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University of Tennessee, Knoxville
College of Architecture and Design
School of Architecture

Architecture Program Report for 2014 NAAB Visit for Continuing Accreditation

Bachelor of Architecture, 168 credit hours
Master of Architecture, 102 or 60 credit hours

Year of the Previous Visit: 2008
Current Term of Accreditation:

> At the July 2008 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* for the University of Tennessee, Knoxville, College of Architecture and Design. As a result, the professional architecture programs:
>
> **Bachelor of Architecture**
> **Master of Architecture**
>
> were [each] formally granted six-year terms of accreditation. The accreditation terms are effective January 1, 2008. The programs are scheduled for their next accreditation visit in 2014.

Submitted to: The National Architectural Accrediting Board
Date: September 7, 2013

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Website for the College of Architecture and Design: *http://archdesign.utk.edu/*
Website for quick links to all referenced additional information: *http://web.utk.edu/~utknaab/*

Part I.   Institutional Support and Commitment to Continuous Improvement

I.1.   Identity and Self-Assessment

I.1.1.   History and Mission

a.   History of the University of Tennessee *http://www.utk.edu/aboutut/history/*
The University of Tennessee celebrated its 200th Anniversary in 1994. Founded as Blount College in Knoxville in 1794, the University system now encompasses four campuses across the state.

Blount College became "East Tennessee College" in 1806 as a result of receiving a grant of public land from the state. In 1840, the State Legislature widened the academic scope of the land-grant institution and changed the College's name to "East Tennessee University." In 1869, the legislature selected East Tennessee University as Tennessee's federal land-grant institution. Ten years later, the legislature made it the state university and changed its name to "The University of Tennessee," reflecting its status as the capstone in the state's public education system.

In the 1960's, rapid growth of the University's facilities and services led to a reorganization of administrative structure, and, in 1968, the Board of Trustees, made up of 24 members appointed by the governor, converted the University into a state-wide administrative organization with four primary undergraduate campuses located in Knoxville, Martin, Memphis, and Chattanooga. The University system is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master's, and doctoral degrees.

The University of Tennessee, Knoxville (UTK) is the state's flagship campus in undergraduate, graduate, and professional studies, in research and creative activity, and in public service, engagement, and outreach. UTK is also recognized as a Category I research institution. In Fiscal Year 2011–12, the University System had $465.0 million in research expenditures—including both research and sponsored program (public service research) activities—an increase of 36% since 2007–08. The Knoxville campus is home to more than 200 degree programs for 20,800 undergraduates and 6,200 graduate students.

b.   University Vision and Mission *http://www.utk.edu/aboutut/vision/*
The mission of the University of Tennessee is to move forward the frontiers of human knowledge and to enrich and elevate the citizens of the state of Tennessee, the nation, and the world. As the preeminent research-based, land-grant university in the state, UT embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement attained by the nation's finest public research institutions.

UT's Carnegie Classification is "Research University"—very high research activity. Most undergraduates are full-time, and admission is selective with a fairly low transfer-in rate—less than 6% in 2011. Admission to graduate and professional programs is also competitive. Graduate offerings include master's, doctoral, and professional programs that focus both on research and practice. Nationally ranked programs—as well as our partnerships with Oak Ridge National Laboratory—are among UT's unique characteristics.

We embrace a three-part vision: Value creation, Original ideas, and Leadership.
   Value creation through economic, social, and environmental development targeted to an increasingly global and multicultural world.
      We lead an increasing number of academic and public service activities that involve and benefit the local community, the state of Tennessee, the United States, and ultimately the world. This continuing commitment to the public good through a variety of outreach activities is grounded in our tradition as a land-grant institution.
   Original ideas that advance society through discovery, inquiry, innovation, research, scholarship, and creative activities.

Our ability to create value is dependent on discovering new knowledge and generating new ideas and expressions. The complex concerns of the twenty-first century cannot be addressed with existing knowledge and systems. Our goal is to see a dramatic increase in these activities, requiring the interaction between committed, diverse faculty, staff, and students.

Leadership through the preparation of capable and ethical leaders.
UT's diverse graduates have unique and enriched learning opportunities accruing from the university's comprehensive mission. We expect a large portion of graduates will take their places as leaders in the state of Tennessee and beyond.

c. University Goals: Vol Vision: Pursuit of the Top 25
In 2012, Chancellor Jimmy Cheek announced Vol Vision, a strategic plan for UT Knoxville to achieve its potential as the leading public institution of higher learning in the state of Tennessee. This includes a framework for establishing the University of Tennessee, Knoxville, as a Top 25 public research university. Further information on this strategic plan is available online (*http://www.utk.edu/volvision-top25/index.php*) and it is discussed in detail in Part I, Section 1.4 of this report, Long-Range Planning (*I.1.4.a. Institutional Long-Range Planning*).

d. History of the School of Architecture and College of Architecture and Design
As the state's only accredited undergraduate architecture program and its most established accredited graduate architecture program, the University of Tennessee's School of Architecture recognizes its constituency broadly—including the people and communities of the state and the wider world, as well as our students, their parents, our alumni, and the architects of the state.

Founding of the School of Architecture. At the time of its founding in 1965, the School of Architecture at the University of Tennessee was one of the first new architecture programs founded in the United States after the Great Depression. Initiated by architects within the state, guidelines for the School were formulated by an advisory committee of architects and educators appointed by the American Institute of Architects.

College Formation. In 1990, the College of Architecture and Planning was formed by joining the School of Architecture and the Graduate School of Planning.

College Reorganization. In 1997, political and budgetary considerations resulted in moving the Planning program to the College of Arts and Sciences. Simultaneously, the Interior Design Program moved into the College from its former location in the College of Human Ecology, forming what is now known as the College of Architecture and Design.

Addition of Landscape Architecture. In 2006, the Tennessee Higher Education Commission (THEC) approved a proposal for a new degree program: the Master of Landscape Architecture. The proposal was submitted as an intercollegiate program by both the College of Architecture and Design and the College of Agricultural Sciences and Natural Resources. The first entering class was admitted in Fall 2008, graduating in 2011. In the Spring of 2012, the program received professional accreditation from the Landscape Architecture Accreditation Board (LAAB), retroactive to the first graduating class.

Physical Facilities. The original School shared memorable space in Estabrook Hall on "the Hill" with the Graduate School of Planning, with Art, and with Industrial Engineering. The present award-winning 160,000 square foot Art + Architecture Building was completed in 1981.

e. Overview of the Architecture Programs
B.Arch. Program. Design has been and remains at the core of all curricula in the School of Architecture. The School's first curriculum—the professional B.Arch.—has always

been based on a five-year course of study, although the curriculum has evolved with changing times. The original five-year B. Arch. program placed emphasis on the study of architecture as the design and organization of space for people's physical and psychological needs.

B.Arch. Curricular Changes. In the early years of the program (1965–1972) the first year of study had a strong liberal arts orientation, followed by two years of intense professional study. In the final two years, students were allowed to establish their own course of study in one of four options: Architectural Science, Business and Law, Environmetrics, and Humanities. By 1967, the new school had 285 students, with a faculty of ten. The first class of 20 graduated in 1969.

In 1972, the School developed a curriculum with four separate tracks: design, historic preservation, technology, and business. This practice was discontinued in 1976. In 1982, the School restructured its curriculum in order to refocus and further emphasize creative design as the basic concern of architecture. In 1988, the transition to a semester system necessitated major curriculum restructuring. In 1995, the School implemented another curriculum change responding to accreditation concerns related to a rigid curriculum and attempted to give the students more diverse choices of study beyond the professional core. These changes resulted in the ability for students to plan double majors, minors, or focused concentrations. Since the last accreditation visit, curriculum changes include required courses in building information modeling (BIM), as well as a requirement that all undergraduate students study off-campus for at least twelve credit hours. This policy applies to all rising second-year students and entering first-year students. Recent curricular review has also strengthened opportunities for honors students to participate in the University's Chancellor's Honors Program, and the School is also reviewing an option for B.Arch. students to be admitted with advanced standing into the College's Master of Landscape Architecture (M.L.A.) program. Specific changes to the B.Arch. curriculum implemented since the last accreditation visit are discussed in detail in Part II, Section 2.3. Curricular Review and Development of this report (*II.2.3. Curricular Review and Development*).

Second Degree Program. In 1968, the School formulated a second-professional degree program for students holding a bachelor's degree in another field. This was a three-year course of study leading to a professional B. Arch. Degree. This program was phased out in 1992 with the introduction of the professional M.Arch. program.

M.Arch. Program. Strong support for graduate study in architecture has always existed. In 1993, a first professional Master of Architecture program was initiated with the understanding that once this program was fully established, the School would explore post-professional courses of study. By the time of the last accreditation visit in 2008, the graduate architecture program included three tracks for pursuing the Master of Architecture Degree: two first-professional and one post-professional. Track 1 is a three-semester post-professional degree for students who have already earned an accredited professional degree in architecture, and who seek to develop an area of specialization. Track 2 is a two-year path in the professional degree program for students with a four-year pre-professional bachelor's degree in architecture. Track 3 is a three-and-a-half year professional degree program for students who already hold a bachelor's degree in a field other than architecture—students may be eligible for advanced standing.

M.Arch. Curriculum Changes. The School has implemented continual refinements to the professional M.Arch. program designed to enhance and improve graduate architectural education while also differentiating the professional M.Arch. from the School's other graduate and undergraduate degree programs. The post-professional program (Track 1) is currently being transitioned to a non-professional Master of Science in Architecture degree program, focusing on research and strong opportunities for courses of study tailored

to each student's individual objectives. The professional M.Arch. program—distinguished for its project-based learning and research—recently added concentrations and certificates in High-Performance Buildings and Conservation and Stewardship to its existing curricular focuses in Urban Design and Sustainability. Curricular refinements have been made to enhance the capstone experience for students at the end of their degree path. Both paths of the professional M.Arch. program culminate in either a written/design thesis or in a Diploma Studio.

Specific changes to the M.Arch. curriculum implemented since the last accreditation visit are discussed in detail in Part II, Section 2.3 Curricular Review and Development of this report (*II.2.3. Curricular Review and Development*).

M.S.Arch. Program. In accordance with NAAB's concern with the second-professional/post-professional M.Arch. and its mandate to limit accreditation to the first professional degree, in AY 2011–12 the School began working with UTK's Graduate School to revise both the name and curriculum of its current M.Arch. Track 1 post-professional degree. Students entering the proposed three-semester Master of Science in Architecture program will work with specific faculty and will be required to propose either a research or design focus. Students in this program will also be able to design their course of study to focus on any of the concentrations currently available to students in the M.Arch. program. The faculty approved this change in the 2012–13 academic year.

All new degrees require approval by the University's upper administration, the state's Higher Education Commission, and the University's Board of Trustees. The School anticipates final submission of the proposal to the University by the time of this printing and approval by THEC and by the Board of Trustees by spring 2014.

Comprehensive and Interdisciplinary Design Education. Overall both degree programs have benefitted from the increased interdisciplinary opportunities presented both by the development and evolution of the undergraduate Interior Design Program and the addition of the Landscape Architecture Program. First-year students in the School of Architecture take both studio and representation coursework with undergraduate students in the Interior Design Program, providing a year of opportunities for discipline to discipline and peer to peer learning. In the penultimate and ultimate years of both degree curricula the school and college provide unique exploratory possibilities in interdisciplinary studios. Each spring semester fourth-year B.Arch. and second-year M.Arch. students take option studios in which they have the opportunity not only to work in the studio environment with one another, but also to collaborate on design work with students in both the B.S.I.D. and M.L.A. programs. Also in the spring, fifth-year undergraduate and third-year graduate students can opt for the Diploma Studio in lieu of B.Arch. self-directed projects or M.Arch. thesis. These studios are faculty-led with an emphasis on sharing faculty interests or research as a form of design investigation. In 2010, the College started an annual design completion in honor of former Director of the School of Architecture, Max Robinson. The MAX_miniumum Design Competition is a 4-day all-College team-based Charrette for students enrolled in all levels of studio courses.

We have been able to optimize our faculty and fiscal resources while simultaneously providing multiple options for students to choose an individualized path to graduation with a professional degree.

f. The College Today

The College of Architecture and Design offers professional undergraduate programs in architecture and interior design, professional graduate programs in architecture, and an intercollegiate professional graduate program in landscape architecture. All professional degree programs in the college are fully accredited, enabling graduates to pursue licensure throughout the United States.

In 2012, the landscape architecture program received its initial accreditation, making it the only accredited landscape architecture program in Tennessee, and one of the few in the southeast. Interdisciplinary learning and teaching opportunities are a core of the College's approach to design education. The College of Architecture and Design has a strong commitment to the integration of collaborative teaching, research, creative activity, service, and outreach. All programs in the College of Architecture and Design provide a design-focused education centered on the mission of the college to educate future design professionals. The college also offers a wide array of study abroad and off-campus opportunities.

Mission of the College of Architecture and Design. The mission of the College is consistent with the University's mission as a land-grant institution in support of the general tripartite goal of teaching, research/creative activity/scholarship, and public service. As a College of accredited professional programs, this mission is further defined to emphasize the professional preparation of students in their respective disciplines as well as the extended development of those disciplines and faculty comprising the College. The College mission is articulated on the CoAD website as follows *http://archdesign.utk.edu/about/mission/* :

TO SEE AND UNDERSTAND. TO ENVISION AND CREATE.
The mission of the College of Architecture and Design is the education of future design professionals. A professional education is characterized by integrity and responsibility and informed by knowledge and orientation.

Our college is brought together to promote and sustain the built and natural environment through the development of design skills and the pursuit of knowledge.

We are committed to the development of individuals with creative imagination, intellectual curiosity, and technical knowledge.

We educate students in design disciplines who can form independent judgments grounded in the broader contexts of intellectual traditions.

The students, faculty, and staff of the College of Architecture and Design strive to make the college a community of inquiry, energy, and excellence, integrating research, creative activity, public service, teaching, and learning.

I.1.2. Learning Culture and Social Equity

a. Studio Culture Policy *http://archdesign.utk.edu/about/studioculture/*
In response to the 2008 Visiting Team Report (VTR), the College embarked on a one year collaborative process that was needed to create a meaningful Studio Culture Policy. The College's Studio Culture Policy was developed through the Dean's Student Advisory Council (DSAC) in collaboration with the college faculty. The policy was formally adopted by both DSAC and the faculty in Spring 2010. Since that time, the Studio Culture Policy has been made accessible to students, faculty, staff, and the public through the college website, demonstrating how central it is to the life of the college: *http://archdesign.utk.edu/about/studioculture/*.

Members of the college community regard the Studio Culture Policy as a living document, one that should be revised as needed through the direct involvement of students, faculty, and staff. Through a series of discussions among DSAC, the American Institute of Architecture Student Chapter (AIAS), the faculty, and the administration, the following abbreviated Studio Culture Policy language has been proposed for joint adoption in Fall 2013:
The College of Architecture and Design at the University of Tennessee, Knoxville, is an academic and professional community, committed to promoting an environment of respect and academic excellence. As educators and students, we share a dual responsibil-

*ity and opportunity to provide and pursue the best education possible. We strive to pro-
vide and promote a culture founded on the belief in diversity, respect, critique, collabora-
tion, conflict resolution, academic integrity, balance, and growth among the members of
our community. This Studio Culture Policy represents the ongoing collaboration among
the administration, faculty, and students, defines the essential qualities for a healthy, pro-
ductive, and investigative studio environment that the members of our community uphold.*

RESPECT:
*We stand for a culture of respect and innovation within our college by allowing ideas, pro-
cesses, and products to develop freely.*
STUDIO:
*The studio, referring to structured courses as well as the physical place, is founded on a
shared belief in an environment that fosters critical thinking—the forming and testing of
ideas in open dialogue and action. We believe that a successful community is built on the
principles of place and that open and transparent spaces promote natural interaction and
communication.*
DIVERSITY:
*We accept and support a diverse community that possesses a variety of educational and
life experiences that are invaluable to the dialogue within our studio and our college.*
CRITIQUE:
*We consistently offer our individual and collective contributions to the success of each
other through thoughtful discussion and productive critique.*
COLLABORATION:
*We believe that collaboration is a core value of the design disciplines and we promote
interdisciplinary collaboration within and outside our college.*
CONFLICT:
*We believe that conflict is good in that it allows us all to respect the process and products
of others' work, balancing self-expression with the promise to honor diverse opinions.*
INTEGRITY:
*We hold our community to the highest standards of integrity, with emphasis on ethical
academic and professional conduct.*
BALANCE:
*We stand for a culture of balance in which a healthy and socially engaged lifestyle con-
tributes to a productive and well-balanced academic experience.*
GROWTH:
*We are committed to the intellectual and cultural growth of our students, our faculty, and
our staff within our academic and professional communities.*

b.   Student and Faculty Awareness of the Studio Culture Policy
There are several ways students and faculty members are made aware of the Studio Culture Pol-
icy and its importance to learning culture of the College. Faculty members are strongly encour-
aged to include the Studio Culture Policy—full-length or a compressed version—in each course
syllabus. Faculty and students are expected to discuss the policy and its specific relevance to
coursework on the first day of class and throughout the semester as appropriate. Some faculty
members have chosen to have both students and faculty sign a copy of the Studio Culture Policy
as a sign of shared commitment to its principles. Posters of the Studio Culture Policy are posted
in each studio—an image is available online at: *http://web.utk.edu/~utknaab/01_studioculture_flyer.pdf.*
The Studio Culture Policy is prominently featured on the College website, and is also referenced
in emails to students and faculty when opportunities to address learning culture arise. As previ-
ously addressed, the content of the Studio Culture Policy is continually refined through ongoing
dialogue among faculty, administration, and students.

c.   Learning Culture
There is a deep culture of mutual respect between faculty and students and strong support for
fostering and maintaining a professional environment founded on respect. Similar to the Studio

Culture Policy, learning culture at large within the College is understood to be in a state of continual evolution and improvement through dialogue among faculty, administration, and students. There are many ways in which this dialogue occurs, some through structured interaction, and others through more casual conversation. A genuine learning culture is fostered by:

- Recruiting students for involvement in faculty research and teaching.
- Respect for student workers in contributing to the success of the College.
- Informal interaction of faculty and students at numerous College events and field trips.
- The Dean's Student Advisory Committee (DSAC) is a student organization facilitating dialogue between students and upper administration. DSAC has been an instrumental mechanism for students to talk among their peers about their experiences in the learning environment at UT, and to bring their concerns or suggestions for improvements to the faculty and administration, often resulting in very positive improvements. In recent years, DSAC served as a means for students to voice concerns and propose solutions about limitations of the HOPE scholarship—a state-wide merit-based scholarship available to in-state students. Their efforts to have the HOPE extended to cover all required credits needed to earn the B.Arch. degree beyond its original 120 credit hour cap resulted in its extension to cover five years and 136 credit hours. DSAC has also sought and received clarification and more transparency as to the uses of student course fees; a discussion that resulted in reduced costs for in-house student printing, among other changes.
- Discussions about the nature and role of DSAC are ongoing, including suggestions that the students and administration host recurring Town Hall meetings for all students. There is broad support among faculty and administration that students should have a venue to raise concerns in a manner that will be effective.
- AIAS and DSAC have been very involved in continual refinement of the Studio Culture Policy.
- Many College and School Committees have a student member ensuring a student's perspective is represented in shared governance.
- Student input is sought through exit surveys conducted upon graduation and other specific surveys administered in response to known issues or concerns. Specific surveys in recent years have addressed issues of security, thefts, and vandalism in UTK facilities, as well as perceived technology needs related to software, hardware, and instruction. The results of a 2012 student survey may be reviewed here:
  http://web.utk.edu/~utknaab/CoAD_student-survey-report_2012.pdf
  A sample of a survey sent to students and alumni in 2013—results not yet compiled—may be reviewed here: *http://web.utk.edu/~utknaab/SoA_arch-assessment-survey_sp13.pdf*
- Announcements, reminders, and explanations of academic policies that relate to learning culture are frequently administered through email from both the Associate Dean of Academic Affairs and the Associate Dean of Communications and Facilities to all faculty and students. This includes issues of academic integrity, broader changes in design education nationwide, and opportunities for off-campus learning, among other topics.
- At the beginning of each school year, the Dean gives an all-College address sharing announcements and new initiatives with the students, faculty, and staff.
- All incoming undergraduate first-year students meet with the Dean and Administration at the beginning of each school year to broadly discuss the College's learning culture.
- The Dean and Budget Director meet annually with the students to explain how studio fees are used to enhance student learning opportunities.

These various forms of dialogue among students, faculty, and administration are the primary ways in which learning culture is continually assessed and refined.

d. Policies for Grievances Related to Harassment and Discrimination
The University of Tennessee, Knoxville, welcomes all individuals and strives to promote environments that ensure opportunities for all to contribute within a global community. The Office of Equity and Diversity (OED) is a University resource providing leadership in institutional education and compliance in the development and enhancement of diversity and equity for the personal and

institutional growth of the University community. The OED sets policies related to harassment and discrimination, available at: *http://oed.utk.edu/.* The information will also be made available in the Visiting Team Room. *http://web.utk.edu/~utknaab/UTK_Policies-for-Grievances.pdf*

e. Academic Integrity *http://hilltopics.utk.edu/*
The University's definitions, rules, and policies regarding academic integrity are published in *Hilltopics*, the student handbook, pp.16–18: *http://web.utk.edu/~utknaab/10-a_Hilltopics-Acad-Intg_1314.pdf*
All students agree to adhere to the University's academic standards of conduct, including the honor statement: "An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

Members of the College faculty are strongly encouraged—in discussion at beginning of the semester coordination meetings as well as through email notices of College policy—to include the following statement about academic integrity in all course syllabi:

> *An essential feature of The University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. The UTK policy on academic integrity, from Hilltopics Student Handbook, 2012–2013, states:*
>
> *"Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work. (See Standards of Conduct Honor Statement. Additional resources are available at http://www.lib.utk.edu/instruction/plagiarism/)"*
>
> *Please note that the need for accurate citation is not limited to written work, but includes design work as well. Students are required to know their sources. Each student must be able to document, within reason, the principal sources for their work.*
>
> *Violations of academic honesty and integrity are not limited to citations and copying, but include vandalism, theft, intimidation, etc.*

Plagiarism is understood to be a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University.

f. Diversity of Faculty, Staff, and Students
The College's diversity plan recognizes a broad definition of diversity to include race, gender, geographic, socio-economic, cultural, and intellectual diversity as critical to providing a strong basis for understanding the importance of civility and diversity within and outside the design disciplines. We have seen increased ethnic diversity in our student body each year—this year's entering first-year B.Arch. class is the most diverse cohort of students in the program since the last accreditation visit. Ongoing regionally and nationally recognized programs to advance diversity include:

UPSIDE (David Fox, ACSA National Diversity Award Recipient, 2011). For almost a decade, Associate Professor David Fox's UPSIDE program—Urban Program in Sustainable Design Education—has been actively engaged in using design education as the basis for impacting our students and their younger high school peers in low-income communities including East Knoxville (Austin-East High School) and the St. Elmo community in Chattanooga (Howard High School). In both locations, former students are teaching or have taught at both institutions. Supporting these initiatives comes at some cost, however. Professor Fox's efforts have been directly supported by the College and at the University level by Rita Geier, Associate to the Chancellor and Senior Fellow at the Howard H,

Baker, Jr. Center for Public Policy, and—until his retirement at the end of last year—by Theotis Robinson, the University's Vice President for Equity and Diversity. Prof. Fox, the College and the development office are currently working directly with AIA Chattanooga to expand these opportunities. Opportunities abound in this area, and the College pursues them with commitment.

Odd Fellows Cemetery and Community Redevelopment Program (Katherine Ambroziak). For the past four years, Assistant Professor Katherine Ambroziak has worked with the Vine community in East Knoxville on an extraordinary project celebrating community identity. The Odd Fellows Cemetery introduces students to the core values and identity of the idea of community. Our students come to understand the importance of fundamental rituals of remembrance in that identity, and community members and leaders are equally engaged in this process of rediscovering the things which root us to place. Prof. Ambroziak's and her students' work with the community have resulted in her selection by university peer selection to present at the National Conference on Outreach and Engagement (2011). The project also received a 2012 AIA East Tennessee Merit Award. This combined effort has the College and community poised as finalists for a DowGives Grant (Dow Chemical).

National Organization of Minority Architecture Students (NOMAS). Our chapter of the National Organization of Minority Architecture Students (NOMAS) is very active, and four of its officers attended the NOMAS national conference last year in Atlanta with college support. In 2010 Asia Dixon won the highly prestigious Gensler Diversity Scholarship ($10,000), with support from Student Services, school faculty, and administration. In 2013, Tabitha Darko followed Ms. Dixon as a winner of the award. (Press release from Gensler issued on August 21, 2013: *http://web.utk.edu/~utknaab/Genler_Diversity_Scholarship_2013-08-21.pdf*). In 2010–2011, alumna Alana Hibbler was supported by the College and University to teach for AmeriCorps for one year at Austin East High School in Knoxville. The cost of her appointment ($24,000) was split: $6,000 from the College of Architecture and Design, $6,000 from UT's Office of the Vice President for Equity and Diversity, and $12,000 from AmeriCorps. At the graduate level we are actively promoting our graduate programs in architecture and landscape architecture through direct contact with our region's Historically Black Colleges and Universities.

Recruiting Scholarships. Several recruiting scholarships are available for minority applicants to the B.Arch. program. These include the Derthick Henley & Wilkerson Architects Scholarship, the S. Reginald Ruff III Scholarship, and the MXDesign African-American Scholarship. These scholarships have increased the diversity of the student body.

Summer Design Camp (Design Matters, Tricia Stuth, Matt Hall, David Matthews, Amy Burns). The Design Matters summer design camp was begun in 2008 to provide an opportunity for high school students to explore their interest in design as a major and a profession. It is an outstanding success as well as a valuable recruiting tool. Plans are underway to substantially expand this program to provide broader access to a range of constituents. Since its inception, a significant consequence of this initiative has been a marked increase in diversity applications and acceptances, in part due to scholarship support for minority participation. The School of Architecture presently has three students of African-American heritage in the first two years of the program who came directly from their participation in Design Matters. The camp held in summer 2013 had a significant minority enrollment; five out of 21 students were of African-American, South Asian, or East Asian ethnicity. The college is actively engaged in promoting and recruiting from a diverse population base, with the outreach initiatives noted above, as well as supporting internal opportunities for minority students.

Additionally, searches for faculty members, administrators, and staff consistently seek to broaden

the College's diversity, following carefully defined methods outlined by the Office of Equity and Diversity (OED). Since the last accreditation visit, these efforts have increased the number of women faculty and the number of non-American faculty, though they have not yet yielded additional ethnic or racial diversity within our College.

Challenges to increasing diversity are not felt by our College alone; the University continues to develop and strengthen strategies intended to improve diversity of our faculty and students system-wide. **STRUT** is a new committee started by the Office of the Vice Provost in the summer of 2013 to develop specific strategies for improving University hiring processes in an effort to increase faculty diversity. The charge of this committee is to understand the role of implicit bias in the screening of applicants for faculty positions, understanding the barriers to effective recruiting, and to communicating their understanding of these issues to faculty search committees. Associate Professor Tricia Stuth represents our College on this committee, which is composed of six members from various colleges and departments of the University.

The College's commitment to diversity is stated on the CoAD website: *http://archdesign.utk.edu/about/diversity/*. Additional information about diversity at the University of Tennessee, Knoxville, including policies, initiatives, organizations, and other resources, are available online: *http://www.utk.edu/diversity/*. Specific diversity plans at the University and College level are revisited annually as part of self-evaluation and long-range planning actions. Diversity is also discussed in Part I, Sections *1.4*, *1.5*, and *2.1* of this report.

I.1.3.   Responses to the Five Perspectives

a.   Architectural Education and the Academic Community
With over 200 majors, University of Tennessee is the state's flagship research institution. Faculty and students in the undergraduate and graduate programs in the School of Architecture actively participate in the life of the university's academic community. Our school values a holistic approach to architectural education. Positioning general education requirements alongside professional coursework, and encouraging our students to engage the broader academic community, is critical given the rapidly changing culture in which students will become practitioners. Approximately 15% of our undergraduate students are members of the Chancellor's Honors Program— twice the average of other undergraduate majors—and many of our students choose to earn additional major degrees or minors in addition to their accredited architecture degree.

At the most fundamental level, the School of Architecture is an integral partner within the College of Architecture and Design, engaging companion professional programs in Interior Design (B.S.I.D.) and Landscape Architecture (M.L.A.) at multiple levels of both curricula (see *II.2.3.c. Comprehensive and Interdisciplinary Design Education*.) Since the Architecture programs' last accreditation, the Interior Design and Landscape Architecture programs have been re-accredited and accredited for the first time, respectively. In addition, excellent administrative and faculty hires in both programs have contributed to significant dialogue to provide a holistic and collaborative view of the various roles of professionals in practice.

Our faculty participate actively on University committees, from the Faculty Senate to the Honors, Study Abroad, Judicial, Master Planning, Planning and Design, and Outreach and Engagement Committees as well as both Undergraduate, Graduate, and Research Councils and their respective subcommittees. Our students are active in university-wide student government at both the undergraduate and graduate levels, with one of our students in the running for SGA president in the most recent election.

In addition, recent achievements of our faculty and students contribute to the School of Architecture's growing reputation at the University level. These achievements are detailed throughout the body of this report, and key highlights include:

- Numerous national awards garnered by the work of our students and faculty (AIA, CSI, ACSA)
- Several faculty members honored with University-level Cox and Beaman Professorships, Affiliated Fellowships to the American Academy in Rome, and a Fulbright Fellowhip
- Increased University support for research, outreach, and engagement projects
- Interdisciplinary coursework electives cross-listed in multiple disciplines (ARCH, ID, LAR)
- Increased number of students winning competitive University scholarships and admission to honors programs, including Chancellor's Honors Program, Haslam Scholars, and Chancellor's Fellowships
- Joint and individual studio projects with the Landscape Program for in-kind and research-funded demonstration projects for PlanET (Plan East Tennessee), a $4.3 million HUD grant in support of the five-county Sustainable Communities Initiative.
- Studio projects investigating design issues within the University community—University Center and UT Gardens
- Grant-supported, high-profile work by students and faculty in collaboration with the Nash-ville Civic Design Center
- Humanities and Social Sciences Building (HSS)—Participatory joint ARCH/ID design on-campus with University Facilities Services and Classroom Improvement Committee
- Faculty and dean played significant roles in the formation of the University's Planning and Design Committee in AY 2012–13, and three of our faculty are voting members.

In sum, the contributions, activities and external accomplishments of the School of Architecture students and faculty accord closely with the intent of the Chancellor to advance the academic and research standing of the University of Tennessee, Knoxville, and have significantly raised the profile and value of the program within the University as a whole.

b. Architectural Education and Students

There is a strong tradition of student support in the School of Architecture and in the College in the pursuit of academic excellence, design excellence, and engagement with the community and the profession. Beginning with the Peer-Mentor program connecting first year undergraduate and graduate students to exemplary advanced students through the communal celebration of graduation, our students are exceedingly active and engaged in the life of the School, the College, and the broader communities of the University and the region. Our chapter of AIAS is the largest in the Southeast and has repeatedly been recognized for its accomplishments. In fact, the student chapter will be hosting the January 2015 AIAS Forum in Nashville. The College and School provide a diverse array of resources and opportunities for enrichment and engagement—including direct support of student organizations, study abroad, student publications, research initiatives, teaching opportunities, lectures, exhibitions, field trips, and more—which are outlined in Part I, Section 2.1 of this report (*I.2.1.c. Resources for Students*).

c. Architectural Education and the Regulatory Environment

Students are given a strong basis for the transition to internship and licensure in many ways. Through AIAS and the East Tennessee Chapter of AIA, all students have the opportunity to be paired with a mentor—typically a local professional—many of whom are alumni of the School of Architecture. Students are introduced to the Intern Development Program in a required first-year course, ARCH 101|501, Introduction to the Built Environment. The local IDP coordinator holds a series of workshops and meetings with students throughout the year to stress the importance of internship and explain the IDP process. Regulatory factors are reinforced in the Professional Practice course (ARCH 462|562) taken in each student's final year of study.

Graduates of our professional degree programs in architecture perform well on the national Architecture Registration Exam (ARE). This is evident by comparing our graduates' average pass rate against the National average, as shown on the following page. It's also worth noting that the performance of our recent graduates has either increased or held steady in each section of the exam

each year since the last accreditation visit. As part of the University's strategic objective of moving into the top 25 public research institutions in the country, we have been able to use our graduates' rising success in comparison with peer and aspirational institutions on the ARE as a clear measure of improvement based on the consistently high quality of our students and the educational and professional foundations provided by the School of Architecture.
http://web.utk.edu/~utknaab/ARE_Pass_Rates_UT_Natl_Peers.pdf

ARCHITECTURAL REGISTRATION EXAM (ARE) PASS RATE COMPARISON
University of Tennessee Graduates versus National Average
exam version ARE 4.0

	Exam Division		2011 # candidates	2011 pass rate	2010 # candidates	2010 pass rate	2009 # candidates	2009 pass rate	2008 # candidates	2008 pass rate
1	Programming, Planning, and Practice	National	—	70%	—	72%	—	63%	—	64%
		UT	48	75%	55	71%	53	63%	8	62%
2	Site Planning and Design	National	—	71%	—	79%	—	76%	—	68%
		UT	49	76%	60	77%	40	60%	10	60%
3	Building Design and Construction Systems	National	—	71%	—	70%	—	68%	—	58%
		UT	38	76%	47	72%	42	55%	7	70%
4	Schematic Design	National	—	77%	—	74%	—	74%	—	69%
		UT	47	81%	72	74%	61	66%	6	33%
5	Structural Systems	National	—	75%	—	70%	—	68%	—	74%
		UT	58	78%	54	61%	44	70%	6	17%
6	Building Systems	National	—	72%	—	70%	—	71%	—	67%
		UT	44	68%	53	70%	38	66%	7	57%
7	Construction Documents and Services	National	—	69%	—	73%	—	68%	—	65%
		UT	39	77%	66	76%	52	65%	15	47%

source: http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx

d.   Architectural Education and the Profession

Architecture is a broad field of study with many ways for individuals to become involved in the profession. The profession itself is diversifying and changing rapidly due to changing financial structures, increasing specialization, expanding liability, and continuously evolving electronic technology.

As the most established accredited architecture program in the state, the School of Architecture continues to maintain a close relationship with the architectural community of the city, region, and state. Professionals regularly come to the A+A Building to attend and respond to student presentations, to conduct career development workshops and panel discussions, to participate in a variety of School and College events, and to interview students for internships or full-time positions. Each spring, the architecture, interior design and landscape architecture communities in the Knoxville area attend an exhibition of graduating students' work hosted by the East Tennessee Chapter of AIA and the UT Chapter of AIAS. This exhibition—The Foundry Review—gives graduating students the opportunity to interact directly with practicing interns and architects through many individual conversations about their work with soon-to-be peers in the profession.

Students are strongly urged to visit and work in different architectural offices in order to acquire a better sense of the profession and career commitment. The College hosts an annual Career Day structured around interviews with select professional firms of prominence. The Board of Advisers of the College includes nationally-recognized practitioners. The new BarberMcMurry Professorship in the School of Architecture ensures a nationally-recognized architect will serve as a visiting studio instructor in alternating years, increasing student and faculty awareness and understanding of excellence in practice and increasing the network of national firms aware of the strengths of our programs (*I.2.1.a.iv. BarberMcMurry Professor*).

Additionally, all students in the program will spend at least one semester in the College's Downtown Studio at 500 Gay Street. The Downtown Studio serves as a unique opportunity for students of the School to see the daily practice of architecture in service to the region's communities via the East Tennessee Community Design Center. Founded in 1970 by members of the AIA, the ETCDC is co-housed with our students in the Downtown Studio, *http://www.communitydc.org/.* Beyond

this regular activity in the Studio, we have been fortunate to host meetings of the East Tennessee chapter of the AIA, as well as to have held the first joint meetings of civic leaders, developers, faculty, and students for the Knoxville Urban Design Initiative. Each of these activities and events allow our students to engage the profession of architecture as an integral part of a vibrant public debate.

e.   Architectural Education and the Public Good

Graduates of the School of Architecture are uniquely situated to become leaders, practitioners, educators, and advocates for the role of architecture as a means of improving the lives of others. Since our previous accreditation visit, our students' awareness and active engagement of this role has been fostered through a number of initiatives. The School provides significant opportunities that address the importance of the various public processes of decision-making through discussion, debate, and action. Work with the City of Knoxville over the past two years on sustainable community design, the design/build/research efforts of Living Light, the Solar Decathlon entry, the New Norris House, the Haiti Project and other initiatives have allowed us to develop new curricular content, to tap multiple resources to enhance our students' exposure to diverse social, cultural, and intellectual communities, and to instill in them a deeper understanding of architecture in service to the public good.

We believe that this will be evident in the full review of our programs, including the content of our curricula, the resources available to our faculty and students, and the recognition and awards granted to our students and faculty by national organizations.

I.1.4.   Long-Range Planning

Long-range planning for continuous improvement for the School of Architecture is based on a series of interrelated activities that connect the stated mission, values, and short- and long-term goals and objectives of the School to those of the College and the University.

a.   Institutional Long-Range Planning
Comprehensive University Strategic Plan

From 1999 until 2010, the University of Tennessee had five Presidents or Acting Presidents. This period of leadership turnover made long-term strategic planning at the system level and thus, at both campus and program levels, difficult. With the appointment of Dr. Jimmy Cheek as Chancellor in 2009 and Dr. Joseph DiPietro in 2011, the University system and the Knoxville campus have been on solid strategic footing. Since 2009 the Chancellor has led the campus through a process of defining goals and learning outcomes, and establishing clearly measurable benchmarks that have transformed the culture and sense of mission within the academic community.

The University system's most recent comprehensive strategic planning document, *Defining the Future: The UT System Strategic Plan, 2012–2017*, was developed to advance the entire University of Tennessee system through 2017. This document is available online through the Office of the President: *http://president.tennessee.edu/strategicplan/plan.html.* The five goals of this plan are:
- To enhance the educational experience for a diverse and highly qualified student body.
- To develop and expand the support infrastructure to enhance the research capacities of each system campus.
- To actively foster outreach, engagement and service to the people and communities of the state as fundamental values of the University system.
- To maximize individual and collective effectiveness and efficiency as long-term values, ensuring support of the strategic objectives of the University system.
- To actively advocate the distinct value of the contributions of the University as a whole within both the political and cultural life of the state and its people.

University of Tennessee, Knoxville, Strategic Plan: Vol Vision *http://www.utk.edu/volvision-top25/*
Within this broader structure, The University of Tennessee, Knoxville (UTK) campus' most recent

strategic vision was formally adopted in 2011, although its core priorities were communicated almost immediately upon the arrival of Chancellor Jimmy Cheek in 2009. The full report, *Vol Vision: Journey to the Top 25, UT Knoxville Strategic Plan*, is available here: *http://www.utk.edu/volvision-top25/resources/vol-vision-overview-framework-final.pdf* The formal strategic vision tailors the five university system objectives to address the specific conditions and circumstances of our the Knoxville campus. The preamble to UTK's strategic planning initiative states: "VOL Vision provides the guiding framework for The University of Tennessee, Knoxville (UTK) to achieve its potential as the leading public institution of higher learning in the State of Tennessee. The mission, vision, values, and strategic priorities set forth below are a uniting set of principles and goals that allow all students, faculty, staff, and administrators to align their efforts and activities around a common vision."

UTK's strategic vision is a powerful document that is both ambitious and challenging. It is proactively transforming administrative objectives, faculty roles and student learning outcomes across campus. It combines a shared vision with a set of strategic priorities that guide decision-making on campus at multiple levels. The three-pronged vision connects value creation, original ideas, and leadership. Each of these elements of is derived from the University's primary mission: "to move forward the frontiers of human knowledge and enrich and elevate the citizens of the State of Tennessee, the nation, and the world."

In the same way that curricula evolve, so too does strategic vision. Yet, the combination of all three elements of the current vision reframes the University's primary value that has always been known as the "Volunteer Spirit". The Tennessee Volunteer values:
- Broad diversity, including people of all races, creeds, ethnicity, gender, sexual orientations, gender identities, physical abilities, and socioeconomic groups;
- Culture that appreciates and respects faculty, staff, and students and that acknowledges their interdependence and the vital role of every member of the Volunteer family;
- Engagement with our local and extended communities, embracing intercultural and global perspectives;
- High standards of ethical and professional behavior;
- Intellectual curiosity, pursuit of knowledge, free exchange of ideas, and academic freedom and integrity;
- Transparent and data-informed decision making;
- Wise management of resources and infrastructure; and
- Our campus, our people, and our work.

The University's mission and its vision are articulated through five strategic priorities:
- Recruit, develop, and graduate a diverse body of undergraduate students
- Educate and graduate increasing numbers of diverse graduate and professional students
- Strengthen our capacity and productivity in research, scholarship, and creative activity
- Attract and retain stellar, diverse faculty and staff
- Continually improve the resource base

b. Long-Range Planning within the College of Architecture and Design and School of Architecture
Strategic planning for the College as a whole, and the School in particular, has been developed with the framework of the current university system and campus strategic plans as foundation and focus for the past three academic years (2010-11, 2011–12, 2012–13).

Although superseded by these more recent strategic initiatives, the College of Architecture and Design developed and implemented a strategic plan for the advancement of all programs under Dean John McRae. The full document may be viewed here: *College of Architecture and Design Strategic Plan 2008, http://web.utk.edu/~utknaab/CoAD_Strategic-Plan_2008.pdf.* The College envisioned

each of its programs positioned as top-20 programs in the *Design Intelligence* rankings. The undergraduate program in the School of Architecture achieved this status in 2010 and has since been ranked in the top schools of architecture in the South.

The goal of the strategic plan was to "matriculate top level students into a vibrant academic environment and graduate students with critical thinking ability along with the knowledge, sensitivity and leadership skills to thrive and make a difference in Tennessee and [in] world culture as stewards of the environment." The following values articulated the specific goals within the plan. It is our sense that all of these objectives have been achieved or are fully underway.

- To sustain and enhance design excellence as the core strength of the undergraduate and graduate education.
- To attract and retain high level students through attention to critical thinking, broad curricula and interdisciplinary opportunities.
- To attract and retain a diverse population and foster inclusiveness at all levels and in all aspects of the College.
- To promote increased level[s] of faculty external funding and publication of creative and scholarly work.
- To integrate sustainability and ecological consciousness fully into the curricula and life of the College and campus.
- To emphasize social consciousness, outreach and community connections as an integral component of studio projects and off-campus centers.
- To emphasize curricula that include new [and] emerging technologies and directions in global practice.
- To increase immersion of cross-cultural and foreign studies experiences into curricula of College programs.
- Attract and retain outstanding faculty through systematic recruiting in areas of need and through provision for faculty development resources.
- Attract and retain outstanding staff in support of student/faculty/program needs and priorities.

The strategic vision has evolved since our last accreditation visit in 2008, but the internal processes for academic strategic planning remain essentially the same.

The process of academic planning is based on an assessment of the current state of the program in relation to the university's strategic goals. Along with the respective Chairs of the Landscape and Interior Design, the Director of the School and the Chair of Graduate Architecture collaborate on the preparation of an annual report for the Dean. The report outlines the activities of faculty and accomplishments of the previous academic to program-based strategic priorities, opportunities, and concerns. A recent example, the *Architecture Program Report 2011–2012*, articulates the successes of the program in relation to the strategic visions of College and University and is available here: *http://web.utk.edu/~utknaab/Architecture_Program_Report_2011-12.pdf.*

Each fall all college administrators meet as a group directly with the Chancellor and Provost to address issues of concern and plans for the coming fiscal and academic years based on the strategic initiatives of the university. Prior to this meeting the administration and budget director of the college meet to structure the presentation of college and programs issues and needs as they align with those strategic points. The most recent academic plan for the College presented to central administration is available at: *College of Architecture and Design Academic Plan 2013–2015,* November 2012 *https://web.utk.edu/~utknaab/CoAD_Acad-Plan_2012-11-19.pdf*

Priorities outlined for the School in long-range planning actually come from a variety of sources not only inside but also outside the academy. Considered input from both internal and external sources have provided excellent guidance in program identity and evolution as faculty and students engage the five perspectives as a holistic idea of current architectural education.

Beyond the University, the extraordinary evolution of architectural practice over the past decade has made input from professionals an important part of self-assessment and planning for continued improvement. LEED certification, sustainable design practice, and the recent changes to the ARE— among other external considerations—have all impacted changes in both the required curriculum and in elective offerings. The Dean's Board of Advisors, adjunct faculty in active architectural practice, as well as regular lectures and exhibitions, guests from the profession and allied disciplines, and invited reviewers all function as critical sources of ideas and counsel regarding ways in which the program might improve.

For the past three years, a premium has been placed on demonstrable progress within the framework of Vol Vision's five primary objectives as noted above. This effectively means that the work of students and faculty should have both data and results in support of all strategic planning initiatives within College and School. Both the School and College have emerged as a high profile unit within the University through design-build activities (New Norris House and Living Light) and community outreach and engagement initiatives (UPSIDE and Odd Fellows Cemetery projects). In addition, other partnerships including the Nashville Civic Design Center, the Tennessee Department of Transportation, and the City of Knoxville's Metropolitan Planning Commission as key partners in Plan East Tennessee (PlanET) have all promoted and made public the University's strategic vision. Careful advance planning as well as taking advantage of strategic opportunities has made each of these projects extraordinary learning experiences for our students under real world conditions.

At the University level the Office of Institutional Research and Assessment and the Office of Admission consistently provide relevant data regarding core statistical data and student achievement upon request. This data provides information that allows the School to construct a narrative that provides both a quantitative and qualitative picture of program success. We track data on all students as long as they remain within the School or University system through graduation. The School tracks student progression in both undergraduate and graduate programs via a spreadsheet that provides an image of the School annually. A blank version of this spreadsheet can be viewed here: *http://web.utk.edu/~utknaab/SoA_template_stud-acad-hist.pdf.*

The School of Architecture's entering class of 2012 was the strongest cohort in University history with an average ACT of 28.19 and high school GPA of 4.09 (weighted). This class also had over 30% of its number qualify for the Chancellor's Honors Program (ACT of 30 or better and HS GPA of 3.75 or better). Typically, students entering the School as first time freshmen are among the strongest students in the undergraduate program. At the graduate level, a policy of admitting fewer and better qualified students, as well as the draw of the Chancellor's Fellowships have resulted in stronger and more intellectually diverse classes.

Strategically developing plans for recruitment at both undergraduate and graduate levels has also allowed the School to directly address diversity as an important element in the broader education of an architect. The 2013 entering undergraduate cohort is quite diverse with an even balance of men and women (School average 57% male 43% female), and 23% are students who have self-identified as racially diverse (School average 18%).

The College of Architecture and Design and the School of Architecture are committed to using long-range strategic planning to advance the mission of the University, as well as to make continual improvement to our programs as collaborative partners in the design of the built environment.

The role of long-range planning for the School is also addressed in the next section on program self-assessment. In addition, planning for continual improvement is also inherently linked to the School's processes for curriculum review and development, discussed in detail in Part II, Section 2.3 of this report (*II.2.3. Curriculum Review and Development*).

I.1.5.   Program Self-Assessment

Self-Assessment in the School of Architecture
The evolution of the identity and shared vision of the School necessarily stem from continual processes of self-reflection and self-evaluation over time. As such, self-assessment plays a significant role in the School's long-range operational and strategic planning, and reference should be made to the previous section (*I.1.4. Long-Range Planning*). Self-assessment is also inherently linked to the School's processes for curriculum review and development, discussed in detail in Part II, Section 2.3 (*II.2.3 Curriculum Review and Development*). Furthermore, is important to recognize the value of the tools and techniques of self-assessment discussed in this section as integral to the broader missions of College and University (*I.1.1.History and Mission*).

A range of interactions of the faculty, students, staff and administration provide different forums for the assessment of our pedagogical framework as well as the structure and content of both curricula as they pertain to the five perspectives and long-term planning in order to maintain the highest standards of educational quality. Both quantitative and qualitative benchmarks are established and subsequently reconceived through an ongoing dialogue between faculty, students, and administration, as well as with the University's central administration. Substantial self-assessment activities undertaken since the last accreditation visit reflect our awareness of the direct impact of NAAB's five perspectives on architectural education related to our faculty's and students' approach to the rapidly evolving profession. These self-assessment activities include the following:

a. School of Architecture Retreat. In 2010, following the appointment of a new Director of the School, the faculty and administration held a two-day retreat to discuss the 2008 accreditation visit and its outcomes and to articulate values for professional education and professional development within the School. The exercise also served as guide for the Director in short- and long-term academic and strategic resource allocation. While the retreat served a long-term planning purpose, it was in actuality a key means of self-assessment, and was crucial in the advancement of the School as a community. The issues raised and debated provided invaluable insight and yielded some of the most significant curricular changes the program has seen in many years:

- **Produced the faculty proposal to students of the Studio Culture Polic**y formally adopted by students and faculty in May, 2010.
- **Moved the programming/design studio sequence in the B.Arch. curriculum from the fall of fifth year (ARCH 480|481) to the fall of the third year (ARCH 370|371).** This change is clearly providing a more substantive basis for students to understand the relationship between program and design through the last five semesters of the B.Arch. curriculum. This will also provide greater flexibility in teaching content and assignments, allowing faculty to develop research as an integral part of the teaching mission, and will provide students more options when selecting a study abroad program.
- **Articulated the importance and value of design-build and real world collaborations at many scales in professional education and faculty research.** The New Norris House, Living Light, the HSS renovation, and other projects at smaller scales have each provided teaching, learning, and research experiences for our students. This was captured in the following white papers stemming from the retreat: *http://web.utk.edu/~utknaab/CoAD_Initiatives.pdf* and *http://web.utk.edu/~utknaab/CoAD_Initiatives.pdf*. This discussion also laid the groundwork for the subsequent formation of the Design-Build-Evaluate Initiative (*I.2.1.b.i. Design-Build-Evaluate Initiative*.)
- **Developed the faculty-led, research-based Diploma Studio (ARCH 490|599) in the final semester of both B.Arch. and M.Arch curricula.** Starting with consideration of the many ways in which one might end their professional architecture education—as is discussed in the white paper, "Ending Design," written by Professor George Dodds, *http://web.utk.edu/~utknaab/GD_Ending_Design.pdf*—the faculty solidified the objectives of and opportunities presented by offering the Diploma Studio as an alternative to a Self-Directed Project or Graduate Thesis. This is discussed in detail in Part II, Section 2.3, of

this report under Curriculum Review and Development (*II.2.3.b. Program-Specific Curricular Changes* and in the Course Descriptions for *ARCH 490* and *ARCH 599*).

- **Developed the Peer Teaching Evaluation system.** This is a distinctive process of internal evaluation designed initially to make constructive assessments of junior faculty coming up for tenure and/or promotion. Eventually, a similar approach will be made available to all faculty to give constructive critique and advice on the development of teaching. This review process also enables senior faculty to engage in on-going pedagogical discussion as it continues to evolve: CoAD Peer Teaching Evaluation Best Practices
  http://web.utk.edu/~utknaab/CoAD_PET_best-practices.pdf

b. Shared Governance. The faculty of the School make continual internal assessments of our degree programs through the work of School committees and the process of shared governance via monthly faculty meetings. Both day-to-day and long-term issues and concerns within the School are addressed through debate and considered action. The School's committees, consisting of faculty and students, all provide direct input for program enhancement. The B.Arch. program has a robust committee structure with Admissions and Academic Standards, Undergraduate Curriculum, Scholarships and Awards, Director's Advisory, and Year Coordinators committees. Due to the relatively small size of the M.Arch program, there is a single Graduate Program Committee that deals with admissions, academic standards, curricular change, and policy matters. Faculty search committees are formed as needed and serve an equally important role in self-assessment as they are typically tasked to take the measure of our degree programs in preparation for the search process.

Additionally, faculty and students participate in service on critical committees at the College and University level. Each of these committees contributes directly to the advancement of the School. At the College level, faculty serve on one or more of the following committees: the Undergraduate Studies and Graduate Studies Committees, the By-Laws, Dean's Advisory, Digital Technologies, Lectures and Exhibitions, Library and Archives, and Tenure and Promotion Review. The enhanced reputation of the School and College university-wide has led to broad participation in diverse committees at the University level, as is addressed in detail in Part I, Section 2.2. Administrative Structure and Governance (*I.2.2.f. Involvement in University Governance*).

While each of these committees serve the College as a whole, it is important to emphasize that the School of Architecture comprises almost 80% of the total student body—and thus, active participation on these committees becomes vital in providing input into the College's strategic planning processes, as well as in defining the evolving character of the School. Such service has supported the development of collaborative curricular offerings with the other programs in the College, Interior Design and Landscape Architecture, as is discussed in Part II, Section 2.3 under Curriculum Review and Development (*II.2.3.c. Comprehensive and Interdisciplinary Design Education*).

c. Final Review Week and Design Day. Beginning in Fall of 2009, we have held coordinated Final Reviews for all studios in the last week of each semester with participation of the full faculty. These reviews allow faculty to share insights with students and peers alike, and members of the professional and broader academic community are invited to engage in and share thoughts on the School's academic and professional performance. Many invited professionals also serve as adjunct faculty, providing direct input from a professional perspective on a regular basis.

At the end of review week the School hosts "Design Day" with the invited participation of all faculty. The primary agenda for this day-long event is to review the work of various studios from foundations to the final semesters. This event has two outcomes: the faculty have the opportunity to discuss pedagogy in concept and delivery as it relates to individual and holistic views of the curriculum, and the evolution of the studio sequence as a whole becomes part the larger curricular debate transcending any single semester. Review Week and Design Day both provide an excellent basis for self-assessment and permit institutional memory and innovation to function simultaneously.

d. Annual Evaluations of Faculty with the Director. The Director and faculty of the School participate in reciprocal online annual performance evaluations, following University guidelines. In preparation for this self-assessment and evaluation, all parties complete a Faculty Annual Report which outlines the work accomplished over the course of a full academic year, including summer. The documents provided present the faculty's teaching, research/creative work, and service work in the context of each faculty member's goals as articulated in the previous year's report. The report also provides an opportunity to address individual long-term goals. The report by the Director is forwarded for review to the Dean and thence to the Office of the Provost for action as is appropriate. These evaluations also play a role in determining merit-based pay increases.

e. Student Assessment of Instruction, all faculty are evaluated in their teaching performance by their students via the online Student Assessment of Instruction System (SAIS). The evaluation is thorough and provides excellent feedback to the instructor a number of factors related to the specific course, including content and structure, teaching effectiveness, relevance, and evaluation techniques.

f. Student Surveys. As has been discussed in Part I, Section 1.2. Learning Culture, periodic surveys have been a very helpful self-assessment tool within the School of Architecture and within the College at large (*I.1.2.c.Learning Culture*).

I.2.   Resources

I.2.1.   Human Resources and Human Resource Development, Faculty/Staff and Students
One measure of the strength of a program is the accomplishments of its faculty. The School of Architecture faculty includes:
- a 2013 Fulbright Scholar—David Fox
- a former Editor-in-Chief of the *Journal of Architectural Education* (JAE)—George Dodds
- a Past-President of ACSA—Marleen Davis
- Winners of a 2013 AIA Top-Ten COTE Award—Tricia Stuth and Robert C. French
- a recipient of the AIAS National Award for Faculty Advisor—Brian Ambroziak
- at least 8 recipients of ACSA National Awards—Marleen Davis, T.K. Davis, George Dodds, Richard Kelso, Robert C. French, Ted Shelton, Tricia Stuth, Scott Wall
- a recipient of the CSI Andrew J. Drozda Memorial Academic Affairs Commendation—James Rose
- 4 Fellows of the American Institute of Architecture—Marleen Davis, T.K. Davis, John McRae, Ted Shelton
- a Fellow of the Institute for Urban Design—Ted Shelton
- a recipient of a NEH Fellowship—Gregor Kalas
- the Director of Red Vector—Mark Dekay
- a Co-Editor of *Arris*, the Journal of the Southeast Society of Architectural Historians (SESAH), and SESAH Board Member—Gregor Kalas
- a Prometheus Award Winner—Hansjörg Göritz
- an American Academy in Rome Fellow and UT Fellowship Winner—Hansjörg Göritz
- too many recipients of AIA Design Awards to list
- 68% of the faculty hold professional licensure in the United States or Europe

Another measure of the strength of a program is extraordinary achievement of its students and recent alumni. The School of Architecture is proud to recognize the following honors:
- AIAS National Vice President—Brent Castro
- An AIA Town Hall Host, AIA National Convention 2013—Amanda Gann
- SOM Traveling Fellowship Recipient—Annie Stone
- University Torchbearer 2012, the University's highest honor, and elected Student Government Association Representative—Samuel Mortimer
- two winners of the Gensler Diversity Scholarship—Asia Dixon and Tabitha Darko

- many recipients of the University Chancellor's Award for Extraordinary Academic Achievement—Michael Clapp (2009), Megan Leonard (2010), Andrew Ruff (2011), Adam Richards (2012), Michael Housley (2013), Kate Armstrong (2013), Melissa Morris (2013), and Gregory Morrison (2013)
- many recipients of the University Chancellor's Award for Extraordinary Professional Promise—Heather Cope (2009), Joseph Staats (2009), Arklie Levi Hooten (2010), Daniel Luster (2010), Fleming Smith (2011), Brent Castro (2012), Annie Stone (2012), Ben Wathen (2013), Jeff Castor (2013), Samuel Funari (2013), and Laura Kneebone (2013)

a. Resources for Faculty

i. Faculty of the School of Architecture.
The faculty of the School of Architecture is composed of passionate instructors and renowned scholars who collectively bring knowledge and experience needed to promote student achievement. Full-time faculty teach courses in the architecture and landscape architecture curricula, serve on committees at the School-, College-, and University-level, participate in faculty meetings, advise graduate thesis students, and conduct self-directed creative work.

A list of full-time faculty members currently resourced to the School of Architecture for the 2013–2014 academic year follows:

> **Full Professors,** all tenured
>> Marleen K. Davis (link: *bio/academic c.v.*)
>> George Dodds, Associate Dean of Academic Affairs and Research, CoAD; Chair of Graduate Architecture Program, School of Architecture (link: *bio/academic c.v.*)
>> Hansjörg Göritz (link: *bio/academic c.v.*)
>> John McRae (link: *bio/academic c.v.*)
>> Scott Poole, Dean, College of Architecture and Design (link: *bio/academic c.v.*)
>> J. Stanley Rabun (link: *bio/academic c.v.)*
>> Mark Schimmenti (link: *bio/academic c.v.*)
>> Scott Wall, Director, School of Architecture (link: *bio/academic c.v.*)
> **Associate Professors,** all tenured
>> Brian Ambroziak (link: *bio/academic c.v.*)
>> Thomas K. Davis (link: *bio/academic c.v.*)
>> Mark DeKay (link: *bio/academic c.v.*)
>> David Fox (link: *bio/academic c.v.*)
>> Gregor Kalas (link: *bio/academic c.v.*)
>> William Martella (link: *bio/academic c.v.*)
>> Tracy Moir-McClean (link: *bio/academic c.v.*)
>> Ted Shelton (link: *bio/academic c.v.*)
>> Tricia Stuth (link: *bio/academic c.v.*)
> **Assistant Professors**, tenure track
>> Jennifer Akerman (link: *bio/academic c.v.*)
>> Katherine Ambroziak (link: *bio/academic c.v.*)
>> Avigail Sachs (link: *bio/academic c.v.*)
> **Adjunct Associate Professors,** non-tenure track
>> Robert C. French (link: *bio/academic c.v.*)
> **Senior Lecturers,** non-tenure track
>> Diane Fox (link: *bio/academic c.v.*)
> **Adjunct Assistant Professors and Senior Lecturers,** non-tenure track
>> James Rose (link: *bio/academic c.v.*)
> **Adjunct Assistant Professors and Lecturers,** non-tenure track
>> Gregory Spaw (link: *bio/academic c.v.*)
> **Lecturers,** non-tenure track
>> Matt Culver, non-voting until AY 2014–15, (link: *bio/academic c.v*)

Faculty credentials, areas of research, personal biographies, and full-length *curricula vitae* are shared through the college website: *http://archdesign.utk.edu/faculty-staff/facultystaff/*. Faculty Resumes (*Part IV, Section 3*), Faculty Credentials (*Part IV, Section 4.1*), and a Matrix of Faculty Teaching Assignments (*Part IV, Section 4.2*) are provided in the Supplemental Information portion of this report.

ii. Institutional Policies on Equity and Diversity

The University of Tennessee—through the Office of Equity and Diversity—coordinates with legal mandates set out by federal, state, and local agencies regarding civil rights, equal employment, and affirmative action.

University and College Policies on the Diversity are available online:

- Non-Discrimination Statement EEO/AA statement: *http://oed.utk.edu/statement/*
- ADA Accommodations: *http://oed.utk.edu/ada/*
- Diversity Plan of the College of Architecture and Design: *http://oed.utk.edu/diversityplans/*
- Select Campus Resources, including Councils and Commissions: *http://oed.utk.edu/links/*
- College Diversity Commitment: *http://archdesign.utk.edu/about/diversity/*
- Diversity at the University of Tennessee: *http://www.utk.edu/diversity/*

The School of Architecture has strategic initiatives intended to increase the diversity of the student body as well as the faculty. This is a priority because minorities and women have historically been underrepresented in architecture as a profession. Diversity initiatives in the College of Architecture and Design are discussed in detail in Part I, Section 1.2, of this report under Learning Culture and Equity (*I.1.2.f. Diversity of Faculty, Staff, and Students*).

iii. Faculty Appointment, Promotion, and Tenure

Policies for Faculty Appointment, Promotion, and Tenure are addressed in three primary sources:

1. The University of Tennessee *Faculty Handbook* (2012 edition)
   Full publication: *http://provost.utk.edu/facultyhandbook/*
   a. Chapter Three, "Appointment, Evaluation, Promotion, Tenure and Review for Tenure Track & Tenured Faculty," pp. 12–31: *https://web.utk.edu/~utknaab/03-b-i_2012_UTK_Fac-HB_ch03.pdf*
   b. Chapter Four, "Non-Tenure-Track Faculty," pp. 32–37: *https://web.utk.edu/~utknaab/03-b-i_2012_UTK_Fac-HB_ch04.pdf*
2. The University of Tennessee *Manual for Faculty Evaluation* (2012 edition)
   Full publication: *http://provost.utk.edu/evaluation/*
   a. Part I, "Annual Retention Review of Tenure-Track Faculty," pp. 3–8:
   https://web.utk.edu/~utknaab/03-b-ii_2012_UTK_FEM_pI.pdf
   b. Part II, "Annual Performance Review of Tenured and Tenure-Track Faculty," pp. 9–15: *https://web.utk.edu/~utknaab/03-b-ii_2012_UTK_FEM_pII.pdf*
   c. Part III, "Tenure and/or Promotion Review," pp.16–21: *https://web.utk.edu/~utknaab/03-b-ii_2012_UTK_FEM_pIII.pdf*
   d. Part IV, "Assembly of the Tenure and/or Promotion Dossier," pp. 22–27:
   https://web.utk.edu/~utknaab/03-b-ii_2012_UTK_MFE_pIV.pdf
   e. Part V, "Cumulative Performance Review of Tenured Faculty," pp. 28–33:
   https://web.utk.edu/~utknaab/03-b-ii_2012_UTK_MFE_pV.pdf
3. The By-Laws of the College of Architecture and Design
   Full publication: *https://web.utk.edu/~utknaab/CoAD_ByLaws_2013-May.pdf*
   a. Article IX, "Evaluation of Administration and Faculty": *https://web.utk.edu/~utknaab/03-b-iii_CoAD-ByLaws_2013-May_aIX.pdf*
   b. Article X, "Criteria for Reappointment, Tenure, & Promotion":
   https://web.utk.edu/~utknaab/03-b-iii_CoAD-ByLaws_2013-May_aX.pdf

c.   Article XI "Post Tenure Review: Annual and Cumulative": *https://web.utk.edu/~utknaab/03-b-iii_CoAD-ByLaws_2013-May_aXI.pdf*

Tenure track appointments are made as a result of an international search, following highly pre-scribed University guidelines and a careful approval process within the Provost's Office and OED. A faculty committee composed of elected and appointed members—including faculty of associ-ated disciplines—organizes the search process: reviewing applications, determining finalists, con-sulting references, conducting interviews, and ranking finalists. Faculty members have the oppor-tunity to review finalists' *curricula vitae* and to attend their public presentations. Faculty input and recommendations on tenure track appointments are solicited by the Director through meetings specific to the search. The Dean and Director review the final list of candidates, and the Director makes a recommendation to the Dean. The Dean recommends the candidate's appointment and conditions to the Provost's Office for final approval.

