicit?

SUPPORTING MATERIALS

_Present other important strands of work, analysis, intellectual precedent, etc. that aren’t covered in the above categories.

SCHEDULE

_Establish a SUBSTANTIVE schedule for the studio semester.

Use this to be as specific as you can be regarding the proposed project. Don’t just fill in months with generic terms like “site analysis.” Try to embody the project through a timeline and a work-flow.

ANNOTATED BIBLIOGRAPHY

_Track the influence of others on your work. Give credit. Be responsible.

General Note: *Think of the overall submission as a “Project Manual.” For example, if you decide not to return from the holiday break, I might recruit another graduate student to use your Project Manual to do your thesis project.... What will that unsuspecting student need to know to do the work? The Project Manual should be a guide for that.*

Strategic Plan 2020

Strategic Planning Group Review_Nov. 11-30, 2016

Mission

We exist to prepare students to transform the world through design.

Vision

The future of the College of Architecture and Design is one of relevance and renewal. Our faculty and staff will welcome innovative thinking and be change adaptive as they lead students who are resilient and enterprising risk takers. Our curious students will be big thinkers who are willing to fail as they explore infinite solutions through design thinking. Our experience-learning program will be well funded, and we will prepare students for their promising careers through a unique curriculum combining design, business and science. The college will be a respected and emulated national leader, an incubator for design innovation. Its world-class facilities will generate their own energy, enable a collaborative culture and set the standard as a resources-rich educational environment. We will partner with industry affiliates, foundations and professional organizations, many of which will be led by our own successful alumni who use innovative design to transform the world through improved quality of life in the communities they call home.

Values

The College of Architecture and Design is defined and guided by its values

Curiosity
Collaboration
Self-motivation
Decisiveness
Diversity
Innovation

Resilience
Tolerance of ambiguity
Global influence/local context
Transformation
Exploration

Strategic Plan 2020

Strategic Priorities + Strategies + Tactics

Priority 1

Recruit, enrich, graduate and place **undergraduate students** who are prepared to enter the global community as lifelong learners and authentic leaders

RECRUIT

Strategy: Create the moment when a student envisions his/her life at the university and college by articulating the value of design and reinforcing characteristics that differentiate the college

Proposed Tactics:

- High school outreach program, like NCDC has
- Design thinking
- High level, collaborative projects
- Sustained and enhanced national and international exposure on initiatives that differentiate the college
- PTAs and STEM
- Website/archive of student work
- Bigger staff for outreach/marketing
- Industrial design major

Tactics in process/accomplished:

- Open House
- Transfer student information sessions
- Design Matters! Camp
- Governor's Chair
- Digital/online visibility
- Promo/marketing materials
- News to media, UT media, social media, COAD media
- Industrial design minor

ENRICH

Strategy: Instill curiosity, imagination, creativity as overarching themes to guide curricular development and decisions that will enrich the educational experience for students

Proposed Tactics:

- Internships (need flexibility in program/curriculum)
- Website/archive of student work

Tactics in process/accomplished:

- Study abroad
- Design/build program
- Digital/online visibility

Priority 1 (continued)

Alumni outreach
Field trips
High level, collaborative projects

GRADUATE

Strategy: Help students manage expectations of demands of the college to equip them to graduate

Proposed Tactics:

Student portfolios
“fair second chance” process
ARCH 101 adjustment
Engagement of existing students
Laddership @ AIA ETN level
AIAS mentorship

Tactics in process/accomplished:

Peer mentorship
Graduation rate (six-year rate, five-year rate)
Tech-tutoring support for students

PLACE

Strategy: Improve student placement

Proposed Tactics:

Better assessment of placement
Pipelines
Targeted approach
Better communications with potential employers
Recruitment scholarships through annual and endowed gifts
Better communication with alumni and friends
Stewardship activities with current donors
Student portfolio

Tactics in process/accomplished:

