

1\_ Provide a statistical overview of your school, including Fall 2023 post-14 day enrollment data, such as: overall number of students in the school, number of students per cohort/year in the program last year and this year, race and gender data therein, in-state//out of state percentages, attrition/retention data from year to year (first year to second, second year to third, etc), number of applications for new students in various categories (internal and external transfers, first time freshmen, entry level graduate students). Report on faculty with a similar concern for the historical trajectories and how that sets up an understanding of where the school has been and where it needs to go. Feel free to provide other trends that show the trajectory of the program statistically. Consider reflection and interpretation on the historical trends, but also how these data points suggest future goals and directives for your school.

The School of Interior Architecture continues to grow in applications. Applications rose 10% in Fall 2022, 22.7% in Fall 2023, and 20.2% in Fall 2024. In Fall 2023, we saw a new trend that continued for Fall 2024: we had around 30% of in-state applicants and around 70% of out-of-state candidates. This shifted the decision-making process since the yield on out-of-state is typically higher. Additionally, the yield of confirmations was higher than in all previous years, with a 16.9% increase across the board in confirmations. Acceptance improved in every monitored category: Tennessee (8.7% increase from the previous year), Out-of-State (16.2% from last year), International (50% from the prior year), Female, Male, and Students of Color. However, acceptance for Fall 2024 is lower than the past two years at this date (May 28, 2024): 44 accepted, 30 declined, and 25% are pending.

**Number of Applications in last ten years**

	2015 - 2016	2016- 2017	2017- 2018	2018 - 2019	2019- 2020	2020- 2021	2021- 2022	2022 - 2023	2023 - 2024	2024-2025
U. Applications	116	185	191	202	240	330	421	466	572	705
Freshman (FYE) Enrollment	28	29	29	30	44	44	59	49	57	46
Fall Enrollment	87	110	125	135	143	146	172	174	187	177 (+9 transfers)
Internal Transfers	11	19	13	21	10	15	18	15	17	9
External Transfers	N/A	N/A	N/A	N/A	27	36	34	36	36	29

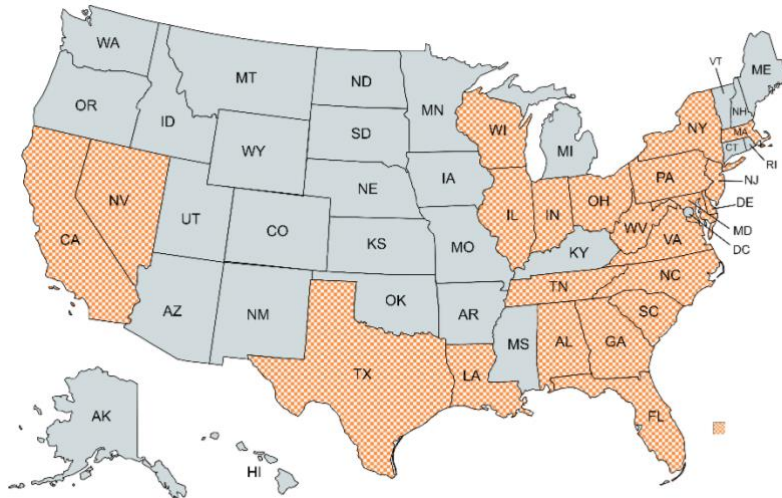
**Enrollment 2022-2024:** Attrition within SOIA continues to be high compared to other schools in the same field as compared to those I am familiar with. It is hard to identify its correlation since most cases differ drastically. Examples of attrition from Fall 2022 to Spring 2024 include but are not limited to being homesick, having problems with roommates, having a personality conflict with studio faculty, switching majors, and leaving the school feeling that they were not as important as architecture. This might be related to the generous gift of the Gerber family to the architecture students’ class of 2028. While the faculty body has a gender distribution with more males than the national average, the male student population remains at the national level.

	1st Day Fall 2022	Fall 2023	Last Day Spring 2024	Fall 2024
SOIA Students	175	187	182	177
Female	164	180	175	169
Male	11	7	7	8

**Race and Ethnicity:** Even though the school demographics are primarily white, we are more diverse than national numbers: 79% white, 10% Hispanic, 3% Black, 4% Multiracial, and 4% Asian. The only group we are considerably

lower than the national average is the number of international students. There is an opportunity to improve our market overseas. To be competitive, changing our CIP to a STEM designation will be vital.