The criteria for faculty promotion and tenure are outlined in the College By-Laws, the University *Faculty Handbook*, and in the *Manual for Faculty Evaluat*ion. All faculty promotions to Associate and Full Professor are made in compliance with the By-Laws and policies, in which faculty gov-ernance plays a major role. External reviewers are an essential part of the process in assessing the candidate's work and accomplishments. A minimum of five letters of assessment from exter-nal reviewers is required by the Provost's Office for all tenure and promotion cases. As is dis-cussed in Part I, Section 1.5. Program Self-Assessment, a peer evaluation of faculty teaching within the College provides a structure in which junior faculty receive constructive critique and ad-vice on the development of teaching from tenured faculty (*I.1.5.a. Peer Evaluation of Teaching*).

Non-tenure track appointments are typically made based on candidates responding to advertise-ments, as well as references from other faculty, local professionals, and colleagues nationwide. In-person interviews and presentations occur as part of the candidacy process. Depending on student enrollment and demand, the Dean and Director review potential individuals to teach nec-essary courses, seeking faculty input when appropriate. Non-tenure track faculty members serve on contracts that may be renewed indefinitely. Non-tenure track faculty receive voting privileges in the third year of consecutive appointment at a teaching load of at least 75% full-time. Continu-ous full-time faculty members carrying the title of Lecturer may be promoted to Senior Lecturer or Distinguished Lecturer in accordance with the candidate's qualifications and accomplishments. Such promotions may be considered after a minimum of five years of service for promotion to Senior Lecturer and a minimum of three years for Distinguished Lecturer. In 2011, the University of Tennessee adopted guidelines for the lecturer promotion process, following their review and approval by the UTK Chancellor, Provost, Council of Deans, and the Non-Tenure Track Faculty Advisory Council. These guidelines are available online through the Provost's office: *http://prov-ost.utk.edu/lecturers/docs/lecturer_promotion_guidelines.pdf*

The School of Architecture manages limited resources to recruit, support, and retain excellent faculty at all levels. Since the last accreditation visit, a number of faculty in the School of Architec-ture have successfully earned tenure and been promoted, and new faculty have been ap-pointed—both on tenure track and non-tenure track. Since the last accreditation visit, the School has annually requested tenure track faculty searches. A search was approved in AY 2012–13. Although the search process took place, in Spring 2013 it did not receive authorization to move forward.

Awards of Tenure and Promotions
- Brian Ambroziak (2008), Tricia Stuth (2011), Ted Shelton (2012), and Gregor Kalas (2013) each received tenure and were promoted to the rank of Associate Professor.
- 2009: Scott Wall was appointed Director of the School of Architecture with tenure and the rank of Professor.
- 2011: Hansjörg Göritz received tenure and was promoted to the rank of Professor.
- 2011: George Dodds and Edgar Stach—both tenured—were promoted to Professor.

- 2011: Scott Poole was appointed Dean of the College of Architecture with tenure and the rank of Professor in the School of Architecture.

Non-Tenure Track Promotions
- 2010: Diane Fox and James Rose were promoted to the rank of Senior Lecturer, non-tenure track.
- 2012: Jennifer Akerman, Matthew Hall, James Rose, and Greg Spaw were promoted to the rank of Adjunct Assistant Professor, non-tenure track.

Tenure Track Appointments
- 2011: Lecturer Avigail Sachs was appointed to tenure track at the rank of Assistant Professor as an opportunity hire. *http://provost.utk.edu/opportunity/*
- 2013: Adjunct Assistant Professor Jennifer Akerman was appointed to tenure track at the rank of Assistant Professor.

Non-Tenure Track Appointments
- 2009: Avigail Sachs was appointed a full-time, non-tenure track teaching position at the rank of Lecturer. This appointment was the result of a national search.
- 2010: Jennifer Akerman and Greg Spaw were appointed to full-time, non-tenure track teaching positions at the rank of Lecturer. These limited-duration appointments were the result of a national search.
- 2012: Matt Culver was hired with a dual-appointment to serve as the director of the Fab Lab and teach in a part-time capacity at the rank of Lecturer.
- 2011: Matt Lyle was hired with a dual-appointment to help manage the Wood Shop and teach in a part-time capacity at the rank of Lecturer. He left in 2012 to pursue professional practice.

Transitions to Other Institutions
- 2012: Associate Professor Barbara Klinkhammer left the faculty to accept appointment as Executive Dean and Professor of the College of Architecture and the Built Environment at Philadelphia University. Professor Edgar Stach also left the faculty and is now a tenured Professor at Philadelphia University.
- 2012: Lecturer Chuck Draper left the non-tenure track faculty to accept teaching appointments at NYIT and Parsons.
- 2012: Lecturer Christina Geros left the non-tenure track faculty to concurrently enroll in Harvard University's Master of Landscape Architecture and Master of Architecture in Urban Design programs at the Graduate School of Design, though she continues to teach at UT during summer semesters.
- 2013: Adjunct Assistant Professor Matthew Hall left the non-tenure track faculty to accept a tenure track appointment at Auburn University.

Retirements
- Max Robinson (2009), Bill Shell (2010), Richard Kelso (2012), and Scott Kinzy (2013) retired. Profs. Kelso and Robinson were awarded the rank of Professor Emeritus.

iv. Faculty Development

The Office of Research and Engagement at the University (*http://research.utk.edu/*) supports faculty with a variety of grants (SARIF) such as:
- Equipment and Infrastructure Fund
- Exhibit, Performance and Publication Expense Fund (EPPE)
- Foreign Travel Fund
- Summer Graduate Research Assistantship Fund
- Opportunities Fund
- Supplemental Funding for In-Residence Fellowship Awards

The College supports faculty projects by providing match funding for the above grants if required.

Central Administration provides various funding such as:
- Ready for the World Grant for travel/publication *http://www.utk.edu/readyfortheworld/projects.php*

- Course release time

The College continues to support faculty from endowment earnings as follows, but not limited to:
- Faculty Development Leave—one full semester—based on research proposal
- Professorship based on research proposal
- Tenure and/or Promotion Dossier expenses
- Course release time for Tenure Track faculty to pursue research
- Faculty Development grant funding
- Matching funds support for internal, state, and federal grants
- Start-up funds for new faculty—50% matched by the Office of Research—amount has been increased from the past years to cover travel and hiring students to assist with research work

Support for Faculty Travel. Each year $20,000–$25,000 from the College budget is earmarked for faculty travel to support full-time architecture faculty who have received peer recognition of their efforts. The priorities for distribution of this fund have been articulated as follows:
- Availability of funds
- Travel to make a presentation at a national/international professional conference
- Travel to make a presentation at invited venues or a regional professional conference
- Relative cost of travel request
- Travel to attend national conferences as a national officer of an organization
- Travel to make presentations at a regional conference

This funding enables faculty to have a strong presence at national conferences such as ACSA and AIA, and to attend workshops and conferences that directly support their ongoing research. A list of architecture faculty receiving College support for travel may be viewed here: *http://web.utk.edu/~utknaab/CoAD-supported-SoA-fac-travel.pdf*. Additional forms of support for faculty research are outlined further in this section of the report.

Faculty Development Grants. Upon joining the College in Fall 2011, Dean Poole established the "Dean's Excellence Fund" to increase giving to the College. In addition to other endowment earnings, these funds are used for Faculty Development Grants which have been distributed to select faculty each semester in the form of $1,500 awards in support of faculty research not associated with making a presentation. These are awarded by the Dean based on recommendations by College administrators following review of proposals submitted by the faculty based on the following criteria:
- Clarity and specificity of the proposal
- Contribution to the faculty member's creative work or research
- Impact to the college and university
- The relevance and promise of the research in contributing to the advancement of the design disciplines

Starting in Fall 2013 Faculty Development Grant funds will be awarded in four grants of $3,000 each, making them more effective.

Faculty Receiving Faculty Development Grants, Fall 2011–Spring 2013

Date	Name	Purpose
Fall 2011	Katherine Ambroziak	Odd Fellows Cemetery Rehabilitation Project
Fall 2011	Ryann Aoukar	Digitally Created Environments and Experiences Workshop
Fall 2011	David Fox	Research and Travel Support: E. Fay Jones Project
Fall 2011	Tricia Stuth / Bob French	New Norris House: Final Construction, Furnishing, and Maintenance

Fall 2011	Gregor Kalas	Travel and Research: The Roman Villa and the Medieval Cloister
Fall 2011	Mary Beth Robinson	Interior Environment Factors on Health Care
Fall 2011	Ted Shelton	Rethinking the Urban Segments of the US Interstate System
Spring 2012	Brian Ambroziak	Diderot's Dreams
Spring 2012	Barbara Klinkhammer	After Purism: Le Corbusier and Color
Spring 2012	Tricia Stuth/Avigail Sachs	New Norris House: Sustainable Dwelling for the 21st Century
Spring 2012	Gregor Kalas	Constructing Enclosure: The Benedictine Monastery of San Vincenzo al Volturno (Italy)
Fall 2012	John McRae	Exploring Design Through Engagement With the Minds of 5 Year Olds
Fall 2012	T.K. Davis	A Faculty-Directed Design Development and Advocacy for Capping Nashville's Interstate
Fall 2012	Matt Hall	Endangered Architecture: "Landsarkivet" Lund Regional Archive Architect: Bernt Nyberg 1971
Fall 2012	Gregor Kalas	Data Collection for the Architecture of Early Medieval Monasticism Project.
Spring 2013	Katherine Ambroziak / Brad Collett	
		Odd Fellows Cemetery: Community Passage
Spring 2013	Diane Fox	"Animal Portraits"
Spring 2013	Gregor Kalas	Domestic Space and the Late Antique Emergence of Monasticism in Italy

Faculty Development Leaves, Spring 2008–Fall 2013

Date	Name	Purpose
Fall 2008 / Spring 2009	George Dodds	Mickel Visiting Lecturer at Clemson University's School of Architecture
Fall 2009 / Spring 2010	Gregor Kalas	National Endowment for the Humanities award: "Statues of the Late Antique Roman Forum: Historical Memory and Digital Reconstruction," at UCLA; resulting in a book under contract
Fall 2010	Mark DeKay	*Sun, Wind, & Light*, Third Edition. *Integral Sustainable Design, Transformative Perspectives*
Spring 2011	Barbara Klinkhammer	Le Corbusier's use of *polychromie*
Fall 2011	John McRae	creative writing and ceramic sculpture
Spring 2013	David Fox	Fulbright Scholar, Poland, architectural representation, teaching at Krakow Polytechnic.
Fall 2013	Brian Ambroziak	*night[scape]*, manuscript in progress

Start-Up Funds for New Faculty. Newly hired tenure-track faculty are granted start-up funds to support their research and creative work. These funds are provided 50% from the Office of Research and 50% from College restricted funds. These funds can be used for equipment, salaries

for research assistants, and travel costs incurred while conducting research, attending conferences, or presenting research to others. The amount of funding varies, based on availability and the administration's assessment of the funds' usefulness in advancing the long-term goals of the College.

Faculty Professional Development. The faculty of the School of Architecture are committed to promoting the profession of architecture through their own work as architects, designers, and as educators.

As is discussed further in Faculty Credentials, a strong majority (68%) of faculty teaching in the School of Architecture maintain professional registration as architects in Tennessee and other states, and many run architectural practices or contribute to architectural firms as part of their creative work. Many also maintain Leadership in Energy and Environmental Design (LEED) accreditation and membership in professional organizations—including the American Institute of Architects (AIA) and the Society of Architectural Historians (SAH). Many take on leadership roles within these organizations. Through these efforts, faculty members make significant contributions to the architectural culture of Knoxville, the state of Tennessee, and the southeast region. Many faculty are also active in organizations related to architectural education, including the Association of Collegiate Schools of Architecture (ACSA), the Journal of Architectural Education (JAE), and the National Architecture Accrediting Board (NAAB).

Among the faculty and administration, there is a strong culture of attendance at professional meetings, academic conferences, and actively engaging in professional organizations in order to stay current in knowledge of practice, licensure, and design education. Faculty can earn continuing education credit towards licensure and professional memberships by attending public lectures hosted by the College of Architecture and Design's annual Robert B. Church III Memorial Lecture Series—detailed below. Faculty can receive financial support to attend conferences, significant meetings of professional organizations, and training workshops by requesting travel support or applying for faculty development grants. The College frequently hosts alumni gatherings at the Annual Meeting of ACSA, the AIA National Convention, and the AIA Tennessee Convention. Faculty can also earn a limited amount of continuing education credit for courses they teach. Opportunities for continuing education and other learning events are distributed to the faculty by email.

The University provides resources to help faculty enhance their professional teaching skills through the Tennessee Teaching and Learning Center (TennTLC), which offers group workshops and individual coaching. TennTLC also publishes teaching guidelines on specific topics. More information on TennTLC is available online: *http://tenntlc.utk.edu/*

The Office of the Provost also facilitates support for faculty exploring opportunities to move into leadership positions. These include:
- SEC Academic Consortium Leadership Development Program *http://www.secdigitalnetwork.com/Portals/3/SEC%20Website/SECAC_leadership.pdf*
- Higher Education Resource Services (HERS) program for women in higher education *http://www.hersnet.org/*
- UTK Women's Leadership Program
- UT Leadership Institute *http://humanresources.tennessee.edu/leadership/*

Funded Professorships and Special Faculty Support
> **James Johnson Dudley Architecture Faculty Scholar.** Instituted in 2011, the College of Architecture of Design recognizes an exemplary faculty member with the designation James Johnson Dudley Architecture Faculty Scholar. All tenured or tenure track members of the College faculty are eligible to submit proposals for research and/or scholarly or creative work for the period of the award. The designation is for two academic years, with funding of a minimum of $22,500-per-year salary augmentation in direct support of

the proposed work. The recipient is required to deliver a lecture or produce and present an exhibition of work at the end of his/her tenure as the Dudley Scholar. Further information about the nomination and selection criteria are provided in the following call for proposals: *http://web.utk.edu/~utknaab/JJDS-selection-criteria.pdf.*

Ted Shelton, Associate Professor, is the College's first James Johnson Dudley Architecture Faculty Scholar. His term runs from Fall 2012 through Summer 2014. His proposal for research on "the intrusion of the highway into the urban fabric of American cities," may be viewed here: *http://web.utk.edu/~utknaab/Shelton-proposal_2012.pdf*

Brian Ambroziak, Associate Professor, was appointed the CoAD's second James Johnson Dudley Architecture Faculty Scholar 2013–2015 in support of his research project "NIGHT[SCAPE]," which will be supported by $45,000 dispersed over two years. *http://web.utk.edu/~utknaab/Ambroziak-proposal_2013.pdf*

Governor's Chair. In Summer 2013, the College of Architecture and Design was awarded a highly prestigious Governor's Chair position—an honor only awarded to nine individuals in the UT System to date. An international search is underway to select the Governor's Chair in High Performance Energy Practices in Urban Environments. The Governor's Chair in High Performance Energy Practices in Urban Environments is a joint appointment between the College of Architecture and Design and the Energy and Environmental Sciences Directorate at the Oak Ridge National Laboratory (ORNL). This Governor's Chair will utilize and optimize specific UT/ORNL strengths in Computational Sciences, Materials Science, Neutron Sciences, and Biosciences in the design of new cities and the redesign of existing urban centers.

By 2015 80% of Americans will be living in urban centers. This increasing urban density presents a multitude of environmental challenges that will be resolved by a combination of cultural shifts and technological advances in the fields of architecture, engineering, and the building sciences. High performance buildings in dense urban settings will be a key feature of a better, more secure energy future. Innovative energy practices in the United States lag behind those in many industrial and developing countries. This joint appointment is a catalyst for change, building upon an expertise that informs relatively traditional urban design practices with new researches in emerging clean energy technologies.

The Governor's Chair will work jointly with the university and the lab to lead applied research in energy performance and environmentally responsible design for new and existing buildings and communities. Applied research in this area will be a powerful contributor to urban development and economic growth of the state of Tennessee and the region, establishing international leadership in a new form of urban design practice.

This Governor's Chair will be an individual leader and team hired for a fixed term from within an internationally prominent firm—one that is a recognized leader in high performance buildings in urban environments. The team—uniquely skilled and experienced professionals and academics—will use the *sui generis* parameters of this joint appointment to establish an internationally recognized leadership position in the future growth of intelligent and regenerative cities, forging a distinct partnership among private industry, the University of Tennessee, and ORNL.

Among the downstream derivative benefits is the generation of new revenue streams from private foundations and government agencies—such as NSF—for applied research in extreme energy performance and environmentally responsible design for new and existing buildings and communities. In the United States, buildings now account for one third of the total energy use and two-thirds of the electrical use. Yet, "zero-energy buildings" already exist—one is on the UT campus and another on the ORNL campus—and

buildings as a source of energy generation are a new paradigm. Buildings, with "breath-able" scale-like skins that improve indoor air quality and lower energy costs are now be-ing built. Applied research in this area will be a powerful contributor to urban development and economic growth of the state of Tennessee and the region, establishing international leadership in a new form of urban design practice.

The Request for Qualifications and Proposal for the Governor's Chair in High Perfor-mance Energy Practices in Urban Environments—available here: *https://web.utk.edu/~utknaab/UT_HPEPUE_Gov_Chair_RFQ_RFP.pdf* —provides additional infor-mation about this significant opportunity.

BarberMcMurry Professorship. The College of Architecture and Design has named Lawrence Scarpa—an internationally celebrated architect—as its inaugural BarberMcMurry Professor, the first endowed professorship in the college's history. Scarpa—a Fellow of the American Institute of Architects (AIA)—will teach a design studio and seminar during the 2014 spring semester. Following the 2014 studio, Scarpa will select a UT student for an internship or full-time position at his Los Angeles-based firm, Brooks + Scarpa. Scarpa will also deliver a lecture and exhibit his work during the UT Church Memorial Lecture Series. A publication documenting the seminar will be produced.

The BarberMcMurry Professorship was established to promote design excellence through teaching by an internationally or nationally recognized practicing architect. It is the result of two gifts—one from Marion Barber, the widow of Charles I. Barber, one of Knoxville's most respected architects, and another from his firm, BarberMcMurry Archi-tects. In 2011, the firm's leaders, Kelly Headden and Charles Griffin—UT architecture alumni—matched the Barber gift to produce the $1 million endowment. The position also directly supports Chancellor Jimmy G. Cheek's vision to create more endowed chairs and professorships across the UT campus.

Bringing a series of internationally acclaimed visiting professors to the College over the coming years will have immediate and long-term benefits. It will make our architecture programs more competitive in recruiting students, introduce new studio opportunities, positively affect design dialogue across professional curricula, and connect our students and faculty with a series of influential contemporary architectural practices.

James R. Cox Professorship. This University-wide award was established in 2002 in honor of James R. Cox, whose gifts to the university made through his sister and nephew—Charlotte and Jim Musgraves—helped establish these professorships in sup-port of faculty in the arts and theater, biological and physical sciences, architecture, and forestry studies. Recipients are chosen by a committee for their excellence in teaching, scholarship, and service. The three-year award provides a stipend of $25,500 to be used at the recipient's discretion. The honor is typically awarded to only one or two University faculty members each year.

Since the time of our last accreditation, several members of the School of Architecture faculty have been honored as recipients of the James R. Cox Professorship:

2006–2009	Prof. George Dodds
2009–2012	Prof. Edgar Stach
2013–2016	Assoc. Prof. Tricia Stuth

Alvin and Sally Beaman Professorship. In 2012, UT appointed Professor George Dodds as an Alvin and Sally Beaman Professor—a distinguished service award which honors only the very best teacher-scholars of the university.

Support for Faculty Research and Outreach Projects, Budget Reports
The financial reports on the following pages outline all funding for faculty research and outreach since the last accreditation visit. Highlights of research and outreach support offered each fiscal year are explained in the narratives that follow. Additional information about specific research opportunities for faculty and students follow in Part I, Section 2.1.b. (*I.2.1.b. Faculty/Student Research Initiatives*).

> **FY2009 (RO.1)**: In FY2009 (2008–09), the Institute for Smart Structures was created by faculty members, Edgar Stach and James Rose. The UT Zero project for the Solar Decathlon House received $20,000 from the University to build the prototype. College funds covered the balance of the project. Additional support was offered for faculty to attend and present work at conferences and to conduct research.

Faculty Research and Outreach Projects in FY2009 (2008-09)			R.01
Description	**Funding Type**	**Name**	**Amount**
Support the exhibition of the master plan for New Orleans	EPPE	Marleen Davis	$740.00
Exhibit framing for Gallery Stokes in Atlanta	EPPE	Diane Fox	$800.00
Support professional photography of the Panther Creek Observation Platform	EPPE	John McRae for Tricia Stuth	$494.00
UT Zero Energy House funding	Opportunities	Edgar Stach / James Rose	$20,000.00
Provide the Solar Decathlon-UT Zero Energy House Team with the technological resources necessary to design, test, and build an award winning Solar Decathlon House (SARIF 50% of Total $16,615.99)	Equipment	Edgar Stach / Stan Johnson	$8,308.00
Tennessee Dept of Commerce	External Grant	Jeff Wilkinson	$43,111.00
Travel to Limassol, Cyprus May 13-15, 2009 for UTK CON Cyprus International Conference	Travel	Hansjörg Göritz	$1,000.00
Travel to Amman Jordan for DMACH 2008 Conference Nov. 3-6, 2008	Travel	Gregor Kalas	$1,000.00
Travel to Portugal in June 23-25, 2008	Travel	Ted Shelton	$1,200.00
Travel to Dublin, Ireland October 22-24, 2008	Travel	Ted Shelton	$1,000.00
Travel to Denmark June 25-28, 2008	Travel	Edgar Stach	$1,000.00
Travel to Oxford, England during December 2008	Travel	Tricia Stuth	$1,000.00
		Grand Total:	**$79,653.00**

> **FY2010 (RO.2)**—see next page: In FY2010 (2010–11), Gregor Kalas was the recipient of a substantial external grant from the National Endowment for the Humanities allowing him to conduct scholarly research for one year at UCLA's Experiential Technologies Center. As a result, Prof. Kalas has written a book on the role of monumental statuary in ancient Rome that will be published by the University of Texas Press in late 2013. Additional significant external grants in FY2010 supported the ongoing work of the Institute for Smart Structures and the UT Zero Energy Prototype.

Faculty Research and Outreach Projects FY2010 (09-10)			RO.2
Description	**Funding Type**	**Name**	**Amount**
Support building crates for exhibit "UnNatural History" Fall 2009	EPPE	Diane Fox	$524.33
Defray expenses involved in producing a promotional brochure about his architectural design work	EPPE	Hansjörg Gõritz	$506.60
High resolution images for paper "The Highway and the American City"	EPPE	Ted Shelton	$115.00
Purchase of rights to seven specific images from Barnes Foundation	EPPE	Tricia Stuth	$196.00
EPPE Subvention: Journal of Architectural Education (JAE) publication:"Continuity, Criticality, and Change: The Barnes Foundation Controversy" Up to $500	EPPE Subvention	Tricia Stuth	$500.00
UCLA - One Year Scholarly Work	External Grant	Gregor Kalas	$50,000.00
Support travel and living expenses in Los Angeles to conduct research at UCLA's Experiential Technologies Center from 8/1/09-8/1/10	Fellowship	Gregor Kalas	$8,990.63
Summer GRA award for Chafin, Megan	GRA	Edgar Stach	$3,600.00
Summer GRA award for Richardson, Steven Nicholas	GRA	Tricia Stuth	$3,600.00
Travel to Spain during April 12-16, 2010 to present papers at two conferences	Travel	Ted Shelton	$1,000.00
TN Dept of Commerce	External Grant	Jeff Wilkinson	$41,700.00
National Endow Arts	External Grant	Edgar Stach / James Rose	$5,000.00
UT Zero Energy Prototype	ORNL/Travel	Edgar Stach / James Rose	$23,000.00
Institute for Smart Structures	Center	Edgar Stach / James Rose	$30,000.00
		Grand Total:	**$167,701.63**

FY2011 (RO.3)—see next page: In FY2011 (2010–11), the Architecture program was se-lected and received seed funding for two major research projects—the Solar Decathlon House and the New Norris House.

Living Light: UT Solar House: The Living Light project was eighth in the world overall with top five standing in half of the ten competitions: first in energy production, first in hot water production, third in appliance efficiency, third in engineering, fifth in architecture. Since the competition the Solar Decathlon House has won several awards. The project is featured prominently in promotional information for the University of Tennessee both to the general public as in the billboard at the McGee Tyson Airport, and to prospective fac-ulty as in a recently released recruiting brochure from the office of the Provost. More than $1M was raised for the Solar Decathlon House through grants and gifts from the Tennes-see Valley Authority (TVA), DOE, Oak Ridge National Laboratory (ORNL), EPRI and sev-eral other cash gifts and in-kind donations. (*I.2.1.b.i. Living Light: UT Solar House*).

New Norris House: This project has won several awards and recently received an AIA COTE award for the Top 10 Project at the 2013 AIA national convention. Approximately $500K was raised for the New Norris House through internal—University and College support—as well as external constituencies including the EPA, donations and in-kind support. These two projects continued and were completed in FY2012 (2011–12). These design/build/research projects have brought great acclaim to the university and helped the college play a leading role in UT's journey to the Top 25. (*I.2.1.b.i. New Norris House*).

Faculty Research and Outreach Projects FY2011 (10-11)			RO.3
Description	Funding Type	Name	Amount
Publication of article: Site Annotations, vol.-1 in the October, 2010 issue of the Journal of Architectural Education (JAE) 1/3 cost up to $1,000	EPPE	David Fox	$1,000.00
To ship photographs to Lincoln, NE for an exhibition at the Haydon Art Center Feb. 1-March 12, 2011	EPPE	Diane Fox	$241.92
To fund a translation to English of an essay originally published in French to be submitted for peer review to the scholarly journal: Preservation, Education and Research (PER).	EPPE	Barbara Klinkhammer	$620.00
Publication of Integral Sustainable Design: A Transformative Perspective Tennessee Dept of Commerce	EPPE Subvention Grant	Mark DeKay Jeff Wilkinson	$1,468.71 $43,420.00
CNC Router	Equipment	Edgar Stach	$27,500.00
Support travel and living expenses in Los Angeles to conduct research at UCLA's Experiential Technologies Center from 8/1/09-8/1/10 - Continuation of prior year	Fellowship	Gregor Kalas	$817.33
New Norris House	Opportunities	Tricia Stuth / Bob French	$18,000.00
New Norris House	Opportunities	Tricia Stuth / Bob French	$50,000.00
New Norris House - EPA	External- Competition/ Grant	Tricia Stuth / Bob French	$74,000.00
New Norris House NCARB Prize	External - Competition/ Grant	Tricia Stuth / Bob French	$7,500.00
New Norris House - Women's Alliance	Grant	Tricia Stuth / Bob French	$14,000.00
Travel to Sydney, Australia July 22-25, 2010 for the 5th International Conference on the Arts in Soceity	Travel	Hansjörg Göritz	$1,000.00
Travel to Montreal, Canada for the Association of Collegiate Schools of Architecture March 3-6, 2011	Travel	Gregor Kalas	$500.00
Travel to Beirut, Lebanon December 15-18, 2010 for the IASTE Conference	Travel	Ted Shelton	$857.71
Travel to Shanghai, China Nov 8-12, 2010 for the IASS-APCS 2010 Symposium	Travel	Edgar Stach	$1,000.00
Solar Decathlon Competition - DOE	External - Competition/ Grant	Edgar Stach / James Rose	$100,000.00
Solar Decathlon Competition - OR	Matching Support	Edgar Stach / James Rose	$200,000.00
EPRI	External Grant	Edgar Stach / James Rose	$50,000.00
NSF EPS	External Grant	Edgar Stach / James Rose	$75,000.00
TVA	External Grant	Edgar Stach / James Rose	$310,000.00
Institute for Smart Structures	Center	Edgar Stach / James Rose	$80,000.00
		Grand Total:	**$1,056,925.67**

FY2012 (RO.4)—see next page: Since its return from the Department of Energy Solar Decathlon 2011, the **Living Light House** has travelled over 4,000 miles, made 10 stops in five cities, and welcomed over 50,000 individual tours. After leaving D.C. in 2011, the house made a brief stop on the Knoxville campus before moving on to two stops in Nashville at the TVA Energy Forum and Centennial Park. The house went on to Memphis and a visit to Chattanooga that coincided with the American Institute of Architect's state convention. After Chattanooga the house returned to Washington D.C. at the special request of the Smithsonian Institution to take part in the annual Folklife Festival as the centerpiece of a celebration of 150 years of land-grant institutions in America. During the festival the Living Light house was prominently located on the National Mall; an excellent ambassador for the UT CoAD and the first sight for visitors emerging from the Smithsonian Metro stop. Since its return from the festival in August of 2012, the house has been located at the entry to UT Gardens on the West campus in Knoxville. On average, the house sends

8 kilowatt-hours of power to the UT grid each day. The Solar Decathlon tour project received $315,000 in support from the University and external constituencies.

Haiti Project: Following the 2010 earthquake, the School of Architecture in collaboration with the Interior Design and Landscape Architecture Programs has also supported a "community rebuilding" project in Haiti. The program has included the design and local construction of an elementary school, as well as the design of faculty housing for the school and a medical center in another community. (*I.2.1.b.i. Haiti Project*).

Faculty Research and Outreach Projects in FY2012 (11-12)			RO.4
Description	Funding Type	Name	Amount
Hand drawing relative to emerging technologies	CoAD – Faculty Development Awards (FDA)	David Fox	$1,500.00
The Highway and the American City	CoAD - FDA	Ted Shelton	$1,500.00
A New Norris House: Sustainable Dewelling for the 21st century	CoAD - FDA	Tricia Stuth / Bob French	$1,500.00
Le Corbusier & Color	CoAD - FDA	Barbara Klinkhammer	$1,500.00
Diderot's Dreams	CoAD - FDA	Brian Ambroziak	$1,500.00
The Bendictine Monastery of San Vincenzo Al Volturno	CoAD - FDA	Gregor Kalas	$1,500.00
A New Norris House: Sustainable Dewelling for the 21st century	CoAD - FDA	Tricia Stuth / Avigail Sachs	$1,500.00
Travel to Chianciano Terme, Italy for the 12th Stremah International Conference on Structural repairs and maintenance of Heritage Architecture, Sep 5-7, 2011	Travel - Sarif	Barbara Klinkhammer	$1,000.00
3D printing of exhibit models to be showcased at exhibits at UTK, UNC-Charlotte, University of Maryland and UVA	EPPE	Brian Ambroziak	$1,000.00
To suppor the illustrations, book design and graphic design layout of the book entitled "Sun, Wind & Light: architectural design strategies, third edition."	Subvention	Mark DeKay	$1,500.00
Travel to Rome for the 2012 UT affiliated fellowship at the American Academy in Rome	Fellowship	Gregor Kalas	$716.00
Layout, graphic design and copy-editor for ARRIS, a scholarly journal of the Southeast Chapter of the Society of Architectural Historians	EPPE	Gregor Kalas / Barbara Klinkhammer	$12,000.00
Tennessee Dept of Commerce	External Grant	Jeff Wilkinson	$37,345.00
New Norris House	UT Systems	Tricia Stuth / Bob French	$50,000.00
Foundation Grant	External Grant - Getty Foundation	Barbara Klinkhammer	$2,000.00
AIA Upjohn Research	External Grant	Mark DeKay	$20,000.00
Outreach - Odd Fellows Cemetry	Internal Grant	Katherine Ambroziak	$2,000.00
Solar Decathlon House Tennessee Tour	UT System/Other Colleges	Scott Poole / James Rose	$150,000.00
Solar Decathlon House - Folklife Festival, Washington DC	Opportunities	Scott Poole / James Rose	$85,000.00
ARRA UTRF - Solar Decathlon House Tour	Grant	Edgar Stach / James Rose	$80,000.00
DBEI – Design Build Evaluate Initiative (New Norris Phase IV and Haiti)	Opportunities	Tricia Stuth / Scott Poole	$32,000.00
HaitiServe	External Grant	John McRae	$20,000.00
Oral History of School of Architecture project	Internal College support	Marleen Davis	$6,000.00
		Grand Total:	**$511,061.00**

FY2013 (R.05)—see next page: **Design-Build-Evaluate Initiative:** The Office of Research approached Dean Poole in 2011 shortly after his hire and offered funding to accelerate research initiatives in the College (FY2011). Dean Poole gathered the faculty involved in the three major research initiatives—Living Light, the New Norris House, and the Haiti Project—to create the Design-Build-Evaluate Initiative (DBEI) in the College. The DBEI was created through collaborative discussions with faculty in the School and College and was authored and is being run under the leadership of Associate Professor Tricia Stuth. In FY2012 (2011–12), the Office of Research and Engagement supported this initiative in the amount of $30,000 and the College supported it with a Graduate Research Assistant. This has enabled the College to support the New Norris House testing phase and the Haiti project. In FY2013 (2012–13), DBEI was funded $45,000 by the Office of Research plus a Graduate Research Assistant supported by the College. In

FY2014 (2013–14), the Office of Research has funded $44,685 combined with College support amounting to $47,250 for a total of $155,850. This will include several new research projects and collaboration with the College of Nursing, College of Engineering, College of Agriculture, and others. (*I.2.1.b.i. Design/Build/Evaluate Initiative*)

Faculty Research and Outreach Projects FY2013 (12-13)			RO.5
Description	Funding Type	Name	Amount
Travel to Rome	Travel	Gregor Kalas	$221.83
Travel to Rome	Travel	Gregor Kalas	$494.17
Graduate Research Assistant Funding	SARIF	Gregor Kalas	$3,600.00
Graduate Research Assistant Funding	SARIF	Katherine Ambroziak	$3,600.00
Travel to France	Travel	Ted Shelton	$1,000.00
Shelton & Stuth Frugal Farmer	EPPE	Ted Shelton	$375.00
New Norris House Testng Phase IV - Women's Alliance	Grant	Tricia Stuth / Bob French	$9,000.00
DBEI - Design Build Evaluate Initiative	SARIF	Tricia Stuth	$45,000.00
Travel to National Outreach Scholarship Conference		T.K. Davis	$997.22
Travel to Switzerland	Opportunities	Diane Fox	$800.00
Exhibit Support - Installation Components & Publication	EPPE	Brian Ambroziak	$1,000.00
Travel to Helsinki	Travel	James Rose	$782.00
Travel to Lima, Peru	Travel	Mark DeKay	$885.26
Fellowship Award	Fac Fellowship	David Fox	$4,700.00
Fall Semester student workers (EPPE) & Haiti trip travel	EPPE	John McRae	$1,000.00
Printing Haiti Project Book	EPPE	John McRae	$1,000.00
American Academy in Rome Fellowship	AAR Fellowship	Hansjörg Göritz	TBD
Travel to Rome for AAR Fellowship	Travel	Hansjörg Göritz	$750.00
Summer GRA Assistantship	GRA Assistantship	Ted Shelton	$3,600.00
Trasforming Public Space in Rome manuscript publication	EPPE Publication Subvention	Gregor Kalas	$1,625.00
Summer GRA Assistantship	GRA Assistantship	Katherine Ambroziak	$2,000.00
Summer GRA Assistantship	GRA Assistantship	Marleen Davis	$2,000.00
Summer GRA Assistantship	GRA Assistantship	Ted Shelton	$2,000.00
Cardinal Points Exhibit	EPPE	Katherine Ambroziak	$1,620.00
HI Subvention	EPPE	Mark DeKay	$1,500.00
Program Development Grant - Dodds	Center for International Education	George Dodds	$1,500.00
Honorarium payment to Chris Woodcock - Poland Orientation	Center for International Education	George Dodds	$1,500.00
Haiti project printing expenses	Ready for The World	John McRae	$3,850.00
Travel to conference in Buffalo, NY	UT Marco Inst. For Medieval & Renaissance Studies	Gregor Kalas	$672.60
4H Camp funding	UTIA Extension	Bob French	$9,000.00
PlanET - Reimagining Urban Highways	Knoxville/Knox County Metropolitan Planning Com	Ted Shelton	$48,234.32
PlanET - Greenway Guidelines	Knoxville/Knox County Metropolitan Planning Com	Tracy Moir-McClean	$44,935.00
LIFEHouse: Improving the Quality of Life in Haiti (Submitted)	The Graham Foundation	John McRae	$30,000.00
HSS Project	University of Tennessee	David Matthews	$5,000.00
Tennessee Dept of Commerce	Exetrnal Grant	Jeff Wilkinson	$35,990.00
Digital Humanities Project (In progress)	UT Humanities Dept.	Gregor Kalas	TBD
Attend ESC Conference (In progress)	Academic Outreach & Engagement Council	T.K. Davis	TBD
Governor's Chair Search	UT System/ORNL	Scott Poole	$51,600.00
		Grand Total (partial):	**$321,832.40**

b. Faculty/Student Research Initiatives

The College and programs in architecture are tremendously supportive of programs and initiatives in collaborative faculty/student research. A number of faculty-initiated and student supported research projects have been underway since the last accreditation visit. Some are large, long-term projects involving the collaboration of large teams of faculty and students from several academic units and supported through substantial grants. Others are smaller research opportunities that can be executed through Special Topics in Architecture (ARCH 425|525) seminars or summer Mini-Terms. Many of these research initiatives have been nationally recognized for their excellent accomplishments.

    i. Major Research Initiatives

Design-Build-Evaluate Initiative (DBEI) *http://archdesign.utk.edu/faculty-staff/research-expertise/design-build-evaluate/* A number of initiatives undertaken since the last accreditation visit focus on design-build experiences that incorporate substantial evaluation methods. These initiatives include, the New Norris House, the Living Light Solar House, and the Haiti Project. All share the following characteristics:

- Developed quickly outside the constraints of the established curriculum,
- Functioned as an experimental laboratory,
- Challenged the status quo of the normative design studio in that each was:
  - Multidisciplinary
  - Collaborative
  - Entrepreneurial

Further, these high-impact projects have established a new respect and value for:

- Ethnographic Research—systematically observing and learning from the customs and behavior of people,
- Community Engagement—connecting with people who live in the places we build,
- Performance—measuring success from durability to delight, from energy performance and ecological impact to aesthetic appeal and alignment with cultural values.

New Norris House (Tricia Stuth, Robert French, Richard Kelso) *http://thenewnorrishouse.com/* In 1933 the Tennessee Valley Authority constructed a model community—Norris, Tennessee—as part of the Norris Dam construction project. A key feature of this New Deal village was the Norris House—a series of homes built as models for modern and efficient living. In light of the 75th anniversary of the Norris Project, an interdisciplinary team of UT students and faculty are reinterpreting the Norris paradigm and creating a New Norris House—a sustainable home designed for the 21st century.

The New Norris House project was led by the UT College of Architecture and Design in partnership with the UT Institute for a Secure and Sustainable Environment, the College of Engineering, and the Department of Environmental Studies took more than three years to complete. It is a testament to the hard work of more than 50 students and faculty members, as well as the capacity of our students and faculty to work within the constraints of a vibrant community.

The sustainable house has received multiple recognitions, including a 2013 AIA COTE Top Ten Green Project Award, a 2013 Design Build Award from the Association of Collegiate Schools of Architecture, a 2012 Residential Architect Merit Award for Single-Family Housing, the 2011 Prize for Creative Integration of Practice and Education from the National Council of Architectural Registration Board, and being recognized as a winning entry of the 2009 Environmental Protection Agency Prosperity and the Planet Competition.

Living Light: The UT Solar House (Edgar Stach, James Rose, Barbara Klinkhammer, Richard Kelso) *http://livinglight.utk.edu/.* For the 2011 U.S. Department of Energy Solar Decathlon, the Institute for Smart Structures focused on the integration of aesthetics, technology, and energy efficient construction through the idea of Living Light. This concept not only relates to the sun, daylight, and energy, but is a way of life that actively engages each participant in a learning experience to promote sustainable living.

More than 200 UT students and faculty across nine academic disciplines designed the house for the 2009 Solar Decathlon. UT placed eighth overall in the decathlon and claimed high-standing marks in several categories, including first in energy production, third in engineering, third in hot-water production, third in energy-efficient appliances, and fifth in architecture.

Living Light—presently in Knoxville at the UT Gardens—is undergoing a year of testing by faculty and students collaborating with the Electrical Power Research Institute.

Haiti Project (John McRae, David Matthews) *http://haitiutk.squarespace.com/*
Addressing severe post-earthquake challenges in Haiti from the perspective of design, research, cultural analysis, and humanity, the Haiti Project has completed a faculty and staff housing project to complement the already-completed school, proposed a master plan for Fond-des-Blancs, and is in the early stages of creating a medical clinic in a separate town—Fort-Liberté.

The efforts of the Haiti Project occur in a studio environment where students are engaged in active academic discourse while applying their cross-cultural experiences to real-life problems. Through Project Haiti, Architecture and Design students have collaborated in multidisciplinary, scholarly teams that include programs in Engineering, Nursing, Business Administration, and others across campus. They have also worked in collaboration with the Haiti Christian Development Fund (HCDF) and centered in Fond-des-Blancs as well as leaders in Haitian communities, and industry experts in Knoxville.

Plan East Tennessee / PlanET (Scott Wall, Ted Shelton, Tracy Moir-McClean, Sean Martin, Ken McCown, Valerie Friedmann, Brad Collett). *http://siwrstudio.squarespace.com/* PlanET *http://www.planeasttn.org/* and Seven Islands Wildlife Refuge *http://www.outdoorknoxville.com/places/trails/east/seven-islands-wr-trails*
Since the fall of 2010 college faculty and undergraduate and graduate students in both architecture and landscape architecture have actively participated in the development of Plan East Tennessee. PlanET is the public/private consortium led by the City of Knoxville and its Metropolitan Planning Commission and tasked to develop regional and local recommendations for the $4.3M Sustainable Communities initiative sponsored by the US Department of Housing and Urban Development (HUD).

As a primary partner in the consortium, the College of Architecture and Design has supported this initiative with directed architecture and landscape architecture studios and joint coursework during the academic year, and with grant-supported extended research by faculty and students. This work has been integral to the on-going development of design strategies and guidelines for sustainable community development that can be broadly applied. Members of the college faculty who have worked on these projects include Professors of Architecture Scott Wall, Ted Shelton, Tracy Moir-McClean, and Sean Martin and Professors of Landscape Architecture Ken McCown, Valerie Friedmann, and Brad Collett. By the end of the grant period the College and School will have provided approximately $1 million in in-kind service through these courses, and will have received approximately $120,000 in grant support, including both undergraduate and graduate research assistantships.

Odd Fellows Cemetery and Potters Field Reanimation (Katherine Ambroziak)
http://www.arch.utk.edu/Research_Outreach/projects/odd_fellows_cemetery.shtml. For years, University of Tennessee, Knoxville, students and faculty have been working with the City of Knoxville, the Knoxville Re-Animation Coalition, and the community to rehabilitate two historically and culturally important cemeteries in East Knoxville—the Odd Fellows Cemetery and Potters Field.

Faculty and students in the School of Architecture are working on a master plan for the cemeteries which suffered from nearly a century of neglect prior to the start of the Odd Fellows Cemetery and Potters Field Rehabilitation Project. Odd Fellows Cemetery—which contains about 6,000 graves—was founded around 1880 as burial ground for Knoxville's African American community. Potters Field—founded in 1850—was once designated for the city's poor and has an estimated 18,000 graves. No plot maps exist for those buried in the cemeteries, and many of the markers are missing. The grounds are overgrown and the soil eroded. Access to the cemeteries is also limited, making visitation difficult. The project—led by Assistant Professor Katherine Ambroziak—has developed physical, climatic, historical, and cultural surveys and explored opportunities by which the cemetery may serve as a place of community engagement, activity, and memory.

Nashville Civic Design Center (T.K. Davis) *http://www.civicdesigncenter.org/.* The Nashville Civic Design Center (NCDC) is a non-profit organization in partnership with the UT College of Architecture and Design dedicated to elevating the quality of Nashville's built environment and promoting public participation in the creation of a more beautiful and functional city for all. As a result, students and the School's long-time representative in the effort, Associate Professor T.K. Davis, partner with design professionals and community leaders in Nashville and its suburbs at the NCDC to conduct research in urban design supported by grants and outside-funding.

UPSIDE: Urban Program in Sustainable Design Education (David Fox)
http://www.arch.utk.edu/Research_Outreach/centers/upside.shtml. Through collaboration between local high schools and the UT College of Architecture and Design, this unique community outreach project—created by Associate Professor David Fox—focuses on establishing long-term economic and environmental sustainability to neighborhoods in need of revitalization. The work of UPSIDE and Prof. Fox have been nationally recognized for excellence in service-learning.

Other Research Initiatives. In addition to large-scale and multi-year efforts, faculty are also encouraged to engage students in research initiatives that can take place over a shorter-duration in support of faculty research objectives and other creative opportunities. In the time since the last accreditation visit, a number of research-based special topics seminars have been offered—many featuring meaningful design-build experiences. These have included:

- **ARCH 425|525 Re(Formation)**, Adj. Assist. Professor Greg Spaw. This semester-long design-build course leverages Prof. Spaw's research of digital fabrication methodologies and students' interest in having meaningful design-build experiences. In Spring 2013, this course resulted in the design, fabrication, and installation of a continuous seating element that transformed the interior experience of a public bar in downtown Knoxville.
- **ARCH 425|525 Material Explorations**, Lecturer Matt Culver. Through this course, students are instructed in advanced construction techniques with extensive consideration of the inherent opportunities and limitations of materials and tools. The work of this course resulted in the design and construction of a classroom module in the Fab-Lab facility.

- **ARCH 425|525 Brut-Tech: Methods and Tactics for Materials and Construction**, Adj. Assist. Professor Matt Hall. This seminar explores the subversion of the everyday use of material—seeking to re-examine or repurpose known and overlooked materials. This has included exploring the use of garbage or waste materials as design provocation and construction material. Research explored through this course resulted in the design, fabrication, and installation of an interior partition and display system that transformed the interior architecture of a floral shop in downtown Knoxville. It also informed Prof. Hall's public art construct at the Bonnaroo music festival.
- **Renovation of Humanities and Social Sciences Classroom Building (HSS).** Associate Professor Brian Ambroziak (Architecture) and Professor David Matthews, Chair of Interior Design, directed a research and design-build project with a team of multidisciplinary students to renovate classrooms and common space in the Humanities and Social Sciences Building (HSS) on the University of Tennessee's Knoxville campus. HSS is one of the most heavily used buildings on campus, and it is the only dedicated classroom building. The renovation project focused on how the built environment can enhance learning by encouraging student interaction and collaboration—both in class and between classes. The project also served as a significant opportunity for members of the College of Architecture and Design to collaborate with University Facilities Services and the Campus Architect producing, testing, and prototyping elements of this project, and opening the door for future collaborations. Further details about the project are available in the following report by the *Wall Street Journal: http://archdesign.utk.edu/ut-renovates-classroom-building-to-focus-on-student-collaboration/*

ii. Notable Recent Research Accomplishments. The following summary—prepared by Associate Dean for Academic Affairs and Research George Dodds—was distributed to the College faculty as a memorandum of notable successes shared by many of our faculty and students over Summer 2013:

During the past three months—May, June, and July 2013—research funding in the college has exceeded $360,000, double the total CoAD funded research for all of last year. Moreover, the grants represent a broad range of topics and diverse group of faculty.

- **John McRae and David Matthews received a $207,000 grant from the USDHHS Health Resources and Services Administration (HRSA)** to be dispersed over three years to support "The Appalachian Community Health and Disaster Readiness: An Inter-professional Practice" in conjunction with colleagues from the College of Nursing. In addition to Nursing, the grant includes participants from Environmental Engineering, The Law Enforcement Innovation Center, and The Institute for Assessment and Evaluation.
- **The Design / Build / Evaluate Initiative received funding from the Office of Research again this year: $45,000.** This is only the second time that Tricia Stuth has made a funding request for DBE; last year it was one of very few new Organized Research Units (ORU) funded by the Office of Research. Moreover, the DBEI was one of only five ORUs to be funded at or above last year's level. The other 25 existing ORUs were either funded below last year's level or not funded. This is particularly impressive as the funding available this year was 30% lower than year owing to sequestration and the funding of three new ORUs.
    - **Ted Shelton received $15,000 from an EPA P3 iGrant** (initial funding) for his intercollegiate and highly collaborative "Green Oak as a Sustainable Building Material" Research.
    - **Several graduate and undergraduate students were supported this summer with funding from several sources.**

- ▪ **Ted Shelton received one of 23 Office of Research Summer GRA Awards** in support of Jason Cole to work on the Green Oak research.
  - ▪ **EPA P3 and PlanET funds** (see below) supported research assisted by graduate and undergraduate students.
- **The PlanET work continued this summer under two distinct projects**:
  - ○ **Ted Shelton received $48,259.55 in funding through the PlanET Grant,** administered through the City of Knoxville/Knox County Metropolitan Planning Commission for his research "Reimagining Urban Highway Corridors," an extension of studio work he directed in the Master of Architecture program during fall, 2012.
  - ○ **Tracy Moir-McClean, Valerie Friedmann, and Sean Martin received $44,999.90 in funding through the PlanET Grant,** administered through the City of Knoxville/Knox County Metropolitan Planning Commission for "Greenway Guidelines for the Tennessee Valley Region: Recommendations for Water, Rail and Roadside Trails in Regional Landscapes," an extension of collaborative studio work (M.L.A., M.Arch., and B.Arch.) from Spring 2013.
- **Brian Ambroziak was appointed the CoAD's second James Johnson Dudley Architecture Faculty Scholar 2013-15** in support of his research project: "NIGHT[SCAPE]" supported by $45,000 dispersed over two years.
- **Tricia Stuth has been appointed the new UTK James R. Cox Professor** by the Office of the Provost, a three-year professorship carrying a $25,000 stipend/research fund dispersed over three years—the third to be appointed from our college.
- **David Fox is returning to the faculty this term after an extremely successful sabbatical and Fulbright Scholar-in-Residence at the Krakow Polytechnic** where he taught two experimental courses in representation, mounted an exhibition of his work at the headquarters of the Krakow Society of Architects, and was chosen as one of four Fulbright recipients to present their work to the President of Poland and the American Ambassador at Fulbright Commission in Poland's closing reception—held at the Ambassador's Residence each year.
- **Hansjörg Göritz completed an UTK Affiliated Fellowship at the American Academy in Rome.**

This fall term we have two planned workshops/meetings with representatives from the UTK Office of Research:

- **September 09: Dr. Greg Reed**, Associate Vice Chancellor for Research will speak at a lunch in Room 103B on grant writing and Office of Research faculty support, part of our college's **STEM to STEaM Initiative. The range of recent grants demonstrates that we are already making progress in this area.**
- Staff from the Office of Research and the University Counsel's office will speak about **intellectual property issues** related to funded research
- A college-wide meeting regarding **increasing opportunities for Fulbright awards** and teaching in CoAD-affiliated study abroad programs.

iii. EUReCA *http://research.utk.edu/eureca/* Each spring, the University sponsors the Exhibit of Undergraduate Research and Creative Achievement (EUReCA)—a two-day event that offers an opportunity for undergraduate students to showcase their achievements through displays and performances of work that they have accomplished through courses, independent faculty direction, or as extra-curricular endeavors. Each year, students from the College enter as many as twenty-four submissions to the Architecture Division and have been very successful in garnering awards for their presentations.

- 2013 EUReCA Awardees: *http://research.utk.edu/eureca/winners_13.shtml*
- 2012 EUReCA Awardees: *http://research.utk.edu/eureca/winners_12.shtml*
- 2011 EUReCA Awardees: *http://research.utk.edu/eureca/winners_11.shtml*
- 2010 EUReCA Awardees: *http://research.utk.edu/eureca/winners_10.shtml*
- 2009 EUReCA Awardees: *http://research.utk.edu/eureca/winners_09.shtml*
- 2008 EUReCA Awardees: *http://research.utk.edu/eureca/winners_08.shtml*

c. Resources for Students

i. Student Admissions Policies and Procedures. To maintain a productive learning culture—and due to the limited size of the design studios and college resources—admission to the accredited programs in architecture is highly selective. Prospective students apply separately for admission to the University and for admission into the B.Arch. or M.Arch. degree program. Within the architecture programs, students are evaluated based on grades, personal narratives, and test scores, as well as the submission of a portfolio of personally-produced creative work. Graduate students are also evaluated based on letters of recommendation. Application materials are reviewed by admissions committees made up of faculty and administrators of the prospective program.

Students entering the program are among the highest qualified students on campus. GPAs, SAT/ACT scores for undergraduates, and GRE scores for graduate applicants are—on average—some of the best when compared to other UT programs.

Full procedures for applying to the B.Arch. and M.Arch. programs are published on the College's website: *http://archdesign.utk.edu/admissions/admission-process/* , on the University website: *http://admissions.utk.edu*, and in the *Undergraduate Catalog* and *Graduate Catalog* *http://catalog.utk.edu.*

ii. Student Support Services. The College of Architecture and Design is committed to student achievement inside and outside of the classroom through individual and collective learning opportunities.

The Student Success Center is a central source for helping students achieve their academic and personal goals through advising, issues of academic progression, honors programs, study abroad, scholarships, the Student Learning Community, IDP, internship opportunities, and career placement. The Student Success Center is a primary resource for undergraduate students and a secondary resource available to graduate students on an as-needed basis. The mission and vision of the college's Student Success Center are available through the website: *http://archdesign.utk.edu/students/student-success-center/*

The Director of Student Services provides leadership for the Student Success Center and coordinates with the College administration and faculty. A search for a new Director began in Summer 2013 and a hire is anticipated by the time of the accreditation visit.

Advising. Advising for undergraduate students is administered through the Student Success Center. Amy Burns is the primary advisor for undergraduate students. All B.Arch. students are required to meet with an advisor at least once each academic year to offer guidance in making decisions about their academic plan within the program. This gives each student an annual opportunity to discuss majors, career paths, and other opportunities on campus such as second majors or minors, study abroad, and service learning. Students who have earned

fewer than 30 hours at UT Knoxville, are on Academic Probation, or have not declared a major within a specific college are required to meet with an advisor during each of the main semesters of the academic year—Fall and Spring. All students are encouraged to consult with a college or major advisor at any point during a term or academic year when they have questions or would like additional guidance. In addition, entering undergraduate architecture students are assigned to an upper-class student who will serve as a peer advisor. Administrators and faculty also make themselves available for guidance as needed. The College is currently working to develop a new advising model that would support all undergraduate students via the Student Success Center for academic advising focused particularly on the first two years of study. Professional advising by faculty would be the norm for the subsequent three years of the B.Arch. program.

Graduate students enrolled in the M.Arch. program are advised once a semester through individual meetings with the head of the program, Prof. George Dodds, Chair of the Graduate Programs in Architecture and CoAD Associate Dean of Academic Affairs. These meetings help guide students in making decisions about which courses to take each semester in support of their selected concentration or professional interests, offering each student an opportunity to discuss career paths, internship opportunities, post-graduate scholarship or fellowship opportunities, and other opportunities on campus such as study abroad or service learning. Graduate advising is also an opportunity for students to discuss options for graduate teaching or graduate research appointments in support of faculty coursework or research, through GTA or GRA positions.

Additionally—per requirements of the UTK Graduate School—every graduate student is assigned an advisor and two committee members with whom he/she must meet for academic advising each semester. This Master of Architecture committee is distinct from a thesis committee and supplements individual advising provided by the Chair of the Graduate Programs in Architecture. It is established in each student's second year of study.

Career Services. Within the College, students are assisted in career planning in many ways:

- A wide variety of professionals visit the college to give presentations or to teach courses as adjunct faculty. This exposure to professionals increases our students' professional networks and gives them various models for how to pattern their own career trajectory.
- Informal faculty advising of individual students occurs on an ad-hoc basis, and faculty references of students help secure interviews, hires, or admission to graduate school.
- Lecturer Diane Fox's elective courses in Architectural Presentation Graphics teach students how to present themselves professionally to firms where they aspire to one day work. Through Presentation Design I and II, students develop a personal and professional identity, design and write cover letters to architecture firms, design and produce a portfolio of personal work, and design and produce a digital portfolio accessed as a public website.
- In collaboration with University Career Services, Career Day is sponsored by the College each spring semester to connect select students to a number of regional and national architecture firms for internship interviews.
- Relationships have been established resulting in consistent intern placement for UT architecture graduates at select national firms, including

Gensler New York, archimania in Memphis, Brooks+Scarpa in Los Angeles, and SOM Chicago.

- AIA and AIAS host annual resume workshops where professionals review student resumes and share advice on effective resume design and content.
- IDP information is distributed to students annually.
- Hosted in concert with the AIA East Tennessee, the annual Foundry Review for graduating students in is open to the entire local profession. Student projects from all graduating students of all programs—architecture, interior design, and landscape architecture—are on display, while over 100 architects and associated professionals visit the review and discuss the different designs with the students.
- The College website provides links to career service organizations: *http://archdesign.utk.edu/students/career-resources/*

Intern Development Program (IDP) Education. Students enrolled in the B.Arch. and M.Arch. programs are made aware of the requirements of licensure—including the NCARB Intern Development Program—through introductory and upper-level required coursework and advising administered by the IDP Education Coordinator, John McRae, FAIA, Professor and former CoAD Dean. Understanding the Intern Development Program is part of the curriculum of the required professional practice course. IDP Workshops are held at least once a year with the Education Coordinator of the East Tennessee Chapter of the American Institute of Architects (AIAETN), where students are introduced to the process of starting a NCARB record, understanding the areas of concentration, and learning the process for logging hours and managing IDP progress.

The Student Learning Community *http://archdesign.utk.edu/students/student-success-center/learning-community/* The "Design Community" is a unique living arrangement option available to architecture and interior design students who have been admitted to the College of Architecture and Design. This community has a specific focus and provides distinctive opportunities to connect with peers in the design disciplines, develop valuable skills, become involved in campus life, and ultimately enjoy success as a UT student. Residents are enrolled together in core first-year courses and introductory courses in their individual programs and share rooms in Morrill Hall. Students living in the Design Community have the opportunity to be involved in a variety of community services, such as serving at the Soup Kitchen and working with Habitat for Humanity.

The Design Community also helps students with the challenging curriculum of the College of Architecture and Design by providing the opportunity to live with other first-year students enrolled in the same courses. Members of in the Design Community form study groups, help each other with projects, and walk to and from the Art and Architecture Building together.

iii. Student Honors Programs, Scholarships, and Financial Support

Undergraduate Honors Programs *http://archdesign.utk.edu/students/student-success-center/honors-program/.* UT offers its most academically accomplished and talented students a nationally distinctive system of honors programs and opportunities. The programs provide a range of academic challenges, enhancements, and enrichment opportunities that facilitate the honors students' quest to realize their full academic potential. UT honors students also enjoy substantial scholarship support through competitive scholarship awards,

as well as numerous additional academic privileges and benefits. Members of UT's honors programs are among the most intellectually curious and creative students, most active and high-profile student leaders, and most successful and admired alumni. A list of prominent national and University-level awards recognizing student achievement is provided in Part I, Section 1.5 of this report (*I.1.5. Program Self-Assessment*).

Chancellor's Honors Program. The Chancellor's Honors Program (CHP) anchors UT's system of honors programs and opportunities for undergraduates. The Chancellor's Honors Program is UT's largest university-wide honors program. While sizable, the CHP is also highly selective, serving 5 to 10% of undergraduate students in the University at large. Currently, 15% of second-year to fifth-year B.Arch. students participate in the Chancellor's Honors Program.

Haslam Scholars. The Haslam Scholars Program is UT's premiere specialized honors program. Haslam Scholars enjoy unsurpassed benefits, including UT's top competitive Chancellor-level scholarships. In addition to receiving a laptop computer and participating in specialized extracurricular, service learning, and summer enrichment experiences, Haslam Scholars also receive the equivalent of $4,000 in support of a joint study abroad experience and over $5,000 in support of individual thesis research. The B.Arch. program currently has two Haslam Scholars—a rising third-year student and a rising fourth-year student.

College of Architecture and Design Honors Program—in progress. The College is initiating its own Honors Program as a way to support the talents of our best undergraduate and graduate students. This program was initiated, in part, as an extension of work conducted by Associate Dean George Dodds as a representative of the college on an ad hoc Research Advisory Committee chaired by the new Vice Chancellor for Research and Engagement, Taylor Eighmy. The Honors Program in our college, will bring together undergraduate Haslam Scholars, students in the Chancellor's Honors Program, along with members of the Tau Sigma Delta and Phi Kappa Phi honor societies, to help them develop programs to enrich their own studies, coordinate research opportunities, and to give back to the college through organized events such as colloquia, symposia, exhibitions, and visiting speakers.

Scholarships and Financial Aid. The College of Architecture and Design provides scholarships, assistantships, and fellowships to meet tuition costs. In the 2013–2014 academic year, $80,250 in scholarship monies were awarded to students in the undergraduate interior design and architecture programs. Additional information on financial aid is available on the College's website *http://archdesign.utk.edu/admissions/costs-financial-aid/*

Academic Common Market. Many students from other states in the southeastern region may benefit from participating in the Academic Common Market (ACM). The ACM is an agreement among Southern states for sharing unique academic programs. Participating states can make arrangements for their residents who are fully admitted to specific programs at UT to enroll on an in-state tuition basis if these programs are not available in the state of residence. The ACM program has been instrumental in allowing the programs in architecture to recruit top undergraduate students from neighboring states that lack specific architectural degree programs, including Kentucky and West Virginia.

Tennessee Educational Lottery Scholarship (HOPE Scholarship). This merit-based scholarship funded by the Tennessee Education Lottery Scholarship (TELS) Program awards up to $6,000 per year to state residents meeting speci-

fied academic requirements. Since its inauguration in 2004, the HOPE Scholarship has greatly benefited the University and the College of Architecture and Design in recruiting top in-state students.

Additional Scholarships. Some scholarship awards for students attending UT are merit-based upon a student's demonstrated academic, artistic, or athletic talent. Some scholarships are automatically awarded to students who have excellent high school grades and test scores, or demonstrated financial need. Others require a separate written application or an audition.

- UT's competitive scholarships offered by the Office of Financial Aid & Scholarships and by colleges and departments are awarded based upon completion of the scholarship portion of the Application for Admission & Scholarships.
- UT's institutional scholarships are awarded to students who meet the established criteria for high school grade point average and test scores, or financial need.

Additional Financial Aid and Loans. Most aid supporting tuition and expenses comes from government sources and much of it requires demonstration of financial need. The Financial Aid Office (*http://onestop.utk.edu/your-money/*) administers financial aid, including the HOPE Scholarship. The Office of the Bursar administers VOL Xpress accounts, collects University fees and charges, and delivers excess financial aid. Federal Perkins Student Loan and UT Loan Program collections are also administered through this office. The Central Cashier's Division, which is responsible for collecting and accounting for departmental deposits, is also part of the Bursar's Office: *http://bursar.utk.edu/.*

Graduate Student Support. For the 2013–2014 academic year, the graduate programs in architecture and landscape architecture have awarded a total value of $1.25 million in graduate assistantships, scholarships, grants, fellowships, and waivers of tuition and fees—an average of over $14,000 per full-time student. Much of this funding takes the form of "top-off money"—distributions made to the College from the Chancellor for discretionary use in strategically improving the graduate programs in support of Vol Vision: Journey to the Top 25 initiative.

Chancellor's Incentive Grants / Chancellor's Grants / Chancellor's Fellowships. In an effort to attract high-performing students from diverse backgrounds and locales, during the past two years the College of Architecture and Design has awarded approximately $750,000 to the top incoming graduate students in the form of grants and fellowships funded by the UTK Chancellor, Jimmy Cheek. These awards range up to $15,000/year for each year of a student's full-time study in the graduate program—up to 3 years. These fellowships have been a significant tool in recruiting exceedingly talented graduate students. Specific awards for the upcoming academic year include:

- 2013–2014: Fifteen students enrolled in the professional M.Arch. program—Tracks 2 and 3—will benefit from a Chancellor's Incentive Grant, Chancellor's Grant, or Chancellor's Fellowship in some amount for the full academic year. This amounts to 56% of the graduate student body in Track 2 or Track 3 receiving support through this means.

ESPN Funding. Since 2009 the College has received annual one-time funding from the Office of the Provost distributed from the University's ESPN contract monies in support of graduate students. Some examples of the awards received in recent years include:

- 2009–2010: ESPN funds supported ten Graduate Fellowships at $2,500 each to fill a series of teaching and research positions awarded to graduate architecture and landscape architecture students.
- 2012–2013: ESPN funds supported four Graduate Fellowships at $1,250 each and one at $2,500—all awarded to students in the professional architecture program.
- 2013–2014: ESPN funds will support eight Graduate Fellowships at $1,250 each—all to be awarded to students in the professional architecture program.

Graduate Research Assistantships and Graduate Teaching Assistantships
Graduate Research Assistantships (GRAs) and Graduate Teaching Assistantships (GTAs) are a significant source of financial support offered as an incentive to attract competitive graduate students in a competitive admissions environment, providing tuition and fee waivers plus additional stipends. In the coming 2013–2014 academic year, eight $2,500 GTA positions will be awarded in the Fall, and twelve $2,500 GTA positions will be awarded in the Spring / Summer semesters. Fourteen of these twenty Graduate Teaching Assistantships will support graduate architecture students enrolled in Track 2 or Track 3.