Open House
Alumni outreach

Priority 2

Strengthen **graduate education** through an emphasis on excellence and improvement of the graduate student experience

Strategy: Differentiate our graduate programs through a commitment to professional engagement, clearly defined areas of focus and continual curricular assessment and realignment

Proposed Tactics:

- Improved teaching excellence
- Focused disciplinary expertise
- Communication about extraordinary regional resources (TN River, GSMNP, ORNL, city)
- Successes that are graduate-student specific
- New professional preparation track
- Curricular alignment with areas of focus
- Alumni as a curricular resource
- Industry partners as resources
- Social, student-led gatherings
- Guaranteed overseas experience

Tactics in process/accomplished:

- Teaching excellence
- Disciplinary expertise
- Professors of Practice
- Communication about graduate program successes
- Collaboration across disciplines
- Governor's Chair
- Design/Build Program
- Studio collaborations of all schools
- Two new master's tracks: BArch + MLA (5+2), BSID + March (4+2)
- Strong faculty research interests
- MLA + M Arch (hybrid degrees)
- Connections with other colleges
- Design/Build Program
- Guaranteed assistantships and educational scholarships
- Tech-tutoring support for students
- Industrial design minor

Strategy: Strengthen and articulate the broad educational value of design

Proposed Tactics:

- Dialogue and definition of the value of design
- Effective communication about the value of design through success stories

Tactics in process/accomplished:

- Communication of success stories
- Design/Build Program
- Projects that affect the broader good of society

Priority 3

Strengthen our capacity, productivity and recognition across our total portfolio of **research, scholarship, creative activity and engagement**

Strategy: Enrich research, scholarship, creative activity and engagement program

Proposed Tactics:

- Engage and hire faculty
- Hire fellows
- Pecha Kucha
- Fully integrated and supported
- External funding
- Revisit course organization
- Design/Build Program with dedicated director, curriculum, space to build
- Applied research and pure research
- Funded studio model
- Classes on fundamentals and applied research
- Industry engagement, partnerships and sponsorships
- Additional opportunities and resources for students

Tactics in process/accomplished:

- Associate Dean for Research and Academics
- UT-ORNL Governor's Chair
- Reinvigorated alumni outreach program

Strategy: Address barriers to research, scholarship, creativity activity and engagement

Proposed Tactics:

- Clear expectations
- Funding and space
- In-college mentorship program for grant opportunities
- Improved networking across the college, university and affiliates

Tactics in process/accomplished:

- Opportunities in the Fab Lab
- Faculty Development Leave

Strategy: Break down "silos" by collaborating with UT, professionals and other partners

Proposed Tactics:

- Collaborate with all schools in COAD
- COAD as a campus laboratory
- Connect with local municipal and governmental agencies

Tactics in process/accomplished:

- UT-ORNL Governor's Chair
- Connections with TVA
- Connections with businesses (Local Motors)
- Design/Build Program

Priority 4

Attract, retain, and recognize stellar **faculty and staff** who strive for excellence and proudly embody Volunteer values

Strategy: Recruit smarter, more effectively

Proposed Tactics:

- Expand network to recruit faculty
- Continuous recruitment
- More professorships for new faculty
- Endowed chairs
- Fellowships across three programs

Tactics in process/accomplished:

- Architecture Fellowship
- Industry partnerships
- Internal and external professorships
- Governor's Chair
- Fab Lab

Strategy: Improve faculty experience and opportunities for success

Proposed Tactics:

- More professorships for current faculty
- Collaborative research with industry professionals, partners
- ID as a graduate program
- Mentorship
- Morale + community
- Model of faculty + service
- Spotlights in internal and university media

Tactics in process/accomplished:

- Appreciation events
- College-wide gatherings
- Awards program
- Publicity on faculty accomplishments

Strategy: Improve staff program

Proposed Tactics:

- Examine, define staff roles
- Professional development opportunities and support
- Ladder-ship program
- Awards program
- Spotlights in internal and university media
- Publicity on staff achievements

Tactics in process/accomplished:

- Appreciation events
- College-wide gatherings

Priority 5

Develop a **resource base** for the future; continue transformation of campus **infrastructure**

Strategy: Identify and act on opportunities to enhance the resource base to support the teaching and learning environment

Proposed Tactics:

- Scholarships
- Building
- Research
- Space for growth
- Classroom and lecture space
- Work space
- Student social spaces
- Environment for modes of learning
- Design/Build Program
- Fab Lab use
- Materials Library use
- Lighting
- 4D lab/virtual
- Design community engagement
- Industry partners

Tactics in process/accomplished:

- \$2.5M for student desks in A+A and equipment in Fab Lab
- Virtual computer lab in A+A
- Additional conference room in A+A
- Urban Design Studio in Nashville with NCDC
- Critics for reviews

Strategy: Continually assess and upgrade the teaching and learning infrastructure

Proposed Tactics:

- Facilities upgrades
- Technology upgrades
- Update bathroom facilities in A+A

Tactics in process/accomplished:

- Student desks in A+A and Fab Lab studio
- Fab Lab technology upgrades
- Kitchen in A+A

Priority 6

Enhance **diversity** and inclusion to benefit our campus

Strategy: Create a safe and open atmosphere to support diversity and inclusion

Proposed Tactics:

- Leadership opportunities for minority students
- Alumni assistance
- Stories about out-of-state, international students
- Communication of value of a diverse student body
- Personal interaction
- Diversity of ideas outside of the monoculture

Tactics in process/accomplished:

- Participation in NOMAS
- All-female lecture series and female-led lectures
- Welcome Day
- Peer Mentor Program
- Lecture series

Strategy: Define “diversity” and “inclusion” and normalize the concepts through intentional practices

Proposed Tactics:

- Opportunities for conversations about diversity and inclusion
- Celebration of successes of diverse students
- Student groups’ mission statements
- Representation in all three schools
- Diverse faculty
- Communication of value of diverse faculty and student body

Tactics in process/accomplished:

- Opportunities and support for minority students to be recognized (Gensler Diversity Award)
- Communication about successes in diversity and diverse student body
- Increased diversity of student body

Jason Young

DIRECTOR OF THE SCHOOL OF ARCHITECTURE, PROFESSOR

Master of Architecture, Rice University, 1992

Bachelor of Science in Architecture, Georgia Tech, 1990

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Jason Young is a Professor and Director of the School of Architecture at the University of Tennessee. He comes to Knoxville from the University of Michigan where he was an Associate Professor of Architecture. He served as the Fall 2013 Howard Friedman Visiting Associate Professor of Practice at the University of California, Berkeley. His academic research explores contemporary conditions of American urbanism in a post-city, digitally organized culture. Young was the 2012-13 Helmet F. Stern Professor in the University of Michigan Institute for the Humanities where he worked on a book length project titled, *Skirmishes with the MacroPhenomenal: Letting Go of the City*. The book explores franchise space, digital culture, and the emergence of a “database subject,” a new type of urban subject. Young was a contributing co-editor for *Stalking Detroit* (Barcelona: ACTAR 2001), an anthology of essays, projects, and photographs offering a thick, analytical description of the city of Detroit during the 1990s. Young has lectured recently on his urbanism research at the Berlage Institute in the Netherlands, the ETH Zurich, the Politecnico di Torino in Italy, the University of California at Berkeley, the Università luav di Venezia, and Clemson University.