**Residency:** The school continues to serve the state of Tennessee; half of our students are in-state (52%), and the second largest group is students from the Common Market (27%). Students from out of state represent 20% of the student population, and we now have one international student from Panama representing 1%. Note that the recent change in the common market for Georgia no longer includes UTK BSIA for the common market. Our school has students from 22 different states and one international student.



**Cohorts:** The graduating class of 2024 represents 81.8 % of the initial cohort size four years ago. This indicates that for the first time, the overall attrition of a cohort during the four years is less than 20%. SOIA will offer a summer 2024 internal transfer program to fill in the spaces vacant by those who left and complete the cohort as projected by the dean.

	Spring 2023	Percentage	Spring 2024	Percentage
Freshman	52	30%	48	26.5
Sophomore	50	29%	47	26
Junior	40	23%	48	26.5
Senior	32	18%	39	21
<b>TOTAL</b>	<b>174</b>		<b>182</b>	

One of the program's strengths is the opportunity to pursue a 4+2 March, 4+2 MLA in 6 years to complete two accredited degrees: Bachelor in Interior Architecture and Master in Architecture, or Master in Landscape Architecture, or 4+3 MArch + MLA. In last year's report, I mentioned the opportunity for growth in this area. Historically, less than 10% of SOIA students have considered taking advantage of this opportunity. This number shifted drastically for SOIA class 2023 and 2024 (15 and 18 candidates respectively). Two students are enrolled in 4+2 with MLA, and the number of students applying to the 4+2 MArch increased from 3 to 18. As mentioned before, with the quality of applicants improving yearly in SOIA and the program's rigor, we are placing ourselves as seeders for both SOLA and SOA graduate programs.

**Transfer Students:** Between 2022 and 2024, we had an average of 50 transfer applications each cycle, with 14 internal transfer applicants and 36 external transfer applicants. On average, we admitted ten internal transfers and

four external transfers. The number of external transfer applications has varied between 11 and 36 in the last seven years.

**Faculty:** The School of Interior Architecture is among the most diverse schools in the country in terms of ethnicity, geographical/ international background, and gender. We have 50% female and 50% male faculty, compared to the national average of 18% male faculty members. Our international background represents 40% of the faculty. In 2022-2023, we had four part-time adjunct faculty members, and seven in 2023-2024. The growth of the school in the last few years has made the school dependent on many part-time adjunct positions to cover all low residency courses such as furniture design and studios (12/16:1), other required courses (Color Theory) or electives with high enrolment (Design Thinking), and faculty leaves (either supported by the chancellor or for TT early years). The hiring of faculty replacements (resignations of Associate Professor Lisa Mulikin, Lecturer Cheryl Baxter, and the completion of Jinoh Park's and Misri Patel's Fellowship) provided the false perception that our school faculty body has been growing at the rate of the student body. This is not the case, and it is hard to find adjuncts with the excellence we expect in teaching in a city with less than 100 professional designers. But the reality is that in the last three years, the student body grew 25% (from 148 students to 186), and the school faculty body shrunk by 10%. Also, the visiting professors are teaching 12 credits a semester to cover the program's teaching needs.

2\_ Provide an overview of the major accomplishments and activities in your school over the past academic year. What were the top 3-5 initiatives and what were their impacts? Include noteworthy faculty and student awards, significant studios and other courses taught or planned in the school, intellectual preoccupations of the school under your leadership, trends and trajectories in the school that you see as strengths, as well as areas of concern and weaknesses that need to be addressed. Include here 3-5 initiatives that you are planning, or to which you are strategically committed in the next 2-3 years, and 3-5 years.

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Among the most significant achievements of the faculty during 2022-2024, Assistant Professor Rana Abudayyeh successfully went for promotion and tenure, and she was recently promoted to Associate Professor. Assistant Professor Felicia Dean was accepted to a residency in Austin and won the 2024 IDEC Teaching Excellence Award, Associate Professor Liz Teston did academy in Rome, Assistant Professor Hojung Kim was selected as the 2023 ASID ones to watch, and Milagros Zingoni received the Phil Freelon NOMA Award ( Category Small Projects), the 2022 IIDA Diversity Educator Award, the 2023 ACSA Diversity Achievement Award, the 2023 EDRA Great Places Award, and the 2023 ASID Educator Award ( TN Chapter). As a collective, the faculty presented in the last two years 26 papers and abstracts, submitted external grants for 330k, internal grants for 30k and an additional 500K grants not awarded. Additionally, our students are being recognized locally, nationally and internationally. Two students won international competitions (2022), 2 won the Gensler Brinkman scholarship (2024), two students made it consistently in the top 100 Future Designers of Metropolis Magazine the last four years, 7/9 ASID state awards were given to our students (this is great considering that there are 6 programs in the region), 2024 IIDA Student Award was also given to one of our students.