Further information about the teaching and research opportunities explored by graduate architecture students is provided later in this section of this report under Teaching and Research Opportunities (*I.2.1.c.x. Teaching and Research Opportunities*).

iv. Special Events. The School of Architecture is committed to providing a variety of meaningful learning opportunities beyond the classroom itself. Lectures, panel discussions, films, symposia, and exhibits are all important components of a lively academic environment. Within the regular course of study, students have an opportunity to explore diverse aspects of architecture related to the core values of the design disciplines, urbanism, historic preservation, and community service, outreach, and engagement.

Public Lectures. The Robert B. Church III Memorial Lecture Series is an annual endowed gift in honor of a former dean of the school. Over the years, the Church Lecture Series has allowed the school to bring prominent architects to the University—the first of whom was Louis Kahn. The regular lecture series features architects, landscape architects, interior designers, artists, theorists, planners, and historians who discuss their work and ideas. Films and exhibitions also introduce students to a wide range of issues related to design—through our three home disciplines—as well as through, art, urbanism, and culture. Every spring, the General Shale Corporation sponsors one Church lecturer as part of The Annual All College Spring Thing (TAAST)—a traditional series of events organized by students. Additionally, the School has hosted several conferences and symposia since January 2008 featuring lectures open to the public. Webcasts of lectures are also available online at: *http://archdesign.utk.edu/news-events/lectures-exhibits/*

Attending or viewing the lectures can contribute toward gaining or maintaining architecture licensure. Professionals in the design fields are eligible to receive continuing education credits from the American Institute of Architects. Students may receive supplemental experience hours in the Intern Development Program of the National Council of Architectural Registration Boards.

A complete list of public lectures held since January 2008 follows:

Spring 2008
Karim Rashid   General Shale Lecturer
                     Product, interior, fashion, furniture, and lighting designer, "The New Global Design Landscape"

Max Robinson	Professor, UT College of Architecture and Design, "...but is it ARCHITECTURE?"
Trey Trahan	Principal, Trahan Architects, "Trahan Architects"
Dietrich Neumann	Professor, Brown University Department of the History of Art and Architecture, "Architecture of the Night"
Stefano Riccioni	Art and architecture historian, "Epiconography, A New Approach to the History of Art and Architecture"
Elizabeth K. Meyer	Associate Professor of Landscape Architecture, University of Virginia School of Architecture, "Sustaining Beauty: A Manifesto on the Performance of Appearance"

Fall 2008

Majora Carter	Robert B. Church III Lecturer Founder, Sustainable South Bronx & Majora Carter Group, "Greening the Ghetto"
Benjamin Flowers	Associate Professor, Georgia Tech College of Architecture, "Constructing the Modern Skyscraper: The Architecture and Ideology of the Manhattan Skyline"
Andrea Löfke	Artist, "Once Upon a Time There Was a World"
Tom Fisher, D.S. Friedman, and James Musgraves	
	Panel Discussion: "Writing and Rhetoric in Practice"
D.S. Friedman	Dean, University of Washington College of Architecture & Urban Planning, "Ten Questions for NAAB"
Josh Shelton	Principal, El Dorado Inc., El Dorado Inc., UTK College of Architecture and Design alumnus, B.Arch., 1995, "Recent Sitings"
Dede Fairchild Ruggles	Professor, University of Illinois at Urbana-Champaign Department of Landscape Architecture, "Reflections on Water in Islamic Landscape and Architecture"

Spring 2009

Juhani Pallasmaa	General Shale Lecturer Principal, Juhani Pallasmaa Architects, "Thought and Form"
Julia Smyth-Pinney	Professor, University of Kentucky College of Design, "Michelangelo and Borromini: Designing Rome's University"
Heidi Hefferlin and Craig Kronenberg	
	Partners, Hefferlin + Kronenberg Architects, "Chattanooga's Southside: Urban Design, Architecture, and Development"
Grace La and James Dallman	
	Principals, LA DALLMAN, "LA DALLMAN: Fabricated Landscape"
Juhani Pallasmaa	"The Thinking Hand: Embodied and Existential Wisdom"
Fritz Steiner	Dean, University of Texas School of Architecture, "Making Territory"
Craig Curtis	Partner, Miller	Hull, "Public Works: Bringing Life, Personality and Warmth to Public Architecture"

Fall 2009

Alberto Campo Baeza	Robert B. Church III Lecturer Principal, Alberto Campo Baeza, "Thinking with Your Hands"
James Ludwig	North American Design Director, Steelcase, "The Language of Design: Exploring the Social, Spatial, and Informational Interfaces of Work"
Randall Stout	Principal, Randall Stout Architects, Inc., UTK College of Architecture and Design alumnus, B.Arch., 1981, "Environmental Alchemy"

Miriam Engler	Professor of Landscape Architecture, Iowa State University, "Landscape Urbanism in Perspective: The Drawings of Gordon Cullen"
Mark Linder	Professor, Syracuse University School of Architecture, "That's Brutal"
Jose Mario Gutierrez Marquez	
	Partner, Bruno Fioretti Marquez Architekten, "Manual of Irreverence"

Spring 2010

Peter Cardew	General Shale Lecturer
	Principal, Peter Cardew Architects, "Drawing Conclusions"
Dan Hoffman	Principal, Studio MA, "Green Desert: The Work of Studio Ma"
Michael Rock	Partner/Creative Director, 2x4, "Architecture & Branding"
Anita Berrizbeitia	Professor, Harvard University Department of Landscape Architecture, "Charles Eliot's Scientific Landscape Architecture"
Alberto Perez-Gomez	Professor, McGill University School of Architecture, "Ethical Architecture Beyond Globalization"
Marc Neveu	Professor, California Polytechnic State University, "Theses of Thesis"
Ben Nicholson	Max Fischer Professor, University of Michigan, "Architecture's Sixth Sense: The Labyrinth"

Fall 2010

Kenneth Frampton	Robert B. Church Lecturer
	Professor, Columbia University Graduate School of Architecture, Planning, and Preservation, "Megaform as Urban Intervention"
Wendell Burnette	Principal, Wendell Burnette Architects and Assistant Professor at the Arizona State University School of Architecture and Landscape Architecture, "Crafting Space"
David Leatherbarrow	Graduate Chair, University of Pennsylvania School of Design, "Sense + Nonsense in Contemporary Architecture"
Tricia Stuth	Partner, curb, Assistant Professor, UT College of Architecture and Design, "Before	After"
Markuu Komonen	"The Work of Heikkinen and Komonen," AIAS South Quad Conference
John Sanders and Brandon Pace	Principals, Sanders Pace Architecture, UTK College of Architecture and Design alumni, B.Arch., 1997, "In Process"
Tim McDonald	Principal, Onion Flats, "Physical Work"
Hansjörg Göritz	Principal, Hansjörg Göritz Architektur, Professor, UT College of Architecture and Design, "Stones and Sketches"
Robert Heller	Professor, UT College of Communication and Information, "The Architecture of Birkenau"

Spring 2011

Monica Ponce de Leon	General Shale Lecturer
	Dean, Taubman College of Architecture and Design, "Approximations"
Valerio Olgiati	Valerio Olgiati, Architect, "Untitled"
Guido Pietropoli	Principal, studiopietropoli, "The Dancing Columns of the Villa Ottolenghi"
Mark Alan Hewitt	Principal, Mark Alan Hewitt Architects, "Architectural Conservation as Sustainable Design"
Walter Hood	Hood Design, "Recent Works"
Max Robinson, Jack Neely, Ernie Gross, and George Johnston	

Symposium: "Grounded: The Art of Marking in Appalachia's Climate, Place, and History"

Fall 2011

Esa Laaksonen   Robert B. Church III Lecturer
Principal, Friman.Laaksonen Arkkitehdit, "Ataraxia in Architecture"

Stephen Atkinson   Principal, Studio Atkinson, "The Zachary House"
Michael Gabellini   Principal, Gabellini-Sheppard, "Architecture of the Interior"
Vladimir Djurovic   Principal, Vladimir Djurovic Landscape Architecture, "Landscape Architecture"
Ted Shelton   Partner, curb, Assistant Professor, UT College of Architecture and Design, "The Highway and the American City"

Spring 2012

Lisa Iwamoto   General Shale Lecturer
Principal, Iwamoto Scott Architecture, "Iwamoto Scott Architecture"

Max Underwood   Professor, Arizona State University, "Stillness + Serenity"
Fabio Gramazio   Principal, Gramazio + Kohler, Professor, ETH Zurich, "Digital Materiality in Architecture"
Karl-Heinz Schmitz   Professor, Bauhaus University, "An Architectural CV"
Flannery O'Connor   UTK, Veritas Forum, "Race and Responsibility in a Christ-Haunted South"
Fran Silvestre   Principal, Fran Silvestre Arquitectos, "Three Houses, One Skyscraper, and a Chair"

Fall 2012

Brad Cloepfil   Robert B. Church III Lecturer
Allied Works, New York, "Occupation"

Brian Ambroziak and Andrew McLellan   time[scape]lab, "Confabulatores Nocturni"
Benjamin Ball   Ball-Nogues Studio, "Recent Works"
Jane Amidon   Northeastern University, Urban Landscape Program,
John Zils   SOM, "Architecture/Structure—The Art and Science of Building Design"
Gregor Kalas   Assistant Professor, University of Tennessee, Knoxville, "Recent Work"
Janusz Kapusta   Polish Artist, "The Work of Janusz Kapusta"

Spring 2013

Billie Tsien   General Shale Lecturer
Todd Williams Billie Tsien Architects, "To Be of Service"

Kai-Uwe Bergmann   Bjarke Ingels Group, "Yes is More"
Peter Waldman   University of Virginia, "The Word Made Flesh: On Specifications for Construction, or One Good Window, Please."
Francisco Mangado   Estudio Francisco, "Recent Work"
Volkan Alkanoglu   Volkan Alkanoglu Design, "Recent Work"

Exhibitions. Exhibitions are one venue where students of the College of Architecture and Design and students of the School of Art benefit from sharing the same building and exhibition spaces. The Ewing Gallery of Art and Architecture is named in honor of C. Kermit "Buck" Ewing who initiated the art curriculum at the University of Tennessee, Knoxville in 1948. Begun in 1981, the Ewing Gallery of Art and Architecture is a professionally managed university gallery funded jointly by the Department of Art and the School of Architecture.

The atrium-facing gallery of the Reading Room (103A) and the Ewing Gallery in the Art + Architecture Building are fantastic resources for the exhibition of invited work from architects,

designers, artists, and others, as well as selected faculty and student work. These exhibitions are a significant way in which faculty, students, staff, and the public can experience curated examples of design and the creative arts. Exhibitions in the atrium-facing gallery themselves are often design explorations or temporary installations in support of current lectures as well as installations executed by faculty and students.

A complete list of public exhibitions held in the A+A Building since January 2008 follows:

Spring 2008

January 9–31	A.L. Aydelott, "Architecture: Then and Now"
January 13–Feb.10	Artist-in-Residence Biennial (School of Art)
February 4–14	2007 AIA East Tennessee Design Awards
February 16–March 04	Trahan Architects, "Recent Work"
February 20–27	Architecture Accreditation Exhibition
March 10–28	61st Annual Student Art Competition (School of Art)
April 1–30	"Design Outreach: Humanitarian Solutions for Communities in Need"
April 4–14, 18–28	MFA Thesis Exhibitions (School of Art)
May 7–June 13	Honors Exhibition (School of Art and College of Architecture and Design)
July 20–August 24	Staff In-Flux-Ion (School of Art)

Fall 2008

August 20–Sept. 5	Student Work, "Student-Designed Houses for Net-Zero Energy Use"
September 2–Oct. 1	New York Rises (School of Art)
September 8–26	Student Work, "Photographing Florence"
September 29–Oct.18	Arkipelago +08, Finland Summer Architecture Institute
October 20–Nov. 14	El Dorado, "Recent Sitings"
November 17–Dec. 11	Student Work, "Grand Tour Iberian Peninsula"

Spring 2009

January 7–23	Mirror: Recent Works by Carrie Pollack (School of Art)
February 2–March 1	Photographs of the South: Selections from the Ogden Museum, New Orleans, LA (School of Art)
March 9–26	The 62nd Annual Student Art Competition (School of Art)
April 3–9, 13–23	MFA Thesis Exhibitions (School of Art)
May 6–22	Honors Exhibition (School of Art and College of Architecture and Design)
June 3–July 2	Japan International Artists Society (School of Art)

(Note: Additional exhibitions by the College of Architecture and Design were held this semester as part of the Robert B. Church Memorial Lecture Series. The list of CoAD exhibitions for this semester is not available.)

Fall 2009

August 17–October 4	Objects on the Horizon (School of Art)
October 9–Nov. 8	Multiple X Multiple (School of Art)
November 16–Dec. 12	My Paradise: 100 Years of Finnish Architects' Summer Homes (School of Art and College of Architecture and Design)

(Note: Additional exhibitions by the College of Architecture and Design were held this semester as part of the Robert B. Church Memorial Lecture Series. The list of CoAD exhibitions for this semester is not available.)

Spring 2010

January 12–Feb. 21	Artist-in-Residence Biennial (School of Art)

February 15–25   Dan Hoffman, "Green Desert—Work of Studio MA"
February 23–March 13 MFA Exhibitions (School of Art)
March 1–19   Brian Jobe, "Tuft vs. Turf: Assemblage"
March 16–April 5   Student Art Competition (School of Art)
March 22–April 1   Peter Cardew, "Drawing Conclusions"
April 5–16   Ben Nicholson, "Architecture's 6th Sense: The Labyrinth"
April 6–14, 19–27   MFA Exhibitions (School of Art)
April 19–May 07   oficinaa, "oficinaa..STATES"

Fall 2010
August 13–Sept. 12   Continuare: The Figurative Tradition in Contemporary Art
August 23–Sept. 10   Student Work, "Finland Summer Architecture Institute"
September 13–Oct. 1   Wendell Burnette, "Crafting Space"
September 16–Oct. 31 Filament: The Work of Creighton Michael and Bill FitzGibbons
                            (School of Art)
October 4–15   Zek Crew, "FW:RE:ZEK" (Slovenian Graphic Art)
October 18–19   Sanders Pace Architecture, "In Process"
November 3–12   OnionFlats, "Physical Work"
November 1–12   Hansjörg Göritz, "Selected Works"
November 15–19   Student Work, "Visual Explorations: Florence"
November 15–Dec.12   The Architecture of Evil: Photographing Auschwitz (School of
                            Art)
November 22–Dec. 03 Student Work, "Lewerentz and the Spiritual Landscape"

Spring 2011
January 18–Feb. 18   Carlo Scarpa, "Carlo Scarpa: A House and a Door"
January 18–Feb. 18   MIMB: Monumental Ideas in Miniature Books (School of Art)
January 24–Feb. 11   Marian Moffett, "Unfinished Investigation: Tennessee County
                            Seats and Their Courthouse Squares"
February 14–March 4 JW Lawson, "Recent Ideas"
March 7–25   David Burns, "Installation"
March 25–April 4   Student Art Competition (School of Art)
March 28–April 22   Monica Ponce de Leon, "Approximations"
April 8–15, 20–29   MFA Thesis Exhibitions (School of Art)
April 25–May 6   Walter Hood, "Recent Works"
May 6–June 13   2011 Honors Exhibition (School of Art and College of Architec-
                            ture and Design)

Fall 2011
July 15–September 1   About Architecture (School of Art)
September 5–16   Student Work, "The Nashville Summer Program in Urban De-
                            sign"
September 11–Oct. 27 Immersed in Color (School of Art)
September 19–30   Stephen Atkinson, "The Zachary House"
October 3–14   John Jennings, "Invisible Ink: The Art of Black Independent Co-
                            mix"
October 17–28   Michael Gabellini, "Architecture of the Interior: Spatial Presence
                            and Design Memory"
October 31–Nov. 13   The Southern Design Concern, "Recent Work"
November 10–Dec. 9   Artist-In-Residence Biennial (School of Art)
November 14–25   Student Work, "College of Architecture and Design Japan Mini-
                            Term 2011"
November 28–Dec. 16 Time[scape]Lab, "Confabulatores Nocturni"

Spring 2012
December 31–Jan. 13 Nashville Civic Design Center, "Moving Tennessee Forward"

January 18–Feb. 17   David Burns, "Partial Architectures"
January 19–March 1   Redefining the Multiple: Thirteen Japanese Printmakers (School of Art)
February 20–March 09   Brown & Green, "Slipmatch or Bookmatch"
March 9–22   Untitled No. 65: The 65th Annual Student Art Competition (School of Art)
March 12–April 6   JW Lawson, "Night Work"
March 30–April 6, 9–16, 20–27   MFA Thesis Exhibition (School of Art)
April 9–27   Leslie Hatten, "Relative Sense"
May 4–June 23   Honors Exhibition (School of Art and College of Architecture and Design)
July 1–27   Four x Four (School of Art)

Fall 2012
August 20–Sept. 9   Time[scape]Lab, "Confabulatores Nocturni"
August 27–Sept. 21   Allied Works Architecture, "Recent Work"
September 17–Oct. 28   "Pencil Pushed: Exploring Process and Boundaries of Drawing" (with School of Art)
September 24–Oct. 19   Ball-Nogues Studio, "The Work of Ball-Nogues Studio"
October 22–Nov. 2   John Zils, "Architecture/Structure—the Work of SOM"
November 1–14   Rhapsody in K-dron Janusz Kapusta" (with School of Art)
November 5–16   Student Work, "Finland Summer Architecture Institute"
November 18–Dec. 16   Quadrivium (School of Art)
November 19–Dec. 7   Student Work, "Photography Summer Course in Florence"

Spring 2013
January 14–Feb. 1   Bjarke Ingels Group (BIG), "Yes is More"
January 17–Febr. 26   Michael Zansky, "of Giants & Dwarfs" (School of Art)
February 4–March 1   Elizabeth Cagle, "Spatial Pedagogy: A History of the College of Architecture and Design"
March 4–22   Volkan Alkanoglu Design. "Recent Work"
March 8–20   66th Annual Student Art Competition (School of Art)
April 1–19   MFA Thesis Exhibition (School of Art)
April 1–26   Katherine Ambroziak, "Cardinal Points: Odd Fellows Cemetery"
May 3–June 3   Honors Exhibition (School of Art and College of Architecture and Design)
Fall 2013
August 1–29   College of Architecture and Design Faculty Exhibit, "32"
September 12–Oct. 21   Fransje Killaars, "Color at the Center"
October 28–Dec. 8   "Remix: Selections from the International Center for Collage" and "Collage Works," by Richard Meier

Films
Beginning in Fall 2009, a series of films curated by students has been screened in the McCarty Auditorium each semester as part of the Robert B. Church III Memorial Lecture Series. These films are free and open to the public. Prior to that time, films were screened as part of the ARCH 434 Time Based Media course. A complete list of films shown since August 2009 follows:

Fall 2009
La Jetee, directed by Chris Marker (1962)
Man With a Movie Camera, directed by Dziga Vertov (1929)
Pierrot Le Fou, directed by Jean-Luc Goddard (1965)
L'avventura, directed by Michelangelo Antonioni (1960)

Spring 2010
Rear Window, directed by Alfred Hitchcock (1954)
The Third Man, directed by Carol Reed (1949)
Being John Malkovich, directed by Spike Jonze (1999)
Delicatessen, directed by Marc Caro and Jean-Pierre Jeunet (1991)
The Darjeeling Limited, directed by Wes Anderson (2007)
Visual Acoustics, directed by Eric Bricker (2008)

Fall 2010
The English Patient, directed by Anthony Minghella (1996)
Fargo, directed by Joel Coen (1996)
American Beauty, directed by Sam Mendes (1999)
Lost in Translation, directed by Sofia Coppola (2003)
Eternal Sunshine of the Spotless Mind, directed by Michel Gondry (2004)

Spring 2011
The Fountain, directed by Darren Aronofsky (2006)
Amélie, directed by Jean-Pierre Jeunet (2001)
The Trial, directed by Orson Welles (1962)
Fight Club, directed by David Fincher (1999)
The Royal Tenenbaums, directed by Wes Anderson (2001)

Fall 2011
We Live in Public, directed by Ondi Timoner (2009)
The Lives of Others, directed by Florian Henckel von Donnersmarck (2006)
Three Colors: Red, directed by Krzysztof Kieslowski (1994)
The Conversation, directed by Francis Ford Coppola (1974)
Rear Window, directed by Alfred Hitchcock (1954)

Spring 2012
The Red Shoes, directed by Michael Powell and Emeric Pressburger (1948)
Last Year at Marienbad, directed by Alain Resnais (1961)
Cinema Paradiso, written and directed by Giuseppe Tornatore (1988)
Pan's Labyrinth, written and directed by Guillermo del Toro (2006)
V for Vendetta, directed by James McTeigue (2005)
The Darjeeling Limited, directed by Wes Anderson (2007)

Fall 2012
North by Northwest, directed by Alfred Hitchcock (1959)
Easy Rider, directed by Dennis Hopper (1969)
Paris, Texas, directed by Wem Wenders (1984)
Pulp Fiction, directed by Quentin Tarantino (1994)
No Country for Old Men, written and directed by Joel Coen and Ethan Coen (2007)
Man on Wire, directed by James Marsh (2008)

Spring 2013
Drive, directed by Nicolas Winding Refn (2011)
Harold and Maude, directed by Hal Ashby (1971)
Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb, directed by Stanley Kubrick (1964)
Damn Yankees, directed by George Abbott and Stanley Donen (1958)
The Wizard of Oz, directed by Victor Fleming (1939)
Marina Abramovic: The Artist is Present, directed by Matthews Akers and Jeff Dupre (2012)

The City and Film (1920–1960) Film Series
Associate Prof. T.K. Davis periodically offers a Special Topics in Architecture elective course (ARCH 425|525) called The City and Film (1920–1960). The course explores the artistic medium of film and its inter-relationship with architecture and the city. It also considers the relationship between film and the culture of urbanism. A list of films screened through this elective in Spring 2012—representative of previous offerings—is available in the course syllabus: *http://web.utk.edu/~utknaab/ARCH-425-525-Film_syllabus_12_Davis.pdf*

Designing Environments for Health Seminar and Lecture Series
The Designing Environments for Health Lecture Series was held each spring as a part of a seminar taught by Lecturer B.J. Miller. This course explored the importance of architecture and design in the construction of health-related facilities. The series featured internationally recognized speakers and authors with expertise in the fields of health care planning and design and presented an opportunity for cross-disciplinary collaboration among several programs including nutrition and exercise, the study of obesity, gerontology, psychology and even social work. The series was started in Spring 2010 and concluded in Spring 2012. A list of lectures may be found here: *http://web.utk.edu/~utknaab/Designing-Env-for-Health.pdf*

Visiting Guest Critics
The studio is the core of the B.Arch. and M.Arch. curricula. Each semester culminates in a week of public final reviews—typically held in the Reading Room, Clerestory Room, and Ewing Gallery of the A+A Building—where students present the results of their design investigations to faculty and outside guests. Since Fall 2009, the School of Architecture has invited nationally and regionally recognized architects and educators to serve as jurors on final reviews, bringing outside insight to the discussion of the work and increasing knowledge of our programs beyond Tennessee. A select list of outside guests invited to serve as members of studio final review juries follows:

Fall 2009
Dean Almy, Director Graduate Program in Urban Design, Director Graduate Program in Landscape Architecture, and Associate Professor, University of Texas, Austin TX
James Dallman, Principal, LA DALLMAN, Milwaukee WI
Patrick Hazari, Manager of Design and Capital Projects, Friends of the High Line, New York NY; UTK College of Architecture and Design alumnus, B.Arch., 2005
Heidi Hefferlin, Principal of H+K Architects, Chattanooga TN

Spring 2010
Matt Hutchinson, Lecturer, California College of the Arts, San Francisco CA
Patricia Kucker, AIA, Associate Professor, School of Architecture and Interior Design, University of Cincinnati, Cincinnati OH
Michael McClure, RA, Associate Professor and Graduate Coordinator, School of Architecture and Design, University of Louisiana at Lafayette, Lafayette LA
Ursula McClure, Associate Professor, School of Architecture, Louisiana State University, Baton Rouge LA
Michael Monti, Executive Director, Association of Collegiate Schools of Architecture, Washington DC
Wendy Redfield, Associate Dean for Academics and Favrot Associate Professor of Architecture, Tulane School of Architecture, New Orleans LA
Bradley Walters, AIA, Assistant Professor, University of Florida, Gainesville FL
Jason Sowell, Assistant Professor, University of Texas, Austin TX; UTK College of Architecture and Design alumnus, B.Arch.

Fall 2010
Nick Dryden, Principal of D A | A D: Dryden Abernathy | Architecture Design, LLC, Nashville TN; UTK College of Architecture and Design alumnus, B.Arch

Kenneth Frampton, Ware Professor of Architecture, Columbia University, New York NY
Jeremiah Joseph, Architect at City Farm, New York NY
Andrew McLellan, Adjunct Lecturer, School of Architecture, University of North Carolina Charlotte
Rob O'Keefe, AIA, LEED-AP, Architect, Senior Associate at TVS Design, Atlanta GA; UTK College of Architecture and Design alumnus, B.Arch.
Brandon Pace, AIA, Principal at Sanders Pace Architecture, Knoxville TN; UTK College of Architecture and Design alumnus, B.Arch
John Sanders, AIA, Principal at Sanders Pace Architecture, Knoxville TN; UTK College of Architecture and Design alumnus, B.Arch.
Greg Snyder, Associate Professor, School of Architecture, University of North Carolina Charlotte

Spring 2011
Matthias Altwicker, Assistant Professor, New York Institute of Technology, New York, NY
Jose Atienza, Lecturer, University of Virginia; Senior Associate at William McDonough Partners, Charlottesville, VA
Terry Boling, Assistant Professor, University of Cincinnati
Chris Ford, Associate Professor, University of Nebraska, Lincoln NE
Kem Hinton, Principal, Tuck-Hinton Architects, Nashville TN; UTK College of Architecture and Design alumnus, B.Arch.
Curtis Lesh, Tuck-Hinton Architects, Nashville TN; UTK College of Architecture and Design alumnus, B.Arch.; 2010 MAXmin Medalist
Eric McGinnis, UTK College of Architecture and Design alumnus, B.Arch.; Tau Sigma Delta Medalist, 2010
Bryan Shields, Adjunct Lecturer, School of Architecture, University of North Carolina Charlotte
Jennifer Shields, Visiting Lecturer, School of Architecture, University of North Carolina Charlotte
Bradley Walters, Assistant Professor, University of Florida

Fall 2011
Christina Byrnes, AIA, LEED-AP, Architect, Associate at TVS Design, Atlanta GA; UTK College of Architecture and Design alumna, B.Arch., 2004
Larry Doll, Margaret McDermott Centennial Teaching Fellow in Architecture, Associate Professor, University of Texas, Austin TX
Andrew Parks, Adjunct Professor, University of Memphis, Department of Architecture; Architectural Designer at archimania, Memphis TN; UTK College of Architecture and Design alumnus, M.Arch.
Rob O'Keefe, AIA, LEED-AP, Architect, Senior Associate at TVS Design, Atlanta GA; UTK College of Architecture and Design alumnus, B.Arch., 2001
Lee Percy, AIA, LEED-AP, Architect, Senior Associate at TVS Design, Atlanta GA; , UTK College of Architecture and Design alumnus, B.Arch., 1990
Bryan Shields, Adjunct Lecturer, School of Architecture, University of North Carolina Charlotte
Jennifer Shields, Visiting Lecturer, School of Architecture, University of North Carolina Charlotte
Jason Young, Associate Professor, University of Michigan, Ann Arbor MI
Andy Smith, Adjunct Professor, Department of Interior Design, University of Tennessee at Chattanooga, College of Health, Education, and Professional Studies

Spring 2012
Douglas C. Allen, ASLA, Professor and Senior Associate Dean, Georgia Tech College of Architecture, Atlanta GA

David Collins, AIA, Principal at McCarty Holsaple McCarty, Knoxville TN; Past President of AIA East Tennessee; UTK College of Architecture and Design alumnus, B.Arch.

Jori Erdman, AIA, LEED-AP, Director and Professor, School of Architecture, Louisiana State University

Heidi Hefferlin, Principal of H+K Architects, Chattanooga, TN

Greg Luhan, AIA, Associate Dean of Research, Associate Professor, University of Kentucky, Lexington KY

Eric Myers, AIA, LEED-AP BD+C, Principal of elemi, Chattanooga TN, elemiarchitects.com; UTK College of Architecture and Design alumnus, B.Arch.

Neil Parrish, LEED-AP BD+C, Binkley | Garcia, Nashville TN; UTK College of Architecture and Design alumnus, B.Arch., 2011; Church Graduate Award winner 2011, University of Tennessee College of Architecture and Design

Andrew Ruff, UTK College of Architecture and Design alumnus, B.Arch., 2011; Tau Sigma Delta winner 2011, University of Tennessee College of Architecture and Design; Winner/Medalist, 2011–2012 MAXminimum Alumni Design Competition

Barry Yoakum, FAIA, Co-Principal of archimania, Memphis TN; UTK College of Architecture and Design alumnus, B.Arch.

Jason Young, Associate Professor, University of Michigan, Ann Arbor MI

Fall 2012

Blythe Bailey, Associate at River Street Architecture, Chattanooga TN; UTK College of Architecture and Design alumnus, B.Arch.

Jennifer Bonner, LEED-AP, Visiting Assistant Professor and TVS Design Distinguished Critic at Georgia Tech; Director, Studio Bonner, Atlanta and Miami

Eric Keune, AIA, Design Director, SOM, Chicago

Alan Organschi, AIA, Critic at Yale University, New Haven CT; Principal Gray-Organschi Architects

Brandon Pace, AIA, Principal at Sanders Pace Architecture, Knoxville TN; UTK College of Architecture and Design alumnus, B.Arch.

John Sanders, AIA, Principal at Sanders Pace Architecture, Knoxville TN; UTK College of Architecture and Design alumnus, B.Arch.

Peter Wong, Graduate Program Coordinator and Associate Professor, School of Architecture, University of North Carolina Charlotte

Spring 2013

Clay Adkisson, Architectural Designer at Dryden Abernathy Architecture Design, Nashville TN; UTK College of Architecture and Design alumnus, B.Arch.

Felipe Correa, Associate Professor of Urban Design and Director of the Urban Design Degree Program at the Graduate School of Design, Harvard University, Cambridge MA; Co-Founder of Somatic Collaborative, Cambridge MA

Jules Dingle, AIA, LEED AP, Principal at DIGSAU, Philadelphia PA

James Dudley, AIA, LEED AP, Principal at Dudley Architecture and Planning, Charlotte NC; UTK College of Architecture and Design alumnus, B.Arch., 1986

Eric Keune, AIA, Design Director, SOM, Chicago IL

Tim McDonald, AIA, Principal at OnionFlats Philadelphia PA

Rick Gardner, AIA, Senior Partner at Hnedak Bobo Group, Memphis TN; UTK College of Architecture and Design alumnus, B.Arch.

Edward Mitchell, AIA, Assistant Professor (Adjunct) at Yale University, School of Architecture, New Haven CT; Principal at Edward Mitchell Architects

Eric Myers, AIA, LEED AP, Principal at Elemi, Chattanooga TN; UTK College of Architecture and Design alumnus, B.Arch.

Peter D. Waldman, William R. Kenan, Jr. Professor of Architecture, University of Virginia, Charlottesville VA

Additionally, Associate Professor T.K. Davis has 10–12 prominent Nashville professionals at every final review. He also holds dual reviews, one in the A+A in Knoxville and one in Nashville, allowing the students to benefit from maximum exposure to critique.

v.   Study Abroad / Off-Campus Programs *http://archdesign.utk.edu/academics/study-abroad/*
The School of Architecture strongly supports study abroad and off-campus experiences and believes them to be critically important in the design education process. Direct cultural exposure and experience of the spatial and materially tangible qualities of diverse built environments are fundamental to a more complete understanding of the various roles architecture plays in local, regional, and global contexts.

Since its founding 48 years ago, the College of Architecture and Design has consistently recognized the importance of foreign study as cultural design experiences. Each year the College has offered a program. As the world continues to shrink and architectural practices become increasingly involved in global trends, the College has consistently sought to expand the programs as well as the options open to students.

A range of program options are available for study abroad and off-campus study through the College, as well as study abroad opportunities with approved programs offered by other institutions. Such programs have included the UT programs in Krakow, Poland (Polytechnic University), Weimar, Germany (Bauhaus University), Helsinki, Finland (Aalto University), and the Nashville Urban Design Program in Nashville, Tennessee. Current offerings are posted with additional information on the College website, noted above.

Undergraduate students in the School of Architecture are now required to participate in a school-approved semester of study abroad or off-campus—consisting of a minimum of 12 credit hours total, including a 6-credit-hour design studio. Study will typically occur in the spring of fourth year, the fall of fifth year, or the summers after the third or fourth years of study. As a required component of the curriculum, such study is eligible for financial aid, including the HOPE Scholarship for in-state students. Additionally—because some off-campus studios are taken during the summer—students participating in programs such as the Finland Summer Architecture Institute or Nashville Civic Design Center may choose to shorten their time to graduation or spend a semester in professional internship.

Graduate students have the opportunity and are strongly encouraged to participate in summer off-campus programs, including the Finland Summer Architecture Institute in Helsinki and the Nashville Urban Design Program. Graduate students are also eligible to participate in all mini-term summer abroad programs. Historically, graduate students have not been able to participate in fall or spring off-campus programs due to the high number of required courses taken each semester of the normal academic year. The faculty and administration of the School of Architecture are working to adjust the curriculum of the graduate programs to offer more flexibility, potentially allowing graduate students the option of participating in off-campus programs occurring in year-round.

Study Abroad and Off-Campus Programs offered since the last accreditation visit include:

Krakow. In 1988, the University of Tennessee's School of Architecture organized a group study program based in Krakow, Poland. An impressive traditional European city—with animated streets and public squares—Krakow has historically been the cultural and educational center of Poland, with over 70,000 students enrolled in its five universities. Living in Poland, UT students come to understand the aftermath of a communist system, while a visit to nearby Auschwitz-Birkenau makes the trauma of World War II more vivid.

Since 1993, the University of Tennessee College of Architecture and Design has

also had an exchange program with the Polytechnic University of Krakow. Typically, 10–15 fourth-year architecture students study in Krakow, while a comparable number of Polish students come to Knoxville to study. The American students have their own studio space at the Polytechnic in the historic center of Krakow, while they live in typical Polish dormitory buildings. Taught in English by Polish faculty, the American students study issues of urban design as well as cultural and architectural history. Placed in fourth- or fifth-year vertical studios, the Polish students at the University of Tennessee typically impress students and faculty alike with their fluency in English, well-developed graphic and design skills, and their curiosity in the studio. In Spring 2013, Assoc. Prof. David Fox taught courses in representation at the Polytechnic University of Krakow as a part of his Fulbright Fellowship.

The number of CoAD students participating in the Krakow program has varied as follows: 2009—15 students, 2010—11 students, 2011—20 students, 2012—16 students, 2013—18 students.

International Studio, Bauhaus. The University of Tennessee is one of the original schools that participated in the International Studio at the Bauhaus University in Weimar. Typically 1–2 students from UT are selected by the Bauhaus to attend each spring. Beginning in Spring 2013 this became a true exchange program with 3 students attending UTK, with an additional 4 in Fall 2013.

The number of CoAD students participating in the Bauhaus program has varied as follows: 2009—5 students, 2010—4 students, 2011—4 students, 2012—3 students, 2013—1 student.

Finland Summer Architecture Institute, Helsinki. In 2007, the School assumed the direction of a summer-long program based in Helsinki, Finland and previously offered through Tulane University. The program draws approximately 12–15 students from UT and Aalto University in Helsinki. See the program websites: *http://finlandutcoad2012.tumblr.com/* and *http://finlandutcoad.wordpress.com.*

The number of CoAD students participating in the Finland program has varied as follows: 2009—12 students, 2010—16 students, 2012—15 students, 2013—7 students.

Denmark (D.I.S.) Program. The D.I.S. (Denmark International Studio) program involves American and international students from various universities who study architecture with an international faculty. Each year the University of Tennessee has typically sent 2–5 students to this program in Copenhagen for the spring semester.

Nashville Urban Design Program at the Nashville Civic Design Center. The Nashville Urban Design Program uses Metropolitan Nashville and Middle Tennessee as a laboratory to visit and experience the issues and opportunities confronting the region, including examples of its most interesting historic and contemporary architecture and public spaces. Students are based in the studio at the Nashville Civic Design Center on 2nd Avenue for this summer program.

University of Arkansas in Rome (SEC Consortium). UT students spend a spring semester in Rome in this program offered through the University of Arkansas. Courses are taught in English by UA faculty and staff.

Other Study Abroad Programs. Tennessee students are free to take a leave of absence from UT in order to attend other foreign programs sponsored by accredited American architecture programs. Credit from these programs is treated as transfer credit and is reviewed by the Academic Standard Committee after the program is concluded to ensure academic quality.

Summer Mini-Terms. Faculty in the College may organize summer courses which take advantage of learning experiences in other locations and cultures. Combining travel and study, these programs vary in cost and are contingent upon sufficient enrollment. They typically are scheduled for a two-to-three week period coinciding with the mini-term session between spring and summer semesters or with the first summer session. Mini-terms typically are offered as professional electives. Travel/study tours conducted during this accreditation period include the following:

2008	**Photographing Florence**, Florence, Italy, Senior Lecturer Diane Fox
	Grand Tour Iberian Peninsula, Spain and Portugal, Prof. Edgar Stach and Assoc. Prof. Brian Ambroziak
2009	**Grand Tour**¸ Italy, Prof. Mark Schimmenti, 9 students
2010	**Photographing Florence**, Florence, Italy, Senior Lecturer Diane Fox
	Lewerentz and the Spiritual Landscape, Sweden, Prof. Hansjörg Göritz and Adj. Assist. Prof. Matt Hall, 20 students
2011	**Japanese Architecture, Landscape, and Design**, Japan, Prof. David Matthews, 9 students
2012	**Photographing Florence**, Florence, Italy, Senior Lecturer Diane Fox, 10 students
	Grand Tour, Central Europe, Prof. Hansjörg Göritz and Adj. Assist. Prof. Matt Hall, 9 students
2013	**The Grand Tour: Roma [Re] Visited**, Rome, Italy, Assoc. Prof. Brian Ambroziak and Assoc. Prof. Gregor Kalas, 17 students
	Japanese Architecture, Landscape, and Design, Japan, Prof. David Matthews, 7 students

Haiti. Since the devastating 2010 earthquake, the Haiti Project has addressed challenges in Haiti from the perspective of design, research, cultural analysis, and humanity. Due to ongoing uncertainties this is not a formalized off-campus study opportunity. However, students and faculty participating in the Haiti studio and associated seminars have travelled to Haiti to facilitate this community-based design research. The Haiti Project is discussed further in Part I, Section 2.1 of this report under Faculty/Student Research Initiatives (*I.2.1.b.i. Haiti Project*).

Further Details about Study Abroad and Off-Campus Programs. Each academic year, there are several ways in which students are made aware of study abroad and off-campus offerings. Advising—undergraduate advising through the Director of Student Services and graduate advising through the Chair of the Graduate Architecture Program—introduces students to options and allows them to plan ahead. Each Fall, the College hosts an information session about study abroad and off-campus offerings. This event is held one evening immediately after studio, and features student and faculty presentations to provide information about the kind of experiences each program offers. Each fall, all eligible students receive an Application Guide prepared by the Undergraduate Studies Committee. Though graduate and undergraduate students in the School participate in off-campus programs, the College's Undergraduate Studies Committee is tasked with reviewing and administering all foreign-study programs including faculty proposals and student applications. The Application Guide provides detailed information, including:

- application form, allowing students to indicate their top three options
- information about application procedures and policies
- detailed information about each off-campus offering—including tuition and fees, number of students accepted, course requirements, facilities, and accommodations

This information changes year-to-year. As an example, the 2013–2014 Application Guide distributed in Fall 2012 is available online: *http://www.arch.utk.edu/Special_Programs/UTAD_off-campus13.pdf.* Additional information about all College Study Abroad and Off-Campus Programs is hosted on the College website: *http://archdesign.utk.edu/academics/study-abroad/*

The University's Center for International Education (CIE)—a department within the Division of Academic Affairs—administers international travel. The CIE's Programs Abroad Office (PAO) provides students with information about their options for overseas study, research, work, volunteer projects, and travel. The PAO administers most of UTK's international one-for-one student exchange programs—including International Student Exchange Programs (ISEP)—and is also the campus contact for student Fulbright awards, Rhodes Scholarships, Marshall Scholarships, and the National Security Education Program. More information is available online: *http://international.utk.edu/about/*

Hnedak Bobo Global Design Awards. The Hnedak Bobo Global Design Awards are annual travel fellowships established to enable exceptional students to study abroad as a fundamental part of their education in the School of Architecture. Fellowships of $5,000 per year are awarded on the basis of a professionally juried assessment of design excellence. The Hnedak Bobo awards have two jury cycles: one jury in September for students returning from a study abroad experience the previous year, and a second jury in January for students who anticipate participating in an established study abroad program. Faculty of the School of Architecture and professionals from the Hnedak Bobo Group make all final award decisions jointly for the Hnedak Bobo awards.

Jury comments and entry boards for the student winners of the Fall 2012 Hnedak Bobo Global Design Awards are available here: *http://web.utk.edu/~utknaab/HBG_12_outcome_final.pdf*

vi. Field Trips. Throughout the year, various course-related field trips are organized by individual faculty, or in the case of the first two years of the undergraduate programs, by the faculty teams teaching in the respective studio years. The cost of these trips is partially subsidized through student course fees, reducing the out-of-pocket expense for students. Specific trips vary from semester to semester. The following list includes representative trip opportunities offered since January 2008.

> **First Year Introduction to the Built Environment, ARCH 101** (B.Arch. and B.S.I.D.). Downtown Knoxville Scavenger Hunt, sponsored by CSI. This trip is offered annually as an introduction to architecture and the city each Fall.

> **First Year Studio, ARCH 171** (B.Arch. and B.S.I.D.). Day trip to Sewanee University and Chattanooga. This trip is offered annually.

> **First Year Studio, ARCH 172** (B.Arch.)**.** Site visits offered through each studio. Recent examples include Norris Dam, North Knoxville, South Knoxville, &c.

> **Second Year Studio, ARCH 271** (B.Arch.). Chicago Trip, with visits to significant buildings and tours of architects' offices in Chicago and Oak Park, with a brief visit to Cincinnati. This four-day trip is an annual tradition—offered each Fall to all studio students—with participation of approximately two-thirds of the class and two, three, or four studio instructors.

Site visits offered through each studio, typically in Downtown Knoxville.
Second Year Studio, ARCH 272 (B.Arch.). The American Campus Trip is offered annually to a major University—or other campus of design significance—and is offered to all studio students. Similar to the Chicago trip, this all-student opportunity sees participation of approximately two-thirds of the class and two, three, or four studio instructors. Recent trips since 2008 have included:

- University of Virginia and Washington D.C.
- Harvard University and Boston / Cambridge
- Princeton University, Philadelphia and New York
- Marfa, Texas

Third Year Studios, ARCH 371 and 372 (B.Arch.).Site visits and field trips per studio. Recent trips have included:

- New Orleans
- Boston
- The Children's Defense Fund Haley Farm site, Clinton TN
- New York City
- Charleston and Savannah—50 students participating

Fourth Year Integration Design Studio, ARCH 471 (B.Arch.). Site visits and field trips per studio. Recent trips have included:

- Nashville
- Knoxville

Integration Design Studio, ARCH 572 (M.Arch.). Site visits and field trips per studio. Recent trips have included:

- New York

Advanced Topics in Architectural Design Studio (B.Arch. and M.Arch.). Site visits and field trips per studio. Recent trips have included:

- New York
- Philadelphia
- Miami
- New Orleans
- Rural Appalachia
- Asheville NC
- Nashville

Summer Foundations Studio Travel Week (B.Arch. and M.Arch.).Since Summer 2012, the travel week has been a mandatory part of the introductory summer design experience taken by incoming M.Arch. and M.L.A. students, as well as transfer B.Arch. and B.S.I.D. students. The travel week is the juncture between the first and second session of the summer semester, and provides a significant learning experience by connecting ideas learned in the studio and classroom with visits to realized projects and their contexts. The cost of the trip is pre-paid by student tuition. Recent trips have included:

- I-75 Grand Tour: Cranbrook Academy in Bloomfield Hills MI, Detroit, Cincinnati, and Toledo
- New York City and Washington D.C.

Professional Course Field Trips (B.Arch. and M.Arch.). Many instructors choose to include field trips to local and regional places of interest in support of specific learning objectives of professional courses. These opportunities allow

students to experience conditions first-hand and to meet professionals and members of the community, reinforcing ideas introduced on the classroom. Recent examples include:

- **Materials and Methods of Construction,** ARCH 312 / 516
  Trips to local manufacturers and processors of construction materials, including brick manufacturing, saw mills for lumber manufacturing, pre-cast concrete manufacturing, and iron-working.

vii. Student Organizations *http://archdesign.utk.edu/students/student-organizations/.* The College has host of organizations, groups, and programs which enhance and enrich students' educational and social experience. The opportunities presented by these organizations enable students to expand their professional interests, as well as create opportunities to develop skills in leadership and collaboration with diverse groups. Through the activities of their organizations, students make connections with other professionals and practitioners, expand their knowledge of items that will impact their futures in practice, and work in service to the citizens of our local and regional communities. All student organizations receive strong support from the College, including funding that enables travel and other forms of engaged participation in the activities of each organization.

> **AIAS, American Institute of Architecture Student Chapter.** This student organization is affiliated with the American Institute of Architects. This group meets regularly and hosts programs of common interest to students. The UT chapter is one of the nation's largest chapters—with approximately 60 members each year. In Fall 2010, the UT chapter of AIAS organized and hosted and organized the regional South Quad Conference. Themed "Locus," the conference consisted of lectures—the keynote given by Markku Komonen of Heikkinen Komonen—as well as panel discussions, a design charrette, and tours of local and regional projects of significance. South Quad was open to student members from over 40 schools from Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, Puerto Rico, South Carolina, Tennessee, and Texas. In 2011, The UT AIAS Chapter won Honorable Mention for Chapter Honor Award. Also in 2011, fifth-year student Amanda Gann was honored with the Chapter President Honor Award recognizing her leadership as president of UT's chapter, Brent Castro was elected to serve as the 2012–13 AIAS National Vice President, and the chapter's faculty sponsor, Associate Prof. Brian Ambroziak, was recognized as the Educator of the Year. The UT AIAS Chapter will host Forum 2015—the annual meeting of AIAS, being held in Nashville. This is a prestigious recognition of the Chapter, selected by more than 700 students at this past year's AIAS Forum.

> **FBD, Freedom by Design (sponsored by AIAS).** Affiliated with AIAS, the Freedom by Design chapter is active with annual projects completed in 2012 and 2013 to benefit members of the local community. UT was selected for a national presentation of FBD's work at AIAS Grassroots 2013.

> **ASID, American Society of Interior Designers Student Chapter.** This organization enriches the academic education through monthly programs dedicated to a design issue or a presentation by professionals or industry. A strong local and state professional ASID supports student chapters by providing speakers, organizing state-wide student days, and inviting SASID members to State and local special design events.

> **ASLA, American Society of Landscape Architects Student Chapter.** This is the student organization affiliated with the professional organization the American Society of Landscape Architects. This group works to enhance the educational

experience of landscape architecture students and advance the discipline. Students have consistently won state and regional design awards at annual ASLA conferences over the past three years.

CSI, Construction Specification Institute Student Chapter. Working in close collaboration with the local professional chapter, this organization is open to all students interested in the design and construction industry including engineers, architects, interior designers, landscape architects, and contractors. This group meets monthly and hosts programs and field trips relating to the design and construction profession. This has traditionally been a very strong organization.

CIDS, Council of Interior Design Students. This is a group that acts as liaison between the student body, interior design program faculty and administration and aids in the development of the interior design program.

DSAC, Dean's Student Advisory Council. The Dean's Student Advisory Council is a group of students representing all college disciplines acting as a liaison between the dean of the college and the student body. Membership in DSAC is by election and represents a significant opportunity for students to directly engage with the policies and procedures of their program, to speak in support of issues of relevance or concern on behalf of their peers, to offer suggestions for continued improvement, and to voice concerns as appropriate. Implementation and ongoing refinement of the *Studio Culture Policy* is a key example of policy directly affected by engaged student service through DSAC.

NOMAS, National Organization of Minority Architecture Students. This national organization for both students and practicing architects addresses issues of common concern for minority students and professionals.

SGA, University of Tennessee, Knoxville, Student Government Association. The Student Government Association is a body comprised of students pursuing the betterment of the University so that all members of the UT community are beneficiaries of the opportunities and advantages available in an environment conducive to growth. SGA exists to provide the student body with a means to deal with the affairs of students and as a forum for the expression of student views concerning student life within the University. Two School of Architecture students—Sam Mortimer and Christian Powers—were candidates for campus-wide office through this body.

TSD, Tau Sigma Delta Honor Society Beta Alpha Chapter. TSD is an honor society for students in architecture and allied arts to celebrate excellence in scholarship, stimulate mental achievement, and award those students who attain high scholastic standing. Members of this group serve the school through their tutoring program and coordinating the Bronze Medal competitions at the end of the Spring Semester. The Bronze Medal competitions—expanded in 2013 to include interior design, landscape architecture, and graduate architecture, in addition to undergraduate architecture—are juried by renowned architects, designers, and educators, in addition to the most recent past recipient of the Bronze Medal, and an esteemed member of each program's alumni.

TAAST, The Annual All-College Spring Thing. Open to all interested students, this organization is responsible for coordinating the spring celebration of architecture and design. This weeklong event features lectures, panel discussions, and design competitions, and culminates with the Beaux Art Ball.

viii. Support for Student Participation in Organizations, Honor Societies, and Conferences. The College and programs in architecture are tremendously supportive of the achievements of their students—including the activity of student organizations and publication or distribution of students' scholarly work and creative endeavors. Student accomplishments have been nationally recognized in many ways. Whenever possible, funding is made available to support student travel to participate in significant events or to present their work at academic conferences, professional conventions, and other significant venues. Other forms of support offered include the time and counsel of faculty advisors, administrative support, and program-wide awareness and understanding of major events.

A significant amount of the funding made available to student organizations comes from student Course Fees initiated in 2010. (Financial resources and priorities for financial support are discussed in detail in Part I, Section 2.4 of this report—*I.2.4. Financial Resources*.) Each student organization has an annual budget consisting of the funding from the College plus student dues. Some specific examples of how College support for student organizations has benefitted student involvement in significant events include:

- **AIAS**: AIAS typically has enough financial standing to send up to 30 students to meetings and conferences each year—including the annual AIA Conference, the annual AIAS FORUM Convention, and the annual AIAS South Quad Convention. Typically, student registration fees and some travel costs will be covered. In special cases, travel and costs for individual students has been covered—such as when fifth-year student Brent Castro campaigned for election to the national AIAS Board of Directors. Brent's campaign was successful, and he served as Vice President for 2012–2013. Additional funding was also made available to the organization when UT's AIAS chapter was selected to host South Quad 2010 as a result of a tremendous amount of work and planning by the students. Support of AIAS has also enabled the UT Chapter to start Freedom by Design and has partially funded several community service projects.
- **NOMAS**: This organization has funding from the College to support travel to the national annual meeting of NOMAS.

The College also provides financial support to send students to conferences, especially when they have been invited to present their work.

- **New Norris House**: Students and their faculty advisors have been financially supported to present the New Norris House project at numerous academic conferences and other venues. Most recently, the College sent former student and former instructor Sam Mortimer to the 2013 ACSA National Conference to participate in the Design Build panel discussion and subsequently to the 2013 national AIA Convention when the New Norris House was named a COTE Top Ten Project. The New Norris House project is discussed in more detail under Faculty/Student Research Initiatives in Part I, Section 2.1.b.i. of this report (*I.2.1.b.i. New Norris House*).
- **Living Light: The UT Solar House**: Students and their faculty advisors have been financially supported to present the Living Light house at numerous academic conferences, professional conventions, and other venues. When the Living Light house was competing in the Solar Decathlon in 2009, the College supported sending many students and faculty to Washington D.C.—some for extended periods of time. The Living Light project is discussed in more detail under Faculty/Student Research Initiatives in Part 1, Section 2.1 of this report (*I.2.1.b.i. Living Light: The UT Solar House*).
- **ACSA**: Travel and registration fees for attendance at ACSA has been supported for students invited to present work, and for students serving on the national boards of ACSA and AIAS.
- **CriticalMASS**: Each year, one graduate architecture student is selected by the faculty to attend and present his or her work at the CriticalMASS conference hosted by the School of Architecture at the University of North Carolina, Charlotte.

Student Leadership Conference. In 2009, 2010, and 2011, the College funded a one day leadership retreat at Neyland Stadium for the officers of the various student organizations, facilitated by a faculty member from the College of Business.

ix. Student Publications. Student publications remain a significant means by which students can share their research, scholarship, and creative activities. A series of publications have been edited and produced by students showcasing a cross-section of student work, studio projects, and interviews. *Current*, *Stud*, and *ImPrint* are the most recent incarnations of student publications. Hard copies will be made available in the Team Room. In Fall 2013, *ImPrint* will be published as a blog: *http://imprint-utk.tumblr.com/*

x. Teaching and Research Opportunities. The architecture programs offer several opportunities for undergraduate and graduate students to gain experience and confidence in teaching and research executed under the supervision of faculty members. Many courses in the B.Arch. curriculum are taught by faculty members who are supported by undergraduate Teaching Assistants (TAs) or Graduate Teaching Assistants (GTAs). Similarly, many courses in the M.Arch. curriculum are taught by faculty members who are assisted by GTAs. Undergraduate TAs are not permitted to assist in teaching graduate level coursework. In large lecture courses, students in the TA/GTA role assist in grading and proctoring exams. In some cases, TAs and GTAs lead group discussion of assigned readings or course lectures. In first-year representation courses, TAs and GTAs are each assigned to a studio section of the class. In this case, the student instructors are mentored by faculty as they meet individually with their studio to introduce project assignments, offer demonstrations, lead discussions, and to critique student work. In all cases, the process of choosing a student to serve as a TA or GTA is highly competitive and appointments are made to top students. No courses in the B.Arch. or M.Arch. curricula are taught solely by TAs/GTAs.

In addition to teaching assistantships, undergraduate and graduate students may assist faculty with research as Research Assistants (RAs) or Graduate Research Assistants (GRAs). Appointments are normally on a one-fourth to one-half time basis requiring 10–20 hours of service per week during the academic year or up to full-time during the summer. On a competitive basis, the Office of Research offers opportunities for both undergraduate and graduate students to serve as Research Assistants during the summer, and the Graduate School of the University offers additional funding for GRAs.

I.2.2. Administrative Structure and Governance

a. University's Administrative Structure

University Campuses	University of Tennessee, Knoxville—flagship campus
	University of Tennessee at Chattanooga
	University of Tennessee at Martin
	University of Tennessee Health Science Center at Memphis
Board of Trustees	
President	Dr. Joseph DiPietro
	Chief Executive Officer of University of Tennessee system
Chancellor	Dr. Jimmy G. Cheek
	Chief Operating Officer of Knoxville campus
Vice Chancellors	Academic Affairs, Dr. Susan Martin
	Director of Athletics, Dave Hart
	Communications, Margie Nichols
	Development and Alumni Affairs, Scott Rabenold

Diversity, Rickey Hall
Finance and Administration, Chris Cimino
Human Resources, Linda Hendricks
Research and Engagement, Dr. Taylor Eighmy
Student Life, *TBD, Search underway*

Major University Centers and Institutes

Baker Center for Public Policy at Knoxville
Bredesen Center for Interdisciplinary Research and Graduate
    Education at Knoxville
University of Tennessee Space Institute at Tullahoma
University of Tennessee Institute of Agriculture at Knoxville
University of Tennessee Institute for Public Service at Knoxville

Provost

Dr. Susan Martin
Chief Academic Officer for Knoxville Campus

Colleges

College of Agriculture and Natural Resources
College of Architecture and Design
College of Arts and Sciences
College of Business Administration
College of Communication and Information
College of Education, Health, and Human Sciences
College of Engineering
College of Law
College of Nursing
College of Social Work
College of Veterinary Medicine

Programs and Resources University Libraries
McClung Museum
Outreach and Continuing Education
Chancellor's Honors Program
Student Success Center
University Studies
Office of Admissions and Records
Office of Student Services
Office of Equity and Diversity
Office of Information Technology

b. **Administrative Organization of the University of Tennessee, Knoxville**
Available as PDF here: *http://web.utk.edu/~utknaab/Chancellor_org_chart_2013-07-03.pdf*

THE UNIVERSITY*of*TENNESSEE ᴜᴛ
KNOXVILLE
OFFICE OF THE CHANCELLOR

July 3, 2013

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Chancellor
Jimmy G. Cheek

Executive Assistant
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Vice Chancellor for Student Life
TBD
(Sherry Matthews)

Director of the
Bredesen Center
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Equity & Diversity
Marva Rudolph

Vice Chancellor for
Communications
Margie Nichols
(Betsy Alpers)

Director, Baker Center
for Public Policy
Matt Murray

*also reports to the UT System President

c. Architecture Programs' Administrative Structure within the College of Architecture and Design

The School of Architecture is one of three academic units housed within the College of Architecture and Design. The School of Architecture is responsible for the NAAB-accredited programs in architecture (B.Arch. and M.Arch.), non-accredited graduate programs in architecture (M.S. in Arch. currently being formed), and research, scholarship, service, and outreach activities in architecture. The other two CoAD academic units include the Interior Design Program and the Landscape Architecture Program—jointly administered with the College of Agriculture and Natural Resources (CASNR).

Within the College, specific administrative positions and responsibilities will vary, depending on personnel, program needs, and budgetary constraints. In meeting the mission of both College and University, the Dean may create administrative appointments or assign additional administrative responsibilities to faculty and staff, in consultation with the faculty. At the beginning of each academic year, the Dean presents a written report at a college faculty meeting, with discussion following. The Dean's Annual Report includes individual reports from each of the academic unit heads and outlines the College's current and future goals related to both College and University strategic plans. This balance of administrative flexibility and accountability is greatly valued by members of the College and is seen as essential to the College's continued growth.

The descriptions of College administrative positions below are based upon the structure current at the time of this writing. Additional information on administrative duties within the College are described in the By-Laws of the College of Architecture and Design (*https://web.utk.edu/~utknaab/CoAD_ByLaws_2013-May.pdf*), the College of Architecture Policies and Procedures document, Section I, College General Information (*https://web.utk.edu/~utknaab/CoAD_PaP_sI_General.pdf*), and the College of Architecture and Design Policies and Procedures document, Section XVII, CoAD Administration Position Descriptions (*https://web.utk.edu/~utknaab/CoAD_PaP_sXVII_Adm-Pos-Desc.pdf*).

Dean, College of Architecture and Design

John McRae, through 2011	Chief academic and budget officer of the College; organizes, is responsible for, and has authority for the policies, procedures, and management of the College, administrative office, and all areas specified in the College By-Laws and University Faculty Handbook.
Scott Poole, since 2011	

Associate Dean of Research and Academic Affairs

George Dodds, since 2012	Administers curricular development, research activities, study abroad programs, student professional and academic organizations, and admissions and enrollment activities of the college.

Associate Dean of Communications and Facilities

David Matthews, since 2012	Manages technology issues related to faculty research, teaching, and creative activities; provides oversight to facility operations, renovations and equipment; facilitates communications initiatives and activities.

Director, School of Architecture

Mark Schimmenti, Interim, 2007–2009	
Scott Wall, since 2009	Chief academic officer of the School of Architecture; serves as Chair of the School's undergraduate program; provides academic leadership and coordination of all undergraduate and graduate architecture programs in the School.

Chair, Graduate Architecture Program
    Mark DeKay, through 2011
    George Dodds, since 2011   Coordinates the curriculum of all graduate programs in the School of Architecture; coordinates the program's needs and requirements; fulfills duties of the Director of Graduate Studies as defined by the Graduate School—except where assigned to another individual.

Chair, Interior Design Program
    Barbara Klinkhammer, interim, 2008–2010
    David Matthews, since 2010   Chief academic officer of the Interior Design Program; provides academic leadership and coordination of all aspects of the Interior Design Program's undergraduate academic programs.

Chair, Landscape Architecture Program
    Tracy Moir-McClean, interim, through 2010
    Ken McCown, 2010–2011
    Brad Collett, interim, 2011–2013
    Gale Fulton, since 2013   Chief academic officer of the Landscape Architecture program; provides academic leadership and coordination of all aspects of the Landscape Architecture Program's graduate academic programs; fulfills duties of the Director of Graduate Studies as defined by the Graduate School—except where assigned to another individual.

Director of Development   Development; sets fundraising priorities; serves as chief
    Amy Howard, since 2011   contact for alumni relations; liaison to the Board of Advisors.

Director of Budget and Finance   Provides guidance on UT fiscal policies and procedures;
    Florence Graves, since 2010   develops and manages College E&G budgets, studio fees, and restricted accounts budgets; manages summer school and grants/research budgets; manages administrative and all human resource functions.

Director of Student Services   Advising undergraduate students; undergraduate recruit-
    Laurie Roberson, through 2012   ing; retention and graduation-on-time initiatives; College
    position currently open   liaison to CoAD student organizations with the Director of the School of Architecture; coordinates student events.

Director of Communications   Lead developer for branding, public relations, communi-
    Kiki Roeder, since 2011   cations, trend analysis, market research, and marketing; edits, curates, and creates content for College print and digital media; manages, maintains, and develops College website.

IT Team Leader   Coordinates all computing efforts; network management;
    Jeff Wilkinson   manages the computing budget; teaches architectural representation courses.

Wood Shop Supervisor   Manages and organizes all aspects of the construction
    Steve Chandler   wood shop in the A+A.

Fab Lab Supervisor   Manages and organizes all aspects of the construction
    Matt Culver, since 2012   wood shop in the design/build Fab Lab. Teaches design/build coursework.

d. Administrative Organization of the College of Architecture and Design *http://web.utk.edu/~utknaab/College_org_chart_2013-08-28.pdf*
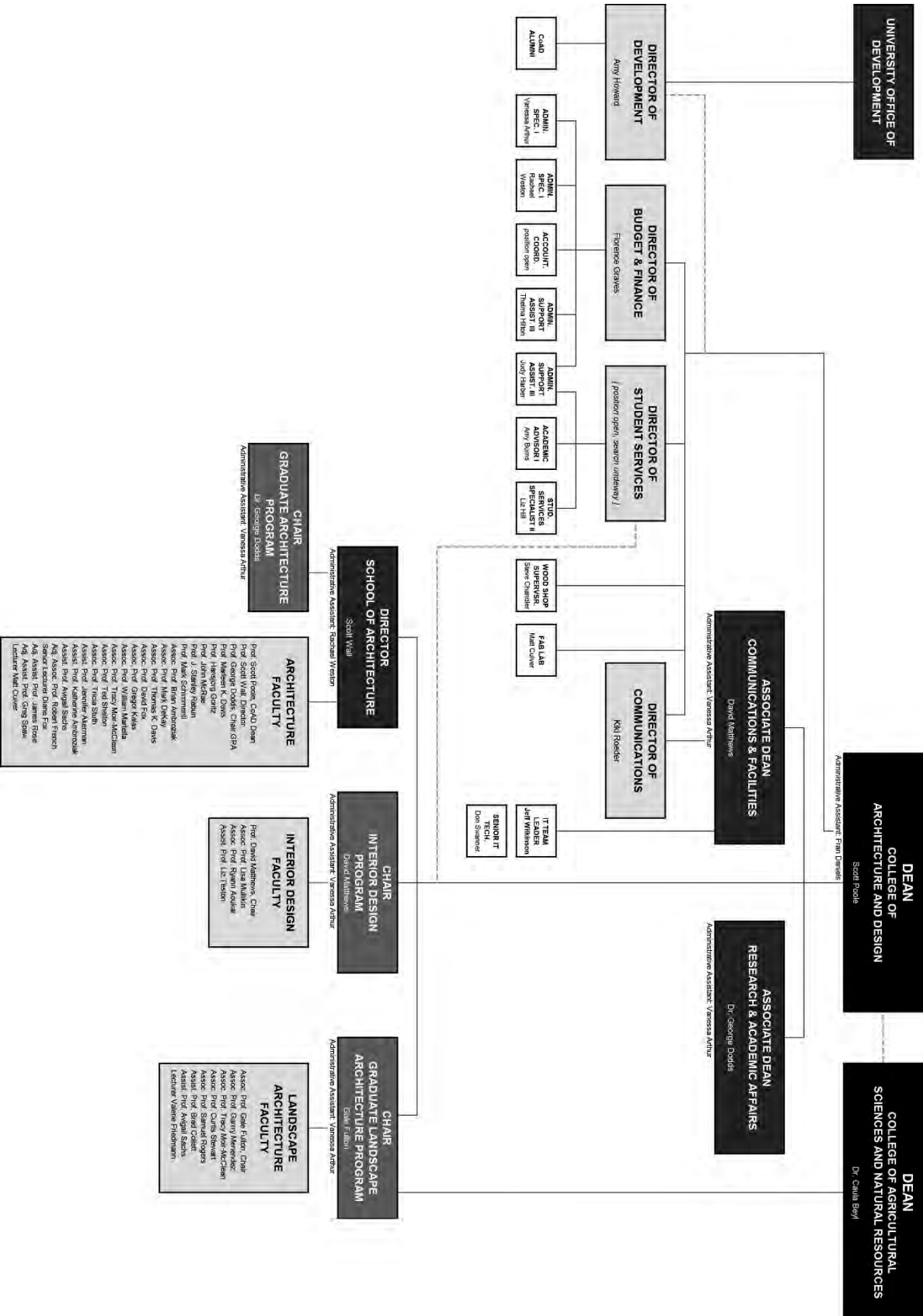
e.   Governance Within the College of Architecture and Design
Committees within the College and its academic units are a primary aspect of shared faculty governance. The College By-Laws outline a series of committees which structure the formal involvement of faculty in the determination of policies and procedures for the programs. Membership on College committees is generally composed of faculty representing each academic unit. Membership of committees specific to one academic unit is generally composed of faculty only from that academic unit. Several committees tasked with curricular and program coordination include a student member to ensure representation of students' perspectives and interests in committee discussions. The following lists summarize College and School groups that deliberate upon issues that address assessment of various issues. Further information about the purpose, membership, and responsibilities of each committee can be found in the College By-Laws:
https://web.utk.edu/~utknaab/CoAD_ByLaws_2013-May.pdf.