Young teaches graduate level design studios and a graduate seminar on contemporary American urbanism, entitled SUB: situation urbanism bigbox. From 2008 to 2012, Young taught and coordinated the Master of Science Design Research (MS_DR) program. A two-semester, post professional program, the MS_DR explored the affiliations between institutions, urban territory, and contemporary digital culture. Students in the program pursued independent design research within a studio and seminar based curriculum that foregrounded cultural and architectural ideation while positing studio engagement as a research protocol. From 2000 to 2010, Young served as the coordinator of the Architecture Thesis Sequence at Taubman College, developing the Sequence from an option within the graduate curriculum to a requirement for all Master of Architecture candidates. A licensed Builder, Young was co-founder and partner of WETSU, a design+build practice in Ann Arbor, Michigan from 2000 to 2006. WETSU received an Honorable Mention in ID Magazine’s Design Review in 2001, was recognized by Wallpaper* magazine as one of twenty-five notable emerging practices worldwide in 2003, received an Honor Award from Contract Magazine in 2005, and was awarded a 2006 Michigan AIA Award. In 2006, WETSU also mounted an exhibition of recent projects at Edge-Studio in Pittsburgh, at the Taubman College Gallery in Ann Arbor, and at the Elmaleh Gallery at the University of Virginia. In 2007, Young initiated YARD, an independent construction studio and design practice based in Ann Arbor. YARD trades size for involvement, and thinks twice about it.

Young holds a Master of Architecture from Rice University and a Bachelor of Science in Architecture from the Georgia Institute of Technology. In addition to teaching at the University of Michigan, he has also taught in the Architecture Program at UC Berkeley, in the Summer Institute for Architecture at The Catholic University of America, and was a Visiting Professor at the Schwerpunkt Holz in Murau, Austria, an international architecture workshop.

Mark Stanley

LECTURER/ADJUNCT ASST. PROFESSOR

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Mark Stanley is a Lecturer and Adjunct Assistant Professor at the University of Tennessee's College of Architecture and Design and co-founder of StudioMARS, a speculative design-research practice. He joined the faculty at UTK after teaching at Woodbury University School of Architecture in Los Angeles, where he was a Fellow and Visiting Assistant Professor. He also previously taught as an instructor at the University of Michigan. He earned a Master of Architecture and a Master of Science in Design Research from the University of Michigan and a Bachelor of Science in Architecture from Texas Tech University.

His work is situated in and around moments of collusion between architecture and politics, aesthetics, geography, materiality, digital culture, and economy. Mark is a maker of things. His work is at the point of materialization when vast systems meet micro-politics, when capital changes from this hand to that one, and when a collective ideal underwrites a type of subjectivity; his work sits between the production of theory and the materialization of architecture, and it values both as being mutually constructive. In 2011, he co-founded StudioMARS with Micah Rutenberg. His recent scholarly work includes *Other Spacesuits*, a design-research project that considers the Apollo spacesuit as one among many self-contained atmospheric envelopes; this work was exhibited at WUHO Gallery in Hollywood, CA. He co-authored two recent essays, *Geographies of Consumption* and *Algorithmic Observers*, delivered at international design conferences in Seoul and Athens. His design work also includes *Cart House*, a parametrically-designed and hand-crafted grocery cart storage house in Ann Arbor, MI; *The Living Machine*, an interior renovation in Mies van der Rohe's Lafayette Park in Detroit, MI; and the graphic design of Pamphlet Architecture 34. He is also a contributor to SectionCut.com.

Darius Ammon

ARCHITECTURE FELLOW

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Darius Ammon studied architecture and urbanism in Zurich, Tokyo and Rio de Janeiro. He was additionally educated in the practices of Diller+Scofidio and OMA New York. After graduating from ETH in 2010 he taught first year design studio and lectured on theory and history of architectural drawing at EPF Lausanne. Following two years in the field, learning from Italian Renaissance masters, he moved on to serve as the head of a design research program at EPFL's atelier de la conception del l'espace ALICE. Currently he is working on his novel *Architecture of the Soul* in which he discusses the relationship between architecture and poetry. For the academic year 2016-2017, Ammon has been appointed the inaugural Tennessee Architecture Fellow at the UT College of Architecture and Design.