2023-2024 was my third full year as director of the school. As I get more settled in my role and expand my network across campus and communities, we reflect on who we are and want to be. We have reshaped the mission and vision of the school. All these while supporting my faculty and students and developing my goals when I first interviewed for the position. For reference, my goals are:

1. To make the school *more permeable* within the university and the community.
2. To *diversify learning experiences* in pedagogy, content, modality, representation, and scope

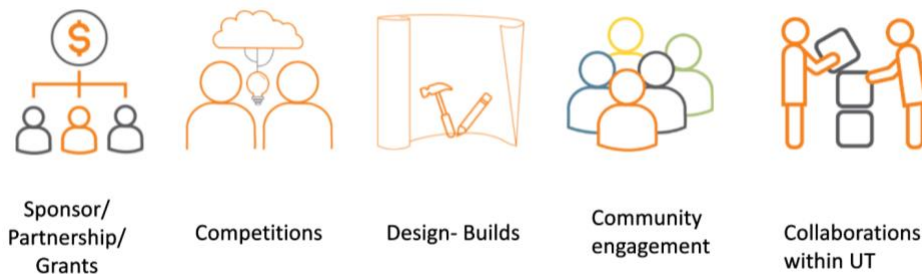
3. To strengthen the *sense of belonging* within our community of learners
4. To ignite and support *research funding*

As I will explain below, these four goals support DAP goals for the college, improving the sense of welcoming and amplifying representation of historically underrepresented populations through formal and informal collaborations. And they also support the dean's goals for COAD.

We are working towards these four goals with the following initiatives:

1. **More Permeable School:** through community engagement practices, we engaged students in five additional design-builds funded by the Donghia Foundation, donated the outcomes to three different organizations, and partnered with eleven different groups (ALANON, Centro Hispano, Lenoir School, Mount Olive School, Boys, and Girls club, Baumont Elementary, the Asian Organization, and offered our Pilot Nashville Studio (Fall 2023) hosted by Gresham Smith. Within UTK, we worked with the Baker Center, the School of Retail, Hospitality, and Tourism Management, and the McClung Museum. We also developed collaborations with the School of Education, the School of Physics, the School of Plants and Science, and the Department of Psychology. Within the US: Professor Teston designed and carried out (in collaboration with Assistant Professors Kim and Saldana) the Public Interiority Symposium. Beyond the US, we co-taught studios with universities in Argentina, Rumania, Korea, and Chile (2024).
2. **Diversifying learning experiences:**

We proposed a series of modalities to engage in studios, and we also defined different geographical contexts (S-local: Knoxville, M-regional: Tennessee, L-national: USA, and XL-global: the world)



We received the Donghia Foundation grant to establish design-build studios in our school. We carried out the first Design-build studio in Fall 2021 (VELMA), and continued with the Airstream Maker (2022), the Mount Olive Courtyard (2023), Local Exhibit (2023), and the Portable Japanese Tea House (2023). Supported by the same grant, we offered the first interactive design class (Spring 2024).

We developed three strategies to enable our students' global competency: Connect, Travel, and Live. We implemented the first two: we offered a collaborative studio in partnership with the Universidad del Sur, Argentina, and we provided a studio with a focus on culture and brought students to Spain for 12 days.



INWARDS: SOIA had its first Visiting Professor (VP), German Valenzuela (Chile), who brought a different approach to the school (pedagogical and in content), and Spring 2024 hosted David Barragan (Ecuador). Half of the position was funded by the savings in costs related to teaching 5 sections per year of Color Theory and four sections per year of Design Thinking, and the rest was funded with the dean's support. These courses previously required a full-time faculty and an additional 3/4 adjuncts to teach. The courses were re-designed as a hybrid with a lecture and a lab led by teaching assistants to make the class more accessible while reallocating the budget and enabling student teaching opportunities. The VP position is significant for those students who cannot afford to travel abroad. This supports the DAP in expanding global competency to our students. Valenzuela's class in Latin-American studies

also addresses the goals of the DAP. He developed a collaboration with faculty from the school of arts, and he was a main supporter of my vision as a director to develop studios that support Fink's taxonomies of learning with Service-Learning Projects, volunteering to take over the collaboration with Centro Hispano and the Clung Museum. He has invited architects from Uruguay, Argentina, Venezuela, Chile, Brazil, Paraguay, and Ecuador to his classes. And has played a vital role in finding the next visiting professor, David Barragan.