Standing College Committees
Digital Technologies Committee: To advise the Dean and to communicate with faculty regarding the formulation of plans for computer integration into all aspects of the architecture and design programs, i.e., teaching, research, and faculty and staff activities.
Dean's Advisory Committee: To advise the Dean and to communicate with faculty regarding issues facing the College.
Dean's Student Advisory Council: To advise the Dean on issues related to student concerns in the College. To communicate with students regarding College issues.
Lectures and Exhibitions Committee: To organize a program of extra-curricular activities—e.g. speakers, forums, seminars, film showings, exhibits etc. To coordinate the Robert B. Church III Memorial Program and Series. To coordinate special exhibits in the School, in both the Ewing Gallery and Reading Room.
Library and Archives Committee: To oversee the development of the collection of books, slides, and periodicals housed in the University Library and the College resource facility. To give advice to the Dean and Academic Unit concerning the development of these collections. To report to the faculty and advise the Dean on the management of the collections in the building and policies controlling its functions
Tenure and Promotion Committee: To advise the Dean on promotion and tenure considerations for all tenure track faculty members as forwarded by the individual academic units for recommendation to the Provost and Chancellor—as required by the Faculty Handbook and University rules and procedures.
Undergraduate Studies Committee: To coordinate undergraduate programs and communicate with the College faculty. To oversee Off-Campus Study.
Graduate Studies Committee: To coordinate graduate programs and communicate with the College faculty.
By-Laws Committee: To administer and/or to propose changes to the By-Laws to the College Faculty for action, as required.

School Committees
Undergraduate Admissions and Academic Standards Committee: To interpret academic policy and to advise the Director and faculty about academic issues which merit wider faculty attention.
Undergraduate Curriculum Committee: To prepare recommendations to the faculty regarding changes in the curriculum of the school including supplemental course descriptions.
Undergraduate Design Coordinators Committee: To serve as the forum for the review of the design program mission, content, standards, and development. To provide

a platform for faculty discussion and communication of design issues. To facilitate review of the design program between year levels as well as within each year level.

Director's Advisory Committee: To advise the Director and communicate with the faculty.

Faculty Search Committee: To assist the Director in identifying potential candidates for vacant faculty positions.

Graduate Program Committee: To advise the Director and Chair of the Graduate Program on the general administration of the program.

Honors, Awards, and Scholarships Committee: The committee disseminates information regarding awards, honors, and scholarships to the students and faculty, solicits input from all appropriate constituencies, collects applications and screens applicants, identifies awardees, arranges for the announcement and distribution of awards, honors and scholarships, and informs the Director and Dean.

f.   Involvement in University Governance

Faculty and students have several key means of participating in governance of the University of Tennessee, Knoxville. Further information is included in each faculty member's *academic curriculum vitae*. A selected list of faculty serving on University committees include:

Chancellor's Committee for Campus Environment: This committee advises the Chancellor on improving the physical environment of the campus. Professor George Dodds currently serves on this committee, and he has been preceded in service by Prof. John McRae and Prof. Edgar Stach. *http://www.cce.utk.edu/*

Chancellor's Student Life Council: Dean Scott Poole represents the College of Architecture and Design on this council, which reviews decisions of the Student Tribunal and decisions of Academic Review Board, and appeals filed by the Dean of Students of any board's decision. *http://chancellor.utk.edu/advisory/studentlife.shtml*

Chancellor's Cultural Affairs Board: This body advises the Vice Chancellor for Student Affairs on the allocation of a portion of the University Programs and Services Fee for programming in theater, dance, art, and other "fine art" areas. The College has been represented in recent years by Assoc. Prof. Barbara Klinkhammer. *http://chancellor.utk.edu/advisory/cultural.shtml*

Chancellor's Master Plan Committee: Prof. and former Dean John McRae represents the College on this advisory group that monitors and implements the goals of the University's master plan. *http://chancellor.utk.edu/advisory/master-plan.shtml*

University Campus Planning and Design Committee: Assoc. Prof. Tricia Stuth represents the College on this committee.

Provost's Council of Deans: Dean Scott Poole represents the College of Architecture and Design on the Provost's Council of Deans.

Provost's Junior Faculty Fellows: Associate Prof. Gregor Kalas serves on this board which advises the Provost and Vice Provosts on aspects of faculty life. *http://provost.utk.edu/committees/*

Provost's Service-Learning Steering Committee: This body was developed as part of a central effort to increase consistency and alignment among service-learning opportunities and activities across campus. Professor George Dodds represents the College on this committee. *http://provost.utk.edu/committees/*

Provost's Student Advisory Council: Two student representatives from the College serve on this group to the Provost on a wide variety of issues relating to their experience and success as students at UT. *http://provost.utk.edu/committees/*

UT Top 25 Advisory Research Council: Prof. George Dodds represents the graduate architecture program and the College on this council headed by Vice-Chancellor Taylor Eighmy. Assoc. Prof. Tricia Stuth represents the college on the undergraduate research council.

Undergraduate Council: Assist. Prof. Katherine Ambroziak is an elected representative and Professor Scott Wall serves as an ex-officio member.

Graduate Council: This body of elected representatives works with the Dean of the Graduate School to promote excellence in graduate education. Prof. Scott Wall, Assoc. Prof. Brian Ambroziak, and Assist. Prof. Avigail Sachs are the College's representatives on this council. *http://gradstudies.utk.edu/GraduateCouncil/gcouncil.shtml*

Graduate Dean's Group (Associate Deans for Graduate Affairs): Professor George Dodds represents the College on this group which provides advice and counsel to the Graduate Council and its committees from the perspective of Associate Deans of each college having responsibility on issues of graduate education and operations. *http://gradschool.utk.edu/GraduateCouncil/GradDeanComm.shtml*

Associate Deans for Research Committee: Professor George Dodds represents the College of Architecture and Design on this committee.

Associate Deans for Undergraduate Affairs Committee: Professor George Dodds represents the College of Architecture and Design on this committee.

University of Tennessee, Knoxville, Faculty Senate: Faculty Senate is the representative body through which the faculty participate in University affairs and shared governance. The College has two faculty members serving as faculty senators: Assist. Prof. Katherine Ambroziak and Assist. Prof. Avigail Sachs. Dean Scott Poole and Prof. George Dodds also serve as ex-officio members of the Faculty Senate. *http://senate.utk.edu/*.

University CIE Programs Abroad Committee: Director Scott Wall and Prof. George Dodds. *http://studyabroad.utk.edu/*

University SACS Accreditation Writing Committee: Director Scott Wall and Prof. George Dodds *http://sacs.utk.edu/about/*

University Academic Outreach and Engagement Council: Director Scott Wall and Assoc. Prof. David Fox represent the College on this council which promotes the university's land-grant mission by encouraging excellence in outreach scholarship. *http://web.utk.edu/~aoec/*

UTK Service-Learning Steering Committee: Professor George Dodds represents the College of Architecture and Design on this committee.

University Honors Committee: Professor George Dodds represents the College of Architecture and Design on this committee, formed at the behest of the Provost and charged with discussing issues concerning honors education across the university. *http://honors.utk.edu/about-us/university-honors-committee/*

Haslam Scholars Program Academic Selection Committee: Associate Prof. Ted Shelton serves on this committee to select incoming students who will receive the University's highest academic scholarship. Prof. Shelton also serves as faculty advisor to architecture student recipients of this award. *http://haslamscholars.utk.edu/*

University Life of the Mind Program Committee: Assoc. Prof. Tricia Stuth has served as a faculty member of the committee that oversees the Life of the Mind Program, which assigns a book to be read by all incoming undergraduate students the summer before freshman year. *http://fys.utk.edu/life-of-the-mind/about-life-of-the-mind/*

University of Tennessee, Knoxville, Student Government Association: Every academic year, several students represent the College on SGA and the Graduate Student Senate (GSS). *http://sga.utk.edu/* and *http://web.utk.edu/~gss/*

g.   Other Degree Programs in the College

Four learning programs comprise the University of Tennessee College of Architecture and Design—Architecture, Graduate Architecture, Interior Design, and Graduate Landscape Architecture. Interdisciplinary and trans-disciplinary learning have become increasingly important to the college since the last accreditation visit, connecting the broad experience and expertise of the faculty with the various interests of the students and the larger university community.

In addition to the two accredited architecture degree programs, the college offers five other degree programs:

Other Degree Programs Offered in the School of Architecture

- **Master of Science in Architecture (M.S. Arch.)**, non-professional graduate degree program. *Expected, May 2014. https://web.utk.edu/~utknaab/MSinArch_curr_prop_2013.pdf* In the 2012–13 academic year, the School of Architecture approved changes in nomenclature and admissions requirements to convert the post-professional M.Arch. degree to a non-professional Master of Science in Architecture (M.S. Arch.). The proposal has been submitted for review and approval to the University of Tennessee Board of Trustees and the Tennessee Higher Education Commission (THEC) for their autumn 2013 meetings. When approved, the change will be implemented in Spring 2014. Students who entered into the Track 1 post-professional curriculum will graduate with the M.S.Arch. degree. The first cohort of students to enter the M.S.Arch. degree curriculum will arrive in Fall 2014. This change is discussed in more detail in Part II, Section 2.3, Curriculum Review and Development. (*II.2.3.b.ii. M.Arch. Curricular Changes*)

Other Degree Programs Within the College of Architecture and Design

- **Bachelor of Science in Interior Design (B.S.I.D.)**, four year undergraduate CIDA-accredited Bachelor of Science in Interior Design program. This program received continuing accreditation in 2011.
- **Master of Landscape Architecture (M.L.A.)**, LAAB-accredited graduate program offering post-professional and first professional degrees. This program received initial accreditation in 2012.
- **Master of Science in Landscape Architecture (M.S.L.A.)**, non-professional graduate degree program.
- **Master of Arts in Landscape Architecture (M.A.L.A.)**, non-professional graduate degree program.

I.2.3.   Physical Resources

a.   Physical Facilities

i.   Building Stock

Art + Architecture Building. A competition in 1976 resulted in the design of the Art and Architecture Building by the Knoxville architecture firm of McCarty, Bullock, and Holsaple. Completed in 1981, the award winning A+A Building is one of the finest facilities in the country. The building is home to both the School of Art of the College of Arts and Sciences and the College of Architecture and Design—such that the facility supports programs for students of art, architecture, interior design, and landscape architecture at the graduate and undergraduate levels. All architecture students have a desk in the building which they can access and use at any time. Students are strongly encouraged to work communally in the studios, discussing ideas and projects.

The building itself is an inspiring example of how architectural space can create and express a sense of community. Art and architecture students occupy extensive studio space surrounding an open Commons area filled with natural light. The memorable 300-foot-long volume of the interior atrium visually unifies the different programs within the building. Open stairs and hallways promote a casual interaction of students, faculty, artists, and architects. With its exposed concrete structure and open-trussed roof, massive mechanical systems, and elegant joint details, the building was clearly designed as a literal exemplar of a learning environment for its architecture students.

The A+A Building has the following facilities for students:
- Studio space: permanent desk for all students—including first-year students
- Wired and wireless access to the College server, software, and printers.
- Wood Shop (3,000 sq ft), with conventional power tools, laser printers (2), and a CNC-milling machine
- Experimental Construction Platform
- Computer Laboratory (1,200 sq ft) (College students only)
- Digital Print Center: printing and reproduction facilities
- Supply store
- Ewing Gallery (3,000 sq ft) and Sculpture Garden
- Reading Room for juries, classes, and exhibitions, with exterior courtyard
- Clerestory Room for reviews and classes, with projector and multiple monitor display and teleconferencing capabilities
- Photography Lab with model photography set-up and copy stand
- Materials Resource Library, material samples and catalogs, audio-visual equipment available for check-out
- Cafe
- Technology-enabled Lecture Halls (3) and Classrooms
- Fab Lab, (10,000 sq ft) remote warehouse and shop for design-build explorations

The A+A Building has the following facilities for faculty:
- Individual Offices for all tenured, tenure track, and full-time faculty
- Shared Office Space for term appointees
- Faculty Mail Room with copier, fax machine, and printer
- Copy stand and photography equipment
- Conference Rooms

Art + Architecture Building Floor Plans

SCULPTURE BUILDING

LOADING DOCK

125A

127A

127

129B

129

129A

131A

131B

131
METAL SHOP

103B
CLERESTORY
ROOM

105

105A

103A

103A2 103A1

103
READING ROOM

101
BOOKSTORE

117

117A

115A

115
EWING GALLERY

115B

109

109A

111

113

BUILDING
PLATFORM

121
WOOD SHOP

121B

121A

121A1

1:50

Admin / Faculty
Studio Support
Lecture Hall
Pin-Up / Exhibition

FIRST FLOOR
UT ART & ARCHITECTURE BUILDING

SECOND FLOOR

UT ART & ARCHITECTURE BUILDING

Administration
Studio Support
Conference / Classroom
Pin-Up / Exhibition

1:50

THIRD FLOOR

UT ART & ARCHITECTURE BUILDING

1:50

Admin / Faculty
Studio Support
Studio
Pin-Up / Exhibition

FOURTH FLOOR

UT ART & ARCHITECTURE BUILDING

1:50

Admin / Faculty
Studio

Hodges Library. Hodges Library is the flagship library of the University Libraries System. It is home to the libraries' holdings in architecture and design, as described in the Information Resources section of this report (*I.2.5. Information Resources*). Floor plans of Hodges Library are available on the UT Libraries website at: *http://www.lib.utk.edu/request/stacks/*

Downtown Studio. Since 2005, the College of Architecture and Design has maintained a Downtown Studio presence in a prominent storefront in the 500-block of Gay Street, the most significant street of Knoxville's downtown city center. This venue includes desks for up to 60 students, a satellite computer lab with twelve high-end computer stations, a dedicated printer and plotter, presentation space, and meeting space. Each semester, up to four design studios are selected to operate out of the Downtown Studio, affording students the opportunity to work in an urban environment with access to amenities and activities that complement their experience in the A+A Building. The Downtown Studio is approximately two miles from the A+A Building and is easily accessible by University Transit (T System) or Knoxville Area Transit (KAT) bus services.

1:50

GROUND FLOOR

UT DOWNTOWN STUDIO

East TN Community Design Center
Studio Support
Studio
Pin-Up / Exhibition
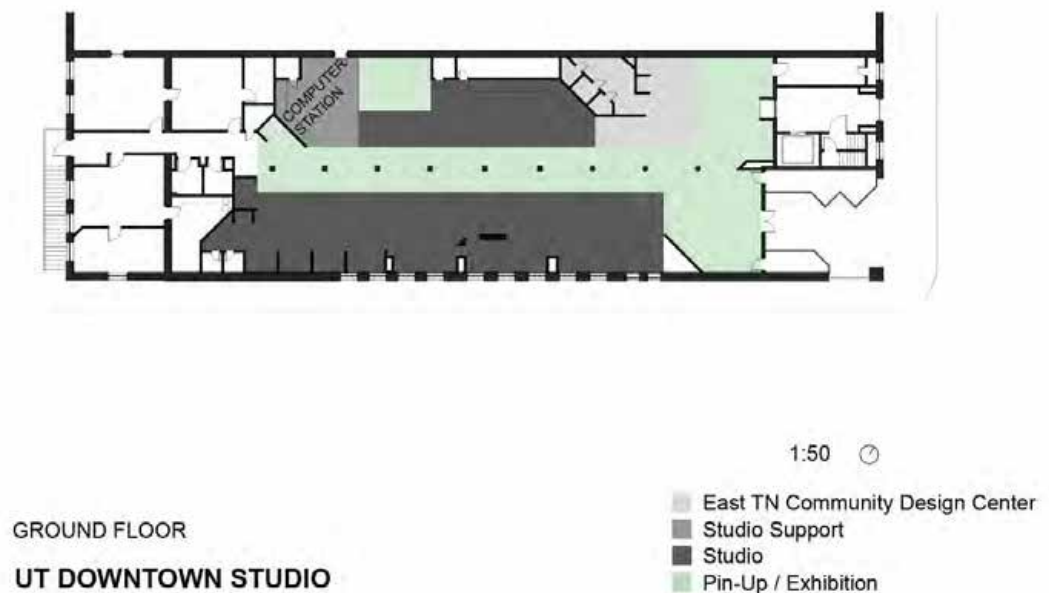
Fab Lab. The College of Architecture and Design's Fab Lab is a shop environment where students design and build projects ranging in size from furniture to small-scale buildings—thereby understanding the implications of design decisions from the detail to the whole through construction. The Fab Lab is located off of Middlebrook Pike in Knoxville, approximately five miles from the central campus of the University of Tennessee. It was acquired in 2011 to provide essential space necessary for the completion of UTK's Solar Decathlon house, Living Light. Since that time it has served as the primary site for construction exploration seminars as well as specialized fabrication projects, including new lecture hall lectern / symposium table for the McCarty Auditorium.

GROUND FLOOR   1:50

UT FAB LAB   ■ Studio
                                                      ■ Lecture Hall
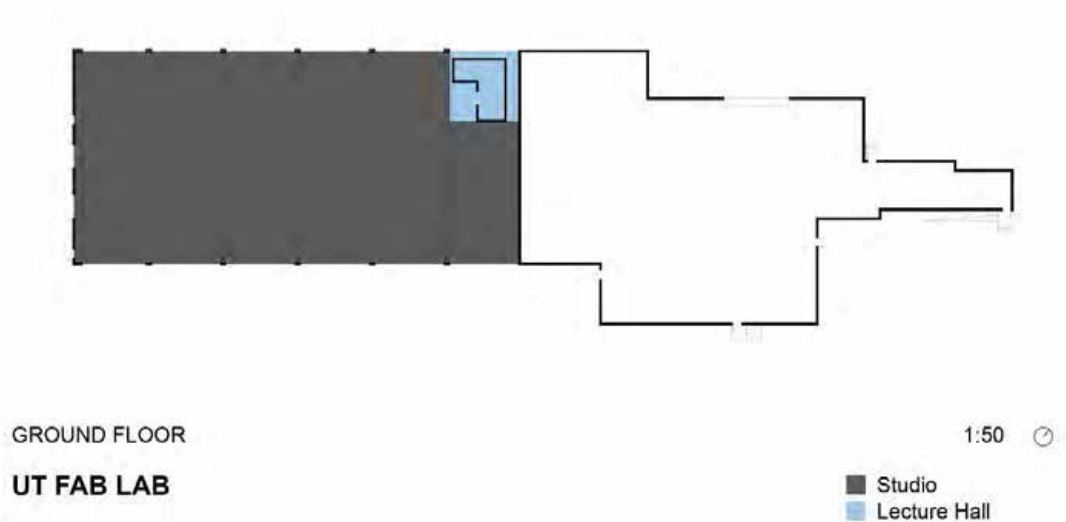
Burlington Studio. The College of Architecture and Design maintains an ongoing relationship with the Burlington Branch Library of the Knox County Public Library System, as part of the outreach efforts of Urban Program for Sustainable Design Education (UPSIDE). Through this program, one studio per semester has had direct involvement in teaching local high school students. As such, ten to sixteen architecture students and one faculty member maintain studio space in the Burlington studio and represent the School in the East Knoxville Community.

GROUND FLOOR   1:50 ○

UT UPSIDE STUDIO AT BURLINGTON LIBRARY

▪ Studio Support
▪ Studio
▪ Pin-Up / Exhibition

ii. Facility Improvements. In 2011, the College created an upper-level administrative position for Associate Dean of Facilities and Communication. David Matthews has served in this capacity since 2012 working closely with College faculty, staff, and students and with University Facilities Services to implement improvements to the building and its facilities. The following list outlines changes and improvements that have occurred to physical resources within the Art + Architecture Building and other CoAD facilities since 2008:

- McCarty Auditorium, 2013 (AA 109)—the main lecture hall of the A+A Building serving the College of Architecture and Design and the School of Art—has undergone an extensive renovation to upgrade seating, acoustics, lighting, and finish surfaces. This renovation includes the design and fabrication of a new seminar table and lectern, the result of a faculty design competition. Total funding of the project is approximately $250,000—a significant portion of which covers accessibility improvements.

- Additional studio space for all CoAD programs was created in 2012 with the Herman Miller Research Studio formed by joining an existing studio space and one of our existing computer labs. A key factor in this upgrade to studio facilities is that the overall demand for computer lab space has decreased following implementation of the student laptop requirement—*I.3.b.iv. Computer Requirement.* This teaching space features specialized workstation systems provided by Herman Miller at substantial discount and as part of an ongoing collaborative research project between Herman Miller and the College on the evolution of design studio. The College has used the dual studio as a home for co-taught or complimentary interdisciplinary design studios, providing a more holistic design experience. The furniture systems and technologies evident in the Herman Miller Studio serve as prototypes for future improvements to the learning environment throughout the building. The next round of improvements to the Herman Miller Studio will begin this academic year.
- The Clerestory Room (AA 103B) underwent an extensive renovation in 2011, adding numerous technology resources, including five large monitor screens, an overhead projector, and teleconferencing capabilities. The Clerestory Room is now utilized as multi-functional review space for both digital and analog content.
- The College has acquired a new off-campus fabrication space supporting small-to large-scale design-build projects. The Fab Lab is a shop environment where students design and build projects ranging in size from furniture to small-scale buildings in support of coursework, faculty and student materials and construction research, and other creative work.
- The Reading Room (AA 103A) has undergone a renovation that replaced the carpet, provided additional gathering or review space, and outfitted the room with flexible furniture supporting faculty meetings, events, and reviews.
- The former Image Archive (AA 103A, 103A.1, and 103A.2) adjacent to the Reading Room has been renovated into a dedicated, acoustically-separated suite for Student Services providing offices and other support space for confidential discussion and advising.
- The administrative suite (AA 224 and 225) has undergone a series of renovations including an improved waiting area featuring new carpet, new furniture, and the installation of five large screen monitors. This renovation also involved the design and fabrication of a prototype workstation element housing one administrative assistant's workspace and concealed storage and workspace for administrative mailboxes, copier, storage, and supplies. The administrative renovation also added a new suite of offices and meeting space for Associate Deans and Program Heads.
- The A+A Building has undergone extensive renovation to remove graffiti, remove other evidence of wear, and restore original interior and exterior finishes.
- Security upgrades include the installation of security cameras and in progress improvements to after-hour locks and ID-card access.
- Several pieces of digital fabrication equipment have been added to the Woo Shop and Materials Library, including a CNC-milling machine and two different kinds of 3D printers.
- Carpet has been replaced in many faculty offices.
- New roller-shades have been installed in all studios along the north side of the A+A Building, as well as along the south side to assist in daylight control and thermal comfort in the studio spaces.
- Faculty office overcrowding has been alleviated.
- A computer work and print center has been established at the Downtown Studio. Additionally, new desks and chairs have been provided.

Several short term plans exist for improvements to CoAD facilities:

- Renovation of the Downtown Studio.
- Continued upgrades to furniture and equipment throughout studios, classrooms, review spaces, and lecture halls.
- Renovation of the second floor public restroom has been approved at base costs to provide upgraded and technologically advanced facilities that also facilitate accessibility. The College is seeking gifts from specific product manufacturers to test the implementation of advanced toilet room fixtures and products.
- Funding approval to renovate classroom 325 and lecture hall 111 is expected within the next 36-months.
- Installation of a green roof on the A+A Building.
- Implement energy saving efforts.
- Improve access to electrical supply in studios.
- Improve thermal comfort throughout the A+A Building.
- Use upcoming cycles of the MAX_minimum Design Competition to study prototype modules to outfit studios with galleys including refrigerators, coffee makers, hot-water, microwaves, and sinks.

Long term plans for improvements to CoAD facilities include:
- Expand the Art + Architecture Building with extension to the east.
- Further sustainable design efforts could be implemented through a renovation of the A+A Building to achieve LEED certification.

iii. Physical Facilities Limitations. As noted above, the College has been working to make continual improvements to physical facilities since the last accreditation visit. Some improvements are still needed to address ongoing facilities problems or limitations, which have been identified through a series of surveys of students, faculty, and staff administered by the Associate Dean of Facilities and Communications. These needed improvements include:
- Continued security improvements—including door hardware improvements and key card access upgrades—are needed to ensure the A+A Building is secured from outside visitors after hours. Thefts from studio workstations have been a long-standing problem experienced by many students. Students are reminded each semester by faculty and staff to secure their belonging and remain aware of their surroundings when working in College facilities. UT Police has helped educate incoming students on best practices and responds quickly and professionally when thefts or other disruptions are reported. The University has recently approved plans to repair or provide key card entry hardware at all perimeter entrances to the A+A Building.
- Additional signage and/or gates are needed at emergency exits to improve intuitive and unimpeded egress from the building.
- Electrical upgrades to the studio spaces to support needs of contemporary students to charge laptops, desk lamps, and other personal electronic devices at their workspaces are clearly needed. The cost of these improvements is estimated at $30,000.
- Interior renovation of the Downtown Studio is needed.

These needed improvements have been brought to the attention of the University's Department of Facilities Services through multiple means over the past few years. Associate Dean for Facilities and Communications David Matthews has been working closely with David Irwin, the University's Vice Chancellor for Facilities Services. Solutions to these issues are underway.

b. Digital Technology Resources

i. Digital Technologies Initiative. While respecting the core goals of design education, the College has developed a model digital technologies program which provides all students confidence in the use digital technologies. Highlights of this initiative include:

- Laptops have been required for all second-year students since 1996, and for all first-year graduate students since 1998.
- Beginning this academic year, all first-year students will receive instruction in programs in digital graphic design, digital photography, and time-based media.
- In their second year, all undergraduate students take a required introductory course in digital technologies.
- Students have 24 / 7 access to over 100 network ports in the A+A Building, most of which are located in the design studios. In addition, the building is outfitted with a wireless network that is accessible throughout. The satellite studios are outfitted similarly.
- Students have 24 / 7 access to computer labs with 53 Windows workstations and 3 Mac computers. 18 of the Windows workstations are located in satellite studios.
- The Digital Print Center supports over $70,000 in printing equipment, including self-service plotters in the satellite studios.
- Digital technologies are employed in a variety of ways by students during the design process and in production of their presentations. After the first year, in a typical studio, practically all students will utilize digital technologies for some—if not all—of their design proposal. A typical student will experiment with a variety of design media in their different studio courses.
- Upper-level elective courses allow students to explore the rendering, analytical, and fabrication potential of digital technologies.
- Very popular graphic design electives utilize the digital technologies facilities and have elevated the sense of professionalism within the student body. Students use resumes and portfolios as design statements, while increasing their attractiveness to future employers—one employer states that graphic design skills increase starting salaries by 10%.
- Many courses incorporate the use of digital technologies in assignments.
- Photography courses integrate digital images and image modification.
- Faculty have participated in University workshops supporting their digital literacy.
- In several past campus displays of best practices in digital/instructional technology, a large number of presentations were from the College of Architecture and Design faculty.
- The Digital Fabrication Center has over $160,000 in CAD/CAM equipment.

ii. College Support of Digital Technologies. Since 2001, the Tennessee State Board of Architectural and Engineering Examiners has been providing an annual grant to the College of Architecture and Design. As part of the dispersal of funds collected through professional licensing fees, these funds support education programs within state institutions. The total contribution per year has ranged from approximately $40,000 to $50,000 and has been used to purchase equipment specifically for educational use and access by the students. Most of these allocations have been directed towards the acquisition of digital hardware in support of the initiatives described in this section.

iii. Computer Resources. The College of Architecture and Design and the University provide extensive computer resources for architecture students and faculty. Within the College, the Digital Technologies Committee works with the administration, staff, and faculty to ensure that the quality and quantity of computer resources are sufficient to meet curricular, research, and administrative needs. All tenured and tenure track faculty receive one new computer every four years through the centrally funded Faculty Computer Upgrade Program. Additional faculty hardware and software is funded either through research accounts or—to a lesser degree and in the case of academic support—through course fee funds. The College has two full-time information technology staff members providing in-house leadership and support for computer needs. Faculty and students have direct access to the IT staff. Additional College-based computer resources include:

- **Computer Labs:** All computer labs are open to architecture students on a 24 / 7 basis. Even though all students have laptops, the labs receive heavy use by students needing more processing power. Computer lab equipment is distributed as follows:
  Barber Computer Lab (AA 319)
    o 27 dual Xeon Dell workstations
    o 3 dual Xeon Mac workstations
    o 3 high resolution flatbed scanners
    o 2 high resolution slide scanners
    o 2 tabloid size laser printers
  Downtown Studio Lab
    o 12 dual Xeon Dell workstations
    o 1 high resolution flatbed scanner
    o 1 tabloid size laser printer
    o 1 large format HP plotter
  Burlington Studio Lab
    o 6 dual Xeon Dell workstations
    o 1 high resolution flatbed scanner
    o 1 tabloid size laser printer
    o 1 large format HP plotter
  There are six additional dual Xeon Dell workstations distributed as necessary throughout the College's various facilities.
- **Digital Print Center (DPC)** located in the Art + Architecture Building provides high quality large format color printing and scanning services for all students at rates that average 80% less than the price of local commercial alternatives. For students within the College of Architecture and Design only, these rates are subsidized an additional 50% through Course Fees. Students use their VolCard accounts for payment, so that no money changes hands within the DPC. The reproduction services offered by the DPC are integral to the incorporation of digital technologies for use in the design studios, as well as other courses requiring graphic presentations, and portfolio work. Equipment in the Digital Print Center includes:
    o Three large format HP Design Jet Z6200color plotters
    o KIP 3000 large format B&W scanner / printer
    o RECOH MPC 2500 color printing system
    o 2 staff workstations and 2 student work stations
- IT support for students and faculty.
- Small-format black-and-white printers in multiple locations throughout the studios for use by students and faculty at no cost.
- Access to the CoAD file servers for digital access to course materials, resources, and backup storage space. The College maintains one physical server hosting multiple virtual file servers in the Art and Architecture building. There are also physical file servers at both the Downtown and Burlington Studios. All college servers are expandable and protected by automated backup systems. The College supports an extensive list of software applications.
- Free access to the University's wired and wireless networks network throughout the Knoxville campus. The university's Network Services group provides both a wired LAN and wireless network access to the Art and Architecture building for a monthly fee. LAN access is 100 MBP while wireless access is 54 MBP.

Additional computer resources are available from the University, including:
- Free computer support for students through the Office of Information Technology (OIT), available at the Student Computer Service Center in Hodges Library.

- Equipment lending through UT Libraries, including laptops, digital cameras, and video cameras.
- Digitization services for students and faculty.
- Access to Blackboard for online course management.
- Software needed for academic or administrative purposes is available to students, faculty, and staff free of charge or at greatly discounted rates. University policies on software procurement are available online *https://oit.utk.edu/hardware-software/software-purchases/Pages/default.aspx*
- iPad Pilot Project, Professor Marleen Davis' design studio benefitted from a grant that provided 16 iPads for the studio and will continue to be used experimentally each semester.

iv. Computer Requirement *http://archdesign.utk.edu/students/technology-resources/*
Students enrolled in the architecture program are required to purchase a computer, software, and supporting components meeting technical specifications provided by the College of Architecture and Design in the summer prior to second year of study. These laptops are used in the required introductory computer course and throughout all subsequent design studios, as well as various required and elective courses. Students are required to wait until they receive their program computer specifications as created for their class and cohort prior to making a significant investment in a computer. Specifications are updated annually in consultation with Information Technology Services, faculty, and administration based on changes to hardware, software, and curricular objectives and support both Mac and PC preferences. The current technology package for incoming graduate students and undergraduate students transferring into the second-year class are specified on the CoAD website, and can be viewed here: *http://archdesign.utk.edu/assets/AR_Computer_Purchase_20131.pdf*.

v. Fabrication Resources *http://archdesign.utk.edu/faculty-staff/research-expertise/digital-studies-fabrication/.* The College provides its architecture programs with several key resources in support of digital studies and fabrication techniques. These resources support students in their studio work, which often requires model-building in various media. They support elective courses in digital technology, furniture design, design-build explorations, and emergent construction methods. They also facilitate faculty research into issues of digital media and fabrication. Fabrication resources—many of which were obtained since the last accreditation visit—include the following:

- **The Architecture and Design Wood Shop** in the A+A provides students and faculty access to a host of hand tools, and power tools primarily used for manipulation of wood and related materials. The Wood Shop also provides assembly space for large scale projects and models. All students take a shop orientation teaching tool skills and safe practices at the beginning of their first studio course. Woodshop access is only available when a trained supervisor is on duty.
- **The Digital Fabrication Center (DFC)**, housed in the Woodshop and Materials Resource Lab in the A+A, provides students with access to laser cutters, 3D printers, and a computer-numeric controlled (CNC) milling machine. There is no charge for use of the laser cutters or CNC mill, as students provide their own materials. In the case of the 3D printers, students use their VolCard accounts to pay for materials usage, so that no money changes hands within the DFC. Equipment in the Digital Fabrication Center includes:
  - 1 Zcorp 310 Plus 3D printer
  - 1 Stratasys Dimension 1200ES 3D printer
  - 3 ULS x-660 60-watt laser cutters
  - 1 Thermwood 3-axis CNC Mill
  - 5 Dell workstations

- **The Fab Lab** includes wood tools as well as resources for metal working, including welding rigs and metal breaks. The Fab Lab and its staff enable certain design-build opportunities by providing workspace, instruction, and supervision.

vi. Instructional Support. The College maintains both built-in and mobile instructional hardware in a number of spaces distributed as follows:

AA 103B
- 5 wall-mounted synchronized 56" LCD displays
- 1 ceiling-mounted High Color Proxima projector
- 1 high-definition video conference system
- 1 AV control console
- 1 dual Xeon Dell workstation

AA 109
- 1 ceiling-mounted High Color Proxima projector
- 1 Tech II podium

AA 111
- 1 ceiling-mounted High Color Proxima projector
- 1 Tech II podium

AA 217A
- 1 ceiling-mounted High Color Proxima projector

- 2 wall-mounted 46" LCD displays
- 1 Mac Mini computer

AA 221
- 2 wall-mounted 42" LCD displays
- 1 Mac Mini computer

AA 229
- 2 wall-mounted 42" LCD displays
- 1 Mac Mini computer

AA 313/317
- 2 AV carts with one 42" LCD display each

Mobile Equipment Available for Check Out
- 3 AV carts with one 42" LCD display each
- 1 AV cart listed above includes a high-definition video conference system
- Desktop projectors
- Digital cameras
- Specialized equipment related to ECS courses

I.2.4.   Financial Resources

a.   State Funding, General Budget Overview

The College of Architecture and Design has three programs:
1. Architecture Program—Graduate and Undergraduate—75% of the College
2. Interior Design Undergraduate Program
3. Landscape Architecture Graduate Program—new since FY2009 (2008–09)

As of the beginning of FY2014, the School of Architecture has $4.2M in available funds annually. This amount includes state funds, studio fees, and restricted/gift funds. We do not anticipate budget cuts or reduction for the next two years.

The FY2013 (2012–2013) School of Architecture Full Time Employees (FTEs) include:

SoA Faculty:	100%:	26	College Staff:	100%:	13
	50%:	5		50%:	2
	25%:	2			

Total number of Architecture Graduate and Undergraduate students: 334

The Graduate and Undergraduate Architecture programs operate as one program under one budget. Approximately 75% of the College's State Budget operating expenses are allocated to School of Architecture based on the program size.

Studio Fees are allocated 100% to the College with studio fees' operating expenses also being fully allocated to the College rather than split among the three programs. This method is used since almost all the operating expenses such as use of shop, computer lab, fabrication lab, events and other are used by all programs. However, for accreditation

and budgeting purposes actual expenses are considered as follows since the College receives studio fees from all three programs. With the growth of the Landscape Architecture program this split will be revised at some point in the future.

Architecture Undergraduate:	50%
Architecture Graduate:	20%
Interior Design Program:	20%
Landscape Architecture Graduate Program:	10%

Current Fiscal Year Report. The FY2013 (2012–13) reports below show revenue and expenses from State Funds and Studio Fees. A PDF of this report is available here: *http://web.utk.edu/~utknaab/Current_FY_Reports_2012-13.pdf.*

FY2013 (12-13) E & G FUNDS		
Description	Budget	Actuals
College Annual State Base Budget	3,477,597.00	
Base Budget Additions	238,754.00	
College Total State Base Budget	**3,716,351.00**	
College Base Salaries	3,429,944.00	
College Base Operating	286,407.00	
University additional non-recurring support + summer + carryover	575,769.00	
Total Base + Salary Increase + Non-recurring	**4,292,120.00**	**4,200,000.00**
Federal Stimulus Funding	0.00	
Studio Fees	513,756.00	445,000.00
College Total State Budget (including non-recurring + studio fees)	**4,805,876.00**	**4,645,000.00**
School of Architecture Annual State Budget (Salaries + Operating)	**3,638,559.00**	**3,602,067.00**
School of Architecture Salaries (Arch Faculty, Admin and Staff)	3,025,000.00	3,013,833.00
GTA, GA, GRA salaries	55,000.00	66,325.00
Student Employees	0.00	0.00
ESPN funding for Graduate Students	25,000.00	25,000.00
Chancellor's Fellowship funding for Graduate Students	123,335.00	123,335.00
Summer School	105,817.00	105,817.00
Chancellor's Faculty Salary Support Challenge (Dudley Scholar)	18,000.00	22,500.00
Total Salaries	**3,352,152.00**	**3,356,810.00**
School of Architecture Faculty Salaries (tenured, tenure-track, and adjunct faculty)		2,407,000.00
Travel	50,447.00	56,490.00
Media Processing (Printing, Duplicating, Binding)	22,800.00	13,200.00
Communication (Postage, Phones, Freight)	37,500.00	39,619.00
Maintenance & Repairs	39,660.00	12,494.00
Professional Services, Memberships (Publicity, Subscriptions)	1,000.00	9,152.00
Computer Services (Network)	20,000.00	12,411.00
Supplies (Office Supplies, Shop, Computer Software, Sensitive Equipment)	75,000.00	69,000.00
Rentals	0.00	0.00
Contractual and Special Services (Casual Labor, Group Arranged Events, Entertainment Fees, Other University Departments, Seminar/Conf Registration Fees)	35,000.00	31,410.00
Miscellaneous Other Expenses	5,000.00	1,481.00
Equipment & Capital Outlay		
Total Operating	**286,407.00**	**245,257.00**
University support for Nashville Civic Design Center collaboration - non-recurring funds	61,650.00	65,800.00

FY2013 (12-13) STUDIO FEES BUDGET AND EXPENSES		
Description	Budget	Actuals
Fabrication Lab extra service pay		2,500.00
Part-time/temp staff salaries		10,212.00
GTA, GA, GRA salaries (grad student employees)		1,330.00
Student Employees		79,955.00
Total Salaries	126,412.00	93,997.00
OPERATING		
Travel (Field trips and student conferences)	40,000.00	39,641.00
Media Processing (Printing, Duplicating, Binding)	15,000.00	12,341.00
Utilities and Fuel (Gas, Sewage & Garbage) - for External Studios & Fabrication Lab	10,000.00	8,779.00
Communication (Postage, Phones, Freight)	10,000.00	7,641.00
Maintenance & Repairs	27,304.00	18,735.00
Professional Services, Memberships (Publicity, Subscriptions)	35,000.00	32,432.00
Computer Services (Downtown and Burlington - external studios)	5,000.00	1,880.00
Supplies (Studios/Shop/Design Build Lab, Computer Software, Sensitive Equipment)	125,000.00	118,850.00
Rentals (Dowtown studio and Design Build Lab and equipment)	35,000.00	29,061.00
Awards	0.00	0.00
Contractual and Special Services (Final Reviewer Stipends, Events & Entertainment Fees, Other University Department charges - Bookstore supplies, Maintenance Contracts, Student Seminar/Conf Registration Fees)	63,000.00	60,525.00
Miscellaneous Other Expenses	22,000.00	21,118.00
Equipment & Capital Outlay		
Total Operating	**387,304.00**	**351,003.00**
Total Studio Fees	**513,716.00**	**445,000.00**

Comparative Five-Year Financial Overview. The following comparative financial report shows revenue from all sources and expenditures for each year since the last accreditation visit, including endowments, scholarships, and one-time capital expenditures. A PDF is available here: *http://web.utk.edu/~utknaab/Past-Five-Year_Total_Report.pdf*

COLLEGE/SCHOOL OF ARCHITECTURE - FIVE YEAR FINANCIAL REPORT – FY2009 (08-09) TO FY2013 (12-13)

	Description	FY2009 (08-09) Budget	Expenses	FY2010 (09-10) Budget	Expenses	FY2011 (10-11) Budget	Expenses	FY2012 (11-12) Budget	Expenses	FY2013 (12-13) Budget	Expenses
E.1	College Annual State Base Budget	3,413,782.00		3,209,876.00		3,231,804.00		3,231,804.00		3,477,597.00	
E.2	Base Budget Additions	69,198.00		21,928.00		0.00		245,793.00		238,754.00	
E.3	**College Total State Base Budget**	3,482,980.00		3,231,804.00		3,231,804.00		3,477,597.00		3,716,351.00	
E.4	College Base Salaries	3,329,640.00		2,965,301.00		3,081,804.00		3,212,597.00		3,429,944.00	
E.5	College Base Operating	153,340.00		266,503.00		150,000.00		265,000.00		286,407.00	
E.6	University additional non-recurring support + summer + carryover	124,812.00		186,935.00		263,661.00		672,727.00		575,769.00	
E.7	College Total Base + salary increases + one time non-recurring funds	3,607,792.00	3,514,153.00	3,418,739.00	3,551,906.00	3,495,465.00	3,242,246.00	4,150,324.00	4,121,765.00	4,292,120.00	4,118,855.00
E.8	Federal Stimulus Funding	0.00		523,519.00	481,156.00	479,256.00	528,523.00	0.00		0.00	
E.9	Studio Fees	0.00		236,846.00	75,865.00	238,652.00	239,336.00	461,867.00	400,684.00	513,756.00	441,383.00
E.10	College Total State Budget (including stimulus + studio fees)	3,607,792.00	3,514,153.00	4,179,104.00	4,108,927.00	4,213,373.00	4,010,105.00	4,612,191.00	4,522,449.00	4,805,876.00	4,560,238.00
E.11	School of Architecture Annual State Budget (Salaries + Operating)	3,243,395.00	3,218,466.50	3,114,014.00	3,165,744.00	3,039,954.00	2,855,508.00	3,477,573.00	3,466,186.00	3,638,559.00	3,602,067.00
E.12	School of Architecture Salaries (Arch Faculty, Admin and Staff)	2,867,708.00	2,693,744.00	2,628,869.00	2,694,542.00	2,760,942.00	2,486,781.00	3,000,000.00	3,000,509.00	3,025,000.00	3,013,833.00
E.13	GTA, GA, GRA salaries	107,000.00	64,822.00	80,450.00	25,910.00	5,000.00	63,917.00	50,001.00	55,633.00	55,000.00	66,325.00
E.14	Student Employees	11,705.00	63,780.00	11,705.00	53,864.00	11,705.00	12,584.00	2,000.00	0.00	0.00	0.00
E.15	ESPN funding for Graduate Students	0.00		25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
E.16	Chancellor's Fellowship funding for Graduate Students	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	123,335.00	123,335.00
E.17	Summer School	103,642.00	103,642.00	101,487.00	101,487.00	87,498.00	87,498.00	113,072.00	113,072.00	105,817.00	105,817.00
E.18	Chancellor's Faculty Salary Support Challenge (Dudley Scholar)	0.00	0.00	0.00	0.00	0.00	0.00	22,500.00	22,500.00	18,000.00	22,500.00
E.19	**Total Salaries**	3,090,055.00	2,925,988.00	2,847,511.00	2,900,803.00	2,890,145.00	2,675,780.00	3,212,573.00	3,216,714.00	3,352,152.00	3,356,810.00
E.20 (a)	School of Architecture Faculty Salaries (tenured, tenure-track, and adjunct faculty)		2,264,165.00		2,115,847.00		2,089,091.00		2,235,609.00		2,407,000.00
E.20 (b)	School of Architecture Faculty Lines		28.50		35.00		30.75		29.75		28.75
E.21	Travel	19,224.00	42,287.00	49,000.00	48,372.00	36,000.00	23,908.00	40,000.00	35,162.00	50,447.00	56,490.00
E.22	Media Processing (Printing, Duplicating, Binding)	8,400.00	19,263.00	20,000.00	24,499.00	10,000.00	19,987.00	10,000.00	9,055.00	22,800.00	13,200.00
E.23	Communication (Postage, Phones, Freight)	29,400.00	38,671.00	30,000.00	41,604.00	20,000.00	41,795.00	32,500.00	40,217.00	37,500.00	39,619.00
E.24	Maintenance & Repairs	9,700.00	55.50	30,000.00	5,788.00	2,000.00	773.00			39,660.00	12,494.00
E.25	Professional Services, Memberships (Publicity, Subscriptions)	15,200.00	18,126.00	0.00	14,949.00	4,000.00	12,889.00	5,000.00	4,147.00	1,000.00	9,152.00
E.26	Computer Services (Network)	8,500.00	14,029.00	0.00	14,393.00	0.00	13,495.00	17,500.00	14,027.00	20,000.00	12,411.00
E.27	Supplies (Office Supplies, Shop, Computer Software, Sensitive Equipment)	23,244.00	87,172.00	11,999.00	61,259.00	45,000.00	32,427.00	145,000.00	134,105.00	75,000.00	69,000.00
E.28	Rentals	0.00	21.00	0.00	80.00	0.00	2,000.00	0.00	410.00	0.00	0.00
E.29	Contractual and Special Services (Casual Labor, Group Arranged Events, Entertainment Fees, Other University Departments, Seminar/Conf Registration Fees)	11,905.00	72,854.00	37,126.00	48,042.00	27,809.00	16,984.00	10,000.00	8,405.00	35,000.00	31,410.00
E.30	Miscellaneous Other Expenses	27,767.00	0.00	98,330.00	150.00	5,000.00	15,470.00	5,000.00	3,944.00	5,000.00	1,481.00
E.31	Equipment & Capital Outlay	0.00	0.00	0.00	5,805.00	0.00	0.00	0.00	0.00	0.00	0.00
E.32	**Total Operating**	153,340.00	292,478.50	266,503.00	264,941.00	149,809.00	179,728.00	265,000.00	249,472.00	286,407.00	245,257.00
E.33	**Federal Stimulus Funding**			523,519.00		479,256.00					
E.34	Stimulus Adjunct Faculty & Temp Staff Salaries				346,312.00		396,332.00				
E.35	Stimulus Architecture Adjunct Faculty Salaries				282,000.00		338,525.00				
E.36	GTA, GA, GRA Salaries				34,066.00		0.00				
E.37	Capital Outlay				7,220.00		11,000.00				
E.38	Stimulus Operating				93,558.00		121,191.00				
E.39	**Total Stimulus Funding**			523,519.00	416,844.00	479,256.00	470,716.00				
E.40	**Studio Fees**			236,846.00		238,652.00		461,867.00		422,531.00	
E.41	Carried Forward									91,225.00	
E.42	**Total Studio Fees**									513,756.00	
E.43	Salaries				4,375.00		12,000.00		71,580.00		93,996.00
E.44	Capital Outlay				0.00		47,190.00		0.00		0.00
E.45	Operating				71,490.00		180,146.00		329,104.00		351,004.00
E.46	**Total Studio Fees**			236,846.00	75,865.00	238,652.00	239,336.00	461,867.00	400,684.00	513,756.00	445,000.00
E.47	University support for Nashville Civic Design Center collaboration - non-recurring funds	62,000.00	50,400.00	61,650.00	65,000.00	61,650.00	60,000.00	61,650.00	61,500.00	61,650.00	65,800.00
E.48	Research - Facilities & Administration standard distribution (40%)									13,916.00	0.00
E.49	Past Deficit (2001 - 2003) Deductions + Waived by Central Administration in 2012	-107.54		-364.35		-3,303.20		399,110.00			

Overall Update, Five-Year Financial Report (*Note: heading numbers refer to line items on the referenced report.*)

E.3, FY2009 and FY2010 Difference: Since 2008 the University has received a 30% budget cut—the majority of which has been absorbed by the central administration with approximately 10% being absorbed by the Colleges. Each College is unique and has had to address reduced funding in different ways.

E.7, FY2010 Actuals Exceeded State Budget: FY2009 (2008–09) to FY2010 (2009–10) presented significant challenges to the College as a whole, including not only base budget reductions but also significant personnel issues with the College's business manager at the time. We are fortunate that the personnel issues were resolved at the beginning of FY2011 (2010–11) with the hire of a new budget director, Florence Graves. Subsequently, the business office in the College has been functioning smoothly. This has had a significant positive impact in stabilizing our fiscal procedures and spending. With respect to the budget reductions themselves, we received a 2.5% cut in FY 2008 (2007–08), followed by a 7.2% cut in FY2009 (2008–09). Fortunately, the impact of that reduction was mitigated by two years of stimulus funding. For our college, the 7.2% cut was a bit over $250,000, resulting in the loss of funds and lines to support adjunct faculty and staff hires as had been possible in previous years. The majority of the funding reductions impacted the Architecture program since it is the largest program in the College. This also coincided with the FY2009 (2008–09) implementation of the new Landscape Architecture program, putting additional stresses on the College budget. In both cases the Dean, budget director, and program heads were able to manage fiscal resources effectively to maintain the high quality of the programs.

E.40, Studio Fees: Anticipating financial challenges at the end of the stimulus funding period, the College submitted a request for studio fees for all studio-based coursework at $50 per student per studio credit hour in FY2009. This was approved by the Chancellor, the President, and the University Board of Trustees effective FY 2010 (2009–10). A request was submitted again in FY2010 to double the studio fees to $100 per student per studio credit hour beginning FY2012 (2011–12) which was also approved. This additional revenue has helped offset decreases in operating expenses beginning in FY 2009 (2008-09). The highest priority has always been to properly support the needs of faculty and students.

A major portion of studio fees supports student workers for the Wood Shop, Fabrication Center, Materials Resource Library and Teaching Assistants' salaries. The remainder is used to support Wood Shop and Computer Lab equipment and supplies, field trips, student organization conference travel, special College and School events in support of students, and Fab Lab rental and utilities.

E.3, Base Budget: To "recruit and retain stellar faculty" and staff has been the Chancellor's highest priority. Impressively, the Chancellor has been able to make a successful case to the state legislature and governor, as well as the Board of Trustees, for consecutive faculty and staff increases since FY2012 (2011–12). FY2014 (2013–14) will be the third consecutive year that faculty and staff will receive salary increases—FY2014 raises are not included in the spreadsheet since the changes had not been implemented in the payroll system at the time this of this writing. As a result of faculty and staff promotions, the hire of a new Dean, and faculty and staff salary increases, the College's State Budget has gone up by 8% from FY2011 (2010–11) to FY2013 (2012–13).

In addition, upon Dean Poole's hire in July 2011, the College received $55,000 in recurring base budget funding to support the need to hire adjunct faculty and/or graduate students, beginning in FY2012.

College State Base Budget
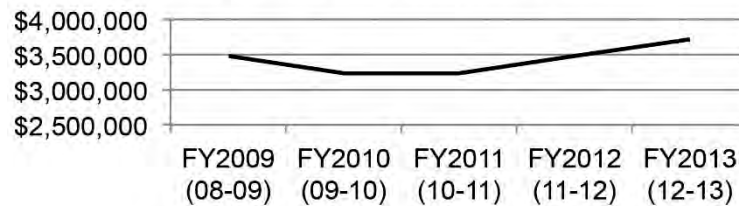
College State Budget (Including One Time Non-recurring Funds) and Actual Expenses
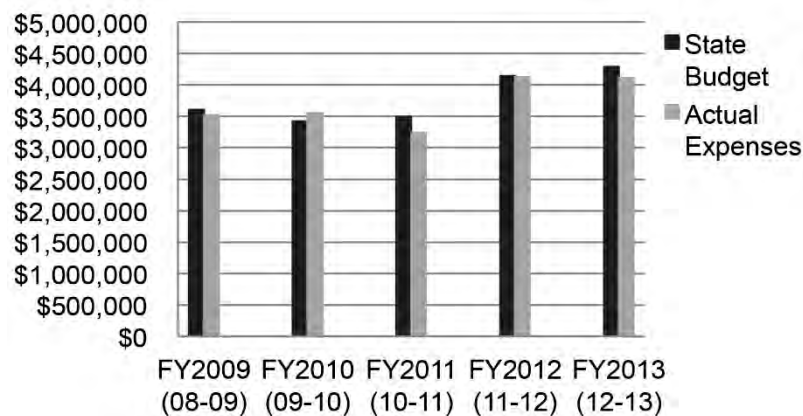
E.17, Summer School: The University has initiated an entrepreneurial model for summer courses. With this model, effective FY2013, the College expects to receive 30% of the total summer school tuition revenue for the first year, which will increase to 50% over the next two years. The College administration is working toward offering required courses in the summer supplemented by unique coursework that cannot typically be offered during the academic year. This approach will help students graduate early or on time while increasing the operating revenue for the School of Architecture.

In Summer 2013 the College arranged a very successful workshop with the Beijing Institute for Graphic Design that provided a profit of approximately $15,000.

E.21, Travel: Each year a budget of $20,000–$25,000 is designated for School of Architecture faculty travel to conferences. To secure College funds the faculty member must be presenting a paper or exhibition or receiving an award. In addition to these funds, the College supports faculty travel from endowment earnings on an as-needed basis.

E.49, Past Deficit Waived: The College incurred a deficit of $451,000 accrued from 2001 to 2003. $52,000 was repaid to Central Administration by forfeiting F&A funds—Facilities & Administration funding distribution of 40%—from 2001 to 2011. We are pleased to note that central administration waived the balance amount of $399,000 in FY2012 (2011–12). The College has been debt free since FY2012. The College will use the F&A surplus funds which are expected to continue from this point forward to support academic excellence.

E.48, Research F&A: Due to waiving the above debt (E.49), the College received the F&A distribution of funds of 40% in FY2013 (2012–13) which will be used to support School of Architecture faculty research and operating expenses. This amount depends on faculty grants and F&A charged to the grant. The College will continue to receive these funds in the future.

The addition of studio fees and waiving of past debt have helped us maintain financial stability during these challenging times.

E.33, Federal Stimulus Funding: In FY2011 UT's central administration provided exceptional support by providing stimulus funding to the College to support two major Design Build projects—the Solar Decathlon House (Living Light) and the New Norris House. Funding was provided to hire adjunct faculty, a project manager, and graduate student assistants. Rent for the new Fabrication Lab facility was provided for two years as well as $65,000 to procure tools for the Fabrication Lab. Since December 2012 the Fabrication Lab is being supported from studio fees.

E.15 + E.16, Special Funding Opportunities for Graduate Students: In order to grow the graduate programs—one of the Chancellor's goals—the University started the ESPN funding support program and Chancellor's Fellowship program. Chancellor's Fellowship funding has been provided indefinitely on an annual basis as follows:
  FY2012 (2011–12): $230,000 paid over three years—FY 2013 (12–13), FY2014 (13–14), and FY2015 (14–15)
  FY2013 (2012–13): $265,000 paid over four years—FY2014 (13–14), FY2015 (14–15), FY2016 (15–16), and FY2017 (16–17)
This funding is used by the Graduate Program Chair for recruiting.

E.20 (a+b), Faculty Salaries: The school faculty-student ratio has been reduced from FY2010 to FY2013 to maintain a maximum of 15 students per studio without affecting the quality of the program. Interdisciplinary teaching across the three programs in the College has also helped reduce the need to hire more adjunct faculty. Our goal is to maintain salaries at 90–92% of the overall State budget thereby ensuring we do not have to reduce faculty in the event of a state budget cut. Currently the 8% is being used to support faculty initiatives, travel, research, and other operating expenses. Retirements and resignations of a few senior faculty members over the last three years has also contributed to maintaining the School's 8% operating fund budget.

School of Architecture Annual State Budget and Actual Expenses (Salaries + Operating)
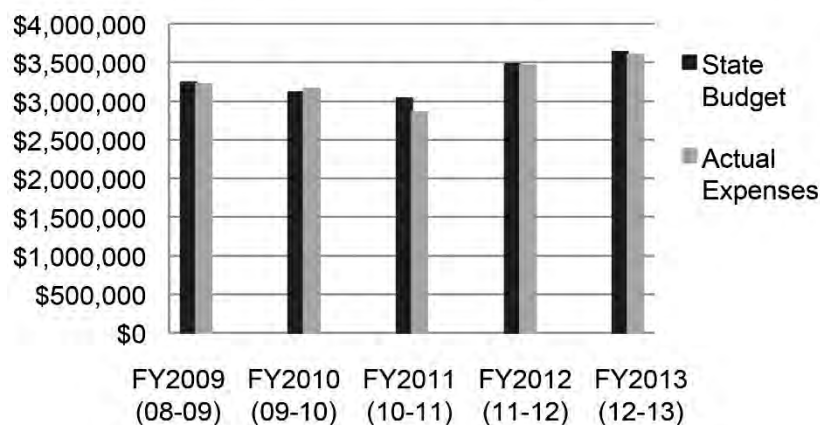
E.47: Solid progress has been made to engage the Nashville Civic Design Center (NCDC) and stabilize its funding through the appointment of a new Director of the NCDC, Julia Landstreet, who is also a member of the College Board of Advisors. NCDC has stabilized its financial situation and secured funding through a variety of new sources. We are pleased to be able to partner with NCDC and provide support for the efforts of our joint programs. NCDC has begun to return to its former status as a locus for the generation of urban design ideas and a forum for the discussion of urbanism in the 21st century. In the past year it has been noted as a model organization. This recognition is due in no small part to the joint leadership of the College and the new Director. *http://www.civicdesign-center.org/*

This fiscal and programmatic stability significantly augments the ability of the School to engage issues of design significance in the state capital and central Tennessee in general. In FY 2012 the School began offering a full semester, off-campus, study program housed in the Nashville Civic Design Center and taught jointly by faculty from our campus and from the Center. We are pleased with the significant progress made over the past two academic years.

The School receives $62,000 in support each year from UT's central administration for the NCDC partnership. UT CoAD and NCDC have signed an official contract since FY2010 (2010–11) that is renewed automatically each year.

b.   Information Technology

The comparative report included on the following page details information technology support for students and faculty for each financial year since the last accreditation visit. (See next page). A PDF of the report is available here: *http://web.utk.edu/~utknaab/Past-Five-Year_IT_Support.pdf.*

Information Technology

This comparative report details information technology support for students and faculty for each financial year since the last accreditation visit.

COLLEGE/SCHOOL OF ARCHITECTURE - IT/COMPUTER SUPPORT

2008 - 2009

Description	College Base Budget	Student Course Fees	University Grants & One-Time Allocations	Research Grants	State A&E Board Grant	Totals
IT.1 Student Computer Labs	321.70	0.00	51,878.40	0.00	15,411.30	67,611.40
IT.2 College Network Access	12,300.00	0.00	0.00	0.00	0.00	12,300.00
IT.3 Academic Support	1,819.00	0.00	0.00	0.00	10,003.80	11,822.80
IT.4 Faculty Computing	2,657.59	0.00	20,237.82	2,556.08	0.00	25,451.49
IT.5 Administrative / Staff	602.50	0.00	10,207.34	0.00	0.00	10,809.84
IT.6 Image Archive Support	370.82	0.00	0.00	0.00	0.00	370.82
IT.7 Print Center Support	916.57	0.00	0.00	0.00	17,696.00	18,612.57
IT.8 Fabrication Center Support	1,038.82	0.00	0.00	0.00	0.00	1,038.82
IT.9 Off Campus Support	316.00	0.00	2,084.00	0.00	0.00	2,400.00
Totals	20,343.00	0.00	84,407.56	2,556.08	43,111.10	150,417.74

2009 - 2010

Description	College Base Budget	Student Course Fees	University Grants & One-Time Allocations	Research Grants	State A&E Board Grant	Totals
IT.1 Student Computer Labs	2,774.80	259.24	55,364.95	0.00	9,890.00	68,288.99
IT.2 College Network Access	14,500.00	0.00	0.00	0.00	0.00	14,500.00
IT.3 Academic Support	3,099.31	13,159.24	15,264.77	0.00	0.00	31,523.32
IT.4 Faculty Computing	11,968.15	0.00	28,801.00	7,857.70	0.00	48,626.85
IT.5 Administrative / Staff	1,035.00	0.00	2,667.00	522.65	0.00	4,224.65
IT.6 Image Archive Support	295.13	1,222.00	0.00	0.00	0.00	1,517.13
IT.7 Print Center Support	1,104.73	0.00	0.00	0.00	0.00	1,104.73
IT.8 Fabrication Center Support	528.64	1,447.24	0.00	0.00	31,810.00	33,785.88
IT.9 Off Campus Support	236.00	19,863.29	0.00	0.00	0.00	20,099.29
Totals	35,541.76	35,951.01	102,097.72	8,380.35	41,700.00	223,670.84

2010 - 2011

Description	College Base Budget	Student Course Fees	University Grants & One-Time Allocations	Research Grants	State A&E Board Grant	Totals
IT.1 Student Computer Labs	657.00	16,684.80	36,998.30	0.00	16,365.00	70,705.10
IT.2 College Network Access	14,500.00	0.00	0.00	0.00	0.00	14,500.00
IT.3 Academic Support	390.43	0.00	1,139.00	0.00	0.00	1,529.43
IT.4 Faculty Computing	3,778.00	0.00	20,187.39	3,145.00	0.00	27,110.39
IT.5 Administrative / Staff	3,656.33	0.00	4,559.20	0.00	0.00	8,215.53
IT.6 Image Archive Support	0.00	0.00	0.00	0.00	0.00	0.00
IT.7 Print Center Support	0.00	0.00	1,868.18	0.00	27,054.66	28,922.84
IT.8 Fabrication Center Support	0.00	2,345.00	0.00	0.00	0.00	2,345.00
IT.9 Off Campus Support	568.00	8,970.00	0.00	0.00	0.00	9,538.00
Totals	23,549.76	27,999.80	64,752.07	3,145.00	43,419.66	162,866.29

2011 - 2012

Description	College Base Budget	Student Course Fees	University Grants & One-Time Allocations	Research Grants	State A&E Board Grant	Totals
IT.1 Student Computer Labs	342.00	30,979.10	31,421.60	0.00	24,326.00	87,068.70
IT.2 College Network Access	14,500.00	0.00	0.00	0.00	0.00	14,500.00
IT.3 Academic Support	987.75	11,798.85	0.00	0.00	10,655.02	23,441.62
IT.4 Faculty Computing	4,533.34	99.00	0.00	0.00	0.00	4,632.34
IT.5 Administrative / Staff	3,505.74	0.00	6,545.34	0.00	0.00	10,051.08
IT.6 Image Archive Support	110.00	0.00	0.00	0.00	2,363.79	2,473.79
IT.7 Print Center Support	1,150.00	0.00	0.00	0.00	0.00	1,150.00
IT.8 Fabrication Center Support	18,388.45	557.50	0.00	15,700.00	0.00	34,645.95
IT.9 Off Campus Support	1,521.00	936.08	0.00	0.00	0.00	2,457.08
Totals	45,038.28	44,370.53	37,966.94	15,700.00	37,344.81	180,420.56

2012 - 2013

Description	College Base Budget	Student Course Fees	University Grants & One-Time Allocations	Research Grants	State A&E Board Grant	Totals
IT.1 Student Computer Labs	7,285.78	6,126.98	31,409.00	0.00	23,781.40	68,603.16
IT.2 College Network Access	14,500.00	0.00	0.00	0.00	0.00	14,500.00
IT.3 Academic Support	16,109.90	6,286.80	0.00	0.00	12,208.64	34,605.34
IT.4 Faculty Computing	134.00	2,808.20	9,624.39	1,011.00	0.00	13,577.59
IT.5 Administrative / Staff	529.00	319.00	6,530.79	0.00	0.00	7,378.79
IT.6 Image Archive Support	0.00	0.00	0.00	0.00	0.00	0.00
IT.7 Print Center Support	0.00	32.00	0.00	0.00	0.00	0.00
IT.8 Fabrication Center Support	0.00	0.00	0.00	0.00	0.00	32.00
IT.9 Off Campus Support	0.00	0.00	0.00	0.00	0.00	0.00
Totals	38,558.68	15,572.98	47,564.18	1,011.00	35,990.04	138,696.88

IT.1, Student Computer Labs: AA 319, Downtown Studio, Burlington Studio, AG Campus, including:
- Computer workstations, printers, peripherals
- Software for CoAD computer workstations

IT.2, College Network Access: A+A Building, Downtown Studio, Burlington Studio

IT.3, Academic Support: Hardware/software generally supporting the entire College or individual programs, including:
- Servers, studio printers, large LCD screens, system and utility software; etc.

IT.4, Faculty Computing: Hardware/software for faculty intended primarily for teaching:
- Computers and peripherals; productivity, CAD, and graphics software; etc.

IT.5, Administration and Staff: Hardware/software for staff and administrators:
- Computers and peripherals, productivity and graphics software; etc.

IT.6, Image Archive: College image collection, AV equipment check-out, and Materials Resource Library, including:
- Hardware/software related to the digital collection and cataloging of images, and materials browsing
- AV and specialized equipment for check-out

IT.7, Print Center Support: Hardware/software for the operation of the Digital Print Center, including:
- Printers, plotters, workstations, and RIP/print queue management software
- From funding sources other than E01-2711

IT.8, Fabrication Center Support: Hardware/software for the operation of the Digital Fabrication Center:
- 3D printers, laser cutters, CNC mills, and interface software
- From funding sources other than E01-2711

IT.9, Off Campus Support: Downtown Studio, Burlington Studio, Nashville Civic Design Center, including:
- Hardware/software other than computer lab items

Digital Print Center in the College

The Digital Print Center (DPC) provides high quality large format printing and scanning services for all Architecture, Interior Design, and Landscape Architecture students, as well as students from other academic units. The reproduction services offered by the DPC are integral to the incorporation of digital technologies for use in the design studios—as well as other courses requiring graphic presentations—and portfolio work.

The Digital Print Center's services are an excellent value for all students. With course fees subsidizing printing costs, students pay on average one-tenth the price of local commercial alternatives. The Downtown and Burlington satellite studios have been equipped with self-serve large format plotters with printing costs similarly subsidized.

The revenue earned at the Digital Print Center is used to purchase supplies, support student workers, and maintain the equipment. The DPC is revenue neutral.

c. Development

The College of Architecture and Design has made substantial progress in advancing development efforts in the long-term best interest of the School and College. It should be noted that the School is not yet 50 years old and its first graduates are just now reaching the age in which experience and the financial ability to give reaches maturity.

In 2011, the College made significant improvement to the development office with the hire of Amy Howard as Director of Development. A recent alumna of our graduate program, Ms. Howard was also the project manager for the 2011 Solar Decathlon entry. In addition, Dean Poole has made alumni engagement and building the endowment a fundamental priority of his deanship. He has been extremely active in engaging both our alumni base and the industry partners we have developed through our design/build projects. Last year the Dean and Ms. Howard met with over 550 individual alumni across the country, and have begun securing gift commitments in support of the program. This is a significant effort, and the work of the past year represents direct engagement of over 15% of our alumni.

Additionally, the Dean has begun recruiting members to the College Board of Advisors who come not only from the design professions, but also from allied industry—from large general contractors to executives in corporate affiliates—some of whom are also School or College alumni. These activities will undoubtedly continue, and will position the School well for a broader donor base with clear opportunities for sustainable development.

One significant change since 2008 is the prevalence of projects that engage the greater construction community—including the New Norris House, Living Light, and the Haiti Project. These projects have opened the door for industry partnerships that were previously outside of our traditional support base. Development and research expenditures related to such efforts have far-reaching impact, not only supporting the built project, but also graduate research assistantships, faculty stipends, travel funds, and other related activities. Further, these projects have heightened the reputation of our programs through national and international media and have contributed in recent recruitment efforts. As we move forward with the Design/Build/Evaluate Initiative (*I.2.1.b.i. Design/Build/Evaluate Initiative*) and other special programs, the College and School will be able to return to existing sponsors and use past success stories to recruit new industry contributors.

A list of significant fundraising statistics and events for 2012–2013 follows:

FY2013 End of Year Report

Private Gift Support (Commitments): $604,380
Private Gift Support (Cash Received): $210,188
Total Donors: 214

FY2013 Performance Metrics:

Visits by Director of Development: 301
Proposals Delivered by Director of Development: 25
Amount $ Delivered: $1,352,574
   (includes $130K+ software gift and $400K+ estate gift expected to close in FY2014)
Amount $ Granted: $108,000

FY2013 Events:

AIA Tennessee Convention Reception (Chattanooga, TN): 150+ attendees
Atlanta Alumni Reception (Atlanta, GA): 20–25 attendees
Class of 2002 Alumni Reunion Weekend (Knoxville, TN): 12–15 attendees
Krakow Reception (Knoxville, TN): 20–25 attendees
Career Day Reception (Knoxville, TN): 20–25 attendees
TAAST Kickball (Knoxville, TN): 18–20 attendees

Foundry Review (Knoxville, TN): 50 attendees
Honors Convocation (Knoxville, TN): 28 donors / 130–140 total attendees
AIA National Convention (Denver, CO): 55–60
Other: Lectures, Career Day Workshops, Guest Jurors for Final Reviews, and other spe-
cial events in the College all support development efforts. See Part I, Section 2.1.c.a.
for further discussion of special events held since the last accreditation visit (*I.2.1.c.a.
Special Events*).

FY2014 Development Goals:

Private Gift Support (Commitments): $750,000
Private Gift Support (Cash Received): $225,000
Total Donors: 250
Proposals Delivered by Director of Development: 25
Visits by Director of Development: 200

d. Restricted and Gift Accounts
Overview

Several factors have directly impacted our college's restricted account expenses since
FY2011 (2010–11). The two major research projects—the Solar Decathlon (Living Light)
and the New Norris House—have both received well-deserved support as has the Insti-
tute for Smart Structures which opened in FY2010 (2009–10).

	Description	FY2009 (08-09)		FY2010 (09-10)		FY2011 (10-11)		FY2012 (11-12)		FY2013 (12-13)	
	RESTRICTED FUNDS - MAJOR										
R.1	**ENDOWMENTS + SCHOLARSHIPS**	Budget	Expense	Budget	Expense	Budget	Expense	Budget	Expense	Budget	Expense
R.2	**Total Architecture Scholarship Endowment**	1,570,000.00		1,650,000.00		1,660,000.00		1,690,000.00		1,705,000.00	
R.3	Architecture Scholarships - Earnings + Gifts	91,300.00	48,000.00	88,800.00	139,500.00	82,000.00	73,600.00	76,700.00	80,700.00	78,000.00	82,000.00
R.4	**Total Scholarship and Major Other Endowment Funding**	5,305,000.00		5,360,000.00		5,410,000.00		5,891,532.00		5,915,000.00	
R.5	Other Endowment Earnings	197,800.00	161,000.00	185,000.00	262,000.00	141,100.00	687,000.00	145,000.00	230,000.00	160,900.00	125,000.00
R.6	**Major Endowments listed below**										
	Robert B. Church III	820,000.00									
	James Musgraves	1,230,000.00									
	Alma & Hal Reagan	1,200,000.00									
	BarberMcMurry Architects	922,000.00									
	Haim M. Zukerman	355,000.00									
	David and Janis Fite	100,000.00									
	H. Patrick Lawson	167,000.00									
	Elizabeth L. Wall (appraised value - property not sold yet)	550,000.00									
	Alfred Lewis and Hope Galloway Aydelott	600,000.00									

R.5: The School was able to support these two major design build projects in FY2011
and FY2012 from one-time gifts received specifically for the projects and from endow-
ment earnings and previous accumulated gift funds.

R.6: The Robert B. Church III endowment supports lectures and exhibitions annually. In-
ternationally recognized architects and designers present their work each semester as
part of the Robert B. Church III Memorial Lecture Series. Each year the School spends
approximately $50,000 in support of lectures and exhibitions in the Robert B. Church III
Memorial Lecture Series from the endowment's earnings. This supports approximately
ten lecturers each year. A detailed description of the many excellent lectures, exhibitions,
and films put forth as a part of the Robert B. Church II Memorial Lecture Series each year
since the last accreditation is provided in Part I, Section 2.1. of this report, under Human
Resources and Human Resource Development (*I.2.1. Special Programs in Architecture*).

The architecture program's total endowments from FY2009 to FY2013 have gone up by
13%, while earnings during the same period have gone down 18.5%.

Endowments
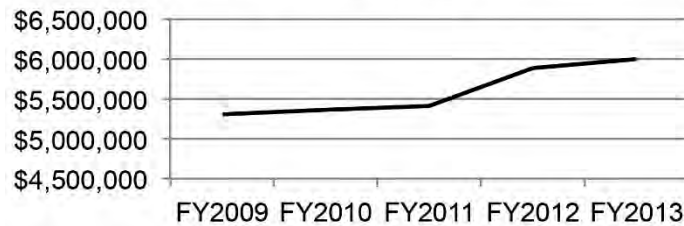
Endowment Earnings
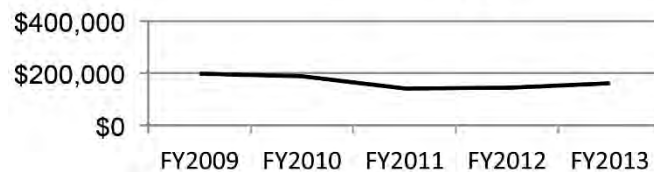
Architecture scholarship endowments have gone up by 4.2%, whereas earnings have gone down 20%.

Scholarship Endowment
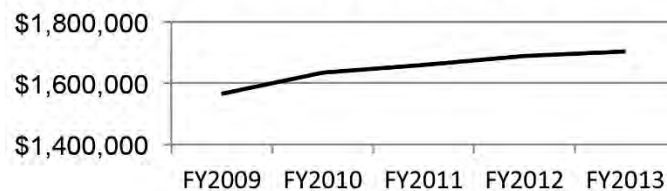
Scholarship Earnings
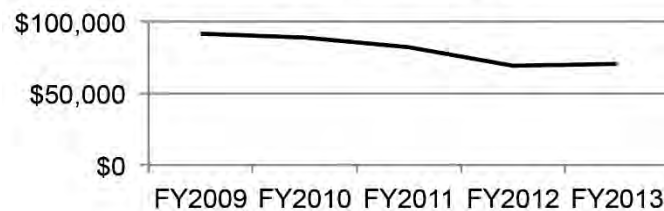
Dean's Excellence Fund: Upon joining the College in Fall 2011 (FY2011), Dean Poole established the "Dean's Excellence Fund" to increase giving to the College. The fund requires a ten-year pledge at a minimum of $25,000. He has secured five of these gifts in one year in addition to a total of $450K in endowment commitments in FY2013. In addition to other endowment earnings these funds are being used for Faculty Development Grants—eight awards at $1,500 each in FY2012 and FY2013, and four at $3,000 each anticipated for FY2014—faculty and student travel, staff awards to retain excellent staff, and other College needs. (*I.2.1.a.iv. Faculty Development Grants*).

In addition to the above, there are several cash gifts which vary annually between $25,000 and $35,000. Pledges and gifts are not included in the "Restricted Funds" spreadsheet. The spending from these funds is at the discretion of the Dean.

E.18, James Johnson Dudley Architecture Faculty Scholar Award: The School of Architecture secured a new real estate gift from Elizabeth L. Wall appraised at $550,000 in FY2011 (2010–11) to award the James Johnson Dudley Architecture Faculty Scholar Award to a current tenured or tenure track faculty member. This has not been included in the above graphs since the property is not yet sold. However, to secure the intent of the gift, in FY2011 the Chancellor initiated a new program, "The Chancellor's Faculty Salary Support Challenge". Through this program the Chancellor's office matches 50% of the total earnings—assumed to be at 4% of the appraised value of the property each year—and the College matches 50% from state funds. These funds create a salary supplement to award a faculty member a "professorship." This agreement is for six years. The College awarded the first faculty professorship for two years from FY2012 (2011–12) and FY2013 (2012–13), in a total amount of $22,500 for each year. A second professorship has been recently awarded for FY2013 (2013–14) and FY2015 (2014–15) with a total amount of $22,500 for each year. A call to submit proposals is sent out to the faculty from the Dean's office. A committee which includes two distinguished members from outside the College is set up to evaluate and make the selection. This award is discussed in detail in Part I, Section 2.1 (*I.2.1.a.iv.James Johnson Dudley Architecture Faculty Scholar*).

BarberMcMurry Professor: The BarberMcMurry endowment was increased to $1.2M by adding unused earnings from the existing account to the principal amount and securing an additional $250,000 gift —pledge. The gift agreement was changed to award a professorship to an internationally recognized architect who would teach a semester delivering a real world perspective for students. The first BarberMcMurry Professorship awardee, Lawrence Scarpa from Brooks + Scarpa Architects, will be teaching in the Spring of 2014. (*I.2.1.a.iv. BarberMcMurry Professor*).

Alfred Lewis and Hope Galloway Aydelott Endowment: This endowment matured in 2013, and is a study abroad scholarship valued at $20,000 that is to be awarded to one undergraduate student in Architecture based on a research and study proposal with an additional $5,000 for a publication on the study abroad project. This award will begin in FY2014.

RedVector/UT Contract Revenue: Red Vector (RV)—an online provider for continuing education for design professionals—and UT made an agreement for UT School of Architecture faculty to develop and manage online coursework, and for Red Vector to market and distribute an online continuing education program for design professionals in multiple fields. The program is branded as a Certificate in Sustainable Design. UT School of Architecture receives royalties which are a license fee for use of UT name, logo, etc. These funds are placed in a restricted account and have been used to support faculty travel to conferences. The amount varies between $12,000–$18,000 annually.

e. Research and Outreach

Research and Outreach (*http://research.utk.edu/*), including sources of funding, is discussed in detail in Part I, Section 2.1. Human Resources and Human Resource Development of this report under Research and Outreach (*I.2.1.a.1v. Faculty Development, Research and Outreach Projects*).

f. Comparison of Per Capita Expenditures for the School of Architecture and other UTK Professional Programs (2008–2013)

Reports comparing multi-year budgets and expenditures of the School of Architecture and other professional academic units at the University have recently been made available to individual program chairs and upper administration by the Office of Institutional Research and Assessment. Access to these data was not available at the time this APR was submitted. Such access is anticipated within the month. Our program will submit these reports in an addendum.

g. **School of Architecture Financial Forecast for FY2014 (2013–14) and FY2015 (2014–15)**

The College and the School of Architecture are well-positioned and financially stable. The College's most recent academic and strategic plan, aligned with the Chancellor's Top 25 Vol Vision goals, was discussed and finalized by the faculty and the Board of Advisors. Although we do not expect a budget cut, the College has reduced operating expenses and through retirements and resignations has been able to appropriately align fiscal resources with College and School needs.

Proposed Program Fee: In addition, the College is pursuing a Program Fee which, if approved, will allow expansion in the following areas:
- Purchase of modern instrumentation and materials for instructional labs and for collaborative projects involving faculty members and students
- Improvements to instructional space
- Hire of adjunct faculty/Professors of Practice
- Hire of tenure track faculty
- Support for digital technologies, including:
  o Computer Aided Design (CAD)
  o Computer Numerical Controlled (CNC) machines
  o Computer Aided Manufacturing (CAM)
  o Building Information Modeling (BIM)
  o All of the above will require extensive maintenance, support personnel, and new/renovated facilities.
- Shops—Design/Build Laboratory
  o Hire of classified staff to help with the maintenance of instrumentation and daily operation of the labs
  o Equipment
- Graduate Assistantships
  o Support for graduate students in the form of assistantships is one of the primary means of attracting the best and brightest graduate students.

Facilities: Art + Architecture Building—Maintenance, Repair, Re-modeling and procuring new furniture and furnishings: It should be noted that no funds were allocated for maintenance and repair of facilities from FY 2009 (2008–09) to FY2012 (2011–12). The building was in dire need of maintenance and updating of furniture, window treatments, and technology in several areas. Funding in FY2012 and FY2013 was mainly allocated for the maintenance of facilities and updating studio needs. In order to stay competitive in attracting high quality incoming students it is imperative that our facilities reflect the actual quality of our programs. The facility upgrade plan will continue indefinitely and is a high priority. Our upgrade plan involves both, University funding support and in-kind donations from industry.

The report on the following page includes forecasts for revenue from all sources and expenditures for each year for the next two fiscal years. A PDF of this report is available here: *http://web.utk.edu/~utknaab/Two-Year_Forecast_2013-15.pdf*

Two-Year Financial Forecast (2012-15)

E&G FUNDS	FY2013 (12-13)		FY2014 (13-14)		FY2015 (14-15)	
Description	Budget	Expenses	Budget	Expenses	Budget	Expenses
College Annual State Base Budget	3,477,597.00		3,716,361.00		3,816,361.00	
Base Budget Additions	238,754.00		100,000.00			
College Total State Base Budget	**3,716,351.00**		**3,816,361.00**		**3,816,361.00**	
College Base Salaries	3,429,944.00		3,532,800.00		3,532,800.00	
College Base Operating	286,407.00		283,561.00		283,561.00	
University additional non-recurring support + summer + carryover	575,769.00		550,000.00		260,000.00	
Total Base + Non-recurring + Salary Increase	**4,292,120.00**	**4,118,855.00**	**4,366,361.00**		**4,076,361.00**	
Studio Fees	513,756.00	441,383.00	415,000.00		415,000.00	
College Total State Budget (including studio fees)	**4,805,876.00**	**4,560,238.00**	**4,781,361.00**		**4,491,361.00**	
School of Architecture Annual State Budget (Salaries + Operating)	**3,638,559.00**	**3,602,067.00**	**3,793,666.00**		**3,682,501.00**	
School of Architecture Salaries (Arch Faculty, Admin and Staff)	3,025,000.00	3,013,833.00	3,205,000.00		3,205,000.00	
GTA, GA, GRA salaries (10/11 with tuition waivers)	55,000.00	66,325.00	55,001.00		55,001.00	
Student Employees	0.00	0.00	0.00		0.00	
ESPN funding for Graduate Students	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
Chancellor's Fellowship funding for Graduate Students	123,335.00	123,335.00	161,665.00	161,665.00	55,000.00	55,000.00
Summer School	105,817.00	105,817.00	110,000.00	110,000.00	110,000.00	110,000.00
Chancellor's Faculty Support Challenge Support	18,000.00	22,500.00	13,500.00	22,500.00	9,000.00	22,500.00
Total Salaries	**3,352,152.00**	**3,356,810.00**	**3,570,166.00**		**3,459,001.00**	
School of Architecture Faculty Salaries (tenured, tenure-track, and adjunct faculty)		2,407,444.00		2,400,000.00		2,400,000.00
Travel	50,447.00	56,490.00	40,000.00		40,000.00	
Media Processing (Printing, Duplicating, Binding)	22,800.00	13,200.00	35,000.00		35,000.00	
Communication (Postage, Phones, Freight)	37,500.00	39,619.00	47,500.00		47,500.00	
Maintenance & Repairs	39,660.00	12,494.00	1,000.00		1,000.00	
Professional Services, Memberships (Publicity, Subscriptions)	1,000.00	9,152.00	15,000.00		15,000.00	
Computer Services (Network)	20,000.00	12,411.00	17,500.00		17,500.00	
Supplies (Office Supplies, Shop, Computer Software, Sensitive Equipment)	75,000.00	69,000.00	30,000.00		30,000.00	
Rentals	0.00	0.00	1,000.00		1,000.00	
Contractual and Special Services (Casual Labor, Group Arranged Events, Entertainment Fees, Other University Departments, Seminar/Conf Registration Fees)	35,000.00	31,410.00	11,500.00		11,500.00	
Miscellaneous Other Expenses	5,000.00	1,481.00	25,000.00		25,000.00	
Equipment & Capital Outlay						
Total Operating	**286,407.00**	**245,257.00**	**223,500.00**		**223,500.00**	
Studio Fees	422,531.00		415,000.00		415,000.00	
Carried Forward	91,225.00		72,000.00			
Total Studio Fees	**513,756.00**		**487,000.00**		**415,000.00**	
Salaries		93,996.00	85,000.00		85,000.00	
Capital Outlay		0.00				
Operating		351,004.00	402,000.00		330,000.00	
Total Studio Fees	**513,756.00**	**445,000.00**	**487,000.00**		**415,000.00**	
University support for Nashville Civic Design Center collaboration - non-recurring funds	61,650.00	65,800.00	61,650.00		61,650.00	

	FY2013 (12-13)		FY2014 (13-14)		FY2015 (14-15)	
RESTRICTED FUNDS - MAJOR ENDOWMENTS + SCHOLARSHIPS	Budget	Expense	Budget	Expense	Budget	Expense
Total Architecture Scholarship Endowment	1,705,000.00		2,305,000.00		2,305,000.00	
Architecture Scholarships - Earnings + Gifts	78,000.00	82,000.00	103,000.00		103,000.00	
# of Scholarships - 63						
Total Scholarship and Major Other Endowment Funding	5,915,000.00		6,525,000.00		6,525,000.00	
Other Endowment Earnings	160,900.00	125,000.00	160,900.00		160,900.00	

I.2.5.   Information Resources, University of Tennessee Libraries *http://www.lib.utk.edu/*

a.   Institutional Context and Mission Alignment
The University of Tennessee Libraries is a major component of the flagship campus of the state University system. The Libraries support the teaching, research, and service mission of the University and enhance the academic experience of each student at the Knoxville campus through outstanding print and electronic collections, reference and instructional services, and excellent facilities and technological resources. The University of Tennessee Libraries is a member of the Association of Research Libraries, the Association of Southeastern Research Libraries, the Digital Library Federation, Lyrasis, and the Center for Research Libraries. The UT Libraries collaborate actively at the state level with the other UT System Libraries as well as the libraries in the Tennessee Board of Regents system.

Information resources provided by the University of Tennessee Libraries are critically important to the mission of the architecture program, which is discussed in more detail in the History and Mission section of this report *(Part I.1.1,* also available online here: *http://archdesign.utk.edu/about/mission/*). The College of Architecture and Design seeks to educate future design professionals by developing individuals who possess creative imagination, intellectual curiosity, and technical knowledge. The College fosters students who can form independent judgments grounded in the broader contexts of intellectual traditions. Students and faculty of the architecture programs use the libraries extensively in the pursuit of general and focused inquiry, research, creative activity, public service, teaching, and learning.

b.   Administrative Structure and Staff
The University of Tennessee Libraries is a unit of Academic Affairs, ultimately overseen by the University Provost. The Dean of Libraries, Dr. Steven Smith, leads UT Libraries with the assistance of an Executive Associate Dean, an Associate Dean for Collections, an Associate Dean for Scholarly Communications and Research Services, and a Head of Special Collections. The University of Tennessee Libraries employs over three hundred persons in total, including 40 librarians.

Librarians at the University of Tennessee, Knoxville, are required to have an ALA-accredited Master's degree and comprehensive knowledge of library reference, and instructional and computer services, in addition to specific knowledge and expertise pertaining to their field. Additionally, they have faculty rank and status and must meet university requirements for retention, tenure, and promotion. Reference librarians and subject librarians offer a variety of services and indepth assistance in many fields—including architecture and design.

c.   Faculty and Student Input
Participation and feedback from students and faculty members are significant ways of ensuring that the quality and quantity of information resource holdings and resources are sufficient. Representatives from each academic department are appointed by their deans to serve as liaison to the Libraries—a role currently served by Assoc. Prof. Gregor Kalas on behalf of the College of Architecture and Design. Meetings are held fall and spring semester to address new services and resources, budget issues, and scholarly publishing initiatives. The Dean of Libraries also meets regularly with a Student Advisory Committee composed of representatives of graduate and undergraduate student government and a student representative from each college. Architecture faculty and students are regularly encouraged to contact their subject librarian with requests and suggestions for new collections and improved services.

d.   Library Facilities
The College of Architecture and Design is served primarily by the John C. Hodges Library—the university's central library. Located within easy walking distance from the A+A Building, Hodges Library is a contemporary 350,000 square foot, seven-story facility. In Hodges Library, research

assistance and computer services are available 24 hours a day in the attractively furnished, student-centric Commons—a popular venue for both studying and socializing with adaptive workstations, equipment, and software. Technology-rich facilities and services include a multimedia digital production Studio and ever-expanding virtual resources that are easily discoverable online from any computer or mobile device. In addition to stacks of general collections, Hodges is also home to Map Services, Special Collections, University Archives, Digital Collections, and the Great Smoky Mountain Regional Project.

Branch libraries accessible to faculty and students in the College of Architecture and Design include the Webster C. Pendergrass Agriculture-Veterinary Medicine Library in the College of Veterinary Medicine Teaching Hospital, the Storage Collection in the Hoskins Library, the Music Library in the Natalie L. Haslam Music Center, the independently administered Preston Medical Library & Learning Resource Center at the Graduate School of Medicine, and the Joel A. Katz Law Library in the College of Law. The College of Social Work Library in Nashville—also administered by UT Libraries—serves the College's programs at that location.

e. Library and Visual Resource Collections

As of 2012, UT Libraries has a print collection of 2,782,720 volumes with 58,652 print and electronic periodical or serial titles. The Libraries' non-print collection consists of 2,673,021 microforms, 393,688 cartographic materials, 37,590 audio materials, 29,165 film or video titles, 13,284 graphic titles, and 3,288 computer files or CD-ROMS.

An extensive amount of this collection directly relates to architecture and associated disciplines. In architecture (Library of Congress Classification NA), the UT Libraries has 15,673 titles in a variety of formats. The collection in associated disciplines—number of titles are listed in parentheses— includes Interior Design−NK (6,599); Landscape Architecture and Plant Sciences−SB (12,038); Urban Planning−HT (7,899); Fine Arts, General−N (15,054); Drawing and Graphic Arts−NC (2,877); Civil Engineering−TA (12,023); Building Construction−TH (2,736); Geography−G (65,436); History−D, E, F (182,392); Social Science, General−H (4,253); Economics and Land Use−HD (52,606); and Technology, General−T (5,361). The combined total of 384,947 titles in architecture and related disciplines supports all CoAD programs, including architecture.

UT Libraries maintains extensive databases on subjects relevant to many disciplines, including art and architecture. The *Avery Index to Architectural Periodicals* allows searchers to discover full-text articles in architecture, interior design, and landscape architecture periodicals, as well as finding access to cited articles via the Libraries' SFX "Find Text" service. *BuildingGreen* is a searchable database of sustainable building design and construction resources. *Design and Applied Arts Index (DAAI)* is a leading source of abstracts and bibliographic records for articles, news, and reviews from design and applied arts periodicals.

Subscriptions to electronic image databases provide access to a variety of visual resources, such as *Archivision*—an educational image resource for architecture, urban design, gardens, landscapes, parks and public art. It contains over 15,000 professional quality images. Other visual resources include *AP Photo Archive*, *Art Museum Image Gallery*, *ARTStor*, *CAMIO (Catalog of Art Museum Images)*, and *Oxford Art Online*. Additionally, a collection of over 2,000 videos, DVDs, and streaming videos in architecture and associated disciplines is available.

Access to electronic periodical collections from leading academic publishers—Elsevier, Sage, Springer, and Wiley—enhance architectural research opportunities. Nearly 9,000 titles are included in UT Libraries' periodical and serial collections relating to architecture and affiliated fields, including 91% of periodical titles on the Association of Architectural School Librarians Core List of Periodical Titles for a First Professional Degree in Architecture.

UT Libraries' academic book collections are continually developed through the YBP Library Services Approval Plan. A customized account profile ensures timely receipt of research library

books with subject-specific publishers, association publishers, university presses, and YBP's *Core 100 List* of publishers with a reputation for the consistent dissemination of important titles for academic library collections. A copy of the YBP Library Approval Plan for 2013 is included in the Policy Review documents compiled in Part I, Section 4 of this report and will be available in the Team Room (*I.3.4. Policy Review*). Foreign language approval plans supply scholarly multilingual books to round out UT Libraries' collections in support of architectural research.

A peer ranking report shows UT Libraries ranks second among its peers in books acquired over a four-year period (2010−2013) in three combined LC Classes: NA−Architecture, NK−Interior Design, and SB−Landscape Architecture and Plant Culture. Institutions in the peer ranking study include North Carolina State University (3,224), University of Tennessee (2,422), Virginia Tech (1,876), University of North Carolina/Chapel Hill (1,689), and University of Kentucky (746).

f. Access to Collections

UT Libraries' website at *http://www.lib.utk.edu/* provides a gateway to the library catalog, over 600 electronic databases and indexes, full-text electronic journal collections, internet resources, and library services. The catalog is available at workstations throughout the libraries, via the campus network, or from any location with internet access. Students may get reserve items at the Circulation Desk on the second floor of Hodges Library, and print materials may be charged out at the Circulation Desk for in-building use. Items placed on electronic reserve are accessible through the library catalog. The UT Libraries Mobile Site (*http://m.lib.utk.edu/*) provides access to the catalog from cell phones and mobile devices.

Interlibrary Services helps researchers get access to materials unavailable at UT Libraries. The Library Express Campus Delivery service is available to current faculty, graduate students, and staff for delivery of books, bound journals, or photocopied articles to departmental offices. Scan on Demand is a free service for quick delivery of scanned PDF files of journal articles or book chapters in the Libraries' collection within 48 hours via e-mail by clicking Request--Article or Chapter Scan from the online catalog's item record. Cooperative arrangements with national and regional libraries augment holdings for student and faculty research.

g. Additional Library Services

    i. Subject Librarian in Architecture, Interior Design, and Landscape Architecture
    Jeanine Williamson was the subject librarian for the design disciplines of architecture, interior design, and landscape architecture until Summer 2013. Chris Eaker is the current subject librarian, offering in-depth assistance to students, faculty, and staff. Services include helping patrons find resources within UT's collections, finding resources through Interlibrary Services, taking requests for new material, and promoting new resources of interest to architecture students and faculty. Prof. Eaker supports faculty research by facilitating access to materials relevant to specific topics of research. He also supports faculty teaching and student learning by assisting with course reserves. An Architecture and Design Subject Guide is available on the Libraries website: *http://libguides.utk.edu/architecture.*

    As subject librarian, Prof. Eaker provides key training to students on basic information literacy, offering a library orientation to all incoming architecture students as a part of ARCH 171, Design Fundamentals. Additional library instruction is provided for classes at the request of the instructor. A wide variety of resources on how to use the library is available on the Architecture and Design Subject Guide referenced above and on the main UT Libraries website: *http://libguides.utk.edu.*

    Additional education about information literacy—including instruction on finding items in the collection, conducting research, citing sources, and taking full advantage of other library resources—is offered through the required general education courses English 101 and English 102. More information about general information literacy education at the

University of Tennessee is included in the Policy Review documents compiled in Part I, Section 4 of this report and will be available in the Team Room (*I.4. Policy Review*).

ii. Map Services
The Map Services facility located in Hodges Library provides extensive contemporary and historic mapping services, including GIS, USGS and Tiger resources, aerial photographs, and many other resources. The Map Services facility also loans GPS units to faculty and students for use in coursework and research.

h. Library Funding
UT Libraries administers an annual materials budget of about $9 million with an additional $1 million in collection endowments. The materials budget is separated into five broad categories—Humanities, Social Sciences, Sciences, General, Approval Plan. Each category—except for the Approval Plan—is divided into funds. The allocated funds for each academic unit are subdivided into firm order (books and videos), periodicals (journals, newspapers, reference indexes, and abstracts in print, electronic, microform), and serials (annuals, memberships, and irregular publications). Books purchased from the nearly $700,000 Approval Plan budget meet profiled subject and cost parameters for each academic unit. Most electronic indexes, databases, and cumulated electronic journals are purchased for all academic units from the Networked Resources Fund and the General Fund respectively, about $6 million in FY 2012.

Library expenditures from the allocated Architecture (ARCH) Fund for FY 2102 were $26,475.38. Library expenditures have been variable over the past five years. In FY 2010, the Architecture Fund received an additional $8,537 for one-time orders from the American Recovery and Reinvestment Act Stimulus Fund. Expenditures from architecture-affiliated funds—Art, Agriculture, Business, Engineering, Political Science, History, Geography, and Maps—have continued to supplement the acquisition of library material for architectural research. About 1,700−2,200 volumes have been purchased per year from 2009−2013 in architecture and affiliated fields (LC NA, N, NC, NK, H, HD, HT, SB, T, TA, TH), with an additional 2,200−2,700 volumes purchased per year in history and geography (LC D−DX, E, F, G).

Humanities collection endowments supplement the allocated funds for architecture. The 2009−2013 cumulative amount of $30,542.75 from the Clayton B. Dekle Library Endowment Fund makes available purchases for the College of Architecture and Design which otherwise would not be feasible due to financial constraints. Notable architecture acquisitions funded through the Lindsay Young Endowment Fund are *Le Corbusier Plans* DVDs ($7,600), the *Digital Sanborn Maps Online Database 1867−1970 Tennessee* ($7,490), and *Corpus Basilicarum Christianarum Romae,* 5 print volumes ($1,455.88).

I.3.   Institutional Characteristics

I.3.1.   Statistical Reports

Much of the data provided in this section was sourced from the University of Tennessee, Knoxville, Office of Institutional Research and Assessment. Their website provides additional information: *https://oira.utk.edu/*

a.   Program Student Characteristics

i.   Demographics of All Students Compared to Prior Visit (full academic year)

B.Arch. Program, reported in 2008 Annual Report

By Ethnicity	Male Full Time	Female Full Time	TOTAL Full Time	Male Part Time	Female Part Time	TOTAL Part Time	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	1	**1**	0	0	**0**	0	1	**1**
Asian or Pacific Islander	4	8	**12**	0	0	**0**	4	8	**12**
Black, Non-Hispanic	11	7	**18**	0	0	**0**	11	7	**18**
Hispanic	1	3	**4**	0	0	**0**	1	3	**4**
White, Non-Hispanic	191	134	**325**	2	0	**2**	193	134	**327**
Other	0	0	**0**	0	0	**0**	0	0	**0**
Declined to or Did Not Supply	1	0	**1**	0	0	**0**	1	0	**1**
TOTAL	**208**	**153**	**361**	**2**	**0**	**2**	**210**	**153**	**363**

M.Arch. Program, reported in 2008 Annual Report

By Ethnicity	Male Full Time	Female Full Time	TOTAL Full Time	Male Part Time	Female Part Time	TOTAL Part Time	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	**0**	0	0	**0**	0	0	**0**
Asian or Pacific Islander	1	3	**4**	0	0	**0**	1	3	**4**
Black, Non-Hispanic	0	0	**0**	0	0	**0**	0	0	**0**
Hispanic	0	0	**0**	0	0	**0**	0	0	**0**
White, Non-Hispanic	16	17	**33**	0	0	**0**	16	17	**33**
Other	0	0	**0**	0	0	**0**	0	0	**0**
Declined to or Did Not Supply	0	0	**0**	0	0	**0**	0	0	**0**
TOTAL	**17**	**20**	**37**	**0**	**0**	**0**	**17**	**20**	**37**

B.Arch. Program, reported in 2012 Annual Report

By Ethnicity	Male Full Time	Female Full Time	TOTAL Full Time	Male Part Time	Female Part Time	TOTAL Part Time	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	**0**	0	0	**0**	0	0	**0**
Asian	14	10	**24**	0	0	**0**	14	10	**24**
Native Hawaiian or other Pacific Islander	0	0	**0**	0	0	**0**	0	0	**0**
Black or African American	19	5	**24**	0	0	**0**	19	5	**24**
Hispanic/Latino	5	3	**8**	0	0	**0**	5	3	**8**
White	146	116	**262**	0	0	**0**	146	116	**262**
Two or more races	6	2	**8**	0	0	**0**	6	2	**8**
Nonresident alien	0	0	**0**	0	0	**0**	0	0	**0**
Race and ethnicity unknown	0	0	**0**	0	0	**0**	0	0	**0**
TOTAL	**190**	**136**	**326**	**0**	**0**	**0**	**190**	**136**	**326**

M.Arch. Program, reported in 2012 Annual Report

By Ethnicity	Male Full Time	Female Full Time	TOTAL Full Time	Male Part Time	Female Part Time	TOTAL Part Time	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	**0**	0	0	**0**	**0**	**0**	**0**
Asian	1	3	**4**	0	0	**0**	**1**	**3**	**4**
Native Hawaiian or other Pacific Islander	0	0	**0**	0	0	**0**	**0**	**0**	**0**
Black or African American	1	0	**1**	0	0	**0**	**1**	**0**	**1**
Hispanic/Latino	0	1	**1**	0	0	**0**	**0**	**1**	**1**
White	32	21	**53**	0	0	**0**	**32**	**21**	**53**
Two or more races	0	0	**0**	0	0	**0**	**0**	**0**	**0**
Nonresident alien	0	0	**0**	0	0	**0**	**0**	**0**	**0**
Race and ethnicity unknown	0	0	**0**	0	0	**0**	**0**	**0**	**0**
TOTAL	**34**	**25**	**59**	**0**	**0**	**0**	**34**	**25**	**59**

University of Tennessee Undergraduate Students, 2012 *https://oira.utk.edu/factbook/enrollment*

By Ethnicity	Male Full Time	Female Full Time	TOTAL Full Time	Male Part Time	Female Part Time	TOTAL Part Time	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	-	-	**48**	-	-	**6**	**24**	**30**	**54**
Asian or Pacific Islander	-	-	**664**	-	-	**36**	**382**	**318**	**700**
Black	-	-	**1,459**	-	-	**61**	**653**	**867**	**1,520**
Hispanic	-	-	**567**	-	-	**32**	**290**	**309**	**599**
White	-	-	**15,854**	-	-	**1,112**	**8,837**	**8,129**	**16,966**
Two or more races	-	-	**527**	-	-	**21**	**258**	**290**	**548**
Not Reported	-	-	**385**	-	-	**57**	**234**	**208**	**442**
TOTAL	**10,009**	**9,495**	**19.504**	**669**	**656**	**1,325**	**10,678**	**10,151**	**20,829**

University of Tennessee Graduate Students, 2012 *https://oira.utk.edu/factbook/enrollment*

By Ethnicity	Male Full Time	Female Full Time	TOTAL Full Time	Male Part Time	Female Part Time	TOTAL Part Time	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	-	-	**8**	-	-	**3**	**3**	**8**	**11**
Asian or Pacific Islander	-	-	**366**	-	-	**269**	**370**	**265**	**635**
Black	-	-	**190**	-	-	**130**	**320**	**138**	**320**
Hispanic	-	-	**133**	-	-	**47**	**91**	**89**	**180**
White	-	-	**2,619**	-	-	**1,595**	**1,966**	**2,248**	**4,214**
Two or more races	-	-	**57**	-	-	**29**	**40**	**46**	**86**
Not Reported	-	-	**578**	-	-	**165**	**370**	**373**	**743**
TOTAL	**1,861**	**2,090**	**3,951**	**1,117**	**1,121**	**2,238**	**2,978**	**3,211**	**6,189**

ii.   Qualifications of Students Admitted

B.Arch. Program	Reported in 2008 AR	Reported in 2012 AR
SAT:		
Combined		
25th percentile score	1050	-
75th percentile score	1270	-
Critical Reading		
25th percentile score	-	520
75th percentile score	-	640
Mathematics		
25th percentile score	-	530
75th percentile score	-	640
Writing		
25th percentile score	-	0
75th percentile score	-	0

ACT:
25th percentile score	23	24
75th percentile score	28	29

M.Arch. Program	Reported in 2008 AR	Reported in 2012 AR
Graduate Record Examination:		
Combined	1230	-
Verbal (200–800)	-	540
Quantitative (200–800)	-	600
Analytical (0.0–6.0)		

iii. Time to Completion/Graduation

B.Arch. Program	Reported in 2008 AR	Reported in 2012 AR
Normal time to completion	10 semesters	10 semesters
Percentage of students graduating in normal time	96% (46 out of 48)*	91% (41 out of 45)*
Percentage of students graduating in 150% of normal time	2% (1 out of 48)*	9% (4 out of 45)*

M.Arch. Program	Reported in 2008 AR	Reported in 2012 AR
Track 3		
Normal time to completion	7 semesters	7 semesters
Percentage of students graduating in normal time	100% (3 out of 3)*	100% (6 out of 6)*
Percentage of students graduating in 150% of normal time	0% (0 out of 3)*	0% (0 out of 4)*
Track 2		
Normal time to completion	4 semesters	4 semesters
Percentage of students graduating in normal time	100% (4 out of 4)*	100% (5 out of 5)*
Percentage of students graduating in 150% of normal time	0% (0 out of 4)*	0% (0 out of 4)*

* indicates data not reported in Annual Report but obtained for this 2013 APR

b. Program Faculty Characteristics

i. Full-time Instructional Faculty Compared to Prior Visit (full academic year) and Compared to University Faculty

School of Architecture Faculty, reported in 2008 Annual Report

By Ethnicity	Professors			Assoc. Professors			Assist. Professors			Lecturers/Instructors		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
White, Non-Hispanic	7	1	8	8	2	10	2	2	4	3	1	4
Other	0	0	0	0	0	0	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	7	1	8	8	2	10	2	2	4	3	1	4

SUMMARY:	TOTAL Male	TOTAL Female	GRAND TOTAL
All Faculty, By Gender	20	6	26

School of Architecture Faculty, reported in 2012 Annual Report

By Ethnicity	Professors			Assoc. Professors			Assist. Professors			Lecturers/Instructors		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	6	1	7	5	3	8	2	2	4	2	4	6
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	6	1	7	5	3	8	2	2	4	2	4	6

SUMMARY:	TOTAL Male	TOTAL Female	GRAND TOTAL
All Faculty, By Gender	15	10	25

University of Tennessee Faculty, 2012 *https://oira.utk.edu/factbook/faculty*

By Ethnicity	Professors			Assoc. Professors			Assist. Professors			Lecturers/Instructors		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
American Indian or Alaska Native	-	-	1	-	-	3	-	-	3	-	-	2
Asian or Pacific Islanders	-	-	38	-	-	55	-	-	64	-	-	17
Black	-	-	9	-	-	20	-	-	22	-	-	13
Hispanic	-	-	9	-	-	16	-	-	15	-	-	17
White	-	-	529	-	-	363	-	-	311	-	-	432
Multiracial	-	-	1	-	-	2	-	-	4	-	-	2
Not Reported	-	-	2	-	-	0	-	-	1	-	-	0
TOTAL	471	118	589	273	186	459	225	195	420	204	279	483

SUMMARY:	TOTAL Male	TOTAL Female	GRAND TOTAL
All Faculty, By Gender	1,173	778	1,951

ii. Faculty Promotions

School of Architecture Faculty	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Assistant to Associate Professor	1	0	0	1	1	1
Associate to Full Professor	0	1	0	3	0	0

All UTK Faculty	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Assistant to Associate Professor	30	n/a	n/a	34	35	37
Associate to Full Professor	13	n/a	n/a	16	19	19

iii. Faculty Receiving Tenure

Faculty Receiving Tenure	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
School of Architecture Faculty	1	1	0	3	1	1
All UTK Faculty	44	42	32	47	52	47

iv. Architectural Registrations in U.S. Jurisdictions

As of the end of Academic Year 2012–2013, 17 out of 25 full-time faculty are registered architects in a U.S. Jurisdiction—seven Professors, six Associate Professors, one Assistant Professor, and three non-tenure track faculty members (Lecturers, Adjunct Assistant/Associate Professors).

I.3.2.   Annual Reports

All NAAB annual reports prepared since the last accreditation visit have been submitted electronically. These reports are available for reference online:

> **2009 Annual Report Narrative** *https://web.utk.edu/~utknaab/UTK_NAAB_AR_09_narr.pdf*
> **2009 NAAB Response** *https://web.utk.edu/~utknaab/UTK_NAAB_Response_09.pdf*
> **2010 Annual Report Narrative** *https://web.utk.edu/~utknaab/UTK_NAAB_AR_10_narr.pdf*
> **2010 NAAB Response** Not available *(This report was not received by UTK, and NAAB was unable to provide a record copy to UTK upon request in June 2013.)*
> **2011 Annual Report Narrative** *https://web.utk.edu/~utknaab/UTK_NAAB_AR_11_narr.pdf*
> **2011 NAAB Response** *https://web.utk.edu/~utknaab/UTK_NAAB_Response_11.pdf*
> **2012 Annual Report Narrative** *https://web.utk.edu/~utknaab/UTK_NAAB_AR_12_narr.pdf*
> **2012 NAAB Response** *https://web.utk.edu/~utknaab/UTK_NAAB_Response_12.pdf*

The letter represented below from Prof. Scott Wall, Director of the School of Architecture, confirms that his office has participated in the preparation of these annual reports and certifies that the information submitted is accurate and consistent with reports sent to other national and regional agencies. A PDF is available here: *http://web.utk.edu/~utknaab/APR_data_certification_SWall.pdf*

THE UNIVERSITY of TENNESSEE
KNOXVILLE
COLLEGE of ARCHITECTURE & DESIGN
1715 Volunteer Blvd, Knoxville, TN 37996

11 August 2013

Andrea Rutledge, CAE
Executive Director
National Architecture Accrediting Board
1735 New York Avenue
Washington DC 20006

Dear Ms. Rutledge:

From 2008 to the present, data have been submitted electronically to the NAAB via the annual Architecture Program Report directly through my office. The post-visit report was filed by interim Director Mark Schimmenti, while I filed the reports from 2009 – 2012. Reports and responses from 2009 – 2012 are appended to this document, with the exception of the 2010 response, which was unavailable. The staff of the College of Architecture and Design, as well as the University of Tennessee's Office of Institutional Research and Assessment, currently under the direction of Vice-Provost and Director of the Office of Institutional Research and Assessment Denise Gardner, provided the data recorded in these reports.

To the best of knowledge, all data submitted to the NAAB through the Annual Report Submission system by interim director Schimmenti and me are accurate and consistent with reports sent to other regional and national agencies, including the National Center of Educational Statistics.

Sincerely,

Scott W. Wall
Director, School of Architecture
University of Tennessee

I.3.3.   Faculty Credentials
The faculty of the School of Architecture is composed of passionate instructors and renowned scholars who collectively bring knowledge and experience needed to promote student excellence and achievement. Faculty credentials, areas of research, personal biographies, and full-length c.v.'s are shared through the college website: *http://archdesign.utk.edu/faculty-staff/facultystaff/*. Additional information on each faculty member is provided in the Supplemental Information: Faculty Resumes (*Part IV.3*) and Faculty Credentials (*Part IV.4.1*).

One measure of the strength of a program is the accomplishments of its faculty. The School of Architecture faculty includes:

- a 2013 Fulbright Scholar—David Fox
- a former Editor-in-Chief of the *Journal of Architectural Education* (JAE)—George Dodds
- a Past-President of ACSA—Marleen Davis
- Winners of a 2013 AIA Top-Ten COTE Award—Tricia Stuth and Robert C. French
- a recipient of the AIAS National Award for Faculty Advisor—Brian Ambroziak
- at least 8 recipients of ACSA National Awards—Marleen Davis, T.K. Davis, George Dodds, Richard Kelso, Robert C. French, Ted Shelton, Tricia Stuth, Scott Wall
- a recipient of the CSI Andrew J. Drozda Memorial Academic Affairs Commendation—James Rose
- 4 Fellows of the American Institute of Architecture—Marleen Davis, T.K. Davis, John McRae, Ted Shelton
- a Fellow of the Institute for Urban Design—Ted Shelton
- a recipient of a NEH Fellowship—Gregor Kalas
- the Director of Red Vector—Mark Dekay
- a Co-Editor of *Arris*, the Journal of the Southeast Society of Architectural Historians (SESAH), and SESAH Board Member—Gregor Kalas
- a Prometheus Award Winner—Hansjörg Göritz
- an American Academy in Rome Fellow and UT Fellowship Winner—Hansjörg Göritz
- too many recipients of AIA Design Awards to list
- 68% of the faculty hold professional licensure in the United States or Europe

Exhibit of Faculty Work
The experience and research of the faculty are also displayed through a public exhibit of work in the Ewing Gallery of the Art + Architecture Building—August 1–29, 2013—and documented in an Exhibition Catalog. This features recent lines of work executed since the time of the last NAAB accreditation review of the B.Arch. and M.Arch. programs. Named "32" for the number of participants, the exhibit will showcase architecture, landscape architecture, furniture design, interior design, photography, graphic design, and other creative work. Additional information about the Faculty Exhibition can be found on the college website: *http://archdesign.utk.edu/event/faculty-exhibition-32/*

Colloquial Lunches
Faculty remain aware of the development of their peers through a series of Colloquial Lunches. These informal lectures are held semi-regularly on Friday afternoons before studio. On a voluntary basis, faculty opt to present recent developments in their scholarship, research, or other personal work. These colloquia are an opportunity to share work, connect with potential collaborators, and gain constructive suggestions and questions from colleagues.

I.3.4.   Policy Review

List of Documents to be Available in the Team Room
1. Studio Culture Policy *http://archdesign.utk.edu/about/studioculture/ and https://web.utk.edu/~utknaab/01_studioculture_abbrev_flyer.pdf*
2. Self-Assessment Policies and Objectives
   a. *Defining the Future: The UT System Strategic Plan, 2012–2017* *http://president.tennessee.edu/strategicplan/plan.html*
   b. *Vol Vision: Journey to the Top 25*, UT Knoxville Strategic Plan, January 2011 *http://www.utk.edu/volvision-top25/* and *http://www.utk.edu/volvision-top25/resources/vol-vision-overview-framework-final.pdf*
3. Personnel Policies, including:
   a. Position descriptions for all faculty and staff
   b. EEO/AA
   c. Faculty Development, including but not limited to: research, scholarship, creative activity, or sabbatical
4. Faculty Appointment, Promotion, and Tenure Policies
   a. as published in The University of Tennessee *Faculty Handbook* (2012 edition) *http://provost.utk.edu/facultyhandbook/*
      i. Chapter Three, "Appointment, Evaluation, Promotion, Tenure and Review for Tenure Track & Tenured Faculty," pp.12–31 *https://web.utk.edu/~utknaab/03-b-i_2012_UTK_Fac-HB_ch03.pdf*
      ii. Chapter Four, "Non-Tenure-Track Faculty," pp. 32–37 *https://web.utk.edu/~utknaab/03-b-i_2012_UTK_Fac-HB_ch04.pdf*
   b. as published in The University of Tennessee *Manual for Faculty Evaluation* (2012 edition) *http://provost.utk.edu/evaluation/*
      i. Part I, "Annual Retention Review of Tenure-Track Faculty," pp. 3–8 *https://web.utk.edu/~utknaab/03-b-ii_2012_UTK_FEM_pI.pdf*
      ii. Part II, "Annual Performance Review of Tenured and Tenure-Track Faculty," pp9–15 *https://web.utk.edu/~utknaab/03-b-ii_2012_UTK_FEM_pII.pdf*
      iii. Part III, "Tenure and/or Promotion Review," pp. 16–21 *https://web.utk.edu/~utknaab/03-b-ii_2012_UTK_FEM_pIII.pdf*
      iv. Part IV, "Assembly of the Tenure and/or Promotion Dossier," pp. 22–27 *https://web.utk.edu/~utknaab/03-b-ii_2012_UTK_MFE_pIV.pdf*
      v. Part V, "Cumulative Performance Review of Tenured Faculty," pp. 28–33 *https://web.utk.edu/~utknaab/03-b-ii_2012_UTK_MFE_pV.pdf*
   c. as published in the By-Laws of the College of Architecture and Design *https://web.utk.edu/~utknaab/CoAD_ByLaws_2013-May.pdf*
      i. Article IX, "Evaluation of Administration and Faculty" *https://web.utk.edu/~utknaab/03-b-iii_CoAD-ByLaws_2013-May_aIX.pdf*
      ii. Article X, "Criteria for Reappointment, Tenure, & Promotion" *https://web.utk.edu/~utknaab/03-b-iii_CoAD-ByLaws_2013-May_aX.pdf*
      iii. Article XI "Post Tenure Review: Annual and Cumulative" *https://web.utk.edu/~utknaab/03-b-iii_CoAD-ByLaws_2013-May_aXI.pdf*
   d. Guidelines for Promotion of Lecturers *http://provost.utk.edu/lecturers/docs/lecturer_promotion_guidelines.pdf*
5. Student-to-Faculty ratios for all components of the curriculum (including studio, lectures, and seminars)
6. Per-Capita Space Allocation of Facilities Resources
   a. Square feet per student for space designated for studio-based learning
   b. Square feet per faculty member for space designated for support of all faculty activities and responsibilities

7. Admissions Requirements
    a. policies specific to undergraduate students from the *Undergraduate Catalog* *https://web.utk.edu/~utknaab/07-a_Univ-Adm-Req-UG.pdf*
    b. policies specific to graduate students from the *Graduate Catalog* *https://web.utk.edu/~utknaab/07-b_Univ-Adm-Req-GS.pdf*
8. Advising Policies, including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experience in non-accredited programs
9. Policies on use and integration of digital media in architecture curriculum
10. Policies on academic integrity for students (including cheating and plagiarism)
    a. as published in the student handbook, *Hilltopics* *https://web.utk.edu/~utknaab/10-a_Hilltopics-Acad-Intg_1314.pdf*
    b. policies specific to undergraduate students from the *Undergraduate Catalog* *https://web.utk.edu/~utknaab/10-b_Univ-Acad-Int-UG.pdf*
    c. policies specific to graduate students from the *Graduate Catalog* *https://web.utk.edu/~utknaab/10-c_Univ-Acad-Int-GS.pdf*
11. Academic Policies and Procedures
    a. policies specific to undergraduate students from the *Undergraduate Catalog* *https://web.utk.edu/~utknaab/11-a_Univ-Acad-Pol-and-Proc-UG.pdf*
    b. policies specific to graduate students from the *Graduate Catalog* *https://web.utk.edu/~utknaab/11-b_Univ-Acad-Pol-and-Proc-GS.pdf*
12. Library Policies
    a. Policies of library and information resources collection development: *YBP Approval Plan for University of Tennessee Libraries* (January 2013) *https://web.utk.edu/~utknaab/12_UT-Libraries-YBP.pdf*
    b. *University Libraries General Education Library Instruction: Student Learning Outcomes and Assessments* (ENGL 101 and ENGL 102 required courses for B.Arch. Students) *https://web.utk.edu/~utknaab/12_UT-Libraries-Info-Lit.pdf*
13. *Hilltopics Student Handbook, 2013–2014*, Published by The University of Tennessee, Knoxville, Office of the Dean of Students *http://dos.utk.edu/files/Hilltopics2013-2014.pdf*
14. *Faculty Handbook, 2012*, published by the University of Tennessee, Knoxville, Office of the Provost and Senior Vice Chancellor for Academic Affairs *http://provost.utk.edu/facultyhandbook/*
15. *Manual for Faculty Evaluation, 2012*, published by the University of Tennessee, Knoxville, Office of the Provost and Senior Vice Chancellor for Academic Affairs *http://provost.utk.edu/facultyhandbook/*
16. *By-Laws of the College of Architecture and Design*, May 2013 or most current edition *https://web.utk.edu/~utknaab/CoAD_ByLaws_2013-May.pdf*
17. *Policies and Procedures of the College of Architecture and Design*, most current edition
18. Link to full content of the *2013–2014 Undergraduate Catalog* (online publication): *http://catalog.utk.edu/*
19. Link to full content of the *2013–2014 Graduate Catalog* (online publication): *http://catalog.utk.edu/*

Part II.   Educational Outcomes and Curricula

II.1   Student Performance Criteria

II.1.1   B.Arch. Program

Curricular Goals of the B.Arch. Program
The B.Arch. is a five-year undergraduate first professional degree designed for students who are eager to pursue architecture as a career choice. Approximately 70% of the curriculum consists of professional courses and electives with liberal arts courses and electives comprising the other 30%.

The design studio is the core of our architecture curriculum, promoting professional development, ethical imperatives, critical thinking, and ecologically sustainable practices. In the design studio, students synthesize various aspects of the curriculum that develop in increasing complexity as students advance through the program. Students begin design courses in their first semester of study receiving immediate exposure to the unique combination of design thinking and critical thinking. Courses in architectural history and theory, technology, digital applications, and professional practice offer focused and extensive study of the myriad sub-disciplines that comprise architectural inquiry. In addition, required electives taken outside the school reinforce the School of Architecture's goal to provide a comprehensive college education.

B.Arch. Student Performance Matrix
See next page. (PDF available here: *http://web.utk.edu/~utknaab/SPC_Matrix_BArch.pdf*)

Student Performance Criteria Matrix — B.Arch. Program

Legend

- ● 1-2 courses per SPC with greatest evidence of student achievement of performance criterion
- ○ other courses where students gain knowledge of performance criterion

Realm A: Critical Thinking and Representation

Code	Criterion	Type
A.1	Communication Skills	Ability
A.2	Design Thinking Skills	Ability
A.3	Visual Communication Skills	Ability
A.4	Technical Documentation	Ability
A.5	Investigative Skills	Ability
A.6	Fundamental Design Skills	Ability
A.7	Use of Precedents	Ability
A.8	Ordering System Skills	Understanding
A.9	Historical Traditions & Global Culture	Understanding
A.10	Cultural Diversity	Understanding
A.11	Applied Research	Understanding

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

Code	Criterion	Type
B.1	Pre-Design (Programming)	Ability
B.2	Accessibility	Ability
B.3	Sustainability	Ability
B.4	Site Design	Ability
B.5	Life Safety	Ability
B.6	Comprehensive Design	Ability
B.7	Financial Considerations	Understanding
B.8	Environmental Systems	Understanding
B.9	Structural Systems	Understanding
B.10	Building Envelope Systems	Understanding
B.11	Building Service Systems	Understanding
B.12	Building Materials and Assemblies	Understanding

Realm C: Leadership and Practice

Code	Criterion	Type
C.1	Collaboration	Ability
C.2	Human Behavior	Understanding
C.3	Client Role in Architecture	Understanding
C.4	Project Management	Understanding
C.5	Practice Management	Understanding
C.6	Leadership	Understanding
C.7	Legal Responsibilities	Understanding
C.8	Ethics and Professional Judgment	Understanding
C.9	Community & Social Responsibility	Understanding

Courses (by year)

5TH YR.
- A. 482, 490 Self-Directed Project or Diploma Studio
- A. 483-489 Advanced Arch. Design Studio: OPTIONS
- ARCH 462 Professional Practice

4TH YR.
- A. 483-489 Advanced Arch. Design Studio: OPTIONS
- ARCH 471 Integration Design Studio
- ARCH 431 Integration Building Systems Design
- ARCH 421 Representation IV: Information Modeling

3RD YEAR
- ARCH 372 Architectural Design IV
- ARCH 371 Arch. Design III: Programming and Design
- ARCH 370 Programming for Architectural Design
- ARCH 342 Environmental Control Systems II
- ARCH 341 Environmental Control Systems I
- ARCH 332 Architectural Structures II
- ARCH 331 Architectural Structures I
- A. 312/317* Materials and Methods of Construction

2ND YEAR
- ARCH 272 Architectural Design II: Place
- ARCH 271 Architectural Design I: Place
- ARCH 232 Introduction to Architectural Technology
- ARCH 221 Representation III: Digital Media
- A. 213/227* Modern Architecture: Histories and Theories
- A. 212/218* History/Theory of Architecture II
- A. 211/217* History and Theory of Architecture I

1ST YEAR
- ARCH 172 Design Fundamentals II : Space
- ARCH 171 Design Fundamentals I : Space
- ARCH 122 Representation II: Drawing and Intention
- ARCH 121 Representation I: Drawing and Perception
- ARCH 102 Visual Design Theory
- A. 101/107* Introduction to the Built Environment
- MAX_min   MAX_minimum Design Competition

preparatory or pre-professional education

Student Performance Criteria met in NAAB-accredited program.

Student Performance Criteria expected to have been met in preparatory or pre-professional education, if applicable.

II.1.2   M.Arch. Program

Curricular Goals of the M.Arch. Program
The core values of the Graduate Program in Architecture, like those of the Undergraduate Program, are based on a design-centered curriculum that promotes professional development, ethical imperatives, critical thinking, and ecologically sustainable practices. These values are expressed in an education that challenges students to become leaders, master the discipline, and to engage architectural production in its cultural and social context with the responsibility of stewardship for the built and natural environment. Moreover, the program helps prepare students for leadership roles in allied disciplines and professions.

The M.Arch. is a professional degree in architecture qualifying the graduate to sit for the Architect Registration Exam in the United States. The M.Arch. is earned through one of two curricular paths depending on an applicant's undergraduate degree. Both paths culminate in either a written/design Thesis or in a Diploma Studio. A concentration of study is optional in either path of the M.Arch. degree program.

The design studio is the core of our architecture curriculum, wherein students synthesize various aspects of the curriculum that develop in increasing complexity as students advance through the program. Students begin design courses in their first semester of study receiving immediate exposure to the unique combination of design thinking and critical thinking. Courses in architectural history and theory, technology, digital applications, and professional practice offer focused and extensive study of the sub-disciplines that comprise architectural inquiry.

M.Arch. Student Performance Matrix
The Student Performance Matrixes for both paths of the graduate program are included on the following pages of this report. The first shows the distribution of required courses for students enrolled in the full three-and-half-year course of study, referred to as "Track 3." The second matrix shows the distribution of required courses for students admitted to a two-year course of study, referred to as "Track 2." Note that students in the Track 2 curriculum must demonstrate that they have fulfilled certain SPC prior to their enrollment in this degree program—as is indicated on the SPC matrix. The process for ensuring that students have satisfactorily met these SPC through their pre-professional education is discussed in detail in Part II, Section 3 of this report, Evaluation of Preparatory/Pre-professional Education (*II.3.2. Advanced Placement in the M.Arch. Program*).

See next page. (PDFs available here: *http://web.utk.edu/~utknaab/SPC_Matrix_MArch_Tr3.pdf http://web.utk.edu/~utknaab/SPC_Matrix_MArch_Tr2.pdf*)

Student Performance Criteria Matrix
M.Arch. Program, Track 3

Student Performance Criteria expected to have been met in preparatory or pre-professional education, if applicable.

Student Performance Criteria met in NAAB-accredited program.