OUTWARDS: We took the graduating class of 2023 to Japan and 2024 to Mexico and offered our first study abroad to Thailand, Cambodia, and Vietnam. We are doing our first semester abroad in the summer of 2024 (JAPAN).

3. **Sense of Belonging:** We established the ONE Community of Learners event. A monthly school-wide gathering with guest speakers or community-building activities. Participation has been between 65% and 98% of our community. We have had guest speakers from various firms, geographical locations, and industries. Examples include:

**ONE 1:** Daniel Davis (AI and La Sagrada Familia Completion), **ONE 3:** German Valenzuela (Visiting Professor) Building in the territory. **ONE 4:** Carlos Posadas (Professional Services Leader, Principal – Gensler, London); Amanda Ramos (Innovation Director, Principal – Gensler, New York); Lena Kitson (Studio Director, Principal – Gensler, Chicago). Scope: Branding and identity. **ONE 5:** Misri Patel (Fellow) Digital Fabrication, **ONE 6:** Susan Ballard (Ballard Contract Interiors), Aime Yarbrough (DIA Architects), Katie Love-Hall (Momentum Textiles & Wallcoverings), Ashley Brooker (Patcraft) Hannah Harper (MHM Architects), Joshia Thomas (Shaw Contract). Local interior designers and sales representatives. Scope: Materials Specifications, **ONE 7:** Patrick Webb (Master Plaster Craftsman) & Oscar Ureela Sacristan (Maestro de stucco marmol – Scagiola). Scope: 1,000-year-old craftsmanship in the 21<sup>st</sup> century, **ONE 8:** 4<sup>th</sup> year Memories from Japan, **ONE 10:** Memories from Thailand, Cambodia and Vietnam, **ONE 12:** Javier Sma chez, **ONE 13:** Chris Ziegler, Embodied Interactive Experiences, **ONE 14:** Joseph Joseph, Global Director AI Gensler. **ONE 16:** Memories from Mexico.

4. **Catalyzing Research:** I carried out two workshops for grant writing and requested every faculty to identify one potential external grant and develop a proposal. As a result, 100% of SOIA faculty in TT or T has applied for external grants. Additionally, I provided workshops on grant writing and supported faculty in their research endeavors (symposia, exhibits, residencies, letters of nomination, letters of support, etc). As a result of this and despite the heavy teaching load on the faculty, their research efforts grew: external grants have increased by over 400%, faculty research internal grants have more than doubled, our partnerships with local communities have grown over 400%, collaborations with other faculty members across campus have also increased over 300%, research dissemination grew by more than 300%, and so did creative residencies and fellowships. While this is phenomenal, the budget allocated to support faculty research does not reflect the needs of the faculty to participate in all accepted conferences. Additionally, the number of faculty members receiving national and international awards grew by more than 300%. Similarly, we emphasized opportunities for students' research, dissemination, and awards. In the last two years, six students presented at national and international conferences. Our graduating class was 84% employed or admitted to graduate school at the time of graduation. They were offered jobs in 6 different states and accepted to graduate schools at UTK, University of Columbia (NY) and University of Colorado. The average salary was \$59K, with the lowest at \$50K and the highest at \$69K.

Among our preoccupations (intellectual and pragmatic) are:

- We will have our first BMA professor in the school, Javier Sanchez, (2024) and we are designing what this experience could look like.
- Continue strengthening the school's vision through the four strategies and goals. We are committed to continuing to work in all four areas. However, as we redefine the school mission and vision, we might add or modify these four areas. In general, we are committed to offering one design-build studio, offering a field trip abroad, offering binational collaborative studios, and continuing the visiting professor calls so we can bring the world to our students.
- Continue redefining academia's role in informing the discipline and the profession and how it can benefit the city of Knoxville and the state of Tennessee.
- CIDA Accreditation
- School growth as it relates to students' applications vs enrollment, faculty, and space. As our school continues to grow in applications, it becomes more exclusionary. This is of vital importance at Land Grant

University. Diversity among the students, although higher than national, is still low, with less than 10% of our students representing BIPOC population

In Fall 2024, we will be piloting “Field trip day,” in which my advocacy board will host an array of opportunities for our students: on 9/11th, we will not have studios, and students and faculty can choose from a list of experiences.