Course	A.1 Communication Skills	A.2 Design Thinking Skills	A.3 Visual Communication Skills	A.4 Technical Documentation	A.5 Investigative Skills	A.6 Fundamental Design Skills	A.7 Use of Precedents	A.8 Ordering System Skills	A.9 Historical Traditions & Global Culture	A.10 Cultural Diversity	A.11 Applied Research	B.1 Pre-Design (Programming)	B.2 Accessibility	B.3 Sustainability	B.4 Site Design	B.5 Life Safety	B.6 Comprehensive Design	B.7 Financial Considerations	B.8 Environmental Systems	B.9 Structural Systems	B.10 Building Envelope Systems	B.11 Building Service Systems	B.12 Building Materials and Assemblies	C.1 Collaboration	C.2 Human Behavior	C.3 Client Role in Architecture	C.4 Project Management	C.5 Practice Management	C.6 Leadership	C.7 Legal Responsibilities	C.8 Ethics and Professional Judgment	C.9 Community & Social Responsibility
LEVEL 1																																
ARCH 501 Introduction to the Built Environment	○	○			○		○	○	○		○														○							
ARCH 518 Design Representation and Process I		●	●	●																												
ARCH 519 Design Representation and Process II		●	●																													
ARCH 538 Design I: Fundamentals	○		○			●	○	●																								
MAX_min MAX minimum Design Competition	○	○													○																	
LEVEL 2																																
ARCH 511 History and Theory of Architecture I	○				○				●	●	○																		●			○
ARCH 516 Design Implementation: Constrct. Methods I				●					○		○			○				○			●		●						○	○	○	○
ARCH 521 Principles of Architectural Production	●																															
ARCH 539 Structures in Architecture I											○									●												
ARCH 540 Structures in Architecture II											○									●												
ARCH 541 Design II: Place		○	○		●	●	●	●					●		○	○									●							
ARCH 542 Design III: Place		○	○		○	○	○	○							●																	
ARCH 545 Environmental Control Systems I											○			●					●		●	●		○	●							○
LEVEL 3																																
ARCH 503 Modern Architecture: Histories and Theories	○		○		●				○	○	○																		○		○	○
ARCH 512 History and Theory of Architecture II	○		○		○		●		●	●	○																		○		○	○
ARCH 515 Seminar in Urban Design Theory	●													●											●							
ARCH 546 Environmental Control Systems II				○										●	○		●		●		○	●			●		○					
ARCH 556 Design Implementation: Con. Methods II			○	○	○	○		○	○		○			○	○		○		○	○	○		○	●				○	○		○	○
ARCH 571 Design IV: Building in the Urban Context		○	●			○					●	●		○	○		●			○	○			●	○	●			○		○	
A. 583-589 Design V: Advanced Arch. Des. OPTIONS							○					○		○										○	○							○
LEVEL 4																																
ARCH 507 Arch., Culture, and Modernity (or AR. 580)	○				○		○			○	○			○	●	○	○				○	○	○									
ARCH 509 Seminar in Design Integration											○																					
ARCH 562 Professional Practice				●							●		○				●	●							○	●	●	●	●	●	●	●
ARCH 572 Design VI: Design Integration		○	○	●	●	○	○		○		●		●	●	○	○	●	○	●	○	●	●	●		○					○		●
ARCH 580 Thesis Preparation (or ARCH 507)	○		○		○	○	○				○	○		○																		○
A. 500, 599 Design VII: Thesis or Diploma Studio	●	●	○		○	○			○		○	○		○	○									○	○							○

Realm A: Critical Thinking and Representation (A.1–A.11)
Realm B: Integrated Building Practices, Technical Skills, and Knowledge (B.1–B.12)
Realm C: Leadership and Practice (C.1–C.9)

Legend:
- ● 1-2 courses per SPC with greatest evidence of student achievement of performance criterion
- ○ other courses where students gain knowledge of performance criterion

Student Performance Criteria Matrix
M.Arch. Program, Track 2

	Realm A: Critical Thinking and Representation											Realm B: Integrated Building Practices, Technical Skills, and Knowledge												Realm C: Leadership and Practice								
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
preparatory or pre-professional education — Student Performance Criteria expected to have been met in preparatory or pre-professional education, if applicable.						X	X	X	X										X	X												
Student Performance Criteria met in NAAB-accredited program.																																
MAX_min MAX_ minimum Design Competition	○	○																														
ARCH 505 History and Theory of Arch. Stewardship	●	○							○	○	○			○															●			
ARCH 515 Seminar in Urban Design Theory							●																		●							
ARCH 556 Design Implementation: Con. Methods II				○					○		○				○				○	○	○		○					○			○	
ARCH 571 Design IV: Building in the Urban Context	○	○	○			○	○	○			●	●		○	○									●		●			○			
A. 583-589 Design V: Advanced Arch. Des. OPTIONS	●	●	●			○	○				●	●		○	○									○	○							○
ARCH 507 Arch., Culture, and Modernity (or AR. 580)	○				○					○																						
ARCH 509 Seminar in Design Integration				●	●						○			●	●	○	○		○	○	○	○	○									
ARCH 562 Professional Practice			○			○	○	○	○		●	●	●	●				●							○		●	●	●	●	●	●
ARCH 572 Design VI: Design Integration		○	●	●	●	○						●		●		●	●	○	○	○	●	●	●		○					○		
ARCH 580 Thesis Preparation (or ARCH 507)							○				○	○																		○		○
A. 500, 599 Design VII: Thesis or Diploma Studio	●	●	○	○	○	○	○		○		○	○		○	○										○						○	○

- ● 1-2 courses per SPC with greatest evidence of student achievement of performance criterion
- ○ other courses where students gain knowledge of performance criterion

II.2.   Curricular Framework

II.2.1.   Regional Accreditation
The University of Tennessee, Knoxville, is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)—the recognized regional accrediting body in the eleven U.S. Southern states. The University has held SACS accreditation continuously since 1897. In 2005, the University of Tennessee, Knoxville, was granted a ten-year continuing accreditation to award baccalaureate, master's, and doctoral degrees. The Office of the Provost's SACS Accreditation team is currently working with all academic units of the University in preparation for the 2015 accreditation visit. Additional information about SACS Accreditation at UT is available online: *http://sacs.utk.edu/*.

SACS COC
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

February 28, 2013

Dr. Jimmy G. Cheek
Chancellor
The University of Tennessee
527 Andy Holt Tower
Knoxville, TN 37996-0152

Dear Dr. Cheek:

This is to certify that The University of Tennessee in Knoxville, TN, is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Bachelor's, Master's, Educational Specialist, and Doctoral degrees.

The institution was initially accredited in 2000 and was last reviewed and reaffirmed in 2005. The reaffirmation review covered the main campus and all extended sites. The institution's accreditation extends to all programs offered on the institution's main campus as well as those offered at all extended program sites wherever located. The institution is scheduled to receive its next reaffirmation of accreditation review in 2015.

As a matter of record, the University of Tennessee, Knoxville and the University of Tennessee at Memphis merged in 2000 to form The University of Tennessee in Knoxville. Prior to this date, the University of Tennessee, Knoxville was accredited by SACSCOC from 1897 to 2000; and the University of Tennessee at Memphis was accredited by SACSCOC from 1972 to 2000.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:rb

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558
www.sacscoc.org

II.2.2.   **Professional Degrees and Curricula**

a.   **Bachelor of Architecture, 168 credit hours**
The B.Arch. is a five-year undergraduate first professional degree designed for students who are eager to pursue architecture as a career choice. Approximately 70% of the curriculum consists of professional courses, the core of which is studio, and electives, with liberal arts courses and electives comprising the other 30%.

> i.   **B.Arch. Program Minimum Credit Distribution.** All students studying for a Bachelor of Architecture degree will complete the following requirements in their course of study. Additional specialized requirements are available in the *Undergraduate Catalog* (*http://catalog.utk.edu/*).

GENERAL (NON-ARCHITECTURE) STUDIES, 50 required CH total	**PROFESSIONAL STUDIES**, 118 required CH total
Required courses with other than architectural content, 12 CH total	**Courses with architectural content required of all students**, 106 CH total

ENGL 101 English Composition I, 3 CH
ENGL 102 English Composition II, 3 CH
MATH 125 Basic Calculus, 3 CH
PHYS 161 Elements of Physics for Architects and Interior Designers, 3 CH
	ARCH 101/107* Intro. to the Built Environment, 3 CH
	ARCH 102 Visual Design Theory, 3 CH
	ARCH 121 Repr. I: Drawing and Perception, 2 CH
	ARCH 122 Repr. II: Drawing and Intention, 2 CH
	ARCH 171 Design Fundamentals I: Space, 3 CH studio
	ARCH 172 Des. Fundamentals II: Space, 4 CH studio
	ARCH 211/217* History and Theory of Arch. I, 3 CH
	ARCH 212/218* History and Theory of Arch. II, 3 CH
	ARCH 213/227* Modern Architecture: History and Theories, 3 CH
	ARCH 221 Representation III: Digital Media, 2 CH
	ARCH 232 Intro. to Architectural Technology, 3 CH
	ARCH 271 Architectural Design I: Place, 6 CH studio
	ARCH 272 Architectural Design II: Place, 6 CH studio
	ARCH 312/317* Materials and Methods of Construction, 3 CH
	ARCH 331 Architectural Structures I, 4 CH
	ARCH 332 Architectural Structures II, 4 CH
	ARCH 341 Environmental Control Systems I, 4 CH
	ARCH 342 Environmental Control Systems II, 4 CH
	ARCH 370 Architectural Programming, 3 CH studio
	ARCH 371 Architectural Design III, 3 CH studio
	ARCH 372 Architectural Design IV, 6 CH studio
	ARCH 421 Repr. IV: Information Modeling, 2 CH
	ARCH 431 Integration of Bldg. Sys. in Design, 3 CH
	ARCH 462 Professional Practice, 3 CH
	ARCH 471 Integration Design Studio, 6 CH
	OPTIONS STUDIO IN ADVANCED ARCHITECTURAL DESIGN: 6 CH studio, options:
	    ARCH 483 Urbanism
	    ARCH 485 Development and Design
	    ARCH 486 Sustainable Architecture
	    ARCH 489 Structural Innovations
	    ARCH 490 Special Topics
	    Off-Campus Studio
	OPTIONS STUDIO IN ADVANCED ARCHITECTURAL DESIGN: 6 CH studio, options:
	    ARCH 483 Urbanism
	    ARCH 485 Development and Design
	    ARCH 486 Sustainable Architecture
	    ARCH 489 Structural Innovations
	    ARCH 490 Special Topics
	OPTIONS STUDIO IN ADVANCED ARCHITECTURAL DESIGN: 6 CH studio, options:
	    ARCH 482(*) Self-Directed Project
	    ARCH 490(*) Special Topics / Diploma Studio

	ARCH 477* Honors Independent Study in Architecture ARCH 483 Urbanism ARCH 485 Development and Design ARCH 486 Sustainable Architecture ARCH 489 Structural Innovations
Elective courses with other than architectural content, 38 CH total	**Elective courses with architectural content**, 12 CH total
CC Elective, fulfilling UT's Cultures and Civilizations General Education Requirement, 3CH **CC Elective**, fulfilling UT's Cultures and Civilizations General Education Requirement, 3CH **OC Elective**, fulfilling UT's Communicating Orally General Education Requirement, 3CH **SS Elective**, fulfilling UT's Social Sciences General Education Requirement, 3CH **SS Elective**, fulfilling UT's Social Sciences General Education Requirement, 3CH **NS Elective**, fulfilling UT's Natural Sciences with Lab General Education Requirement, 4CH **Non-Architecture Elective**, 3CH **Non-Architecture Elective**, 3CH **Non-Architecture Elective**, 3CH **Open Elective**, 3CH **Open Elective**, 3CH **Open Elective**, 2CH **Open Elective**, 2CH	**Professional Elective**, 3CH **Professional Elective**, 3CH **Professional Elective**, 3CH **Professional Elective**, 3CH

* honors equivalent

ii. B.Arch. Elective Courses. Each year a wide variety of elective courses with architectural content are made available to undergraduate students. Specific offerings for each academic semester are set by the Director of the School of Architecture. The decision to offer an elective course is based on consideration of many factors, including the interest and teaching objectives of faculty members, other required course offerings available in a given semester, the number of students able to register for electives each semester, and student interest in a particular elective course.

An elective that has been offered three or more times may go through a process of curricular acceptance, and is assigned a unique course number and title. The designation Special Topics in Architecture (ARCH 425) is reserved for special offerings of faculty-initiated topics. Special Topics in Architecture courses are frequently used in support of faculty members' research interests or in response to specific programmatic curricular needs.

Before the beginning of classes each semester, a list of specific elective course offerings is distributed to all students and faculty. A list of elective courses that have been offered in the past two academic years follows. For course descriptions please reference the *Undergraduate Catalog* *http://catalog.utk.edu/index.php*:

ARCH 403 Introduction to Preservation, 3 CH
ARCH 412 Non-Western and Indigenous Architecture¸ 3 CH
ARCH 425 Special Topics in Architecture, 3 CH, has included the following:
      Critical Practice, Akerman
      Spaces of Memory, K. Ambroziak
      Furniture Design, Aoukar
      Design Explorations, Culver
      Architecture and Film, 1920–1960, T.K. Davis
      Painting Seminar¸ Draper and David Fox
      Norris School Renovation¸ French
      Brut-Tech: Methods and Tactics for Materials and Construction, Hall
      Eternal City: Architecture and the City of Rome¸ Kalas

> **Water, Culture, and Landscape**¸ Moir-McClean
> **Haiti Seminar**, McRae
> **Solar Decathlon 2011 Competition Participation**, Stach/Rose
> **poet-tech**, Shelton
> **Re(Formation)**, Spaw

ARCH 435 Presentation Design I, 3 CH
ARCH 436 Presentation Design II, 3 CH
ARCH 463 Architectural Development, 3 CH
ARCH 466 Directed Research¸ 3 CH
ARCH 473 Architectural Photography, 3 CH
ARCH 479 Preparation of the Self-Directed Project¸3 CH
ARCH 493|477* Independent Study in Architecture, 1–9 CH
IDS 221 Color Theory, 2 CH
IDS 480 Furniture Design¸ 3 CH

iii.   B.Arch. Curriculum Outline. The following outline describes the distribution of courses through the professional B.Arch. degree program.

THE UNIVERSITY OF TENNESSEE | COLLEGE OF ARCHITECTURE & DESIGN

BACHELOR OF ARCHITECTURE

FIVE YEAR CURRICULUM: 2012

YR	TERM CH	PROFESSIONAL CURRICULUM				LIBERAL ARTS CURRICULUM		
		HISTORY / THEORY / TECHNICAL		PROF ELECTIVES	DESIGN	GENERAL EDUCATION		
1	FALL 17	A 101 A 107* — 3			A 121 REPRES. I (DRAWING) A 171 DESIGN FUND. I — 2,3	ENGL 101 WC 3	MATH 125 QR 3	ELECTIVE NON-ARCH 3
	SP 17	A 102 — 2	A 211 A 217* HISTORY I — 3 AH		A 122 REPRES. II (DRAWING) A 172 DESIGN FUND. II — 2,4	ENGL 102 WC 3	ELECTIVE OC 3	
2	FALL 17	A 212 A 218* HISTORY II — 3 AH	A 221 REPRES. III (COMPUTER) — 2		A 271 DESIGN I — 6	ELECTIVE CC 3	PHY 161 NS 3	
	SP 18	A 213 HISTORY III WC — 3	A 232 INTRO TO TECH — 3		A 272 DESIGN II — 6	ELECTIVE CC 3	ELECTIVE OPEN 3	
3	FALL 17	A 331 STRUCT I QR — 4	A 341 ECS I — 4		A 370 PROGRAMMING A 371 DESIGN III — 3,3	ELECTIVE NON-ARCH 3		
	SP 17	A 312 MATERIALS — 3	A 332 STRUCT II QR — 4	A 342 ECS II — 4	A 372 DESIGN IV — 6			
4	FALL 17	A 431 INTEG — 3	A 421 REPRES. IV (COMPUTER) — 2	ELECTIVE 3	A 471 INTEGRATION DESIGN — 6	ELECTIVE SS 3		
	SP 17			ELECTIVE 3	A 483 A 486 A 490 A 485 A 489 DESIGN SPECIAL TOPICS OFF-CAMPUS STUDY — 6	ELECTIVE SS 3	ELECTIVE NON-ARCH 3	ELECTIVE OPEN 2
5	FALL 15			ELECTIVE 3	A 483 A 486 A 490 A 485 A 489 DESIGN SPECIAL TOPICS — 6	ELECTIVE OPEN 2	ELECTIVE NS W/LAB 4	
	SP 16	A 462 PROF PRACTICE — 4		ELECTIVE 3	A 483 A 486 A 490 A 485 A 489 A 482 DESIGN SPECIAL TOPICS SELF-DIRECTED — 6	ELECTIVE OPEN 3		
TOTAL		47 CH / 28%		12 CH / 7%	59 CH / 35%	50 CH / 30%		
168 CH		70% PROFESSIONAL				30% LIBERAL ARTS		

*HONORS EQUIVALENT

iv. B.Arch. Opportunities for Minors and Dual Degrees. Many of our undergraduate students come into the program with advanced academic standing based on AP credit or Honors placement. As students progress through the curriculum, opportunities for elective courses expand, allowing the pursuit of non-architectural courses in support of their personal interests and objectives. Some students take a wide variety of courses, while others develop a personal plan to complete a major, minor, or concentration in areas such as business administration, ornamental horticulture, language, or fine arts.

The College of Architecture and Design currently does not offer an undergraduate minor in any of its academic units—though many options are available through other Colleges of the University of Tennessee, Knoxville. The number of students graduating with minor degrees varies from year to year: 8 students in 2007–08; 3 students in 2008–09; 6 students in 2009–10; 5 students in 2010–11; 6 students in 2011–12; and 1 student in 2012–13.

Though it is less common than pursuing a minor, some undergraduate students choose to pursue a double major, allowing them to graduate with the B.Arch. plus another degree in a related discipline. In recent years, students have double majored with focuses in Structural Engineering, Civil Engineering, Theater, and Plant Sciences. As is discussed later in this report in Part II Section 2.3. Curricular Review and Development, the College is studying options for adding an undergraduate minor in Landscape Design which would be available to B.Arch. students (*II.2.3.b.i. B.Arch. Curricular Changes*).

A list of all undergraduate majors, concentrations, and minors offered at the University of Tennessee, Knoxville, is available through the Undergraduate Catalog online, section "Minors, A-Z" *http://catalog.utk.edu/content.php?catoid=14&navoid=1303.*

v. B.Arch. Study Abroad and Off-Campus Programs. Study abroad and off-campus programs are an essential part of undergraduate architectural education at UT. A range of program options for study abroad and off-campus experiences are offered through the College—as well as study abroad opportunities with approved programs offered by other institutions. Such programs have included the UT programs in Krakow, Poland, Bauhaus University Weimar, Germany, the Finland Summer Architecture Institute in Helsinki, Finland, an SEC consortium offering through the University of Arkansas—the Rome Program—and the Nashville Civic Design Center in Tennessee. Current offerings are posted with additional information on the College website: *http://archdesign.utk.edu/academics/study-abroad/*

Undergraduate students in the School of Architecture are now required to participate in a pre-approved study abroad or off-campus semester of study consisting of at least twelve credit hours total including a six-credit-hour design studio. This requirement went into effect beginning with the cohort of students entering the program in 2012. Study typically occurs in the spring of fourth year, the fall of fifth year, or the summers after the third or fourth years of study. As a required component of the curriculum, such study will qualify eligible students for financial aid including the HOPE Scholarship for in-state students. Additionally—because some off-campus studios are taken during the summer—students participating in programs such as the Finland Summer Architecture Institute or Nashville Civic Design Center may be able to shorten their time to graduation.

A variety of three-week long mini-term courses are also offered each May allowing faculty and students to explore unique learning opportunities abroad.

Study abroad and off-campus programs available to architecture students are discussed in more detail in Part I, Section 2.1 of this report (*I.2.1.c.v.Study Abroad / Off-Campus Opportunities*).

vi. B.Arch. Program Progression Requirements. Students must maintain an overall 2.5 grade point average by the end of 32 credit hours in order to maintain good academic standing in the program. Students whose GPA drops below 2.5 will have one semester to raise the overall GPA to that level. If the GPA is not brought up to a 2.5, the student will be dropped from the architecture program.

In order to graduate, students must receive a grade of C (2.0) or better in each required professional course in the School of Architecture.

After the first year—in order to progress through the curriculum—students must:
- receive a grade of C (2.0) or better in each professional prerequisite course
- maintain a 2.5 overall GPA
- maintain a design grade point average of 2.5
- complete required mathematics (in first year) and physics (in second year) with passing grades

Students must repeat courses until the necessary standards are met, and there is a limit of 3 times that a student may attempt to successfully complete a course.

Electives at the 400 and 500 level are open to all students who have the necessary pre-requisites/permissions at any time.

Exceptions to academic policies may be made through petition—reviewed by the School's Admissions and Academic Standards Committee. Students must meet required deadlines for appeal or petition as outlined in the Undergraduate Catalog in order to be considered for progression or prerequisite exceptions.

b. Master of Architecture
The M.Arch.'s design-centered curriculum is a professional degree in architecture qualifying the graduate to sit for the Architect Registration Exam in the United States. The M.Arch. is earned through one of two curricular paths depending on an applicant's undergraduate degree. Both paths culminate in either a written/design Thesis or in a Diploma Studio. A concentration of study is optional in either path of the M.Arch. degree program.

Master of Architecture, Track 3, 102 credit hours
The Track 3 path consists of seven semesters taken over three-and-a-half years of full-time study, and is for students already holding a bachelor's degree in a field other than architecture.

Master of Architecture, Track 2, 60 credit hours
The Track 2 path consists of four semesters taken over two years of full-time study, and is for students already holding a pre-professional bachelor's degree in architecture.

i. **M.Arch. Track 3 Minimum Credit Distribution**, 102-credit-hour path

GENERAL (NON-ARCHITECTURE) STUDIES	PROFESSIONAL STUDIES, 102 required CH total
Required courses with other than architectural content, minimum of 45 CH previously completed	**Courses with architectural content required of all students**, 87 CH total

Coursework taken at the undergraduate level	**ARCH 501 Intro. to the Built Environment**, 2 CH
	ARCH 503 Modern Architecture: Histories and Theories, 3 CH
	ARCH 507, Architecture, Culture, and Modernity, 3 CH, (or ARCH 580)
	ARCH 509 Seminar in Design Integration, 3 CH
	ARCH 511 History and Theory of Architecture I, 3 CH
	ARCH 512 History and Theory of Architecture II, 3 CH
	ARCH 515 Seminar in Urban Design, 3 CH
	ARCH 516 Design Implementation: Construction Methods I, 3 CH
	ARCH 518 Design Repr. and Process I, 2 CH
	ARCH 519 Design Repr. and Process II, 2 CH
	ARCH 521 Principles of Arch. Production, 3 CH
	ARCH 538 Design I: Fundamentals, 6 CH studio
	ARCH 539 Structures in Architecture I, 3 CH
	ARCH 540 Structures in Architecture II, 3 CH
	ARCH 541 Design II: Principles, 6 CH studio
	ARCH 542 Design III: Campus and Urban Architecture, 6 CH studio
	ARCH 545 Principles of Envir. Control I, 3 CH
	ARCH 546 Principles of Envir. Control II, 3 CH
	ARCH 556 Design Implementation: Construction Methods II, 3 CH
	ARCH 562 Professional Practice, 3 CH
	ARCH 571 Design IV: Building in the Urban Context, 6 CH studio
	Design V: VERTICAL STUDIO IN ADVANCED ARCHITECTURAL DESIGN: 6 CH studio, options:
	   ARCH 583 Urbanism
	   ARCH 586 Sustainable Architecture
	   ARCH 587 Development and Design
	   ARCH 588 Structural Innovations
	   Off-Campus Studio
	ARCH 572 Design VI: Design Integration, 6 CH studio
	ARCH 580 Thesis Preparation, 3 CH (or ARCH 507)
	Design VII: ADVANCED ARCHITECTURAL DESIGN: 6 CH studio, options:
	   ARCH 500 Thesis
	   ARCH 599 Diploma Thematic Studio

Elective courses with other than architectural content, 0 required CH	**Elective courses with architectural content**, 15 required CH total
Open Elective Option, *up to 3–12 CH* **Open Elective Option**, *up to 3–12 CH*	**Professional Elective**, 3CH **Professional Elective**, 3CH **Prof. Elective**, 3CH, or **Concentration Elective**, 3 CH **Prof. Elective**, 3CH, or **Concentration Elective**, 3 CH **Prof. Elective**, 3CH, or **Concentration Elective**, 3 CH **Study Abroad Option**, *up to 3–12 CH* **Study Abroad Option**, *up to 3–12 CH*

ii. M.Arch. Track 3 Curriculum Outline. The following outline describes the distribution of courses over the three-and-a-half year M.Arch. path.
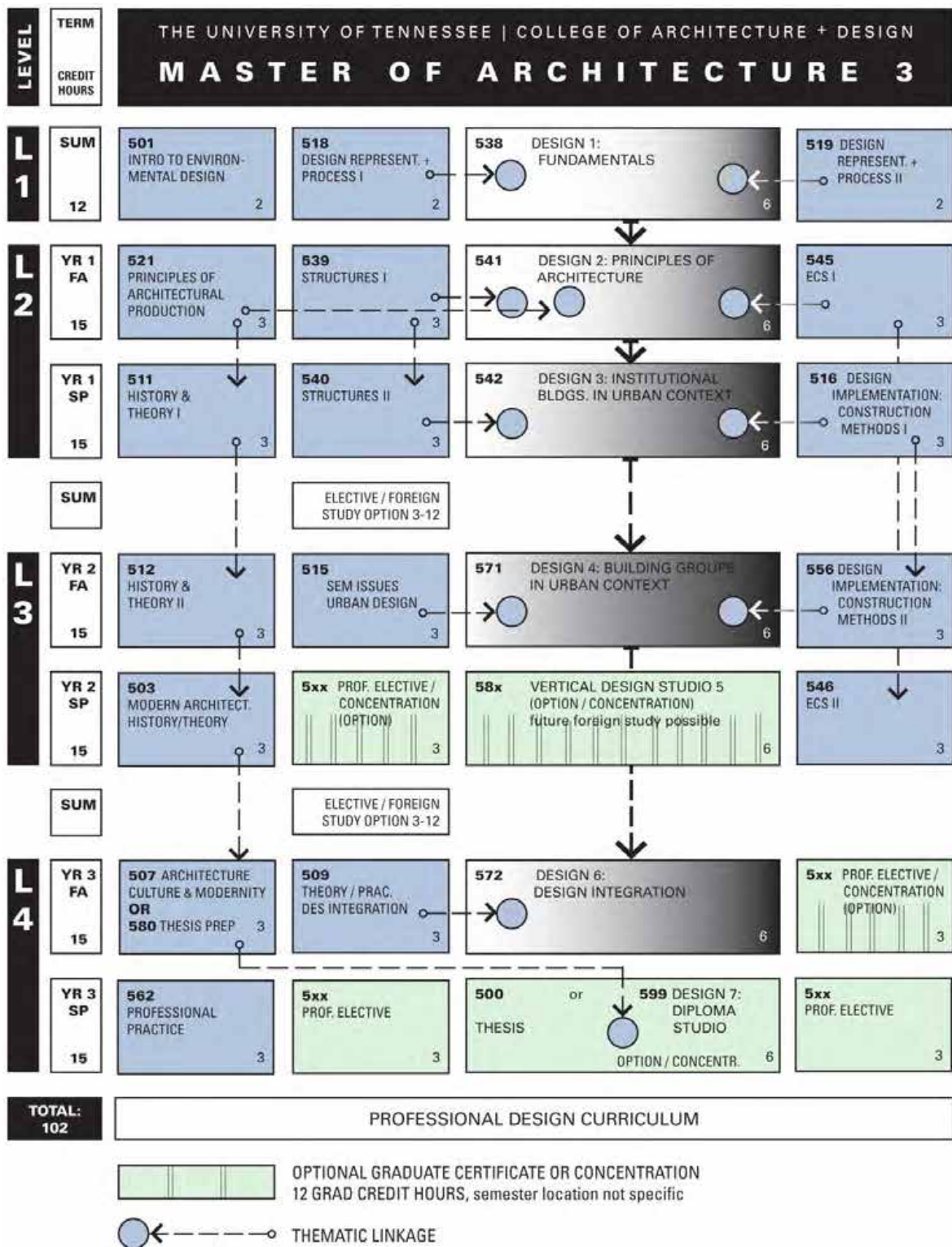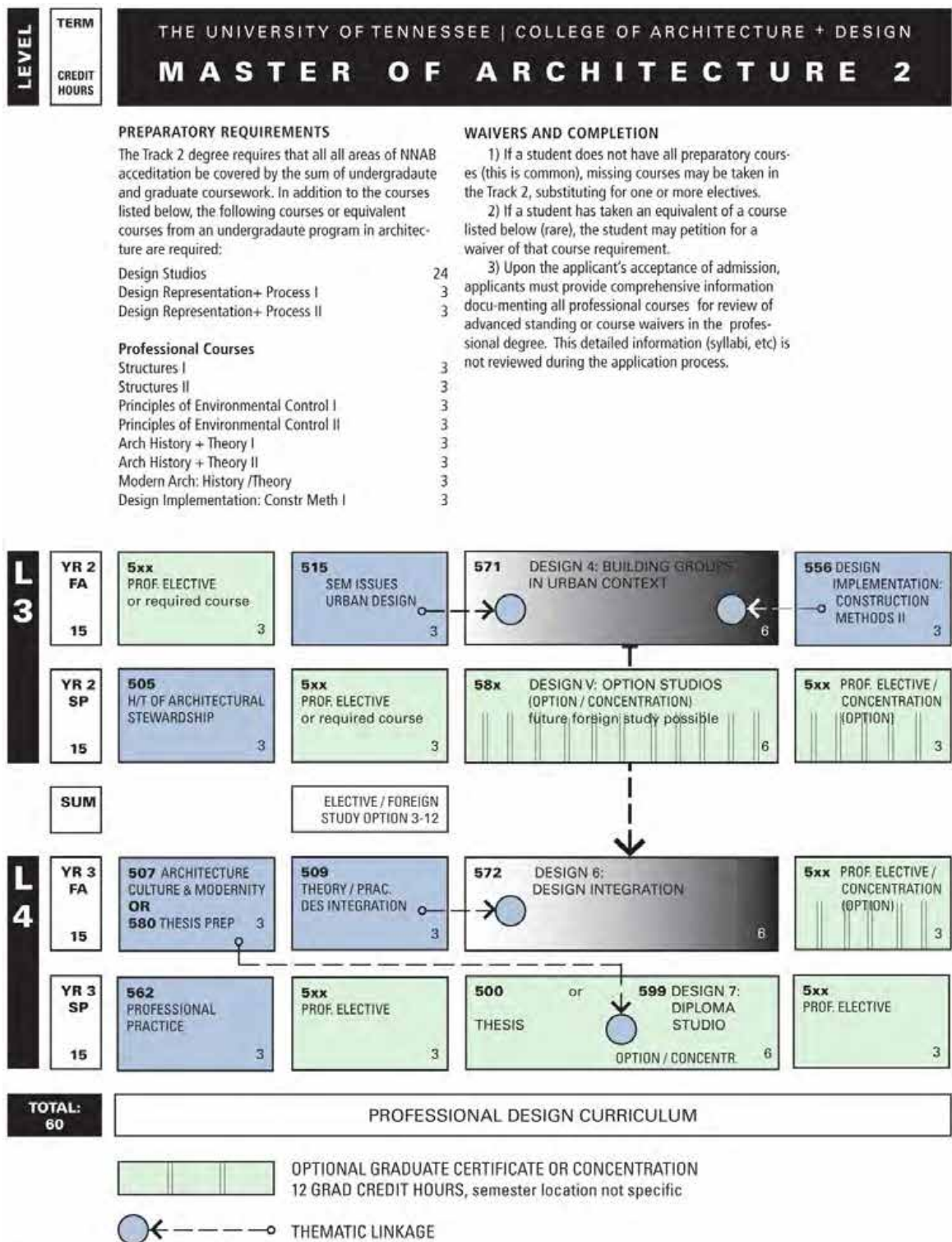
iii. **M.Arch. Track 2 Minimum Credit Distribution**, 60-credit-hour path.

GENERAL (NON-ARCHITECTURE) STUDIES	PROFESSIONAL STUDIES, 60 required CH total
Required courses with other than architectural content, minimum of 45 CH previously completed	**Architectural preparatory courses required of all students**, 54 CH previously completed
Coursework taken at the undergraduate level	**Design Studios**, 24 CH **Design Representation and Process I**, 3 CH **Design Representation and Process II**, 3 CH **Structures I**, 3 CH **Structures II**, 3 CH **Principles of Environmental Control I**, 3 CH **Principles of Environmental Control I**, 3 CH **Architectural History and Theory I**, 3 CH **Architectural History and Theory II**, 3 CH **Modern Architecture: History and Theory**, 3 CH **Design Implementation: Construction Methods I,** 3 CH
	Courses with architectural content required of all students, 36 CH total

	ARCH 505 History and Theory of Architectural Stewardship, 3 CH
	ARCH 507 Architecture, Culture, and Modernity, 3 CH (or ARCH 580)
	ARCH 509 Seminar in Design Integration, 3 CH
	ARCH 515 Seminar in Urban Design, 3 CH
	ARCH 556 Design Implementation: Construction Methods II, 3 CH
	ARCH 562 Professional Practice, 3 CH
	ARCH 571 Design IV: Building in the Urban Context, 6 CH studio
	Design V: VERTICAL STUDIO IN ADVANCED ARCHITECTURAL DESIGN: 6 CH studio, options:
	    ARCH 583 Urbanism
	    ARCH 586 Sustainable Architecture
	    ARCH 587 Development and Design
	    ARCH 588 Structural Innovations
	    Off-Campus Studio
	ARCH 572 Design VI: Design Integration, 6 CH studio
	ARCH 580 Thesis Preparation, 3 CH (or ARCH 507)
	Design VII: STUDIO IN ADVANCED ARCHITECTURAL DESIGN: 6 CH studio, options:
	    ARCH 500 Thesis
	    ARCH 599 Diploma Thematic Studio

Elective courses with other than architectural content, 0 required CH	**Elective courses with architectural content**, 24 required CH total
Open Elective Option, *up to 3–12 CH* **Open Elective Option**, *up to 3–12 CH*	**Professional Elective**, 3CH **Professional Elective**, 3CH **Professional Elective**, 3CH **Professional Elective**, 3CH, or **Required Course** not previously completed, 3 CH **Professional Elective**, 3CH, or **Required Course** not previously completed, 3 CH **Professional Elective**, 3CH, or **Required Course** not previously completed, 3 CH **Prof. Elective**, 3CH, or **Concentration Elective**, 3 CH **Prof. Elective**, 3CH, or **Concentration Elective**, 3 CH **Study Abroad Option**, *up to 3–12 CH*

iv. M.Arch. Track 2 Curriculum Outline

The following outline describes the distribution of courses over the two-year M.Arch. path.

THE UNIVERSITY OF TENNESSEE | COLLEGE OF ARCHITECTURE + DESIGN

MASTER OF ARCHITECTURE 2

PREPARATORY REQUIREMENTS

The Track 2 degree requires that all all areas of NNAB accediation be covered by the sum of undergradaute and graduate coursework. In addition to the courses listed below, the following courses or equivalent courses from an undergradaute program in architecture are required:

Design Studios	24
Design Representation+ Process I	3
Design Representation+ Process II	3

Professional Courses

Structures I	3
Structures II	3
Principles of Environmental Control I	3
Principles of Environmental Control II	3
Arch History + Theory I	3
Arch History + Theory II	3
Modern Arch: History /Theory	3
Design Implementation: Constr Meth I	3

WAIVERS AND COMPLETION

1) If a student does not have all preparatory courses (this is common), missing courses may be taken in the Track 2, substituting for one or more electives.

2) If a student has taken an equivalent of a course listed below (rare), the student may petition for a waiver of that course requirement.

3) Upon the applicant's acceptance of admission, applicants must provide comprehensive information docu-menting all professional courses for review of advanced standing or course waivers in the professional degree. This detailed information (syllabi, etc) is not reviewed during the application process.

L3

YR 2 FA — 15
- 5xx PROF. ELECTIVE or required course — 3
- 515 SEM ISSUES URBAN DESIGN — 3
- 571 DESIGN 4: BUILDING GROUPS IN URBAN CONTEXT — 6
- 556 DESIGN IMPLEMENTATION: CONSTRUCTION METHODS II — 3

YR 2 SP — 15
- 505 H/T OF ARCHITECTURAL STEWARDSHIP — 3
- 5xx PROF. ELECTIVE or required course — 3
- 58x DESIGN V: OPTION STUDIOS (OPTION / CONCENTRATION) future foreign study possible — 6
- 5xx PROF. ELECTIVE / CONCENTRATION (OPTION) — 3

SUM
- ELECTIVE / FOREIGN STUDY OPTION 3-12

L4

YR 3 FA — 15
- 507 ARCHITECTURE CULTURE & MODERNITY OR 580 THESIS PREP — 3
- 509 THEORY / PRAC. DES INTEGRATION — 3
- 572 DESIGN 6: DESIGN INTEGRATION — 6
- 5xx PROF. ELECTIVE / CONCENTRATION (OPTION) — 3

YR 3 SP — 15
- 562 PROFESSIONAL PRACTICE — 3
- 5xx PROF. ELECTIVE — 3
- 500 THESIS or 599 DESIGN 7: DIPLOMA STUDIO — 6 OPTION / CONCENTR.
- 5xx PROF. ELECTIVE — 3

TOTAL: 60 — PROFESSIONAL DESIGN CURRICULUM

OPTIONAL GRADUATE CERTIFICATE OR CONCENTRATION
12 GRAD CREDIT HOURS, semester location not specific

THEMATIC LINKAGE

02/25/2009, approved by S/Arc faculty

v. M.Arch. Elective Courses

Each year, a wide variety of elective courses with architectural content is made available to graduate architecture students. Specific offerings for each academic semester are set by the Chair of the Graduate Architecture Program in consultation with the Director of the School of Architecture. The decision to offer an elective course is based on consideration of many factors, including the interest and teaching objectives of faculty members, other required course offerings available in a given semester, the number of students able to register for electives each semester, and student interest in a particular elective course.

An elective that has been offered three or more times may go through a process of curricular acceptance, and is assigned a unique course number and title. The designation Special Topics in Architecture (ARCH 525) is reserved for special offerings of faculty-initiated topics. Special Topics in Architecture courses are frequently used in support of faculty members' research interests or in response to specific programmatic curricular needs.

Before the beginning of classes of each semester, a list of specific elective course offerings is distributed to all students and faculty. A list of elective courses that have been offered in the past two academic years follows. For course descriptions please reference *Graduate Catalog* http://catalog.utk.edu/.

> **ARCH 505 History and Theory of Stewardship**, 3 CH (available as elective for Track 3 students)
> **ARCH 512, History and Theory of Architecture II**, 3 CH (available as elective for Track 3 students)
> **ARCH 513 Non-Western and Indigenous Architecture**, 3 CH
> **ARCH 525 Special Topics in Architecture**, 3 CH, has included the following:
>> **Critical Practice**, Akerman
>> **Spaces of Memory**, K. Ambroziak
>> **Furniture Design**, Aoukar
>> **Material Explorations**, Culver
>> **Architecture and Film, 1920–1960**, T.K. Davis
>> **Norris School Renovation**, French
>> **Painting Seminar**, David Fox
>> **Brut-Tech: Methods and Tactics for Materials and Construction**, Hall
>> **Eternal City: Architecture and the City of Rome**, Kalas
>> **Water, Culture, and Landscape**, Moir-McClean
>> **Haiti Seminar**, McRae
>> **Solar Decathlon 2011 Competition Participation**, Stach/Rose
>> **poet-tech**, Shelton
>> **Re(Formation)**, Spaw
> **ARCH 533 Introduction to Preservation**, 3 CH
> **ARCH 535 Presentation Design I**, 3 CH
> **ARCH 536 Presentation Design II**, 3 CH
> **ARCH 537 Architectural Photography**, 3 CH
> **ARCH 546 Environmental Control Systems II**, 3 CH (available as elective for Track 3 students)
> **ARCH 563 Architectural Development**, 3 CH
> **ARCH 593 Independent Study in Architecture**, 1–9 CH
> **IDS 221 Color Theory**, 2 CH
> **IDS 480 Furniture Design**, 3 CH

vi. M.Arch. Program Concentrations

Within the Master of Architecture degree, the College of Architecture and Design offers optional concentrations in Conservation and Stewardship, High Performance Buildings, Sustainable Design, and Urban Design. A concentration requires a minimum of one focus

area studio and 2–4 directed elective courses. In either case, a minimum of twelve credit hours of approved coursework is required. Concentrations offer students a significant opportunity to pursue their interests through coursework in the College and in other departments. Many pre-approved course offerings come from non-architecture or non-College areas of expertise, leveraging the strengths of the University and allowing students to tailor their education in support of their interests and objectives.

Conservation and Stewardship Concentration
The conservation and stewardship concentration has three goals: to expand local knowledge through topical research, to document the physical environment and the human effect on these environments, and to disseminate that documented knowledge to educate future practitioners and scholars, and the public at-large. Focusing on the local and regional characteristics of urban and landscape design provides a direct link to the College and University mission.

The conservation and stewardship concentration engages a wide range of disciplines that share common interests. This concentration is a multi-disciplinary, inter-collegiate locus of research and public service projects that operates across colleges, campuses, state, and region. It promotes and produces knowledge and techniques in the restoration and regeneration of a wide array of cultural artifacts. Broadly based in the arts and the sciences, the conservation and stewardship concentration focuses on collaborative research and coursework—in particular on the relationships between the design disciplines and their effect on both built and natural environments. With the increased concern for sustainable responses to designed and natural environments, the coursework explores the processes and systems that affect both local and global responses to contemporary issues of public policy.

The conservation and stewardship concentration offers opportunities for topical study such as, but not limited to: Sustainable Urban and Rural Landscapes, TVA and Public Policy, Cultural Resource Conservation and Development, and Architectural Preservation.

High Performance Buildings Concentration
The high performance buildings concentration incorporates knowledge from a wide range of disciplines that share a common base within the College of Architecture and Design and other University of Tennessee Colleges and Institutes. The methodology is based on an integrated design process in which design, research, and technology are reinforced with disciplines such as building design, product development, materials science, building physics, climatic design, structural design, computation and modeling, and production techniques. In addition, individual methods from these and other perspectives are also encouraged.

The high performance buildings concentration may address issues of the innovative and sustainable design of buildings, building components and (sub) systems of buildings, and on how these relate to each other and to architecture as an integrated complex system.

The high performance buildings concentration offers opportunities for topical study such as—but not limited to: Advanced Skills in Design with Technology, Facade Design and High-Performance Building Envelopes, Innovative Uses of Traditional Materials, Building Performance Design, Development, and Evaluation, Digital Modeling and Digital Manufacturing, Smart Structures and Lightweight Structures, New Materials and Environmental Performance Criteria, and Design with Climate.

Sustainability Concentration
The College of Architecture and Design offers a concentration in sustainable design incorporating knowledge from a wide range of disciplines, ranging from technical to philosophical. This concentration explores the interrelation between decisions made when designing the built environment and their short-term and long-term impacts on the ecological environment. Students are asked to take responsibility for the role architecture plays in the consumption of natural resources—underscoring the need for interdisciplinary dialogue and leadership at building, site, city, and regional scales.

The sustainable design concentration offers opportunities for topical study such as—but not limited to: Building Design, Building Technology, Materials and Methods of Design Implementation, Urban Design, Landscape Architecture Design, Land Use Planning and Policy, Ecology, Economics, Environmental Sciences, Environmental and Civil Engineering, Forestry and Natural Resources, Plant Sciences, and Agriculture.

Urban Design Concentration
The College of Architecture and design offers a degree concentration in urban design offering students the opportunity to focus on the interrelationship of architecture and urban design through pre-approved design studios, seminars, and other courses. This degree concentration draws on the long history and expertise in urban planning and urban design within the College. The urban design concentration offers opportunities for topical study such as—but not limited to: Urban Design History, Theory and Criticism, Walkable Urbanism, Transit-Oriented Development, Urbanism, Landscape and Infrastructure, Urban Typology, and Urban Context. This concentration is enhanced by the availability of the following potential resources: Cumberland Region Tomorrow, East Tennessee Community Design Center, Greater Nashville Metropolitan Planning Organization, Knoxville Area Metropolitan Planning Department, Metro Nashville / Davidson County Planning Department, Nashville Civic Design Center, Transit Alliance of Middle Tennessee, Urban Land Institute Nashville District Council, and the Vanderbilt University Real Estate Development Program.

Further information on M.Arch. concentrations is available through the Graduate Catalog *http://catalog.utk.edu/*.

Outside Concentrations
In addition to the four defined concentrations currently offered in the Master of Architecture program, students can pursue other non-architectural coursework through Open Electives—which they select in consultation with the Chair of the Graduate Architecture Program. This allows additional flexibility for students to tailor their graduate education in support of their interests and objectives while enriching their required course of study.

vii. M.Arch. Study Abroad and Off-Campus Programs
Graduate students are strongly encouraged to participate in summer off-campus programs—including the Finland Summer Architecture Institute in Helsinki and the Nashville Civic Design Center program. Graduate students are also eligible to participate in all mini-term study abroad programs. Historically, graduate students have not been able to participate in fall or spring off-campus programs due to the high number of required courses taken each semester of the normal academic year. The faculty and administration of the School of Architecture are working to adjust the curriculum of the graduate programs to offer more flexibility, potentially allowing graduate students to participate in off-campus programs occurring in fall or spring semesters.

Study abroad and off-campus programs available to architecture students are discussed in more detail in Part I.2.1 of this report (*I.2.1.c.v. Study Abroad / Off-Campus Programs*).

viii. Graduate Academic Standards

Policies and procedures of graduate academic standards are published in the *Graduate Catalog (http://catalog.utk.edu/)*. The following excerpt summarizes requirements for progression and remaining in good academic standing:

Graduate education requires continuous evaluation of the student. This includes not only periodic objective evaluation—such as the cumulative grade point average, performance on comprehensive examinations, and acceptance of the thesis or dissertation—but also judgments by the faculty of the student's progress and potential. Continuation in a program is determined by consideration of all these elements by the faculty and the head of the academic unit.

The academic records of all graduate students are reviewed at the end of each semester—including the summer term. Graduate students must maintain a cumulative grade point average (GPA) of at least 3.0 on all graduate courses taken for a letter grade of A-F. Grades of S/NC, P/NP, and I—which have no numerical equivalent—are excluded from this computation.

II.2.3. Curriculum Review and Development
a. Procedures

All professional degree programs in the School of Architecture undergo continual curricular review and development—based on the contributions of faculty, administration, and students—in response to changing needs within both architectural education and the profession.

Initial consideration of curricular changes happens through many means—often arising from informal discussion among faculty members. Faculty meetings at the School and College level are important venues to discuss ideas for revisions that leverage our strengths, identify potential weaknesses, and respond to emerging opportunities. Design Day is an annual School and College event traditionally held at the end of each semester. It is an opportunity for faculty to present the objectives and findings of their studio courses to the faculty at large. The discussion at Design Day invites interdisciplinary review of the architecture program and also serves as a "big picture" review of when and how content is taught—through studios and professional electives. At the beginning of each semester, coordination among coursework happens through a series of meetings facilitated by the Director of the School of Architecture and the respective Design Year Coordinators. These coordination meetings are key venues for identifying and engaging curricular opportunities to enhance connections among courses students are required to take concurrently.

Specific changes to the curricula of the professional degree programs are largely carried out by two School-level committees charged with the continual review and evaluation of program curricula—the Undergraduate Curriculum Committee and Graduate Program Committee. In consultation with the Director of the School of Architecture and the Chair of the Graduate Architecture Program, these committees periodically make proposals to the faculty for specific changes to the B.Arch. and M.Arch. curricula. Some changes are refinements or clarifications to existing course content. Examples of more significant changes would include fully rethinking how student performance criteria are met, restructuring when courses are offered in the student's academic track, or studying how courses should be linked or sequenced. The purpose, membership, and responsibilities of these committees are explained in the College By-Laws Appendix B, Committees in the School of Architecture, as excerpted here: *http://web.utk.edu/~utknaab/CoAD_By-laws_UCC-GPG.pdf*

Other curricular changes result from the work of two new College-level committees—the Undergraduate Studies Committee and Graduate Studies Committee—tasked with a more holistic review and evaluation of all programs in the College of Architecture and Design. The purpose,

membership, and responsibilities of these committees are explained in the College By-Laws Appendix A, Standing College Committees, as excerpted here: *http://web.utk.edu/~utknaab/CoAD_By-laws_USC-GSC.pdf*

The requirement that these two Committees—Undergraduate Studies and Graduate Studies—meet jointly at least once a semester is an additional change implemented since the last accreditation visit in order to provide more structured collaboration and discussion about interdisciplinary education and the relationship between undergraduate and graduate education.

b. Program-Specific Curricular Changes
Curricular changes that have been implemented since the last accreditation review are linked to long-range planning and continual self-assessment of programs in the School of Architecture. All reflect the School's commitment to continual improvement in response to the changing needs of architectural education. An overview of specific recent changes follows:
   i. B.Arch. Curricular Changes
   - **Rethinking Representation Courses**: The total approach to representation and its connections to other coursework has been fully revisited since the last accreditation visit. Representation for B.Arch. students is now offered as a sequence of four courses—including a required information modeling course. The final course—ARCH 421 Representation IV: Information Modeling—supports the co-requisite comprehensive design courses—ARCH 431, Integration of Building Systems in Design, and ARCH 471, Integration Design Studio—and ensures that students acquire this important skill that is commonly required in an entry level job in the profession.
   - **Programming**: The introduction of a stand-alone programming experience—currently offered as ARCH 370 Programming in Architectural Design—was a direct response to the importance of programming as a NAAB requirement in the 2003 Conditions for Accreditation. This 3-credit hour half-semester course is followed by a 3-credit hour half-semester studio—ARCH 371 Architectural Design III—allowing students to develop an architectural program out of specific limiting circumstances, then to design an architectural project based on that program.
   Beginning in Fall 2012, the programming sequence— formerly offered as ARCH 480|481 in fall of fifth year—was moved to fall of the third year. This shift will allow students more options and greater flexibility in selecting upper level studios or study-abroad opportunities. It also was felt that programming as a basic design skill should be introduced sooner than one's final year of study. This curricular change will allow students pursuing a self-directed project—through ARCH 479|482—in their final year of study to revisit and reinforce issues of programming addressed previously in ARCH 370|371. This change will take effect for next year's rising fifth-year class.
   - **Required Off-Campus Experience**: In 2012, the School adopted a requirement that all undergraduate students study off-campus for at least twelve credit hours—including a six-credit-hour studio. This policy applies to all rising second-year students and entering first-year students. Off-campus experiences had become increasingly popular every year, with up to 90% of all undergraduates taking some form of off-campus study on a voluntary basis at the time this change was implemented. Most importantly, making off-campus study a required part of the B.Arch. program reinforces the School's commitment that traveling, studying, working, and living in other places and cultures is fundamental to instilling curiosity and a broad world perspective—all of which help our students become better designers. Making it a required experience also allows better strategic planning for when students will be off-campus—which aids staffing and long-range planning. It also allows students to use scholarship funding to pay for study abroad or off-campus programs.
   Study Abroad and Off-Campus Programs are discussed in detail in Part I, Section 2.1 of this report (*I.2.1.c.v. Study Abroad / Off-Campus Opportunities*).

- **Study of Joint Degree Programs**: For several years, the faculty has studied potential curricular paths for joint degree programs in architecture and landscape architecture. A proposal currently under review would allow B.Arch. students to take coursework in their fourth and fifth year of study currently restricted to graduate M.L.A. students. Once the B.Arch. degree is earned, students could be admitted into the M.L.A. program with advanced standing—summary and options under review: *https://web.utk.edu/~utknaab/BArch-MLA-options.pdf.* This joint program would also allow B.Arch. students to earn an undergraduate minor in Landscape Design. The Undergraduate Curriculum Committee plans to submit a proposal on joint B.Arch./M.L.A. paths to the faculty for consideration in Fall 2013. Other joint programs are being explored linking architecture and interior design, and would allow B.Arch. students to earn a minor in Interior Design, B.S.I.D. students to minor in Architecture, of for undergraduate interior design students to matriculate directly into our M.Arch. program.

- **Honors Experience**: The faculty has studied ways of enhancing the honors experience specifically for undergraduate students participating in the Chancellor's Honors Program (CHP). The Chancellor's Honors Program is UT's largest university-wide honors program and is designed to serve honors students from new student orientation when CHP students first receive priority in course registration, through commencement when CHP students receive a Chancellor's Honors Program-designated degree and Honors Key. Students admitted to the CHP must take a prescribed number of courses designated as meeting requirements of the University honors program. In recent years, honors versions of several required architecture courses have been developed in accordance with University guidelines, in order to offer students opportunities to take courses for CHP credit within the B.Arch. curriculum. As a result of these changes, the following courses all have honors sections that may be taken for CHP credit:
    - ARCH 101/107* Introduction to the Built Environment
    - ARCH 211/217* History and Theory of Architecture I
    - ARCH 212/218* History and Theory of Architecture II
    - ARCH 213/227* Modern Architecture: History and Theories
    - ARCH 312/317* Materials and Methods of Construction
    - ARCH 482/488* Self-Directed Project
    - ARCH 477* Honors Independent Study in Architecture
    - ARCH 490* Diploma Studio

While sizable, the CHP is also highly selective—serving 5 to 10% of undergraduate students in the University at large. Currently, 15% of B.Arch. students—second years through fifth years—are participating in the Chancellor's Honors Program; an increase in recent years attributable in part to these curricular revisions.

- **Study of B.Arch. Credit Hours**: The School is considering ways of reducing the number of required credit hours in the B.Arch. program without diminishing content delivery. The impetus fir this reassessment is in part related to requirements of specific tuition scholarships—including the Hope Scholarship which benefits a majority of in-state B.Arch. students. The B.Arch. requirement of 168-credit hours exceeds the limit set by the State of Tennessee for the Hope Scholarship, among others. The Undergraduate Curriculum Committee plans to present a proposal for faculty consideration in Fall 2013 allowing a reduction of the total number of required credit hours, without compromising the delivery of required content or reducing the number of required general education credit hours.

- **Diploma Studio**: The School redefined the final upper-level studio course as ARCH 490|599 Diploma Studio, a capstone experience for fifth-year B.Arch. and third-year M.Arch. students not pursuing a self-directed project or graduate thesis. The Diploma Studio has been restructured as a faculty-led research-based design studio. Students are required to develop an independent project operating within a framework established by each studio's instructor. In the Fall semester preceding this Spring studio, instructors forward a studio brief to all eligible students—including those who plan to

pursue a self-directed project or graduate thesis—informing them of the thematic or research focus of their proposed studio. Offering B.Arch. candidates the restructured Diploma Studio as an alternative to the self-directed project ensures that all students have a path to graduation including an appropriate capstone experience rooted in design, research, and independent initiative.

- **Revised Course Descriptions**: The School reviewed the content of all courses and updated all Course Descriptions in response to the reconfigured Student Performance Criteria defined in the *2009 NAAB Conditions for Accreditation*.

ii. M.Arch. Curricular Changes

- **Degree Concentrations**: The School added concentrations in High-Performance Buildings and Conservation and Stewardship to its existing curricular foci in Urban Design and Sustainability. Concentrations are discussed in more detail in Part II, Section 2.2.b. of this report (*II.2.2.b.vi. M.Arch. Degree Concentrations*).

- **Study of Required Coursework within the M.Arch. Program:** The School is considering means of strategically reducing the number of required credit hours in order to allow graduate students the opportunity to take more elective courses in support of design concentrations and independent study. Additionally, reducing the number of required credit hours and/or increasing flexibility in when required courses are taken could allow graduate students to take advantage of more Study Abroad or Off-Campus Programs—leveraging one of the College's strongest assets. Proposed curricular revisions are expected to be presented to the faculty in Fall 2013.

- **Information Modeling**: In Fall 2012, the School added supplemental Information Modeling workshops taught as part of the ARCH 572 Design Integration Studio. A GTA offered a series of four three-hour sessions addressing basic to more advanced skills in the use of information modeling software—Revit—as a tool of representing technical coordination in design integration. Offering Information Modeling in this manner, supports the co-requisite comprehensive design courses—ARCH 509 and ARCH 572—and ensures that students acquire this important skill commonly required in an entry level job.

- **Rethinking the Seminar in Design Integration**: In 2012, the School reworked the requirements of ARCH 509 Seminar in Design Integration—the co-requisite seminar taken in support of ARCH 572 Design Integration Studio. Revisions allow the course to better fulfill NAAB requirements in comprehensive design and to better complement the design process underlying design integration.

- **Study of Refinements to Thesis Preparation**: In Fall 2013 the School will offer ARCH 580 Thesis Preparation as a course only required of students who plan to pursue a graduate Thesis. Students opting not to take ARCH 580 will be directed to take ARCH 507, the seminar in Architecture, Culture, and Modernity in the Fall and would subsequently enroll in a Diploma Studio in the Spring. Previously, ARCH 580 was a course required of all students—including those not planning to pursue the Thesis option. Making this an optional course provides non-Thesis students with one more open elective. Additionally, the school is revising the way in which Thesis Preparation is delivered. In recent years, ARCH 580 has been offered as a seminar. Most recently, Assistant Prof. Avigail Sachs taught the course jointly with Lecturer Valerie Friedmann, to M.Arch. and M.L.A. students. For many years, this structure was non-problematic as the M.Arch. program was limited to approximately 12 students per year in the Track 3 program. In recent years, however, the graduate program has expanded to three curricular paths with a thesis option. The program has had up to 65 students with as many as 20 architecture students registering for ARCH 580—making the seminar format unwieldy. In Fall 2013, each student enrolled in ARCH 580 will work directly under the supervision of his/her Advisor, and in consultation with his/her committee members. The Graduate Program Committee will issue to each ARCH 580 student clear requirements for the overall structure and basic content of the final

submission, direction, and development of the document produced in ARCH 580 will be determined in consultation with one's Advisor and committee members. Each committee will adjudicate the final document; each Advisor will assign the grade.

- **Establishment of Research Methods**: In response to several years of review and discussion a new course in research methods will be offered in Fall 2013. While ARCH 580 Thesis Preparation focuses on research skills that specifically support students in the development of a design-based thesis project, the Research Methods course is intended to help students prepare for both Thesis and Diploma Studio options, as well as better prepare them for the increasingly research-oriented nature of professional practice. This course is also open to a limited number of honors undergraduates based on faculty approval. It will be offered as an ARCH 525 Special Topics in Architecture elective seminar in Fall 2013. During the 2013–14 academic year, it will go through the normative submission and curricular approval process.

- **Diploma Studio**: The School redefined the final upper-level studio course as ARCH 490|599 Diploma Studio—a capstone experience for fifth-year B.Arch. and third-year M.Arch. students not pursuing a self-directed project or graduate thesis. The Diploma Studio has been restructured as a research-based design studio. Students are required to develop an independent project operating within a framework established by each studio's instructor. In the Fall semester preceding this Spring studio, instructors forward a studio brief to all eligible students—including those who plan to pursue a self-directed project or graduate thesis— informing them of the thematic or research focus of their proposed studio. Offering M.Arch. candidates the restructured Diploma Studio as an alternative to the graduate thesis ensures that all students have a path to graduation including an appropriate capstone experience rooted in design, research, and independent initiative.

- **Study of Joint Degree Programs**. For several years, the School has studied options for offering dual degrees to M.Arch. candidates as a means of strengthening the graduate program. In Fall of 2013, the Graduate Program Committee is expected to make a recommendation to the faculty for the creation of dual M.Arch./M.B.A. degree. Other options under consideration that could enhance M.Arch. education include strengthening connections to the Landscape Architecture Program through formalizing a dual M.Arch./M.L.A. path, as well exploring the creation of additional graduate programs in Urban Design and/or Interior Architecture. The College is also studying a proposal to offer dual B.S.I.D./M.Arch. degrees, allowing undergraduate students of interior design to enter the graduate professional architecture program with advanced standing. This proposal is expected to be reviewed by the faculty of the School of Architecture and the Interior Design Program for further consideration in Fall 2013—option under review: *https://web.utk.edu/~utknaab/BSID-MArch_option.pdf.*

- **Revised NAAB Course Descriptions**: The School reviewed the content of all courses and updated all Course Descriptions in response to the reconfigured Student Performance Criteria defined in the *2009 NAAB Conditions for Accreditation.*

- **Nomenclature Change Establishing M.S.Arch. Degree Program** *(in progress)*: In Fall 2014, the Director of the School of Architecture—acting on the recommendation of the faculty and the Chair of the Graduate Architecture Program—will formally request a degree nomenclature change for the current 3-semester Master of Architecture degree to a 3-semester Master of Science in Architecture degree. This change— predicated by requirements of the National Architecture Accrediting Board (NAAB) limiting accreditation to first professional degrees—will align the School with other programs at peer institutions in the United States making the same or similar changes to fulfill the NAAB standards.
  The School of Architecture offers two first-professional degrees—a five-year Bachelor of Architecture, and either a three- or two-year Master of Architecture degree, depending on previous student experience in the discipline. In addition, the school currently offers a 3-semester Master of Architecture as a post-professional degree. This

additional degree is unnecessary to the professional practice of architecture or licensure and is a misnomer.

In the 2012–2013 academic year, the School of Architecture approved changes in nomenclature and admissions requirements to convert the post-professional M.Arch. degree to a non-professional Master of Science in Architecture (M.S.Arch.). The proposal will be submitted for review and approval to the University of Tennessee's Board of Trustees and the Tennessee Higher Education Commission (THEC) for their winter 2014 meetings. When approved, the change will be implemented in Spring 2014. Students who entered into the Track 1 post-professional curriculum will graduate with the M.S.Arch. degree. The first cohort of students to enter the M.S.Arch. degree curriculum will arrive in Fall 2014.

Faculty review and approval of the proposed curriculum of the M.S.in Arch. degree program is expected in Fall 2013. The proposed draft of this curriculum can be viewed here: *https://web.utk.edu/~utknaab/MSinArch_curr_prop_2013.pdf*

- Comprehensive Study of Electives: In the 2011–2011 academic year, the faculty conducted a year-long review of all elective courses resulting in adjustments to course numbers and strategic use of long-term and special topics electives.

c. Comprehensive and Interdisciplinary Design Education

Our architecture programs have benefitted enormously from the increased interdisciplinary opportunities presented by the development and evolution of the undergraduate Interior Design Program and the addition of the Landscape Architecture Program. We have been able to optimize our faculty and fiscal resources while simultaneously providing unique multidisciplinary studio and elective options for students to choose a customized path to graduation. Each of these distinct efforts has been —and continues to be—developed to foreground the idea of collaborative practice and the value of respect for individuals and ideas expected of design professionals.

- **Interdisciplinary Coursework for Beginning Undergraduates.** Undergraduate first-year students in the School of Architecture take studio and representation coursework with undergraduate students in the Interior Design Program, providing a year of opportunities for discipline-to-discipline and peer-to-peer learning. We are currently focusing on important changes to the structure and content of the first year curriculum by addressing basic design as a core value, which will provide a foundation in aspects of design common to both disciplines.

- **Summer Foundations.** In the summer of 2012, the College of Architecture and Design began the process of transforming the introductory summer semester taken by incoming graduate students and transferring undergraduate students beginning any of the four design programs house in the College—B.Arch., B.S.I.D., M.Arch. and M.L.A. The Summer Foundations Program is now a truly interdisciplinary introduction to design delivered through a studio that is coordinated with representation courses and—for graduate students only—a history/theory seminar. In the studio, design issues and theory are presented in lectures, readings, demonstrations, and design exercises. All students are grouped in one studio co-taught by two faculty members—typically from different disciplines in the College—who rotate every two weeks. There is a week of planned travel between the two summer sessions funded by the College and thus at no additional costs to students. The course is unified by the core assertion that design is—before anything else— a way of "looking" at things, and a form of intelligent action. How one perceives the world fundamentally shapes how one develops a conceptual agenda for what can be done. The studio overview may be reviewed here: *http://web.utk.edu/~utknaab/arch171-172-583_CoAD_12_Summer_Studio_Overview_.pdf*

Students participating in this iteration of the Summer Program have benefitted from the size and diversity of their courses, and from working closely with many faculty at the beginning of their respective programs at UT. This shift addresses concerns previously voiced by students of the summer program, some of whom felt isolated by working with only one faculty member in a small cohort of students and experienced difficulty transitioning into College life the next semester. Since this adjustment was implemented in

2012, programs have benefitted from good retention and strong performance of incoming graduate and transfer students during their subsequent semesters.

- **Interdisciplinary Studios for Advanced Students.** Each spring semester fourth-year B.Arch. and second-year M.Arch. students take option studios in which they have the opportunity not only to work in the studio environment with one another, but also to collaborate on design work with students in either the B.S.I.D. or M.L.A. programs. Also in the spring, fifth-year undergraduate and third-year graduate students can opt for the Diploma Studio in lieu of B.Arch. self-directed projects or M.Arch. thesis. These studios—each comprised of undergraduate and graduate students—are faculty-led with an emphasis on sharing faculty interests or research as a form of design investigation. In both cases, broadening the knowledge base and general approach to design has provided a strong basis for on-going discussion and collaboration for both students and faculty.

- **MAX_minimum Design Competition.** In 2010, the College inaugurated the MAX_minimum Design Competition, a four-day, all-College, team-based design charrette for students enrolled in all studio courses. Established in honor of the School of Architecture's former director, Max Robinson, the intention of this event is to encourage the greatest impact on the built environment using the least possible means. Design problems offered each year concentrate on positively impacting the College of Architecture and Design, the University of Tennessee, and the State of Tennessee. Additional information about the most recent round of MAX_min, as well as archives of winners from years past, is available on the competition website: *http://maxmincomp.utk.edu/*. Pedagogical goals and other details can be found in the competition's Course Description, included in the Supplemental Information of this report (*IV.2. Course Descriptions, MAX_minimum Design Competition*).

II.3.   Evaluation of Preparatory/Pre-professional Education

II.3.1.   Students Transferring into the B.Arch. Program

The Admissions and Academic Standards Committee in the School of Architecture reviews college students applying to transfer into the undergraduate B.Arch. program along with high school students applying as incoming freshman. Transfer students are required to submit a portfolio, exam scores, high school transcripts, and college transcripts. Students must have at least a 2.3 grade point average to be considered. The average grade point average has been 3.5 for students accepted in recent years. Upon admission into the program, transfer students are required to meet with the Director of Student Services to discuss credits accepted, requirements met, and academic standing. An individual curricular plan is developed with each student based on their specific preparatory education.

a.   Intercollegiate Students Transferring into the Second-Year Class

Students transferring into the second-year architecture class may be able to fulfill general education electives with previously completed coursework, pending a complete review of course materials—syllabi, etc. —and approval by the Director of Student Services and the Director of the School of Architecture. Intercollegiate students transferring into the second-year class having completed ARCH 101 or ARCH 111, ARCH 102, and ARCH 211 may be considered for the summer program. Through the summer program, students can earn credit for ARCH 121, ARCH 122, ARCH 171, and ARCH 172 in a compressed experience, allowing intercollegiate transfer students to begin as second-year B.Arch. students the following fall semester.

b.   Students Transferring into the Third- or Fourth-Year Class

Students seeking to transfer into the B.Arch. program from other institutions are required to provide detailed information about all previous coursework—syllabi, etc. Upon review, the Director of Student Services and the Director of the School of Architecture may determine that transfer students have met the requirements of specific general education electives and—in certain cases—lower-level B.Arch. courses, allowing them to transfer into

the third- or fourth-year of the program. This is always done on a case-by-case basis, taking into consideration the program of transfer, course content, and student performance.

Additional information on application procedures for prospective B.Arch. transfer students is available on the College website *http://archdesign.utk.edu/admissions/admission-process/transfer-applicants/* and in the Undergraduate Catalog *http://catalog.utk.edu/index.php.*

II.3.2.   Advanced Placement in the M.Arch. Program
The M.Arch program is structured into two paths, both culminating in a professional M.Arch. degree. The full seven-semester path (Track 3) accommodates students from various backgrounds—including those with no architectural education. All student performance criteria (SPC) are met through the courses they will take at UT. Students holding a four-year pre-professional undergraduate architecture degree are encouraged to apply to the four-semester Advanced Placement path (Track 2) if they meet the School's preparatory requirements. These requirements—copied below—are outlined on the curriculum overview:

> ***Preparatory Requirements***
> *The Master of Architecture Advanced Placement degree requires that all areas of NAAB accreditation be covered by the sum of undergraduate and graduate coursework. In addition to the courses listed [on the curricular outline], the following courses or equivalent courses from an undergraduate program in architecture are required:*
>
> *Design Studios (24 credit hours)*
>   *Design Representation + Process I (3 credit hours)*
>   *Design Representation + Process II (3 credit hours)*
> *Professional Courses:*
>   *Structures I (3 credit hours)*
>   *Structures II (3 credit hours)*
>   *Principles of Environmental Control I (3 credit hours)*
>   *Principles of Environmental Control II (3 credit hours)*
>   *Arch History + Theory I (3 credit hours)*
>   *Arch History + Theory II (3 credit hours)*
>   *Modern Arch: History/Theory (3 credit hours)*
>   *Design Implementation: Constructions Methods I (3 credit hours)*
> ***Waivers and Completion***
> *1) If a student does not have all preparatory courses—this is common—missing courses may be taken in the Advanced Placement program, substituting for one or more electives.*
> *2) If a student has taken an equivalent of a course listed [on the curricular outline] —rare— the student may petition for a waiver of that course requirement.*
> *3) Upon the applicant's acceptance of admission, applicants must provide comprehensive information documenting all professional courses for review of advanced standing or course waivers in the professional degree. This detailed information—syllabi, etc. —is not reviewed during the application process.*

In the Advanced Placement path, it is understood that some student performance criteria (SPC) must have been met through the student's pre-professional education—as is indicated on the SPC Matrix. After students have accepted their admission to the program, their undergraduate education is carefully reviewed to ensure that requirements are met for pre-professional courses in design studio, representation, and specified professional courses. Through this process, a curricular plan is developed that will identify any missing coursework that needs to be taken in the Advanced Placement program, substituting for one or more electives. This policy is further explained in the *Graduate Catalog:*
> ***For both Track 2 and 3 applicants, additionally:***
- *A curriculum plan will be developed with each accepted applicant on a case-by-case basis—*

based on the applicant's prior education. Upon the applicant's acceptance of admission, applicants must provide comprehensive information documenting all professional courses for review of advanced standing or course waivers in the professional degree. This detailed information—syllabi, etc.—is not reviewed during the application process.

II.4. Public Information
A great deal of information about the profession of architecture and the many requirements toward licensure are shared with the public, including all students, parents, staff, and faculty, through the College of Architecture and Design's website: *http://archdesign.utk.edu/*. These include:

II.4.1. Statement on NAAB-Accredited Degrees
The mandated statement on NAAB-Accredited Degrees has been made available to the public through the College website: *http://archdesign.utk.edu/academics/accreditation/*. It is also published in the University Undergraduate Catalog and Graduate Catalog—the official sources of the university's academic programs, courses, policies, and procedures: *http://catalog.utk.edu/*

II.4.2. Access to NAAB Conditions and Procedures
In order to assist students, parents, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the following documents have been made available to the public on the College website's accreditation page:
- *The 2009 NAAB Conditions for Accreditation*
- *The NAAB Procedures for Accreditation (2012 edition)*

II.4.3. Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, websites for the specified organizations and several useful publications have been made available to the public through College website: *http://archdesign.utk.edu/academics/accreditation/*
- Organizations: AIA—*http://www.aia.org/,* AIAS—*http://www.aias.org/,* ACSA—*http://www.acsa-arch.org/,* NCARB—*http://www.ncarb.org/ ,* ArchCareers—*http://www.archcareers.org/*
- *Certification Guidelines*, published by NCARB
- *Toward an Evolution of Studio Culture,* published by AIAS
- *The Emerging Professional's Companion*, published by AIA and NCARB

II.4.4. Public Access to APRs and VTRs
In order to promote transparency in the process of accreditation in architectural education, the following documents are available for public review upon request. These documents are held on file in the School of Architecture administrative office. The College website directs members of the public who wish to review APRs and VTRs to contact the School of Architecture at 865.974.5265 or *archinfo@utk.edu* for further information. List of available documents:
- *Annual Reports* to NAAB since the last accreditation visit
- *NAAB Responses* to the *Annual Reports*
- The final decision letter from NAAB from the last accreditation visit
- The most recent *Architecture Program Report*
- The final edition of the most recent *Visiting Team Report*

II.4.5. ARE Pass Rates
Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. The most current information about graduates of programs from the School of Architecture have been made available to the public through the College website, via a link to the NCARB website (*http://www.ncarb.org/en/ARE/ARE-Pass-Rates/Pass-Rates-by-School*): *http://archdesign.utk.edu/academics/accreditation/*.

Part III. **Progress Since Last Site Visit**

III.1. **Summary of Responses to the Team Findings [2008]**

III.1.1. Responses to Conditions Not Met

5. Studio Culture
Description of Condition, from *2004 Conditions for Accreditation:*
"The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers."

Comment from previous VTR [2008]:
Not met by the B.Arch. or M.Arch program in 2008
"The Studio Culture Policy is a draft policy dated April 2007. There is no evidence of its imple-mentation. Both undergraduate and graduate students are generally unaware of the document and it is not displayed in the building.

"In general, there is a mutual feeling of respect between administration, faculty, staff, and stu-dents. However, it appears faculty have not read and/or understood the intent of the Studio Cul-ture Policy and additionally students have not been informed of the policy. This gap has been noted as a cause for concern by the Visiting Team. The team sees this as opportunity for faculty and students to work together to reach a mutual understanding about the policy and implement it as a meaningful agreement about how the learning community works within an atmosphere of optimism, respect, and innovation."

Response from Program [2013]:
The College of Architecture and Design at the University of Tennessee, Knoxville, is an academic and professional community, committed to promoting an environment of respect and academic excellence. As educators and students, we share a dual responsibility and opportunity to provide and pursue the best education possible. We strive to provide and promote a culture founded on the belief in diversity, respect, critique, collaboration, conflict resolution, academic integrity, bal-ance, and growth among the members of our community. This Studio Culture Policy represents the ongoing collaboration among the administration, faculty, and students, defines the essential qualities for a healthy, productive, and investigative studio environment that the members of our community uphold.

The Studio Culture Policy was developed through the Deans' Student Advisory Council (DSAC) in collaboration with College faculty. The policy was formally adopted by both DSAC and the faculty in Spring 2010. Since that time, the Studio Culture Policy has been made accessible to students, faculty, staff, and the public through the college website, demonstrating how central it is to the life of the college: *http://archdesign.utk.edu/about/studioculture/*. Faculty members have included the policy in their course syllabi, and discuss the principles of studio culture with their students each semester. In Fall 2013, posters of the Studio Culture Policy have been posted in each studio.

Members of the college community regard the Studio Culture Policy as a living document, one that should be revised as needed through the direct involvement of students, faculty, and staff. Through a series of discussions among DSAC, the American Institute of Architecture Student Chapter (AIAS), the faculty, and the administration, the following abbreviated Studio Culture Pol-icy language has been proposed for joint adoption in Fall 2013:

> *The College of Architecture and Design at the University of Tennessee, Knoxville, is an academic and professional community, committed to promoting an environment of re-*

spect and academic excellence. As educators and students, we share a dual responsibility and opportunity to provide and pursue the best education possible. We strive to provide and promote a culture founded on the belief in diversity, respect, critique, collaboration, conflict resolution, academic integrity, balance, and growth among the members of our community. This Studio Culture Policy represents the ongoing collaboration among the administration, faculty, and students, defines the essential qualities for a healthy, productive, and investigative studio environment that the members of our community uphold.

RESPECT:
We stand for a culture of respect and innovation within our college by allowing ideas, processes, and products to develop freely.
STUDIO:
Our studio, referring to structured courses as well as the physical place, is founded on the belief in an environment that fosters critical thinking -- the forming and testing of ideas in open dialogue and action. We believe that a successful community is built on the principles of place and that open and transparent spaces promote natural interaction and communication.
DIVERSITY:
We accept and support a diverse community that possesses a variety of educational and life experience that are valuable to the dialogue within our studio and our college.
CRITIQUE:
We consistently offer our individual and collective contributions to the success of each other through thoughtful discussion and productive critique.
COLLABORATION:
We believe that collaboration is a core value of the design disciplines and we promote interdisciplinary collaboration within and outside our college.
CONFLICT:
We believe that conflict is good in that it allows us all to respect the process and products of others' work, balancing self-expression with the promise to honor diverse opinions.
INTEGRITY:
We hold our community to the highest standards of integrity, with emphasis on ethical academic and professional conduct.
BALANCE:
We stand for a culture of balance in which a healthy and socially engaged lifestyle contributes to a productive and well-balanced academic experience.
GROWTH:
We are committed to the intellectual and cultural growth of our students, our faculty, and our staff within our academic and professional communities.

Studio Culture Policy is also discussed in Part I, Section 1.2. Learning Culture and Social Equity of this report, under the heading "Studio Culture Policy" (*I.1.2.a. Studio Culture Policy*).

13.14. Accessibility
Description of Condition, from *2004 Conditions for Accreditation:*
"Ability to design both site and building to accommodate individuals with varying physical abilities."

Comment from previous VTR [2008]:
Not met by the B.Arch. or M.Arch program in 2008
 "Studio work in ARC 371/471 and 571/572 shows lack of evidence of ability in use of accessibility guidelines.
"Although this condition is minimally addressed in the M.Arch. program through coursework in ARC571 and the student work shows evidence of awareness of general principles for ADA compliance, projects do not exemplify ability to design for individuals with varying physical abilities. There is also no emphasis placed on accessibility in the grading of projects."

Response from Program [2013]:
Exercises in both the third (ARCH 371) and fourth year (ARCH 471) of the B.Arch. curriculum and in the final year of the M.Arch. curriculum (ARCH 572) are designed specifically to address the matter of accessibility based on ADA requirements. The exercises are intended to reinforce an initial understanding of the importance of ADA requirements followed by the ability to use those requirements as necessary and integral components of the design process. Understanding the importance of accessibility as a fundamental civil right is reinforced in many classes, including ARCH 462|562 Professional Practice.

13.18. Structural Systems
Description of Condition, from *2004 Conditions for Accreditation:*
"Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems."

Comment from previous VTR [2008]:
Not met by the B.Arch. or M.Arch. program in 2008
"Student work demonstrated understanding of gravity forces; on the other hand there was not sufficient information to review for understanding of lateral forces. Additionally, there was insufficient evidence of student understanding of the appropriate application of contemporary structural systems."

Response from Program [2013]:
As per previous years' responses to this program deficiency, in 2008 Dr. Stanley Rabun was unavailable to talk to the visiting team due to long-term illness, contributing to our inability to convey the appropriate information from the appropriate faculty member. Dr. Rabun has taught our structures courses ably for more than thirty years, and continues to cover lateral forces with consistent rigor. We anticipate being able to meet this requirement upon our 2014 accreditation visit. In addition, we are proactively planning for Dr. Rabun's potential retirement. We currently engage two excellent young adjunct faculty members to teach our intense summer structures sequence— equivalent to the AY structures courses—in both curricula in anticipation of this transition.

III.1.2.   Responses to Causes of Concern

Demands on Facilities
Comment from previous VTR [2008]
"Continued enrollment growth through the addition of graduate programs will stretch the building and facilities to their limit. Of particular concern is limited space for academic advising, critique space, studio space, and support space in general. The college has identified a strategy for expanding the building."

Response from Program [2013]:
Since the last accreditation visit the college has been working to appropriately repurpose facilities both in the A+A Building and our satellite facilities.
The college and program are engaged in a number of initiatives that allow us to maximize our use of space in the building:
- The appointment in 2011 of an Associate Dean for Facilities and Communication (David Matthews, Chair of Interior Design).
- The appointment in 2011 of a joint Art/Architecture and Design Building Facilities Committee to address issues of mutual concern in the programming, design, and use of both shared and program specific spaces in the building.
- The active engagement of and negotiation with the university's new associate vice-chancellor of Facilities Services (David Irvin, an architect) by college and program administrators. This on-going relationship has resulted in multiple building upgrades:
  - support for the redesign of an existing computer lab into the Herman Miller Research Studio;

- o new handicapped-accessible restrooms on the main office (second) floor of the building;
- o the redesign of the main lecture hall, McCarty Auditorium, to increase capacity and to make the space ADA compliant;
- o the renovation of the former slide library into a dedicated advising space and home for Student Services;
- o the renovation of administrative areas in the second floor main College office to provide office space for all department Chairs and Associate Deans, facilitating advising;
- o re-staining of the interior and exterior concrete surfaces of the building to maintain the building and to remove the significant rash of recent building graffiti;
- o and support for the proposal to rewire all studio spaces to support digital hardware. This last will allow our studio spaces to be cross-programmed as teaching, lecture, and review space, rather than requiring separate spaces for each.
- The College has successfully negotiated with the School of Art and the Ewing Gallery, housed in the building, to secure the gallery as review space for the final reviews at the end of each semester.
- Ongoing research in the relationship between emerging pedagogies, significant changes in the professional office and 1:1 prototyping are testing the validity of more compact and multi-functional work space for our students to conduct the same studio-based work.

Facility improvements and strategies for addressing pressures on physical resources are discussed in more detail in Part I, Section 2.3. Physical Resources (*I.2.3.a.ii. Facility Improvements*).

Limited Donor Base
Comment from previous VTR [2008]
"The team noted that the school's donor base is limited and as a result its constituency may be insufficiently broad. The program is encouraged to broaden the constituency and the donor pool in order to develop a sustainable resource development program."

Response from Program [2013]:
It should be noted that the School is not yet 50 years old and its first graduates are just now reaching the age in which experience and the financial ability to give reaches maturity.

In Fall 2011, the College made significant improvements to the stability of the development office with the hire of Amy Howard, a recent alumna of our graduate program, who was also the project manager for the 2011 Solar Decathlon entry. In addition, Scott Poole—the new Dean of the College—has made alumni engagement and building the endowment a fundamental priority of his deanship. He has been extremely active in engaging both our alumni base and the industry partners we have developed through our design/build projects. Last year the Dean and Ms. Howard met with over 550 individual alumni across the country, and have begun securing gift commitments in support of the program. This is a significant effort, and the work of the past year represents direct engagement of over 15% of our alumni.

Additionally, the Dean has begun recruiting members to the College Board of Advisors who come not only from the design professions, but also from allied industry, from large general contractors to executives in corporate affiliates.

These activities will undoubtedly continue, and will position the School well for a broader donor base with clear opportunities for sustainable development. Detailed additional information about the financial operation of the School and College is provided in Part I, Section 2.4, Financial Resources (*I.2.4.c. Development*).

Interdisciplinary Collaboration
Comment from previous VTR [2008]

"Although there are several joint studios with interior design and architecture, students recognize opportunities for even richer collaborations between these allied departments. Both faculty and students would benefit from a clearer understanding of each other's disciplines to engender mutual respect. With the beginnings of a new program in landscape architecture there may be similar opportunities."

Response from Program [2013]:
Over the past three years the architecture program has been actively involved in sharing curricular offerings with two other programs in the College—Interior Design and Landscape Architecture. In the spring of each academic year—for our fourth-year undergraduate students and second-year graduate students—we offer combined studios in Architecture and either Interior Design or Landscape Architecture. The ID/Arch studio has been working on collaborative work with aid organizations and communities in Haiti on the design of a school, housing, and a medical clinic. The school is built and each of the other projects is in different stages of development or construction. The joint LAR/ARCH studio has been working for the past two years with the Knoxville Metropolitan Planning Commission in support of PlanET (East Tennessee), focusing on the development of sustainable planning and design strategies for the five-county region surrounding Knoxville. This work is scalar, from the scale of the region to the scale of the building.

All design build projects have been coordinated as opportunities to foster interdisciplinary and multi-disciplinary study. This has been especially true in the case of our most recent completed projects, the New Norris House and Living Light (DOE Solar Decathlon 2011), and in developing work with Tennessee 4H, Haley Farms (the Children's Defense Fund), and UT Gardens.

The summer program for incoming students in all disciplines was developed to find common ground in design and design thinking between the three college disciplines. All programs and both undergraduate and graduate students participate in the program and are exposed to the ideas of each of the discipline, both through the exercises and the faculty assigned. Faculty are drawn from all three disciplines, and a pair of faculty members of different backgrounds team teach two-week sessions during the program.

In addition, our all-college design competition—MAX_minimum—was developed to enhance the students' understanding of collaboration with vertically (by year) and disciplinarily (by program) integrated teams. Specific curricular changes implemented to improve interdisciplinary collaboration are discussed in detail in Part II, Section 2.3, Curriculum Review and Development (*II.2.3.c. Comprehensive and Interdisciplinary Design Education*).

Diversity
Comment from previous VTR [2008]
"The school needs to be much more proactive in diversifying its faculty and student populations."

Response from Program [2013]:
The College's diversity plan recognizes a broad definition of diversity to include race, gender, geographic, socio-economic, and cultural and intellectual diversity as critical to providing a strong basis for the understanding of the importance of civility and diversity within and outside the design disciplines. We have seen increased ethnic diversity in our student body each year—this year's entering first-year B.Arch. class is the most diverse cohort of students in the program since the last accreditation visit.

Regionally and nationally recognized programs to advance diversity include:
> **UPSIDE** (David Fox, ACSA National Diversity Award Recipient, 2011). For almost a decade, Associate Professor David Fox's UPSIDE program—Urban Program in Sustainable Design Education—has been actively engaged in using design education as the basis for impacting our students and their younger high school peers in low-income communities

including East Knoxville (Austin-East High School) and the St. Elmo community in Chattanooga (Howard High School). In both locations, former students are teaching or have taught at both institutions. Supporting these initiatives comes at some cost, however. Professor Fox's efforts have been directly supported by the College and at the University level by Rita Geier, Associate to the Chancellor and Senior Fellow at the Howard H, Baker, Jr. Center for Public Policy, and—until his retirement at the end of last year—by Theotis Robinson, the University's Vice President for Equity and Diversity. Prof. Fox, the College and the development office are currently working directly with AIA Chattanooga to expand these opportunities. Opportunities abound in this area, and the College pursues them with commitment.

Odd Fellows Cemetery and Community Redevelopment Program (Katherine Ambroziak). For the past four years, Professor Katherine Ambroziak has worked with the Vine community in East Knoxville on an extraordinary project celebrating community identity. The Odd Fellows Cemetery introduces students to the core values and identity of the idea of community. Our students come to understand the importance of fundamental rituals of remembrance in that identity, and community members and leaders are equally engaged in this process of rediscovering the things which root us to place. Prof. Ambroziak's and her students' work with the community have resulted in her selection by university peer selection to present at the national conference on outreach and engagement (2011). This combined effort has the College and community poised as finalists for a DowGives Grant (Dow Chemical).

NOMAS. Our NOMAS chapter (National Organization of Minority Architecture Students) is very active, and four of its officers attended the NOMAS national conference last year in Atlanta with college support. In 2010 Asia Dixon won the highly prestigious Gensler Diversity Scholarship ($10,000). In 2013, Tabitha Darko was a finalist for the Gensler Diversity Scholarship. At the graduate level we are actively promoting our graduate programs in architecture and landscape architecture through direct contact with our region's Historically Black Colleges and Universities.

Recruiting Scholarships. Several recruiting scholarships are available for minority applicants to the B.Arch. program. These include the Derthick Henley & Wilkerson Architects Scholarship, the S. Reginald Ruff III Scholarship, and the MXDesign African-American Scholarship. These scholarships have increased the diversity of the student body.

Summer Design Camp (Design Matters, Tricia Stuth, Matt Hall, David Matthews, Amy Burns). The Design Matters summer design camp was begun in 2008 to provide an opportunity for high school students to explore their interest in design as a major and a profession. It is an outstanding success as well as a valuable recruiting tool, and plans are underway to substantially expand this program to provide broader access to a range of constituents. Since its inception, a significant consequence of this initiative has been a marked increase in diversity applications and acceptances. The School of Architecture presently has three students of African-American heritage in its first two years of the program who came directly from their participation in Design Matters. The camp held in summer 2013 had a significant minority enrollment; five out of 21 students were of African-American, South Asian, or East Asian ethnicity. The college is actively engaged in promoting and recruiting from a diverse population base, with the outreach initiatives noted above, as well as supporting internal opportunities for minority students.

Additionally, searches for faculty members, administrators, and staff consistently seek to broaden the College's diversity, following carefully defined methods outlined by the Office of Equity and Diversity (OED). Since the last accreditation visit, these efforts have increased the number of women faculty and the number of non-American faculty, though they have not yet yielded additional ethnic or racial diversity.

The College's commitment to diversity can be found on the CoAD website: *http://archde-sign.utk.edu/about/diversity/*. Additional information about diversity at the University of Tennessee, Knoxville, including policies, initiatives, organizations, and other resources, are available online: *http://www.utk.edu/diversity/*. Specific diversity plans at the University and College level are revisited annually as part of self-evaluation and long-range planning actions. Diversity is also discussed in detail in Part I, Sections *1.2*, *1.4*, and *1.5* of this report.

Research Agenda
Comment from previous VTR [2008]
"The research agenda of the college and school is not sufficiently well articulated in order to ef-fectively pursue the funding that will enrich the academic program and the status of the architec-ture program within the university context."

Response from Program [2013]:
The College and programs in architecture are tremendously supportive of programs and initiatives in collaborative faculty/student research. A number of faculty-initiated and student supported research projects have been underway since the last accreditation visit. Some are quite large, involving the col-laboration of large teams of faculty and students from several academic units, and supported through substantial grants. These include Design-Build-Evaluate Initiatives, including: The New Norris House, The Living Light House Solar Decathlon Entry, and the Haiti Project. Others are smaller research op-portunities that can be executed through Special Topics in Architecture seminars or summer Mini-Terms. Many of these research initiatives have been nationally recognized for their excellent accom-plishments.

Specific research initiatives are discussed in more detail in Part I, Section 1.2 of this report (*I.2.1.b. Faculty/Student Research Initiatives*).

The agenda of these research initiatives follows the interests and strengths of our faculty, and the resources made available by the programs in architecture and the college. When research initia-tives have a large impact on the college, they are discussed and planned for through faculty meetings and strategic planning sessions.

Nashville Civic Design Center
Comment from previous VTR [2008]
"The program is encouraged to seek stable sources of funding for the Nashville Civic Design Center in order to fully integrate this experience into student learning."

Response from Program [2013]:
Concrete progress has been made to engage the NCDC and stabilize its funding through the ap-pointment of a dynamic new Director of the NCDC, and through membership on the Board of Di-rectors. NCDC has stabilized its financial situation and secured funding through a variety of new sources. We are pleased to be able to partner with NCDC and provide support for the efforts of our joint programs that are not limited to funding the various potential projects. The College and NCDC have had an official contract in place since 2010. The NCDC has begun to return to its for-mer status as a locus for the generation urban design ideas and a forum for the discussion of ur-banism in the 21st century. In the past year it has been noted as a model organization—and in no small part to the joint leadership of the College and the new Director.

This stability significantly augments the ability of the School to engage issues of design signifi-cance in the state capital and central Tennessee in general, and we are now offering a full se-mester off-campus study program housed in the Nashville Civic Design Center and taught jointly by faculty from our campus and from the Center. We are pleased to have moved significantly for-ward in the past academic year.

Studio Culture Policy
Comment from previous VTR [2008]
"The Studio Culture Policy is not well understood by faculty. the program is encouraged to de-velop the faculty's understanding and ability to integrate the policy into their teaching and into the student experience."

Response from Program [2013]:
Faculty (and students) are far more aware of the Studio Culture Policy today than they were in 2008. There are several ways students and faculty members are made aware of the Studio Cul-ture Policy and its importance to learning culture of the College. Faculty members are strongly encouraged to include the Studio Culture Policy, full-length or a compressed version, in each course syllabus. Faculty and students are expected to discuss the policy and its specific rele-vance to coursework on the first day of class and throughout the semester as appropriate. Some faculty members have chosen to have students and faculty each sign a copy of the Studio Culture Policy as a sign of shared commitment to its principles. Starting in Fall 2013, posters of the Studio Culture Policy are posted in each studio (image: *https://web.utk.edu/~utknaab/01_studioculture_ab-brev_flyer.pdf*). The Studio Culture Policy is prominently featured on the College website. It is also referenced in emails to students and faculty when opportunities to address learning culture arise. As previously addressed, the content of the Studio Culture Policy is continually refined through ongoing dialogue among faculty, administration, and students.

Studio Culture Policy is also discussed in Part I, Section 1.2. Learning Culture and Social Equity of this report, under the heading "Studio Culture Policy" (*I.1.2.a. Studio Culture Policy*).

III.2.   Summary of Responses to Changes in the NAAB Conditions

We view the changes embodied in the *2009 Conditions for Accreditation* as very positive move-ment that recognizes significant changes in both practice and education. On the whole, the changes clearly extend the idea of a holistic education emphasized in the 2004 Conditions, and they reflect the value of the profession to both the academy and the larger community. Although different skill sets are required to meet the criteria and to practice with integrity, the simplicity of the three focus areas—critical design thinking skills, technical knowledge, and leadership roles and responsibilities—requires an understanding and application of knowledge from other areas in a collaborative and sustainable practice.

Since our last accreditation visit in 2008, the School of Architecture has moved to align with the revisions made to the NAAB Conditions in both 2004 and 2009. The changes in the Conditions in 2004 made clear the importance of studio culture and the value of respect for self, others, and the community as a whole. All College constituents worked collaboratively on the policy, and jointly approved our Studio Culture Policy in 2010. Since then we have worked to instill a sense of re-sponsibility to the diversity of others in our own community through leadership and participation in the interactions of our various peer groups.

Our definition of studio culture is understood as an integral part of a collaborative practice. It is not simply a studio-based or singular set of standards and rules, but rather one that is holistic and constructive in application. This approach occurs not only in the studio, but also in the class-rooms, coursework, and interactions with people and their respective communities inside and out-side the boundaries of the Art + Architecture Building. Broadly applied, our efforts over the past five years and moving into the future are defined by that fundamental respect for diversity. Our work and partnerships developed through the Solar Decathlon, the New Norris House, the Haiti Project, with the Nashville Civic Design Center, with the City of Knoxville, with the East Knoxville communities on the Odd Fellows Cemetery project, and new work in Appalachia (in conjunction with the College of Nursing) are all driven by the idea that studio culture—and practice—is founded on the premise of a collaborative process.

Over the past five years, it has become clear that on-going institutional support is directly linked with proof of concept through short- and long-term planning based in large part on quantifiable results through the collection and presentation of statistical data. In this regard, the changes to the reporting/accrediting process in the new NAAB Conditions align closely with our internal and institutional strategic and long-range planning processes. Along with the traditional conversations among faculty as to the development of curricula, we have utilized the tools of an evidence-based self-assessment that recognizes the important relationships that exist between School, College, and University mission and values, and their respective goals and objectives. Long-range planning is discussed in more detail in Part I, Section 1.1 of this report (*I.1.4. Long-Range Planning*).

Such connections between goals and assessment inside and outside our institutional structure have allowed us to begin to define program identity incrementally as it emerges over time, to progress toward those long-term goals. The direct impact of these changes on curricular offerings has been marked and positive. Many of the specific curricular changes made to the School's professional degree programs since the time of the last accreditation were initiated in response to changes to the NAAB Conditions for Accreditation. For detailed discussion of specific changes made, see Part II, Section 2.3. Curricular Review and Development (*II.2.3. Curricular Review and Development*). In particular, the final three semesters of both B.Arch. and M.Arch. curricula now provide important tools for the incremental and long-term assessment of our programs for an architecture of public engagement and outreach as a basis for combining teaching, research, and service.

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Part IV.   Supplemental Information

IV.1.   Evaluation of Student Work
Grades are given by individual instructors based on criteria specific to each course and its requirements. Grading procedures—including the University grade scales and how individual assignments and projects will be weighted in determining final grades—are set forth in the syllabus for each course. No grade can be altered without the approval of both the instructor and the Director of the School of Architecture.

Design Studios
The School's grading policy for studio courses affirms the importance of three components of a design investigation: (1) **Concept:** evidence of a student's grasp of fundamental design issues and a resulting proposal or hypothesis; (2) **Process:** the development and elaboration of these ideas; and (3) **Product:** the ability to make ideas spatial and material.

> **Concept**. Criteria for evaluation include the critical and creative thinking demonstrated by each student's architectural design work and its internal consistency as a complex set of ideas. The work is both analytic and synthetic; it is demonstrated verbally as well as visually.
> **Process**. Among the process criteria are curiosity and inquiry, grasp of design ideas, ability to respond to criticism, ability to investigate design alternatives, capacity to make design decisions, ability to generate ideas, ability to assess ideas, ability to develop ideas, work habits, standards of self-performance, ability to communicate ideas graphically and verbally, and willingness to assume responsibility.
> **Product**. Criteria for evaluation include the completeness of the presentation as well as the quality, accuracy, legibility, effectiveness, and craftsmanship of the individual products. Finally, the evaluation considers the clarity, completeness, and effectiveness of each student's verbal presentation.

The final grade for the course reflects performance on the studio assignments, the level of engagement in the studio, improvement and effort over the course of the semester, and participation in all studio activities.

Faculty typically share interim feedback with students throughout the semester, especially if a student is at risk of receiving an unsatisfactory grade. The form this feedback takes is at the discretion of the instructor, and may include grades or written evaluations following project presentations, a mid-term grade, and/or direct conversation between instructor and student. Additional expectations and policies for grading may be applied at different design levels, in consultation with the course coordinator.

Other Required Courses and Electives
Grading procedures for non-studio coursework vary depending on the expectations, format, and requirements of the course. They are explained in the course syllabus and discussed with students on the first day of class.

University Academic Policies and Procedures
General policies related to evaluating student work are defined by the University and made available through the *Undergraduate Catalog* and *Graduate Catalog*. *http://catalog.utk.edu/*

There is a grievance process articulated by the university permitting all students to formally contest any assigned grade. Information on this policy can be found in *Hilltopics* (*http://web.utk.edu/~utknaab/UTK_Hilltopics_2013-2014.pdf*) under section heading "Problem Resolution for Issues Related to Academic Coursework," (p.47), as well as the *Undergraduate Catalog* and *Graduate Catalog http://catalog.utk.edu.*

IV.2.   **Course Descriptions**

The following pages contain abbreviated course descriptions for all required courses offered in the accredited degree programs of architecture at the University of Tennessee. Further information on all courses—required and elective—will be made available in the Team Room in course binders. This will include such information as course syllabi, assignment briefs, and Supplemental Course Descriptions.

MAX_minimum Design Competition, annual four-day, all-College, team-based charrette for students enrolled in all levels of studio courses; 0 credit hours

Competition Description and Objectives:
Established in honor of the School of Architecture's former director, Max Robinson, the MAX_minimum Design Competition is an annual design competition intended to emphasize design action that will have the greatest impact on the designed environment with the least possible means. The team-based competition promotes student awareness and understanding of the principles of design excellence through conceptual and pragmatic design experiences, as well as vertically integrated, interdisciplinary design activities. The competition provides a framework for understanding the values of collaborative professional practice with emphasis on peer mentorship as well as the importance of the collective responsibility to complete the project under deadline.

Student Performance Criteria addressed:
● **Demonstrated**: C.1. Collaboration, C.6. Leadership
○ **Addressed**:   A.1. Communication Skills, A.2. Design Thinking Skills

Topical Outline:
Communication Skills: Each student must communicate individual ideas clearly to teammates, through his/her ability to read, write, speak, and listen effectively. By extension, each team must communicate their ideas clearly to the competition jury, through writing and representations.
Design Thinking Skills: Students, individually and as a team, must develop their ability to raise clear and precise questions, use abstract ideas to interpret and convey information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria.
Collaboration: Students are assigned to teams of four or five that are multi-disciplinary, including students from the three academic units of the College—architecture, interior design, and landscape architecture. Student teams include undergraduate and graduate students. Teams are balanced such that some students are just starting their design education while others are in their final year of study.
Leadership: Over the course of multiple years of competition participation, students develop an understanding of leadership as a part of a collaborative process of design. In addition, each competition project requires students to develop their skills of working collaboratively to address significant issues within their community.

Note: The competition requires independence of thought, action, and choice for all student teams within the specific structure of the competition rules. Students are issued a project brief with the competition requirements, but they work independently of the faculty. Percent allocations regarding content would be imprecise if not inaccurate.

Corequisites: any design studio in the architecture, interior design, and landscape architecture programs. For architecture students: ARCH 171, ARCH 172, ARCH 271, ARCH 272, ARCH 371, ARCH 372, ARCH 471, ARCH 472, ARCH 483–489, ARCH 482, ARCH 541, ARCH 542, ARCH 571, ARCH 572, ARCH 583–588, ARCH 500, ARCH 599

Textbooks/Learning Resources:
Competition brief, requirements, and base documentation is provided to all students. This learning experience is strongly informed and enhanced by the skills and abilities put forth by each team member.

Offered: annually, beginning of fall or spring semester

Faculty Assigned (2011–12 and 2012–13):
All/none. This competition is a studio exercise with required participation on the part of all students. Faculty are requested not to be involved in the design process in any way. The competition is a valuable tool in making assessments of our programs' progression toward mutual multi-disciplinary understanding and professional conduct.

ARCH 101/107*, Introduction to the Built Environment, 3 credit hours, lecture

Course Description 101: Architectural design as a creative process based on visual thinking and ideas related to space, technology, and/or place. Scope and definition of the built environment in relation to contemporary society, building industry, and allied design professions. Orientation to courses and programs of the school.
Course Description 107, Honors: Students will attend 101 classes with supplementary assignments and/or class meetings.

Course Goals and Objectives:
The core goal of the course is to develop a deep appreciation of architecture and architectural ideas in the beginning student. Specific objectives are:
- To understand architecture as a creative discipline and as s profession, with changing roles for the architect in different cultures at different times.
- To recognize architectural ideas arising from space, technology, and place.
- To help students feel they have acquired "a new set of eyes" as they apply principles of visual thinking in observing, assessing, and understanding the built environment.
- To help beginning students situate their education within a general understanding of contemporary professional practice.

Student Performance Criteria addressed:
- **Demonstrated**: B.7. Financial Considerations, C.2. Human Behavior, C.6. Leadership, C.7 Legal Responsibilities
- ○ **Addressed**: A.8. Ordering System Skills, A.9. Historical Traditions & Global Culture, B.3. Sustainability, C.3. Client Role in Architecture, C.4. Project Management, C.9. Community & Social Responsibility

Topical Outline:
Visual Thinking (25%): An overview of principles of visual thinking as well as an overview of the history of architecture and architectural practice, emphasizing cultural changes in education, design processes, and construction techniques.
Space (20%): An introduction to architectural ideas related to space, based on properties of form enriched by considerations such as historical context, culture, scale, materials, and site.
Technology (10%): An introduction to architectural ideas related to technology, including construction, materials, ecological literacy, and a conceptual understanding of structure.
Place (20%): An introduction to architectural ideas related to place, from the scale of the room to the scale of the city, with an appreciation of the ethics of sustainability related to climate, urbanism, mass transit, renovation, and materials.
The Profession (20%): An overview of contemporary architectural practice, including a discussion of the curriculum of the school, accreditation, basic aspects of professional practice, internship, career opportunities, and the changing role of the architect.

Corequisites: ARCH 121, 171

Textbooks/Learning Resources:
Lectures, readings, diagramming exercises, notebook exercises, open-notebook exams
Required texts vary, but typically include readings from the following:
- Vitruvius. *The Ten Books of Architecture* (Harvard/Oxford. 1914)
- Le Corbusier. *Towards a New Architecture* (Rodker. 1931 / Dover. 1986, 2012)
- Lewis, Roger. *Architect? A Candid Guide to the Profession* (MIT Press. 1998)
- Hall, Edward T. *The Hidden Dimension* (Anchor. 1990)
- Waldrep, Lee. *Becoming an Architect* (Wiley. 2009, 2nd ed.)

Offered: Fall only; annually
Faculty Assigned (2011–12 and 2012–13): Marleen K. Davis (full-time, tenured)

ARCH 102, Visual Design Theory, 3 credit hours, lecture

Course Description: Principles of visual design, addressing form and space. Exploration of visual ideas through analysis. Introduction of terminology and vocabulary.

Course Goals and Objectives:
This course introduces the fundamental terms, concepts, and principles upon which a critical understanding of the formal content of architecture is based. Its objective is to develop the student's comprehension of architecture as an art form.

Such understanding is realized through an investigation of both the quantitative and qualitative properties of both natural and man-made phenomena as conveyed primarily through the acts of writing, drawing, painting, collage, sculpture, and architecture. All aspects of inquiry ultimately attempt to focus upon the essential features, qualities, and ideas that contribute to an understanding of the language of design and the poetics of place.

Students will be exposed to readings, illustrated lectures, and assignments that investigate principles of visual design and theories of their representation.

Student Performance Criteria addressed:
● **Demonstrated**: —
○ **Addressed**: A.1. Communication Skills, A.2. Design Thinking Skills, A.3. Visual Communication Skills

Topical Outline:
Sign-Symbol, Image, and Object (5%)
Developmental Psychology and the Artistic Conscience (15%)
Perceptual Shifts (20%)
Quantitative and Qualitative Characteristics of Architectural Composition (20%)
Organizational Means and Ordering Phenomena (20%)
Definition, Manipulation, and Articulation of Space and Form (20%)

Corequisites: ARCH 172

Textbooks/Learning Resources:
Lectures, projects, digital journal, and critical writing assignments.
Required texts vary, but typically include readings from the following:
- Arnheim, Rudolf. *Art and Visual Perception.* (Univ. California Press, 2004, 50th aniv. ed.)
- Ballard, J.G. *Chronopolis.*
- Borges, Jorge Luis. *Seven Nights and Ficciones.*
- Calvino, Italo *Marcovaldo: or the Seasons in the City and Invisible Cities*
- Goethe, J.W. *Italian Journey*
- Graves, Michael. *Le Corbusier's Drawn Reference and The Necessity for Drawing*
- Hejduk, John. *Such Places as Memory: Poems 1953–1996*
- Pallasmaa, Juhani. *The Eyes of the Skin*
- Tanazaki, Jun'ichiro. *In Praise of Shadows*
- Thoreau, Henry David. *The Journal of Henry David Thoreau 1837–1861*
- Zumthor, Peter. *Atmospheres*

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Brian Ambroziak (full-time, tenured)

ARCH 121, Visual Representation I: Drawing and Perception, 2 credit hours, lecture/lab

Course Description: Exploration of drawing as a means of visual thinking and method of communication, addressing perceptual phenomenon, abstraction, and transformation. Exploration of different media. Concentration on freehand drawing, including line drawing, tone, shade, shadow, depth cues. Compositional principles will be introduced. Drawings based on observation, including still life drawing and site visits.

Course Goals and Objectives:
- The course presents drawing as a means of critical and visual thinking.
- Course material raises issues related to perception and observation to help students understand compositional issues and develop an acute sense of seeing.
- In order to develop the students' abilities and confidence in both free-hand and constructed drawing and to develop the students' hand-eye coordination, the course explores alternate drawing techniques and experiments with various media.

Student Performance Criteria addressed:
● **Demonstrated**: —
○ **Addressed**:   A.3. Visual Communication Skills

Topical Outline:
Issues Relating to Composition (50%)
Basic Principles of Perception (10%)
Depth Cues: Overlapping, Diminution, Gradation of Tone and Texture, etc. (10%)
Value, Tone, and Texture (10%)
Light, Shadows, Shading, and the Aesthetic Impact of Natural Light (10%)
Figure-Ground, Positive-Negative Space Explorations (10%)

Corequisites: ARCH 171

Textbooks/Learning Resources:
Lectures, demonstrations, and free-hand drawing assignments.
Readings may be assigned by the instructor.

Offered: Fall and Summer; annually

Faculty Assigned (2011–12 and 2012–13):
Brian Ambroziak (full-time, tenured)
Charles Draper (full-time, adjunct)
Christina Geros (part-time, adjunct)

ARCH 122, Representation II: Drawing and Intention, 2 credit hours, lecture/lab

Course Description: Exploration of drawing as a means of visual thinking and a method of communication, emphasizing design intent and its relationship to the mode of representation. Exploration of different media and techniques of representation, concentrating on constructed drawings. Includes line drawing, shadow, shade, and perspective. Drawings based on observation and precedent. Introductory digital skills related to scanning, image manipulation, layout, and printing.

Course Goals and Objectives:
- The course emphasizes drawing as a means of visual thinking.
- The course explores various modes of drawing, ranging from the freehand sketch, analytical sketch, and field sketch to the constructed presentation drawing and technical drawing that are used throughout the design process to present the intention of the designer.
- In representing real, transformed, and conceptual space, the course reemphasizes material from 121, including composition, abstraction, transformation, and visual communication.

Student Performance Criteria addressed:
● **Demonstrated**: A.3. Visual Communication Skills
○ **Addressed**:   —

Topical Outline:
Drawing and Intention (70%), including:
- the range of drawing types that are used to study the design process and communicate the intention of the designer
- abstraction as a conceptual process inherent to drawing
- depiction of architectural space: real, transformed, and conceptual through diagrammatic and constructed drawing
- emphasis on design intent and its relationship to the mode of representation
- compositional principles related to graphic design
- desktop publishing skills as a way to start the digital documentation for a portfolio

Drawing and Perception (20%), including:
- issues relating to composition
- basic principles of perception
- depth cues: overlapping, diminution, gradation of tone and texture, etc.
- value, tone, and texture
- light, shadows, and shading
- figure-ground, positive-negative space explorations

Digital Skills and Software (10%)
- image scanning
- image manipulation
- desktop publishing design, layout and printing

Prerequisites: ARCH 121   **Corequisites**: ARCH 172

Textbooks/Learning Resources:
Lectures, drawing assignments, and critiques.
Readings may be assigned by the instructor.

Offered: Spring and Summer; annually

Faculty Assigned (2011–12 and 2012–13):
Marleen K. Davis (full-time, tenured)   Charles Draper (full-time, adjunct)
David Fox (full-time, tenured)   Liz Teston (full-time, tenure track)

ARCH 171, Design Fundamentals I: Space, 3 credit hours, studio

Course Description: Fundamentals of spatial composition and design. Two- and three-dimensional compositions to explore ideas of form and space. Introduction to architectural representation in drawings, sketches, and models.

Course Goals and Objectives:
The focus of the course is to develop visual thinking and the visualization of space. Other objectives are:
- To introduce students to basic architectural and design ideas, principles, and knowledge.
- To introduce basic skills related to drawing and simple model building.
- To develop thoughtfulness in the students' sense of observation and design

Student Performance Criteria addressed:
● **Demonstrated**: A.8. Ordering Systems Skills
○ **Addressed**:   A.2. Designing Thinking Skills, A.3. Visual Communication Skills, A.6. Fundamental Design Skills

Topical Outline:
Two- and Three-Dimensional Design Exercises Dealing with Abstract Spatial Issues (60%), including:
- figure-ground
- implied and explicit relationships
- datum and axis
- spatial sequence and scale
- spatial manipulation
- transformation
- additive and subtractive strategies for making form and space
- design process: sketching, drawing, diagramming, many tentative solutions, and study of alternatives

Drawing and Architectural Representation (40%), including:
- freehand drawing and diagramming will be emphasized
- orthographic and paraline conventions should be understood
- conventions of line weight are introduced
- precision, accuracy, and consistency of drawings will be emphasized
- exploration of different media and materials

Corequisites: ARCH 101, 121

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments.
Required texts vary but typically include:
- Ching, Francis. *Architectural Graphics*

Additional readings may be assigned by the instructor.

Offered: Fall and Summer; annually

Faculty Assigned (2011–12 and 2012–13):
William Martella (full-time, tenured)
David Fox (full-time, tenured)
Jennifer Akerman (full-time, tenure track)
Katherine Ambroziak (full-time, tenure track)
Ryann Aoukar (full-time, tenure track)
Robert French (full-time, adjunct)

Jeff Geren (full-time, adjunct)
Christina Geros (part-time, adjunct)
Matt Hall (full-time, adjunct)
James Rose (full-time, adjunct)
Greg Spaw (full-time, adjunct)

ARCH 172, Design Fundamentals II: Space, 4 credit hours, studio

Course Description Fundamentals of architectural design and analysis. Diagramming to communicate analysis of design ideas and principles. Design projects with site implications, scale, and spatial sequence. Development of architectural representation.

Course Goals and Objectives:
This course is taught in conjunction with 102 and 122 to reinforce and develop ideas, principles, and knowledge relating to space, form, and order. Other objectives are:
- To develop spatial thinking and the visualization of space.
- To reinforce and develop basic skills related to drawing and model building.
- To develop thoughtfulness in observation and design.
- To introduce architectural values system related to design decisions.

Student Performance Criteria addressed:
● **Demonstrated**: A.7. Use of Precedents
○ **Addressed**: A.2. Designing Thinking Skills, A.3. Visual Communication Skills, A.6. Fundamental Design Skills, A.8. Ordering Systems Skills

Topical Outline:
Three-Dimensional Design Exercises Dealing with Abstract Spatial Issues (50%), including:
- line and plane
- volume, void, mass, and form
- design process: sketching, drawing, diagramming
The Use of Precedent (20%), including:
- research and analysis of precedents
- reinterpretation of precedents in design
Drawing and Architectural Representation (30%), including:
- freehand drawing and diagramming will be emphasized
- orthographic and paraline conventions should be understood
- perspective construction should be understood

Prerequisites: ARCH 171
Corequisites: ARCH 102, 122

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments.
Required texts vary but typically include:
- Ching, Francis. *Form, Space, and Order*
Additional readings may be assigned by the instructor.

Offered: Spring and Summer; annually

Faculty Assigned (2011–12 and 2012–13):

Marleen K. Davis (full-time, tenured)	Valerie Friedmann (full-time, adjunct)
Hansjörg Göritz (full-time, tenured)	Matthew Hall (full-time, adjunct)
William Martella (full-time, tenured)	James Rose (full-time, adjunct)
Jennifer Akerman (full-time, tenure track)	Liz Teston (full-time, tenure track)
Robert French (full-time, adjunct)	Ashley Pace (part-time, adjunct)

ARCH 211/217*, History and Theory of Architecture I, 3 credit hours, lecture/seminar

Course Description 211: Architecture and ideas of building and community form in major world cultures from the prehistoric era to about 1500 AD.
Course Description 217, Honors: Students will attend 211 classes, with supplementary sessions that introduce them to the diverse methods of conducting historical research.

Course Goals and Objectives:
- To foster an understanding of building types, architectural technologies, cultural identities, spatial patterns, social values, sustainability, and theoretical issues through an investigation of architectural history.
- To foster sensitivity to the diverse cultures that have contributed to the history of architecture, by raising interpretive questions about architectural traditions. To develop an understanding of architecture as a product of culture. To introduce methods of historical and theoretical inquiry. Comparisons with contemporary examples are used to stimulate critical judgment by students.
- To introduce an understanding of strategies of sustainability in different cultures related to climate, materials, geography, and solar orientation.

Student Performance Criteria addressed:
- **Demonstrated**: A.9. Historical Traditions / Global Culture, A.10. Cultural Diversity
- **Addressed**:   A.1. Communication Skills, A.5. Investigative Skills, C.6. Leadership, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
Architectural Theory (10%)
Prehistory, Ancient Near East, and Ancient Persia (10%)
Ancient Egyptian, Greek, and Roman Architecture (25%)
Late Antique and Byzantine Architecture (10%)
Medieval Islamic Architecture (10%)
Ancient / Medieval Architecture, India, China, Japan (20%)
Pre-Columbian Architecture of the Americas (5%)
Medieval European Architecture (10%)

Prerequisites: none

Textbooks/Learning Resources:
Lectures, quizzes, exams, short written papers, classroom debate, and discussion.
Required texts vary, but typically include readings from the following:
- Meister, Michael. *Sacred Architecture in the Traditions of India*. (1994)
- Jackson, J.B. *A Sense of Place, A Sense of Time*. (1994)
- Grabar, Oleg. *Formation of Islamic Art*. (revised 1988)
- Allen, Lindsay. *The Persian Empire* (2005)
- Nitschke, Günter. In *From Shinto to Ando.* (1993)
- Stieinhardt, Nancy. *Liao Architecture.* (1997)
- Stieinhardt, Nancy. *Chinese Traditional Architecture.* (1984)
- Procopius. *On the Buildings.*
- Vitruvius. *The Ten Books of Architecture.* (Harvard/Oxford. 1914)
- Kostof, Spiro*. A History of Architecture: Settings and Rituals.* (1995)
- Additional readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Gregor Kalas (full-time, tenured)

ARCH 212/218*, History and Theory of Architecture II, 3 credit hours, lecture/seminar

Course Description 212: Architecture and ideas of building and community form in major world cultures from 1500 AD to the mid-20th century.

Course Description 218, Honors: Students will attend 212 classes, participate in supplementary sessions, and write an original research paper.

Course Goals and Objectives:
- To foster an understanding of building types, architectural technologies, cultural identities, urban form, spatial patterns, social values, sustainability, and theoretical issues through an investigation of architectural history.
- To foster sensitivity to the diverse cultures that have contributed to the history of architecture, by raising interpretive questions about architectural traditions. To develop an understanding of architecture as a product of culture. To introduce methods of historical and theoretical inquiry. To enhance student perception of contemporary architectural issues through an understanding of historical examples, by linking historical and theoretical approaches with present-day projects.
- To introduce an understanding of strategies of sustainability in different cultures related to climate, materials, geography, and solar orientation.

Student Performance Criteria addressed:
- **Demonstrated**: A.9. Historical Traditions / Global Culture, A.10. Cultural Diversity
- **Addressed**: A.1. Communication Skills, A.5. Investigative Skills, A.11. Applied Research, C.6. Leadership, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
Architecture in Italy in the 14th–17th centuries (20%)
Architecture in the Americas, Asia, and Islamic Countries in the 14th–17th centuries (30%)
Architecture in Europe in the 16th–19th centuries (25%)
Architecture in a Global World in the 20th century (25%)

Prerequisites: ARCH 211

Textbooks/Learning Resources:
Lectures, quizzes, exams, short written papers, classroom debate, and discussion.
Required texts vary, but typically include readings from the following:
- Alberti. *Ten Books of Architecture.*
- Palladio. *Four Books of Architecture.*
- Laugier, M.-A. *Essay on Architecture.*
- Gropius, Walter. *The New Architecture and the Bauhaus.*
- Venturi, Robert. *Complexity and Contradiction in Architecture.*
- Rogers, Elizabeth Barlow. *Landscape Design A Cultural and Architectural History.*
- Watkin, David. *History of Western Architecture.* (2001)
- Trachtenberg and Hyman. *Architecture: From Prehistory to Post-Modernism.*
- Kostof, Spiro. *A History of Architecture: Settings and Rituals.* (1995)
- Additional readings may be assigned by the instructor.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Gregor Kalas (full-time, tenured)
Avigail Sachs (full-time, tenure track)

ARCH 213/227* Modern Architecture: History and Theories, 3 credit hours, lecture

Course Description 213: Examines the history and theory of modern architecture focusing on the late 19th and 20th centuries through broad-based examinations of the question of modernity and specific case studies of buildings, projects, landscapes, and theories.
Course Description 227, Honors: Students will attend 213 classes with supplementary assignments and/or class meetings.

Course Goals and Objectives:
- This course helps students develop an understanding of the complex patrimony of modern architecture.
- Moreover, it challenges students to establish a critical mass of knowledge about central monuments, documents, and ideas from the period, while critically assessing the cultural, material, and philosophical basis of 20th-century modernism.
- This is a writing intensive course, requiring weekly written summaries and critical analyses of required readings, participation in seminar discussions, and a final term paper on a topic approved by the instructor.

Student Performance Criteria addressed:
- **Demonstrated**: —
- **Addressed**:   A.1. Communication Skills, A.5. Investigative Skills, A.9. Historical Traditions / Global Culture A.10. Cultural Diversity, A.11. Applied Research, C.6. Leadership, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
Modern, Modernism, and Modernity: The Ancients and the Moderns, 1650–1750 (8%)
Visions of a New Landscape: French and English Picturesque, 1750–1850 (8%)
The Question of Style: Semper, Schinkel, "The German Debate," 1820–1890 (8%)
Viollet-le-Duc, the English Arts and Crafts, and the German Connection, 1850–1910 (8%)
American Pastoral Idealism, the Prairie Style, the Chicago School, 1850–1920 (8%)
German/Italian Avant-Garde: Gesamtkunstwerk and Neue Sachlichkeit, 1920–1939 (8%)
Cubism, Surrealism, Purism: Le Corbusier, the Modern Garden, 1890–1939 (8%)
Berlage and Behrens/Perret and Le Corbusier, 1880–1939 (8%)
The German Exodus in the American Century, 1920–1939 (8%)
Urb and Suburb, 1945–present (8%)
The New Brutalism and the Fall of CIAM, 1950–1970 (8%)
The New Historicism, the Question of Post-Modernism and the Return of "Critical Regionalism," 1975–present (8%)

Prerequisites: ARCH 211

Textbooks/Learning Resources:
Lectures, classroom debate, discussion, weekly written summaries, and a term paper.
Required texts vary, but typically include readings from the following:
- Frampton, Kenneth. *Modern Architecture: A Critical History.*
- Rowland, Kurt. *A History of the Modern Movement: Art, Architecture, and Design.*
- Collins, Peter. *Changing Ideals in Modern Architecture.*
- Tafuri, Manfredo, and Francesco Dal Co. *Modern Architecture.*
- Curtis, William. *Modern Architecture since 1900.*
- Additional readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13): George Dodds (full-time, tenured)

ARCH 221, Representation III: Digital Media, 2 credit hours, lecture and laboratory

Course Description: Exploration of basic computer-aided design programs in the representation of three dimensions. Emphasis is placed on learning how the computer can assist in the design process through representation, visualization, and analysis. Drawing conventions, the use of color, and printing protocols will also be included.

Course Goals and Objectives:
This course offers an introduction to computer aided design and using the computer as a tool for exploring and communicating design information and solutions.
- To describe the principles and theories of computer aided design.
- To introduce tutorials in complex software programs.
- To acquire basic skills in digital software, for use in subsequent design projects.
- To reinforce principles of visual representation acquired in ARCH 121 and 122.
- To use digital tools as a way to understand solar orientation.

Student Performance Criteria addressed:
● **Demonstrated**: A.3. Visual Communication Skills
○ **Addressed**: —

Topical Outline:
Basic Digital Skills (80%), including:
- using the computer as a tool in the design process
- basic drawing types and digital conventions, using "Computer Aided Design" (CAD) software program (such as AutoCAD)
- digital modeling, visualizing, analyzing, and communicating in architectural design, using a 3D digital model program based on CAD software (such as Rhino)
- digital rendering techniques
- basic printing conventions, including conventions in the use of color
- a preliminary introduction to digital fabrication software and hardware (such as the laser cutter, the CNC mill, the 3D printer)

Reinforcing Representation Techniques and Strategies in Architectural Design and Analysis (20%)

Prerequisites: ARCH 172
Corequisites: ARCH 271 or IDS 271

Textbooks/Learning Resources:
All students must purchase a laptop, with specification provided by the school, for either PC or Mac platforms. Required software for student purchase/download typically includes AutoCAD, Rhino, and the Adobe suite for Photoshop, Illustrator, and InDesign.
The course is supported by the College Digital Resource Centers and Digital Printing Center.
Lectures, demonstrations, lab tutorials, and lab assignments.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Jeffery Wilkinson (staff and part-time adjunct faculty)

ARCH 232, Introduction to Architectural Technology, 3 credit hours, lecture

Course Description: The place of building technology in architectural design. Introduces concepts and theory of structures; building materials and construction; as well as principles of sustainability, ecological literacy, and environmental controls.

Course Goals and Objectives:
- To introduce students to the scope and breadth of technical systems integration in architecture and so they begin to learn how to make conceptual judgments about the incorporation of these technical systems into schematic design.
- To reinforce considerations of sustainability, including:
  - global issues of sustainability, use of resources, supply of energy and climate change.
  - impact of buildings on the environment and the design of buildings to minimize this impact

Student Performance Criteria addressed:
- ● **Demonstrated**: B.8. Environmental Systems, B.9. Structural Systems
- ○ **Addressed**: A.9. Historical Traditions and Global Culture, A.10. Cultural Diversity, B.3. Sustainability, B.10. Building Envelope Systems, B.11. Building Service Systems, B.12. Building Materials and Assemblies

Topical Outline:
Introduction to Basic Structural Systems and Principles (50%), including:
- basic structural systems
- concepts of the application of loads
- concepts for the dissipation of forces in members

Introduction to Basic Building Systems (50%), including:
- environmental control systems: human comfort and its relationship to the environment, indoor environmental conditions and methods of control, and heating, cooling and ventilation concepts
- enclosure systems and materials
- lighting systems: daylighting, artificial light, and solar orientation and passive use of solar energy
- water supply and drainage systems, including refuse handling
- power systems: electrical supply, gas supply, solar orientation and power
- brief introduction to considerations of telecommunication systems, vertical and horizontal transportation systems, acoustical systems, and fire safety systems

Prerequisites: PHYS 161

Textbooks/Learning Resources:
Lectures, tests, assignments.
Readings will be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Mark DeKay (full-time, tenured)
Stanley Rabun (full-time, tenured)
James Rose (full-time, adjunct)

ARCH 271, Architectural Design I: Place, 6 credit hours, studio

Course Description: Contextual determinants in architectural design. Role of the city in architectural design. Methods of analyzing place and form in determining design strategies. Introduction to spatial implications of structure and sustainable urbanism. Representational skills developed including drawing, diagramming, and modeling techniques.

Course Goals and Objectives:
The focus of the course is to understand the importance of urban site contexts as providing a source of inspiration for architectural ideas, space, and form. Other objectives are:
- To reinforce the importance of analysis as a basis for design interpretation
- To address issues of urban site analysis with an understanding of such issues as public space, sequence, typologies, use, scale, environmental factors, and the structure of the city
- To introduce issues of sustainable communities related to place, climate, sustainable urbanism, solar orientation, cross ventilation, and passive solar design considerations
- To introduce students to the inherent spatial properties of bearing wall and column grid structural systems

Student Performance Criteria addressed:
- **Demonstrated**: A.6. Fundamental Design Skills, A.7. Use of Precedents
○ **Addressed**:   A.2. Design Thinking Skills, A.3. Visual Communication Skills, A.8. Ordering Systems Skills

Topical Outline:
Design of Architectural Space and Form as a Response to the Urban Context (50%), including:
- Issues relating to urban analysis: public spaces, sequence, typologies, scale, environmental factors, and the structure of the city
- appropriate programs for urban conditions
- design principles related to sustainability in urbanism
- the importance of the building section in understanding architectural ideas
- an understanding of natural and formal ordering systems
- spatial implications of bearing wall systems and column grid systems

Reinforcement of Design Fundamentals (50%), including:
- continued development of basic architectural principles introduced in the first year: solid/void, figure/field, transparent/opaque, additive/subtractive, movement/stasis, wall/column, plane/opening, sequence and scale
- continued conceptual understanding of architectural design, particularly in relationship to precedents, architectural histories and theories
- continued development of visualization and communication skills

Prerequisites: ARCH 172   **Corequisites:** ARCH 221

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Brian Ambroziak (full-time, tenured)   Mark Schimmenti (full-time, tenured)
Marleen K. Davis (full-time, tenured)   Christina Geros (part-time, adjunct)
Tracy Moir-McClean (full-time, tenured)   Andrew Godwin (part-time, adjunct)

ARCH 272, Architectural Design II: Place, 6 credit hours, studio

Course Description: Contextual determinants in architectural design. Role of the landscape in architectural design. Methods of analyzing place and precedents in determining design strategies. The role of function, habitation, movement, structure, and scale. Development of design processes, including analytical skills, diagramming, and organizational strategies. Use of computer aided visualization techniques.

Course Goals and Objectives:
The focus of the course is to understand the importance of landscape issues in creating place and community, typically by focusing on an American campus. Other objectives are:
- To reinforce the importance of precedent analysis as a means of understanding and interpreting both program and parti types
- To address issues of landscape site analysis with an understanding of such issues as slope and contours, views, use, scale, orientation, environmental factors, and the structure of the land
- To introduce issues of sustainability related to place, climate, topography, natural ventilation, solar orientation, and embodied energy
- To develop an awareness of the effect of materials and construction on architectural form
- To foster critical evaluation skills and independent thinking

Student Performance Criteria addressed:
- **Demonstrated**: A.6. Fundamental Design Skills, A.8. Ordering Systems Skills, B.4. Site Design
- **Addressed**: A.2. Design Thinking Skills, A.3. Visual Communication Skills, A.7. Use of Precedents

Topical Outline:
Design of Architectural Space and Form as a Response to Landscape (50%), including:
- exposure to precedents and typologies of program and parti
- an understanding of the campus as context, and appropriate programs
- issues relating to landscape analysis: slope and contours, views, use, scale, orientation, environmental factors, and the structure of the land
- an understanding of natural and formal ordering systems
- architectural implications of materials

Reinforcement of Design Fundamentals (40%), including:
- continued development of basic architectural language
- continued conceptual understanding of architectural design, particularly in relationship to architectural precedents from the last century
- continued development of visualization and communication skills

Prerequisites: ARCH 221, 271

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):

Brian Ambroziak (full-time, tenured)	Chuck Draper (full-time, adjunct)
Marleen K. Davis (full-time, tenured)	Matthew Hall (full-time, adjunct)
Barbara Klinkhammer (full-time, tenured)	Andrew Godwin (part-time, adjunct)
William Martella (full-time, tenured)	

ARCH 312/317*, Materials and Methods of Construction, 3 credit hours, lecture/lab

Course Description 312: Properties of interior and exterior building materials and their relation to construction methods and detailing. Theory of material selection and application and the role materials and methods play in the design process.
Course Description 317, Honors: Students will attend 312 classes with supplementary assignments and/or class meetings.

Course Goals and Objectives:
An introduction to the theory and techniques of architectural construction. Instruction is directed toward the following primary objectives:

- To provide students the introductory material necessary for the comprehension of basic construction techniques.
- To present the material in a way which locates architecture at the juncture of spatial strategies and technical means.
- Introduction to the physical characteristics of materials and their suitability for both physical and aesthetic purposes.
- To learn to select and design using materials and construction systems while incorporating basic sustainable design criteria.

Student Performance Criteria addressed:
- **Demonstrated**: A.4. Technical Documentation, B.10. Building Envelope Systems, B.12. Building Materials and Assemblies
- **Addressed**: A.9. Historical Traditions and Global Culture, A.11. Applied Research, B.3. Sustainability, B.7. Financial Considerations

Topical Outline:
Wood (18%), Masonry (18%), Concrete (18%), Steel (18%), Glass (18%), Emerging Materials (10%)

Lectures on significant case study buildings are presented once per week covering the major material systems, their assembly, and the resultant implications of construction on the intentions of the architect.

- The performance of building materials and assemblies with respect to structural and technical function.
- The principles, conventions and standards associated with the manufacturing, sizing and application building materials.
- The selection of building materials and assemblies to satisfy the requirements of complex building programs.
- Studio/lab assignments are both analytical and synthetic covering the application of the issues covered in the lectures.

Prerequisites: none

Textbooks/Learning Resources:
Lectures, quizzes, exams, studio/lab assignments, and field trips.
Required and recommended texts vary, but have included:

- Allen, Edward, and Joseph Iano. *Fundamentals of Building Construction: Materials and Methods*.
- Allen, Edward, and Joseph Iano. *Architect's Studio Companion.*
- Ching, Francis. *Building Construction Illustrated.*

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):   Tricia Stuth (full-time, tenured)
Ted Shelton (full-time, tenured)   Greg Spaw (full-time, adjunct)

ARCH 331, Architectural Structures I, 4 credit hours, lecture

Course Description: Structural properties of building materials under loading and stress. Mechanics of foundations, properties of cross-sections of structural members and analysis of statically determinate trusses, beams, columns, and simple assemblies.

Course Goals and Objectives:
- To introduce students to behavior of wood structural systems and steel structural systems.
- To provide primary preparations for students who will go on to take the structures components of the Architectural Registration Exam.

Student Performance Criteria addressed:
- **Demonstrated**: B.9. Structural Systems
○ **Addressed**: A.11. Applied Research

Topical Outline:
Structural Behavior of Wood and Steel, Under Simple Loading (15%), including:
- limited treatment of nonlinear conditions
Definitions of Structural Elements (15%)
Classification of Elementary Members and Systems (15%)
Defining and Computing Geometric Properties of Member Cross-Sections (15%)
Manual Analyses of Simple Elements (15%), including
- truss member forces,
- shearing forces,
- bending moments,
- and axial forces for simple elements
- supporting analysis through computer analysis
Long and Medium Length Simple and Restrained Columns (15%)
Efficiency of Structures and the Reuse of Existing Structure Related to Principles of Sustainability (10%)

Prerequisites: ARCH 221, 232

Textbooks/Learning Resources:
Lectures, quizzes, tests, assignments, and computer analysis.
Readings will be assigned by the instructor.

Offered: Fall and Summer; annually

Faculty Assigned (2011–12 and 2012–13):
Stanley Rabun (full-time, tenured)
Mary French (part-time, adjunct)

ARCH 332, Architectural Structures II, 4 credit hours, lecture

Course Description: Continuation of analysis and design of simple structures of steel, wood, and concrete based upon specific loading requirements. Use of construction and building codes, handbooks and design tables, and selection of structural members.

Course Goals and Objectives:
- To extend previously acquired knowledge of structural behavior to the design and use of elementary and framed structural systems applying appropriate building codes and methods.
- To provide primary preparations for students who will go on to take the structures components of the Architectural Registration Exam.

Student Performance Criteria addressed:
- **Demonstrated**: B.9. Structural Systems
- **Addressed**: A.11. Applied Research

Topical Outline:
Theory and Design of Structures in Concrete and Masonry (20%)
Use of Building Codes and Design Aids (20%)
Design of Structural Frames Using Computer Software (20%)
Introduction to Foundation Systems (20%)
Practical Problems of Structural Design (20%)

Prerequisites: ARCH 331

Textbooks/Learning Resources:
Lectures, quizzes, tests, assignments, and computer analysis.
Readings will be assigned by the instructor.

Offered: Spring and Summer; annually

Faculty Assigned (2011–12 and 2012–13):
Stanley Rabun (full-time, tenured)
Paul Bielicki (part-time, adjunct)
Mary French (part-time, adjunct)

ARCH 341, Environmental Control Systems I, 4 credit hours, lecture

Course Description: Principles of active and passive indoor climate control systems, including energy considerations, heating, ventilation, air-conditioning, solar cycles, codes, life-cycle costs, and sustainability, integrated with the building design and envelope. Potable, waste and storm water systems. Life safety related to fire protection systems and codes. Impact of environmental systems on human behavior, comfort, and the environment.

Course Goals and Objectives:
Students learn to make conceptual judgments about the incorporation of technical systems in schematic design. Specific goals include:
- To understand theories and principles of sustainability and environmental control systems
- To understand applications of theory to practice
- To understand global views of energy usage and evolving technologies
- To understand long term environmental issues such as thermal, air and water pollution
- To understand the metrics of building performance analysis
- To understand the design of building envelopes related to principles of sustainability
- To discuss individual and professional responsibilities
- To understand the design impact of policies, standards, laws, and codes
- To understand the interrelationship of various building systems and the building as a whole

The short-term and long-term aspects of cost efficiency are stressed, particularly because environmental systems usually account for 20–30% of the construction budget.

Student Performance Criteria addressed:
- **Demonstrated**: B.3. Sustainability, B.8. Environmental Systems, B.11. Building Service Systems, C.1. Collaboration, C.2. Human Behavior
- **Addressed**: A.11. Applied Research, B.10. Building Envelope Systems

Topical Outline:
Passive Climate Systems (50%), including:
- energy considerations, solar cycles, ventilation, codes, and life-cycle costs, integrated with the building design and envelope.
- principles of sustainability and the Impact of environmental systems on human behavior, comfort, and the environment.

Active Indoor Climate Control Systems (50%), including:
- energy considerations, heating, ventilation, air-conditioning, codes, and life-cycle costs, integrated with the building design and envelope.
- principles of sustainability and the impact of environmental systems on human behavior, comfort, and the environment.

Prerequisites: ARCH 221, 232

Textbooks/Learning Resources:
Lectures, discussion, and field trips in class, plus assignments and exams administered online, plus a collaborative assignment.
Required texts vary, but have included:
- Stein, Reynolds, Grondzik, and Kwok. *Mechanical and Electrical Equipment for Buildings.*
- DeKay, Mark. *Sun Wind and Light.*

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Richard Kelso (full-time, tenured)
William Miller (part-time, adjunct)

ARCH 342, Environmental Control Systems II, 4 credit hours, lecture

Course Description: Building service systems and lighting design, including principles of electricity, wiring, daylighting, acoustics, and relevant codes, integrated with building envelope materials and assemblies. Principles of sustainability and the impact of environmental systems on human behavior, comfort, and the environment.

Course Goals and Objectives:
Students learn to make conceptual judgments about the incorporation of technical systems in schematic design. Specific goals include:
- To understand theories and principles of sustainability and environmental control systems
- To understand applications of theory to practice
- To understand global views of energy usage and evolving technologies
- To understand long term environmental issues such as thermal, air and water pollution
- To understand the metrics of building performance analysis
- To understand the design of building envelopes related to principles of sustainability
- To discuss individual and professional responsibilities
- To understand the design impact of policies, standards, laws, and codes.
- To understand the interrelationship of various building systems and the building as a whole

The short-term and long-term aspects of cost efficiency are stressed, particularly because environmental systems usually account for 20–30% of the construction budget.

Student Performance Criteria addressed:
- **Demonstrated**: B.3. Sustainability, B.8. Environmental Systems, B.11. Building Service Systems, C.2. Human Behavior
- **Addressed**: A.4. Technical Documentation, B.10. Building Envelope Systems

Topical Outline:
Power and Lighting Systems (50%), including:
- electricity, wiring, lighting, acoustics, and relevant codes, integrated with building design
- sustainability and the impact of environmental systems on human behavior, comfort, and the environment

Waste and Water Systems (40%), including:
- water systems, including potable, waste and storm water systems
- life safety related to fire protection systems and codes
- principles of sustainability and the Impact of environmental systems on human behavior, comfort, and the environment

Vertical Transportation, Security, and Fire Suppression Systems (10%)

Prerequisites: ARCH 221, 232

Textbooks/Learning Resources:
Lectures and discussion in class, plus assignments and exams administered online.
Required texts vary, but have included:
- Stein, Reynolds, Grondzik, and Kwok. *Mechanical and Electrical Equipment for Buildings.*
- DeKay, Mark. *Sun Wind and Light.*

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Richard Kelso (full-time, tenured)
William Miller (part-time, adjunct)

ARCH 370, Architectural Programming, 3 credit hours, lecture / seminar / studio
Note: Previously offered as ARCH 480

Course Description: Programming and project pre-design processes. Use of investigative skills in documentation, research, and analysis of program, site, relevant laws, precedents, and user requirements. Formation of comprehensive program. Combination lecture, seminar, and studio format. First half semester course.

Course Goals and Objectives:
- To understand the impact of pre-design decisions and analysis.
- To understand the importance of research and analysis regarding site, program, and precedents.
- To understand the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user.
- To prepare a comprehensive program for an architectural project, including assessment of client and user needs as well as an inventory of space and equipment requirements.
- To provide an analysis of site conditions and a definition of site selection criteria.
- To identify and analyze appropriate precedents for a site or program type.
- To review the relevant laws and standards, assessing their implication for the project.

Student Performance Criteria addressed:
- **Demonstrated**: A.1. Communication Skills, A.5. Investigative Skills, A.11. Applied Research, B.1. Pre-Design, C.3. Client Role in Architecture
- **Addressed**: A.2. Design Thinking Skills, A.3. Visual Communication Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, B.2. Accessibility, C.2. Human Behavior, C.7. Legal Responsibilities, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
Research Techniques (10%)
Programming Analysis and Development (20%)
Assessing the Needs of Clients, Owners, and Users (20%)
Site Analysis Considerations (10%)
Precedents, Typologies, and Analysis (10%)
Identification of Architectural Issues (20%)
Spatial Analysis (10%)

Prerequisites: ARCH 272
Corequisites: ARCH 371

Textbooks/Learning Resources:
Lectures, readings, assignments, field trips, and development of a comprehensive program.
Required readings will be assigned by the instructor.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Marleen K. Davis (full-time, tenured)
Tracy Moir-McClean (full-time, tenured)
James Rose (full-time, adjunct)
Sean Martin (part-time, adjunct)

ARCH 371, Architectural Design III, 3 credit hours, studio
Note: Previously offered as ARCH 481

Course Description: Execution of design project as defined in ARCH 370, exploring the implications of program on schematic design. Completed projects apply research from ARCH 370 through assessment of alternative approaches and well-reasoned design decisions. Second half semester course.

Course Goals and Objectives:
- To understand the impact of pre-design decisions and analysis on the final design of a given project.
- To understand a specific design topic through project design by virtue of the project's significance, size, complexity, and scope.
- To apply research and analysis regarding site, program, and precedents in a final design project.

Student Performance Criteria addressed:
- **Demonstrated**: A.3. Visual Communication Skills, A.5. Investigative Skills, A.7. Use of Precedents, A.11. Applied Research, B.1. Pre-Design (Programming), B.2. Accessibility
- **Addressed**: A.1. Communication Skills, A.2. Design Thinking Skills, A.6. Fundamental Design Skills, A.8. Ordering System Skills, B.5. Life Safety, C.2. Human Behavior, C.3. Client Role in Architecture, C.7. Legal Responsibilities, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
Schematic Design and Development of a Selected Project (85%)
Code Studies Related to Site Restrictions, Occupancy, Egress, and Accessibility (15%)

Prerequisites: ARCH 272
Corequisites: ARCH 370

Textbooks/Learning Resources:
Lectures, readings, assignments, field trips, and development of a comprehensive program.
Required readings may be assigned by the instructor.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Marleen K. Davis (full-time, tenured)
Tracy Moir-McClean (full-time, tenured)
James Rose (full-time, adjunct)
Sean Martin (part-time, adjunct)

ARCH 372, Architectural Design IV, 6 credit hours, studio

Course Description: Design synthesis. Integration of design determinants emphasizing structure, sustainability, materials, and construction.

Course Goals and Objectives:
The focus of the course is to understand the inherent logic of technical systems and principles of sustainability, focusing on how these systems influence design ideas and development. Other objectives are:
- To understand principles of sustainability and apply these principles to a design project.
- To understand the effect of materials and construction on the synthesis of architectural form and space.
- To synthesize diverse design determinants of site, program, and structure into a unified solution.
- To develop issues of sustainability related to place, technology, and climate with an emphasis on materials and the detailing of the building envelope.
- To analyze alternative design strategies and develop independent thinking.

Student Performance Criteria addressed:
● **Demonstrated**: B.4 Site Design
○ **Addressed**:   A.2. Design Thinking Skills, A.3. Visual Communication Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, B.5. Life Safety

Topical Outline:
Generation and Evaluation of Alternative Ideas (10%)
Analysis and Assessment of Site Context, Including Climate (10%)
Analysis and Assessment of Program (5%)
Exploring Structural Systems and Materials of Construction (10%)
Analysis of Related Precedents (5%)
Developing Design Ideas Related to the Formal, Functional, and Spatial Implications of Structure, Sustainability, Materials, and Construction (20%)
Developing and Appreciation in the Design Detailing of the Building Envelope Related to Insulation, Materials, Ventilation, Waterproofing, Energy Usage, and Human Comfort (20%)

Prerequisites: ARCH 371

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Marleen K. Davis (full-time, tenured)
Hansjörg Göritz (full-time, tenured)
William Martella (full-time, tenured)
Ted Shelton (full-time, tenured)
Greg Spaw (full-time, adjunct)
Robert French (full-time, adjunct)
Sean Martin (part-time, adjunct)

ARCH 421, Representation IV: Information Modeling, 2 credit hours, lecture/lab

Course Description: Exploration of advanced information modeling programs. Emphasis is placed on learning how the digital model can assist in the design process through the representation of construction and analysis. The use of building information modeling to predict building performance and to document material properties will also be included.

Course Goals and Objectives:
This course exposes students to complex building information modeling (BIM) software—such as Revit or ArchiCad—, which is rapidly transforming the professional production of design work. The goals of this course are:
- To introduce all students to the basic tools and potential uses of building information modeling.
- To develop collaborative skills among students.
- To analyze building performance during the design phase, especially related to environmental factors, energy consumption, orientation, and materials
- To understand the inherent strengths and limitations of different digital programs
- To provide students with an important skillset expected in the profession.

Student Performance Criteria addressed:
- **Demonstrated**: —
○ **Addressed**:   A.3. Visual Communication Skills, A.4. Technical Documentation

Topical Outline:
Information Modeling Skills (80%), including:
- emphasis on design intent and its relationship to the mode of representation and analysis
- advanced digital skills in the design process
- integration of building systems facilitated through digital modeling
- digital analysis of design
- digital analysis of building performance related to environmental factors, energy consumption, orientation, and materials
- multiple designers working with the same digital model
- a basic introduction to analytical potential of the building model and data base information

Reinforcing Topics Introduced in Other Professional Courses (20%)
- representation techniques and strategies in architectural design and analysis
- building performance related to energy consumption, materials, orientation, and environmental comfort

Prerequisites: ARCH 372
Corequisites: ARCH 471 or IDS 371

Textbooks/Learning Resources:
Lectures, demonstrations, lab tutorials, and lab assignments.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Matthew Hall (full-time, adjunct)

ARCH 431, Integration of Building Systems in Design, 3 credit hours, lecture/lab

Course Description: Case study analysis and selection of structural and mechanical systems, investigating the conceptual integration of technical information into a unified design solution, addressing principles of sustainable design.

Course Goals and Objectives:
The focus of the course is to take into account relevant performance criteria in the design of technical systems. Other objectives are:
- To integrate technical systems into a proposed design
- To describe the schematic design of structure and ECS
- To apply general rules of thumb to sizing of structural and ECS components
- To understand life cycle and environmental ramifications of design decisions
- To apply principles of sustainability

Student Performance Criteria addressed:
- **Demonstrated**: B.3. Sustainability, B.5. Life Safety, B.6. Comprehensive Design, B.10. Building Envelope Systems
- **Addressed**: A.4. Technical Documentation, A.5. Investigative Skills, A.11. Applied Research, B.8. Environmental Systems, B.9. Structural Systems, B.11. Building Service Systems, B.12. Building Materials and Assemblies

Topical Outline:
Assessment of the Conceptual and Design Impact of Building Systems as it Affects the Students' Design Projects (80%), including:
- alternative design strategies related to technical systems
- structural system(s) and their inherent spatial characteristics
- mechanical systems: hvac, electrical, lighting, acoustics
- comprehensive sustainable strategies as a core focus:
- understanding of building performance
- relationships between the building and its systems
- materials, enclosure, and wall systems
- consideration of construction and life cycle cost issues
- site, context, and environmental factors.
- use of the LEED rating system as metric for evaluating building performance and sustainable design.
- relevant codes: egress, structural, fire safety, disability, zoning, etc.
- principles of sustainability

Reinforcing Sustainable Issues Addressed in Other Professional Courses (20%), including:
- solar considerations, cross ventilation, understanding of site and climate, use of materials, and detailing of the building envelope.

Prerequisites: ARCH 332, 342   **Corequisites**: ARCH 471

Textbooks/Learning Resources:
Lectures, demonstrations, lab tutorials, and lab assignments.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Richard Kelso (full-time, tenured)
Stanley Rabun (full-time, tenured)
Paul Bielicki (part-time, adjunct)
Lisa Hoskins (part-time, adjunct)

ARCH 462, Professional Practice, 3 credit hours, lecture

Course Description: Management and organizational theories and practices for delivering professional design services. Included are assessment of the building industry and its influence on practice; analysis of the basic management functions within professional firms; and legal and ethical concerns facing practitioners today. Special obligations and privileges of the design professional.

Course Goals and Objectives:
The business of providing professional architectural service rendered by the architect requires consideration of the firm's structure and organization, and the management of finances, budgets, personal schedules, and client relations. Basic information and overview of marketing, rendering of basic services, and following a project to completion are important for the students' understanding of the architectural design process and the total building process.

Student Performance Criteria addressed:
- **Demonstrated**: B.7. Financial Considerations, C.3. Client Role in Architecture, C.4. Project Management, C.5. Practice Management, C.6. Leadership, C.7. Legal Responsibilities, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility
- **Addressed**: A.10. Cultural Diversity, B.2. Accessibility

Topical Outline:
Project delivery: traditional, fast track, design/build (5%)
Contracts: Architect, Owner, Inter-professional (5%)
Management principles and marketing (5%)
Budgeting and scheduling (5%)
Actual project budgets, determining cost and profits (5%)
Personnel management and employee benefits (5%)
Programming (5%)
Contract documents: Drawings, Specifications, General Conditions, Supplementary Conditions (5%)
Owner/Contractor Contract, Addenda, and Modifications (5%)
Project Manual (5%)
Construction cost control, review of techniques and applications (5%)
Value Engineering and Life Cycle Costing (5%)
Regulation control: review of applicable codes (5%)
Scheduling: Critical Path Method and PERT review (5%)
The project team: emphasis on each member's responsibility (5%)
Project management: overview (5%)
Architectural liability (5%)
Professional ethics (5%)
Architectural registration, competitions, and professional organizations. (5%)
Environmental ethics and professional responsibilities for being a positive actor in the built environment (5%)

Prerequisites: ARCH 471

Textbooks/Learning Resources:
Lectures, readings, assignments, and exams.
Required text:
- *Student AIA Handbook of Professional Practice.*
- Additional readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13): John McRae (full-time, tenured)

ARCH 471, Integration Design Studio, 6 credit hours, studio

Course Description: Design project from conceptual through design development phase. Specification of component building systems including structures, mechanical, lighting, and construction details. Demonstration of principles of sustainability in design and building performance.

Course Goals and Objectives:
The primary objective is to synthesize and integrate aspects of technical ideas in a design project. Other objectives are:
- To explore the conceptual design implications of sustainability, structure, materials, environmental controls, acoustics and lighting in an integrated design process.
- To address performance criteria for building systems
- To understand life safety and health requirements in building.
- To understand the needs of the physically disadvantaged user.
- To develop design details with consideration of processes of materials assembly in construction.

Student Performance Criteria addressed:
- **Demonstrated**: A.4. Technical Documentation, B.2. Accessibility, B.3. Sustainability, B.5. Life Safety, B.6. Comprehensive Design, B.10. Building Envelope Systems, B. 12. Building Materials and Assemblies
- **Addressed**: A.2. Design Thinking Skills, A.3. Visual Communication Skills, A.5. Investigative Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, A.8. Ordering Systems Skills, A.9. Historical Traditions and Global Culture, A.11. Applied Research, B.4. Site Design, B.7. Financial Considerations, B.8. Environmental Systems, B.9. Structural Systems, B.11. Building Service Systems, C.2. Human Behavior, C.7. Legal Responsibilities

Topical Outline:
Concept Design (25%)
Sustainable Issues are Emphasized Throughout
Building Systems Design (25%)
Design Development (35%)
Technical Documentation and Representation of Design (15%)

Prerequisites: ARCH 372
Corequisites: ARCH 431

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required text:
- Allen, Edward, and Joseph Iano. *The Architect's Studio Companion.*

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Hansjörg Göritz (full-time, tenured)
William Martella (full-time, tenured)
Jennifer Akerman (full-time, tenure track)
Robert French (full-time, adjunct)
Paul Bielicki (part-time, adjunct)

ARCH 482*, Self-Directed Project, 6 credit hours, studio

Course Description: Faculty oversight of student initiated topic for design exploration. The design project is related to previous proposal, research, and documentation undertaken by the student.
Comment: This course fulfills requirement for honors credit, including 3 credit hours of honors thesis.

Course Goals and Objectives:
- To provide the student with the opportunity to propose a project of his or her interest. All projects must reflect complexity and significance and be of appropriate scope to demonstrate the capabilities, skills, knowledge, and judgment of a graduating architecture student.
- To give the students an opportunity to formulate a project statement with goals, documentation, and analysis of site, program and precedents.
- To reinforce the student's previous experience in Arc 480 and 481 with a self-defined and self-directed project.
- To provide the student with opportunity to assume considerable independence in the development of an architectural program.

Student Performance Criteria addressed:
- **Demonstrated**: A.1. Communication Skills, A.2. Design Thinking Skills
- ○ **Addressed**: A.3. Visual Communication Skills, A.5. Investigative Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, A.11. Applied Research, B.1. Pre-Design (Programming), B.4. Site Design, C.2. Human Behavior, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
Completion of a Design Project Based on Independent Intentions
Synthesis of Process
Comprehensive Presentation
Project Statement Including Goals, Documentation and Analysis of Site, and Precedents

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 479

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Tricia Stuth (full-time, tenured)

ARCH 483, Advanced Architectural Design: Urbanism, 6 credit hours, studio

Course Description: Urban design projects responding to specific community conditions. Exploration of urban issues in making and understanding the architecture of the city.

Course Goals and Objectives:
- To expand the students' knowledge, critical thinking, and ultimately design abilities in pursuit of an "Urban Architecture."

Student Performance Criteria addressed:
- **Demonstrated**: A.2. Design Thinking Skills
- **Addressed**: A.3. Visual Communication Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, B.3. Sustainability, C.1. Collaboration, C.2. Human Behavior

Topical Outline:
Schematic Design and Design Development of a Selected Project in Urban Design
Analytic and Synthetic Procedures of Urban Design

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 471

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring and Summer; annually

Faculty Assigned (2011–12 and 2012–13):
T.K. Davis (full-time, tenured)
Mark Schimmenti (full-time, tenured)

ARCH 485, Advanced Architectural Design: Development and Design, 6 credit hours, studio

Course Description: Exploration of image making, consumerism and the allocation of scarce resources. Issues of finance, economics, urban economics, and marketing are analyzed in relation to urban and architectural design. Application of financial feasibility models.

Course Goals and Objectives:
This course demonstrates how to solve architectural problems that respond to human needs within the context of scarce resources. This is achieved by showing the student how to respond to the needs and tastes of consumers within a context of financial feasibility and societal responsibility. This requires the student to make the connection between consumer demand and markets, development costs, profits, and design. An emphasis is placed on understanding location theory and the forces involved with optimal land use at the scale of both individual buildings and communities.

Student Performance Criteria addressed:
● **Demonstrated**: A.2. Design Thinking Skills
○ **Addressed**:   A.3. Visual Communication Skills, A.6. Fundamental Design Skills, A.7. Use of
                        Precedents, B.3. Sustainability, C.1. Collaboration, C.2. Human Behavior

Topical Outline:
Site Analysis
Market Analysis
Precedent Analysis
Preliminary Financial Analysis
Development of a Land Use Plan
Schematic Design and Design Development of a Selected Project

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 471, 463

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually/semi-annually

Faculty Assigned (2011–12 and 2012–13):
John McRae (full-time, tenured)

ARCH 486, Advanced Architectural Design: Sustainable Architecture, 6 credit hours, studio

Course Description: Architectural design studio emphasizing concern for the environment, consideration of energy conservation techniques, and use of renewable resources.

Course Goals and Objectives:
- To introduce, reinforce, and extend the student's knowledge in designing sustainable building(s). The course builds on previous material introduced in technology and design courses.
- To synthesize design considerations with technical requirements that address issues of sustainable design, orientation, site design, and life cycle considerations.
- To consider investigations of building materials, their production and application as they relate to energy conscious design in its broadest sense.
- To consider issues that address the regional, ethical, and cultural implications of sustainable design, giving the student a broad understanding of the responsibilities and opportunities related to sustainable design.

Student Performance Criteria addressed:
- **Demonstrated**: A.2. Design Thinking Skills
- **Addressed**: A.3. Visual Communication Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, B.3. Sustainability, C.1. Collaboration, C.2. Human Behavior

Topical Outline:
Design of Building(s) of Moderate Complexity Emphasizing the Exploration of Architectural Systems Related to Sustainable Design, including:
- materials
- wall and roof systems
- environmental controls with an emphasis on massive technology

Implications of Building Density Related to Urban, Suburban and/or Rural Sites
Precedent Analysis

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 471

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually/semi-annually

Faculty Assigned (2011–12 and 2012–13):
Tracy Moir-McClean (full-time, tenured)
Brandon Pace (part-time, adjunct)

ARCH 489, Advanced Architectural Design: Structural Innovations, 6 credit hours, studio

Course Description: Building design with innovative structural configuration and technology. Exploration of new materials, detailing, and methods in building construction.

Course Goals and Objectives:
- To give the student the opportunity to explore innovative structures in a studio setting.
- The course explores the creative capacity of innovative structures related to loading dynamics, building expression, order, form, light, and space.
- To extend and expand work completed in other classes particularly technology and design classes. Emphasis on the tectonic qualities of structure and its materiality.
- Special attention given to detailing and the expressive use of structure.
- Consideration of new materials, particularly composite materials as well as structured materials as they relate to sustainability issues.

Student Performance Criteria addressed:
- **Demonstrated**: A.2. Design Thinking Skills
○ **Addressed**:   A.3. Visual Communication Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, B.3. Sustainability, C.1. Collaboration, C.2. Human Behavior

Topical Outline:
Design of Building(s) Emphasizing Innovative Structures
Precedent Analysis

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 471

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually/semi-annually

Faculty Assigned (2011–12 and 2012–13):
John McRae (full-time, tenured)
Scott Wall (full-time, tenured)
Kenneth McCown (full-time, tenure track)
Greg Spaw (full-time, adjunct)

ARCH 490, Advanced Architectural Design: Special Topics / Diploma Studio, 6 credit hours, studio

Course Description: Advanced architectural design based on special topics as defined by instructor.
Comment: Honors students are able to register this course as a thesis project, following the requirements expected of graduate students enrolled in ARCH 599.

Course Goals and Objectives:
The objectives of this design studio are determined by the instructor.

Student Performance Criteria addressed:
- **Demonstrated**: A.1. Communication Skills, A.2. Design Thinking Skills
- ○ **Addressed**:   A.3. Visual Communication Skills, A.5. Investigative Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, A.11. Applied Research, B.1. Pre-Design (Programming), B.4. Site Design, C.2. Human Behavior, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
The content of this design studio is determined by the instructor.
All students are required to complete a summary report of their research and design, the requirements of which are outlined in the course syllabus.

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 471

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Mark DeKay (full-time, tenured)
Hansjörg Göritz (full-time, tenured)
Jennifer Akerman (full-time, tenure track)
Katherine Ambroziak (full-time, tenure track)
Matthew Hall (full-time, adjunct)

ARCH 500, Thesis, 1–15 credit hours

Course Description: Student works independently but with his/her thesis committee, which reviews the work on a systematic basis at critical times during the project. The thesis with its associated issues is defined in the approved 580 Thesis Preparation document. The committee chair serves as the primary critic of the thesis and is responsible to assure that the requirements for the thesis are met.

Course Goals and Objectives:
- To explore and develop in-depth the ideas and principles of architecture which the student finds compelling, relevant and challenging and are of interest to contemporary architecture.
- To demonstrate the skills, knowledge, and critical judgment the student has acquired while in the program.
- To allow the student to work with independence.

Student Performance Criteria addressed:
- **Demonstrated**: A.1. Communication Skills, A.2. Design Thinking Skills
- **Addressed**: A.3 Visual Communication Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, A.11. Applied Research, B.1. Pre-Design (Programming), B.4. Site Design, C.2. Human Behavior, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
The content is determined by the student working with his/her thesis committee.

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 580

Textbooks/Learning Resources:
Readings will be referenced as defined by the student, with advice from his/her thesis committee.

Offered: Fall, Spring, and Summer; annually

Faculty Assigned (2011–12 and 2012–13):
George Dodds (full-time, tenured) coordinates all thesis students as Chair of the Graduate Programs in Architecture. Additionally, students work with a committee consisting of a primary advisor and two secondary advisors. The primary advisor must be University faculty, with tenure or on the tenure track at the rank of Assistant Professor or above, or full-time faculty with the rank of Adjunct Assistant Professor or above. Students are responsible to select their committee. Virtually all full-time School of Architecture faculty members serve on at least one thesis committee each year, and many serve on multiple committees.

ARCH 501, Introduction to the Built Environment, 2 credit hours, lecture

Course Description: Introduction to the design disciplines from an intellectual perspective. Intended as a framework for understanding architectural form, its production, and interpretation, the course analyzes the built environment through discussions of space, place, and culture. Human experience, the performance of materials, social concerns, technological developments, and natural contexts provide ways of understanding design form. Texts explore the integrated relationship of history, theory, representation, and design.

Course Goals and Objectives:
- To introduce design from a beginning level theoretical perspective that explains:
  - what its fundamental to design
  - what issues generate form
  - how the process of designing works
  - how to interpret the meaning of design solutions

Student Performance Criterion/a addressed:
- **Demonstrated**: —
- **Addressed**: A.1. Communication Skills, A.5. Investigative Skills, A.7. Use of Precedents, A.8. Ordering System Skills, A.9. Historical Traditions and Global Culture, C.2. Human Behavior

Topical Outline:
Shared Principles Amongst the Design Disciplines (25%)
Differences and Distinctions Between Theoretical Foundations of Architecture and Landscape Architecture (25%)
Ecological Literacy (25%)
Introductory Spatial/Formal Composition (25%), including:
- the order of site and contexts
- the order of construction
- the order of human activity
- the order of human experience
- the order of ideas

Corequisites: ARCH 358, ARCH 518/519
Prerequisites: None

Textbooks/Learning Resources:
Lectures, readings, and discussions.
Required texts vary.

Offered: Summer only; annually

Faculty Assigned (2011–12 and 2012–13):
George Dodds (full-time, tenured)
Gregor Kalas (full-time, tenured)
Avigail Sachs (full-time, tenure track)
Jennifer Bradley (part-time, adjunct)

ARCH 503, Modern Architecture: Histories and Theories, 3 credit hours, lecture/seminar

Course Description: Examines the history and theory of modern architecture focusing on the late 19th and 20th centuries through broad-based examinations of the question of modernity and specific case studies of buildings, projects, landscapes, and theories.

Course Goals and Objectives:
- This course helps students develop an understanding of the complex patrimony of modern architecture.
- Moreover, it challenges students to establish a critical mass of knowledge about central monuments, documents, and ideas from the period, while critically assessing the cultural, material, and philosophical basis of 20th-century modernism.
- This is a writing intensive course, requiring weekly written summaries and critical analyses of required readings, participation in seminar discussions, and a final term paper on a topic approved by the instructor.

Student Performance Criteria addressed:
- ● **Demonstrated**: A.5. Investigative Skills
- ○ **Addressed**: A.1. Communication Skills, A.9. Historical Traditions / Global Culture, A.10. Cultural Diversity, A.11. Applied Research, C.2. Human Behavior, C.6. Leadership, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
Modern, Modernism, and Modernity: The Ancients and the Moderns, 1650–1750 (8%)
Visions of a New Landscape: French and English Picturesque, 1750–1850 (8%)
The Question of Style: Semper, Schinkel, "The German Debate," 1820–1890 (8%)
Viollet-le-Duc, the English Arts and Crafts, and the German Connection, 1850–1910 (8%)
American Pastoral Idealism, the Prairie Style, the Chicago School, 1850–1920 (8%)
German/Italian Avant-Garde: Gesamtkunstwerk and Neue Sachlichkeit, 1920–1939 (8%)
Cubism, Surrealism, Purism: Le Corbusier, the Modern Garden, 1890–1939 (8%)
Berlage and Behrens/Perret and Le Corbusier, 1880–1939 (8%)
The German Exodus in the American Century, 1920–1939 (8%)
Urb and Suburb, 1945–present (8%)
The New Brutalism and the Fall of CIAM, 1950–1970 (8%)
The New Historicism, the Question of Post-Modernism and the Return of "Critical Regionalism," 1975–present (8%)

Prerequisites: ARCH 512

Textbooks/Learning Resources:
Lectures, classroom debate, discussion, weekly written summaries, and a term paper.
Required texts vary, but typically include readings from the following:
- Frampton, Kenneth. *Modern Architecture: A Critical History.*
- Rowland, Kurt. *A History of the Modern Movement: Art, Architecture, and Design.*
- Collins, Peter. *Changing Ideals in Modern Architecture.*
- Tafuri, Manfredo and Francesco Dal Co. *Modern Architecture.*
- Curtis, William. *Modern Architecture since 1900.*
- Additional readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
George Dodds (full-time, tenured)

ARCH 505, History and Theory of Architectural Stewardship, 3 credit hours, lecture/seminar
Note: This course is under review for conversion to an elective rather than required course. It was last of-
fered in Spring 2012.

Course Description: Analyzes buildings as urban interventions that transmit the past into the present.
Approaches to maintaining the architectural fabric of cities. Topics engage theories of cultural steward-
ship in design though issues of re-use, public space, and artistic expression.

Course Goals and Objectives:
- The course aims to uncover the significance of conserving buildings and urban landscapes in or-
der to enrich the study of architectural stewardship.
- The course commences with investigating cities from the periods of classical antiquity and late
antiquity; this material will be brought to bear on considerations of contemporary architecture.
- The following will be introduced as topics: anthropological and archaeological methodologies; in-
terpreting architectural reuse; ruins and the concepts of modernity; and the histories of sustaina-
ble cities.

Student Performance Criteria addressed:
- **Demonstrated**: —
- **Addressed**:   A.1. Communication Skills, A.5. Investigative Skills, A.9. Historical Traditions and
Global Culture, A.10. Cultural Diversity, A.11. Applied Research, B.3. Sustainability,
C.6. Leadership, C.8. Ethics and Professional Judgment, A.9. Community and Social
Responsibility

Topical Outline:
Interpretations of Architecture Restoration (20%)
Urban Rehabilitation (10%)
Sustainability and Architectural Reuse (30%)
Ethics of Architectural Conservation (30%)
The Preservation of Archeological Sites (10%)

Prerequisites: ARCH 521* (Under review.)

Textbooks/Learning Resources:
Lectures, classroom debate, discussion, weekly written summaries, and a term paper.
Required texts vary, but typically include readings from the following:
- Ward-Perkins, Bryan. "Re-using the Architectural Legacy of the Past, *Entre Idéologie et Pragma-*
tisme," in *The Idea and Ideal of the Town Between Late Antiquity and the Early Middle Ages*, G.
P. Brogiolo et al. eds (Leiden: Brill, 1999), 225-244
- Karmon, David. *The Ruin of the Eternal City: Antiquity and Preservation in Renaissance Rome.*
Oxford: Oxford University Press, 2011
- Vanderbilt, Tom. *Survival City: Adventures among the Ruins of Atomic America*. New York:
Princeton Architectural Press, 2001
- Wagner-Pacifici, Robin. *Discourse and Destruction: The City of Philadelphia versus MOVE*. Chi-
cago: University of Chicago Press,1994
- Haribson, Robert. *The Built, the Unbuilt and the Unbuildable: In Pursuit of Architectural Meaning.*
London: Thames & Hudson, 1991
- Eliot, Robert. *Faking Nature: The Ethics of Environmental Restoration*

Offered: Spring only; annually.

Faculty Assigned (2011–12 and 2012–13):
Gregor Kalas (full-time, tenured)

ARCH 507, Architecture, Culture, and Modernity, 3 credit hours, lecture/seminar
Note: All students are required to take either ARCH 507 or ARCH 580.

Course Description: Scope of ideas generated in architecture's recent history to reveal and explain production and reception of architecture: historical background necessary to understand those concepts. Complements history sequence but in specialized field of theory.

Course Goals and Objectives:
- This course provides an understanding of the ways architectural theory relates to broader intellectual developments and cultural history.
- Students investigate architectural theory by relating buildings to art, literature, politics, technology, and other facets of culture during the late 20th and early 21st centuries.
- Students develop critical insights into architecture as a discipline and they apply these skills in their research projects.

Student Performance Criteria addressed:
● **Demonstrated**: —
○ **Addressed**:   A.1. Communication Skills, A.5. Investigative Skills, A.10. Cultural Diversity

Topical Outline:
Post-modern Architectural Theory (12.5%)
Deconstruction (12.5%)
Architecture of Simulation (12.5%)
Media and Narrative Theory (12.5%)
Technology and Cyborg Culture (12.5%)
Sustainability and Material Culture (12.5%)
Theories of Urbanism and Public Space (12.5%)
Reception History (12.5%)

Prerequisites: none

Textbooks/Learning Resources:
Lectures, classroom debate, discussion, weekly written summaries, and a term paper.
Required texts vary, but typically include readings from the following:
- Benjamin, Walter.
- Damisch, Hubert
- Derrida, Jacques
- Foucoult, Michel
- Frampton, Kenneth
- Habermas, Jurgen
- Koolhaas, Rem
- Lefebvre, Henri
- Moneo, Rafael
- Rowe, Colin
- Additional readings may be assigned by the instructor.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Gregor Kalas (full-time, tenured)

ARCH 509, Seminar in Design Integration, 3 credit hours, seminar

Course Description: Technological aspects influencing building form and space. Integral application of technical aspects of structural, environmental control, and construction supporting sustainability, experience, use, contextual fit, meaning, and expression. Whole building simulation and other methods for higher performance building. Bases for integrating design knowledge.

Course Goals and Objectives:
Paired with ARC 572, Design Integration Studio, the Seminar in Design Integration provides students with a framework for understanding and applying technical knowledge to architectural production. The course presents an intellectual context that locates technology within broader architectural thought, while also exploring methods for leveraging technological knowledge to achieve architectural ends. Building technology will be considered in theoretical and pragmatic terms, challenging the implied separation of these two modes of thinking.

Student Performance Criteria addressed:
● **Demonstrated**: B.4. Site Design
○ **Addressed**:   A.11. Applied Research, B.3. Sustainability, B.5. Life Safety, B.6. Comprehensive
                       Design

Topical Outline:
Energy and Resource Application (16.7%)
Basics of Site Design (16.7%)
Structural Considerations (16.7%)
Solar Environment and Basics of Daylighting (16.7%)
Water Topographies: Managing Water Inside and Outside (16.7%)
Thermal Comfort and Fresh Air (16.7%)

Prerequisites: ARCH 546, 540, 516
Corequisites: ARCH 572

Textbooks/Learning Resources:
Lectures, workshop exercises, readings, and discussion.
Required texts vary, and have included readings from the following:
- Marx, Leo. *The Machine in the Garden.*
- Banham, Reyner. *Architecture of the Well-Tempered Environment.*
- Mostafavi and Leatherbarrow. *On Weathering: The Life of Buildings in Time.*
- Ford, Edward. *Five Houses, Ten Details.*
- Leslie, Thomas. *Louis I Kahn: Building Art Building Science.*
- Nye. *American Technological Sublime.*
- Braham, William. *Rethinking Technology: A Reader in Architectural Theory.*
- Giedion, Sigfried. *Mechanization Takes Command, a Contribution to Anonymous History.*

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Ted Shelton (full-time, tenured)

ARCH 511, History and Theory of Architecture I, 3 credit hours, lecture/seminar

Course Description: Architecture and ideas of building and community form in major world cultures from the prehistoric era to about 1500 AD.

Course Goals and Objectives:
- To foster an understanding of building types, architectural technologies, cultural identities, spatial patterns, social values, sustainability, and theoretical issues through an investigation of architectural history.
- To foster a sensitivity to the diverse cultures that have contributed to the history of architecture, by raising interpretive questions about architectural traditions. To develop an understanding of architecture as a product of culture. To introduce methods of historical and theoretical inquiry. Comparisons with contemporary examples are used to stimulate critical judgment by students.
- To introduce an understanding of strategies of sustainability in different cultures related to climate, materials, geography, and solar orientation.

Student Performance Criteria addressed:
- **Demonstrated**: A.9. Historical Traditions / Global Culture, A.10. Cultural Diversity
- **Addressed**: A.1. Communication Skills, A.5. Investigative Skills, C.6. Leadership, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
Architectural Theory (10%)
Prehistory, Ancient Near East, and Ancient Persia (10%)
Ancient Egyptian, Greek, and Roman Architecture (25%)
Late Antique and Byzantine Architecture (10%)
Medieval Islamic Architecture (10%)
Ancient / Medieval Architecture, India, China, Japan (20%)
Pre-Columbian Architecture of the Americas (5%)
Medieval European Architecture (10%)

Prerequisites: none

Textbooks/Learning Resources:
Lectures, quizzes, exams, short written papers, classroom debate, and discussion.
Required texts vary, but typically include readings from the following:
- Meister, Michael. *Sacred Architecture in the Traditions of India.* (1994)
- Jackson, J.B. *A Sense of Place, A Sense of Time.* (1994)
- Grabar, Oleg. *Formation of Islamic Art.* (revised 1988)
- Allen, Lindsay. *The Persian Empire* (2005)
- Nitschke, Günter. In *From Shinto to Ando.* (1993)
- Steinhardt, Nancy. *Liao Architecture.* (1997)
- Steinhardt, Nancy. *Chinese Traditional Architecture.* (1984)
- Procopius. *On the Buildings.*
- Vitruvius. *The Ten Books of Architecture.* (Harvard/Oxford. 1914)
- Kostof, Spiro. *A History of Architecture: Settings and Rituals.* (1995)
- Additional readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Gregor Kalas (full-time, tenured)

ARCH 512, History and Theory of Architecture II, 3 credit hours, lecture/seminar

Course Description: Architecture and ideas of building and community form in major world cultures from 1500 AD to the mid-20th century.

Course Goals and Objectives:
- To foster an understanding of building types, architectural technologies, cultural identities, urban form, spatial patterns, social values, sustainability, and theoretical issues through an investigation of architectural history.
- To foster a sensitivity to the diverse cultures that have contributed to the history of architecture, by raising interpretive questions about architectural traditions. To develop an understanding of architecture as a product of culture. To introduce methods of historical and theoretical inquiry. To enhance student perception of contemporary architectural issues through an understanding of historical examples, by linking historical and theoretical approaches with present-day projects.
- To introduce an understanding of strategies of sustainability in different cultures related to climate, materials, geography, and solar orientation.

Student Performance Criteria addressed:
- **Demonstrated**: A.9. Historical Traditions and Global Culture, A.10. Cultural Diversity
- **Addressed**: A.1. Communication Skills, A.5. Investigative Skills, A.11. Applied Research, C.6. Leadership, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
Architecture in Italy in the 14th–17th centuries (20%)
Architecture in the Americas, Asia, and Islamic Countries in the 14th–17th centuries (30%)
Architecture in Europe in the 16th–19th centuries (25%)
Architecture in a Global World in the 20th century (25%)

Prerequisites: ARCH 511

Textbooks/Learning Resources:
Lectures, quizzes, exams, short written papers, term paper, classroom debate, and discussion. Students attend supplementary sections and write a research paper.
Required texts vary, but typically include readings from the following:
- Alberti. *Ten Books of Architecture.*
- Palladio. *Four Books of Architecture.*
- Laugier, M.-A. *Essay on Architecture.*
- Gropius, Walter. *The New Architecture and the Bauhaus.*
- Venturi, Robert. *Complexity and Contradiction in Architecture.*
- Rogers, Elizabeth Barlow. *Landscape Design A Cultural and Architectural History.*
- Watkin, David. *History of Western Architecture.* (2001)
- Trachtenberg and Hyman. *Architecture: From Prehistory to Post-Modernism.*
- Kostof, Spiro. *A History of Architecture: Settings and Rituals.* (1995)
- Additional readings may be assigned by the instructor.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Gregor Kalas (full-time, tenured)
Avigail Sachs (full-time, tenure track)

ARCH 515, Seminar in Urban Design Theory, 3 credit hours, seminar

Course Description: Investigations of urban forms, patterns, and attitudes that have shaped towns and cities.

Course Goals and Objectives:
This course concerns itself with urban history and theory, and the relationship of physical city structure to the cultural forces (political, economic, social, technological, and artistic) that influence urban form in the historic and modern city. In pedagogical terms, the ultimate objectives are:
- to expand the students' knowledge
- to intensify the students' critical abilities in evaluating, discussing, and designing an "Urban Architecture."

Student Performance Criteria addressed:
● **Demonstrated**: A.1. Communication Skills, A.7. Use of Precedents, C.2. Human Behavior
○ **Addressed**:   —

Topical Outline:
Introduction to the Roots of Urban Theory (20%)
Urban Theory from the Industrial Revolution to the Present (80%)

Prerequisites: none

Textbooks/Learning Resources:
Lectures, readings, discussion, films, essay assignments, and final exam.
Required texts vary, but typically include readings from the following:
- Larice, Michael and Elizabeth MacDonald. *The Urban Reader* (Second Edition). Routledge (London) 2012.
- Additional readings, including a customized course reader, may be assigned by the instructor.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
T.K. Davis (full-time, tenured)
Mark Schimmenti (full-time, tenured)

ARCH 516, Design Implementation: Construction Methods I, 3 credit hours, lecture/lab

Course Description: Fundamentals of design implementation introducing properties of interior and exterior building materials and their relation to construction methods and detailing. Theory and practice of material selection and especially detailing, in service of architectural expression, sustainability, aesthetics, spatial order and perception, performance, experience, and meaning.

Course Goals and Objectives:
An introduction to the theory and techniques of architectural construction. Instruction is directed toward the following primary objectives:
- To provide students the introductory material necessary for the comprehension of basic construction techniques.
- To present the material in a way which locates architecture at the juncture of spatial strategies and technical means.
- Introduction to the physical characteristics of materials and their suitability for both physical and aesthetic purposes.
- To learn to select and design using materials and construction systems while incorporating basic sustainable design criteria.

Student Performance Criteria addressed:
- **Demonstrated**: A.4. Technical Documentation, B.10. Building Envelope Systems, B.12. Building Materials and Assemblies
- ○ **Addressed**: A.9. Historical Traditions and Global Culture, A.11. Applied Research, B.3. Sustainability, B.7. Financial Considerations

Topical Outline:
Wood (18%), Masonry (18%), Concrete (18%), Steel (18%), Glass (18%), Emerging Materials (10%)

Lectures on significant case study buildings are presented once per week covering the major material systems, their assembly, and the resultant implications of construction on the intentions of the architect.
- The performance of building materials and assemblies with respect to structural and technical function.
- The principles, conventions and standards associated with the manufacturing, sizing and application building materials.
- The selection of building materials and assemblies to satisfy the requirements of complex building programs.
- Studio/lab assignments are both analytical and synthetic covering the application of the issues covered in the lectures.

Prerequisites: none

Textbooks/Learning Resources:
Lectures, quizzes, exams, studio/lab assignments, and field trips.
Required and recommended texts vary, but have included:
- Allen, Edward, and Joseph Iano. *Fundamentals of Building Construction: Materials and Methods.*
- Allen, Edward, and Joseph Iano. *Architect's Studio Companion.*
- Ching, Francis. *Building Construction Illustrated.*

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Ted Shelton (full-time, tenured)
Tricia Stuth (full-time, tenured)
Greg Spaw (full-time, adjunct)

ARCH 518, Design Representation and Process I, 2 credit hours, lecture/lab

Course Description: Exploration of drawing as a means of visual thinking and communication, address-ing perceptual phenomena, the relationship between the abstract and the concrete, the representation of design ideas in early design process. Introduces compositional principles of design and basic technical drawing skills and conventions, including orthographic and paraline drawings. Concentration on both free-hand and measured drawing as a means of visualizing space and form.

Course Goals and Objectives:
The course is intended to support the development of design process and design thinking in students through representational means. Objectives include the development of:
- Observation
- Ability to visualize form, space, and place
- Ability to visualize sites, terrain, and localized landscapes
- Use of representation as a means of critical and visual thinking
- Skill with a language of composition
- Abilities and confidence in both free-hand and constructed drawing
- Hand-eye-mind coordination

Student Performance Criteria addressed:
● **Demonstrated**: A.3. Visual Communication Skills
○ **Addressed**:   —

Topical Outline:
Issues Relating to Composition (50%)
Basic Principles of Perception (10%)
Depth Cues: Overlapping, Diminution, Gradation of Tone and Texture, etc. (10%)
Value, Tone, and Texture (10%)
Light, Shadows, Shading, and the Aesthetic Impact of Natural Light (10%)
Figure-Ground, Positive-Negative Space Explorations (10%)

Corequisites: ARCH 501, 538

Textbooks/Learning Resources:
Lectures, demonstrations, and free-hand drawing assignments.
Readings may be assigned by the instructor.

Offered: Summer; annually

Faculty Assigned (2011–12 and 2012–13):
Brian Ambroziak (full-time, tenured)
Christina Geros (part-time, adjunct)

ARCH 519, Design Representation and Process II, 2 credit hours, lecture/lab

Course Description: Elaboration of drawing as a means of visual thinking and a method of communication, emphasizing the relationship of design intent representation methods in the design process and presentation. Continued development of freehand and constructed drawings, including shadow, shade, and perspective. Introductory digital skills related to scanning, image manipulation, layout, and printing.

Course Goals and Objectives:
The course is intended to support the continued development of design process and deepening of design thinking in students through elaboration of representational means. Objectives include:
- The use of representation methods to explore and communicate design intent
- Engaging representational skills in the students' design process and studio presentation
- Abilities in freehand and constructed drawings, including shadow, shade, and perspective
- Introductory digital skills, such as scanning, image manipulation, layout, and printing
- Ability to visualize form, space, and place
- Ability to visualize sites, terrain, and localized landscapes
- To continue developing skill with a language of composition

Student Performance Criteria addressed:
● **Demonstrated**: A.3. Visual Communication Skills
○ **Addressed**:   —

Topical Outline:
Drawing and Intention (70%), including:
- the range of drawing types that are used to study the design process and communicate the intention of the designer
- abstraction as a conceptual process inherent to drawing
- depiction of architectural space: real, transformed, and conceptual through diagrammatic and constructed drawing
- emphasis on design intent and its relationship to the mode of representation
- compositional principles related to graphic design

Drawing and Perception (20%), including:
- issues relating to composition
- basic principles of perception
- depth cues: overlapping, diminution, gradation of tone and texture, etc.
- value, tone, and texture
- light, shadows, and shading
- figure-ground, positive-negative space explorations

Digital Skills and Software (10%)
- image scanning
- image manipulation
- desktop publishing design, layout and printing

Corequisites: ARCH 501, 538

Textbooks/Learning Resources:
Lectures, demonstrations, and free-hand drawing assignments.
Readings may be assigned by the instructor.

Offered: Summer; annually

Faculty Assigned (2011–12 and 2012–13): David Fox (full-time, tenured), Matt Hall (full-time, adjunct)

ARCH 521, Principles of Architectural Production, 3 credit hours, lecture/seminar

Course Description: Historical and contemporary architectural theory through investigation of literature and related examples. Theories of understanding and theories of application related to generation of architectural form and space in response to both cultural and environmental focus.

Course Goals and Objectives:
- To study seminal themes in the discipline and professions of architecture and landscape architecture.
- To build a critical knowledge base of buildings, sites, landscapes, and the cultures out of which architecture and landscape architecture emerge.
- To understand that all architecture—building and/or landscape—is situated physically, politically, conceptually, and temporally. And, to construct a critical spirit—a lens through which architectural production is judged and valued.
- To assist students in learning how to be reflective, critical, and well-informed designers.
- To induce students to recognize connections between the topics and issues discussed in this course with their work in design studio, past and present.

Student Performance Criteria addressed:
● **Demonstrated**: A.1. Communication Skills
○ **Addressed**:   —

Topical Outline:
Form and Meaning (11.1%)
Imitation and the Human Body (11.1%)
Tectonics and Culture (11.1%)
Fragment and Detail (11.1%)
Perspective as Symbolic Form (11.1%)
Dwelling: Form and Space (11.1%)
Function and Utility (11.1%)
Monuments, Memory, and Constructed Meaning (11.1%)
Life Without Objects (11.1%)

Prerequisites: none

Textbooks/Learning Resources:
Lectures, readings, discussion, and written analysis of assigned readings.
Required texts vary, but typically include readings from the following:
- Focillon, Henri
- Klein, Robert
- Benjamin, Walter
- Semper, Gottfried
- Frampton, Kenneth
- Loos, Adolf
- Calabrese, Omar
- Wittkiwer, Rudolf
- Rowe, Colin and Robert Slutzky
- Rykwert, Joseph
- Linder, Mark
- Additional readings may be assigned by the instructor.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13): George Dodds (full-time, tenured)

ARCH 538, Design I: Fundamentals, 6 credit hours, studio

Course Description: Elements of form, space, and place in compositions, simple structures, and site designs. The introduction of significant ideas, context, human experience, purpose, construction, and ecological literacy as the basis of design. Application and engagement of representational and theoretical skills and knowledge in design process.

Course Goals and Objectives:
The course introduces a process of creating ideas, objects, spaces, and experiences with meaning, imagination, and integrity applicable to design disciplines. The course introduces students to basic design ideas and principles—including: order, experience, sequence, scale and the body, behavior, tectonics, light/time, pattern/color, and texture. Through a series of design exercises, students learn how to explore and develop these fundamental design ideas through several types of media—including: model-making, sketching, and drafting. Other objectives include:

- To develop spatial thinking: the ability to think visually and the ability to comprehend spatial composition.
- To develop an emerging visual and critical agenda.
- To instill ability and confidence in craft and process.
- To understand the cultural implications of the built environment, natural phenomena in urban contexts.
- To investigate the human condition, as it relates to variations in architectural scale and to understand the way the human body interacts with the built environment.
- To introduce the importance of context to design as a primary condition to be read, individually understood, and responded to. Understanding the physical environment may derive from individuals' experiences and how these affect interpretation of place.
- To develop skills of collaboration and teamwork.

Student Performance Criteria addressed:
● **Demonstrated**: A.6. Fundamental Design Skills, A.8. Ordering Systems Skills,
○ **Addressed**:   A.2. Design Thinking Skills, A.3. Visual Communication Skills, A.7. Use of
                       Precedents, B.4. Site Design

Topical Outline:
Two- and Three-Dimensional Design Exercises Dealing with Abstract Spatial Issues (60%)
Drawing and Architectural Representation (40%)

Corequisites: ARCH 501, 518/519

Textbooks/Learning Resources:
Readings may be assigned by the instructor.

Offered: Summer only; annually

Faculty Assigned (2011–12 and 2012–13):
Jennifer Akerman (full-time, tenure track)
Ryann Aoukar (full-time, tenure track)
Valerie Friedmann (full-time, adjunct)
Christina Geros (part-time, adjunct)
Matt Hall (full-time, adjunct)
Greg Spaw (full-time, adjunct)
Liz Teston (full-time, tenure track)

ARCH 539, Structures in Architecture I, 3 credit hours, lecture

Course Description: Introduction to the structural properties of materials, foundations, and simple statically determinant assemblies of buildings.

Course Goals and Objectives:
- To introduce students to behavior of wood structural systems and steel structural systems.
- To provide primary preparations for students who will go on to take the structures components of the Architectural Registration Exam.

Student Performance Criteria addressed:
- **Demonstrated**: A.11. Applied Research
○ **Addressed**:   B.9. Structural Systems

Topical Outline:
Structural Behavior of Wood and Steel, Under Simple Loading (15%), including:
- limited treatment of nonlinear conditions
Definitions of Structural Elements (15%)
Classification of Elementary Members and Systems (15%)
Defining and Computing Geometric Properties of Member Cross-Sections (15%)
Manual Analyses of Simple Elements (15%), including
- truss member forces,
- shearing forces,
- bending moments,
- and axial forces for simple elements
- supporting analysis through computer analysis
Long and Medium Length Simple and Restrained Columns (15%)
Efficiency of Structures and the Reuse of Existing Structure Related to Principles of Sustainability (10%)

Prerequisites: none

Textbooks/Learning Resources:
Lectures, quizzes, tests, assignments, and computer analysis.
Readings will be assigned by the instructor.

Offered: Fall and Summer; annually

Faculty Assigned (2011–12 and 2012–13):
Stanley Rabun (full-time, tenured)
Mary French (part-time, adjunct)

ARCH 540, Structures in Architecture II, 3 credit hours, lecture

Course Description: Continuation of analysis and design of simple structures in wood, steel, and concrete. Introduction of building codes, loading tables, and handbooks for selection of structural members.

Course Goals and Objectives:
- To extend previously acquired knowledge of structural behavior to the design and use of elementary and framed structural systems applying appropriate building codes and methods.
- To provide primary preparations for students who will go on to take the structures components of the Architectural Registration Exam.

Student Performance Criteria addressed:
● **Demonstrated**: A.11. Applied Research
○ **Addressed**:   B.9. Structural Systems

Topical Outline:
Theory and Design of Structures in Concrete and Masonry (20%)
Use of Building Codes and Design Aids (20%)
Design of Structural Frames Using Computer Software (20%)
Introduction to Foundation Systems (20%)
Practical Problems of Structural Design (20%)

Prerequisites: ARCH 539

Textbooks/Learning Resources:
Lectures, quizzes, tests, assignments, and computer analysis.
Readings will be assigned by the instructor.

Offered: Spring and Summer; annually

Faculty Assigned (2011–12 and 2012–13):
Stanley Rabun (full-time, tenured)
Paul Bielicki (part-time, adjunct)
Mary French (part-time, adjunct)

ARCH 541, Design II: Principles, 6 credit hours, studio

Course Description: Principles of architectural design of form, space, and place emphasizing building configuration and order as informed by persistent themes of buildings explored at a novice level. Design of simple buildings that develop themes introduced in Design I, exploring possibilities of modern design thinking for contemporary situations, typically in a local context.

Course Goals and Objectives:
The focus of the course is the examination of principles and ideas that influence and shape architecture and the development of a process that includes analytic and conceptual thinking to generate and evaluate design strategies.

Student Performance Criteria addressed:

● **Demonstrated**: A.6. Fundamental Design Skills, A.7. Use of Precedents, A.8. Ordering Systems Skills

○ **Addressed**: A.2. Design Thinking Skills, A.3. Visual Communication Skills, B.4. Site Design, B.5. Life Safety

Topical Outline:
Place & Program (25%)
- To design for local urban solutions using a street/block physical context;
- To explore use-form relationships in simple mixed use occupancies at room, building, and site scales.

Technology (25%)
- To explore the implications of simple building systems on building form, spatial order, and expression, including sustainable building strategies and applications;
- To introduce issues of sustainable communities related to place, climate, sustainable urbanism, solar orientation, cross ventilation, and passive solar design considerations.

Space & Experience (25%)
- To explore architectural approaches to form and space;
- To explore designing for contextual and formal aesthetics using multiple senses.

Communication & Process (25%)
- To develop the ability to conceptualize and communicate design ideas;
- To develop drawing, diagramming, and modeling abilities, including computer-aided visualization techniques;
- To develop a design process, including mastery of analytic skills and the evaluation of alternative organizational strategies;
- To generate alternative strategies related to site, program, and structure;
- To appreciate the role of precedent analysis as a means of understanding and interpreting program, parti, and structural types.

Prerequisites: ARCH 538   **Corequisites**: ARCH 521

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips. Required readings may be assigned.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Charles Draper (full-time, adjunct)
Matt Hall (full-time, adjunct)

ARCH 542, Design III: Campus and Urban Architecture, 6 credit hours, studio

Course Description: Development of architectural design principles and methods emphasizing form and space as informed by persistent themes of buildings explored at an early intermediate level. Design of buildings in a campus/group setting and design of moderately complex urban building type.

Course Goals and Objectives:
Building upon the spatial qualities of form and order of Design II, this course emphasizes design principles explored in greater depth and at the next level of development in design thought, method, and expression.

Student Performance Criteria addressed:
● **Demonstrated**: B.2. Accessibility, B.4. Site Design
○ **Addressed**:   A.2. Design Thinking Skills, A.3. Visual Communication Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, A.8. Ordering Systems Skills

Topical Outline:
Place and Program (25%), including:
- To design for contexts of multiple buildings in a planned campus site type
- To explore use-form relationships in moderately complex site-building combinations and in programs within replicable institutional types
- To design using site and context distinction, expanding context from physical to include social/cultural contexts and regionally appropriate responses

Technology (25%), including:
- To explore implications of common contemporary building systems (steel, concrete, etc.) on form, spatial order, and expression, including sustainable building strategies and applications
- To design for passive, site-based energy using basic building design and simple energy models
- To develop structural diagrams, primary framing studies, and details

Space and Experience (25%), including:
- To continue development and exploration of space studied via the interrelationships of plan, section and, particularly, elevation
- To design for multiple scales, public urban space, and individual expression within deign logic(s)
- To design for contextual and process aesthetics, engaging events

Communication and Process (25%), including:
- To develop programming skills for assessment of client and user needs, space requirements, and site selection criteria
- To engage social / cultural situations in relation to the symbolic language of design.
- To develop the ability to conceptualize and communicate design ideas and patterns about context and the building design
- To expand computer-aided visualization techniques to include the experience and dynamics of natural forces in design (light, shade, air, etc.)

Prerequisites: ARCH 541

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
James Rose (full-time, adjunct)

ARCH 545, Principles of Environmental Control I, 3 credit hours, lecture

Course Description:
Introduction to heating, ventilating, air conditioning, solar energy, plumbing, and fire-protection systems.

Course Goals and Objectives:
Students learn to make conceptual judgments about the incorporation of technical systems in schematic design. Specific goals include:
- To understand theories and principles of sustainability and environmental control systems
- To understand applications of theory to practice
- To understand global views of energy usage and evolving technologies
- To understand long term environmental issues such as thermal, air and water pollution
- To understand the metrics of building performance analysis
- To understand the design of building envelopes related to principles of sustainability
- To discuss individual and professional responsibilities
- To understand the design impact of policies, standards, laws, and codes
- To understand the interrelationship of various building systems and the building as a whole

The short-term and long-term aspects of cost efficiency are stressed, particularly because environmental systems usually account for 20–30% of the construction budget.

Student Performance Criteria addressed:
- **Demonstrated**: B.3. Sustainability, B.8. Environmental Systems, B.10. Building Envelope Systems, B.11. Building Service Systems, C.2. Human Behavior
- **Addressed**: A.11. Applied Research, C.1. Collaboration

Topical Outline:
Passive Climate Systems (50%), including:
- energy considerations, solar cycles, ventilation, codes, and life-cycle costs, integrated with the building design and envelope.
- principles of sustainability and the Impact of environmental systems on human behavior, comfort, and the environment.

Active Indoor Climate Control Systems (50%), including:
- energy considerations, heating, ventilation, air-conditioning, codes, and life-cycle costs, integrated with the building design and envelope.
- principles of sustainability and the impact of environmental systems on human behavior, comfort, and the environment.

Prerequisites: none

Textbooks/Learning Resources:
Lectures, discussion, and field trips in class, plus assignments and exams administered online, plus a collaborative assignment.
Required texts vary, but have included:
- Stein, Reynolds, Grondzik and Kwok. *Mechanical and Electrical Equipment for Buildings.*
- DeKay, Mark. *Sun Wind and Light.*

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Richard Kelso (full-time, tenured)
William Miller (part-time, adjunct)

ARCH 546, Principles of Environmental Control II, 3 credit hours, lecture

Course Description: Introduction to electrical design and wiring, lighting and acoustics in buildings.

Course Goals and Objectives:
Students learn to make conceptual judgments about the incorporation of technical systems in schematic design. Specific goals include:
- To understand theories and principles of sustainability and environmental control systems
- To understand applications of theory to practice
- To understand global views of energy usage and evolving technologies
- To understand long term environmental issues such as thermal, air and water pollution
- To understand the metrics of building performance analysis
- To understand the design of building envelopes related to principles of sustainability
- To discuss individual and professional responsibilities
- To understand the design impact of policies, standards, laws, and codes.
- To understand the interrelationship of various building systems and the building as a whole

The short-term and long-term aspects of cost efficiency are stressed, particularly because environmental systems usually account for 20–30% of the construction budget.

Student Performance Criteria addressed:
- **Demonstrated**: B.3. Sustainability, B.8. Environmental Systems, B.11. Building Service Systems, C.2. Human Behavior
- **Addressed**: A.4. Technical Documentation, A.11. Applied Research, B.10. Building Envelope Systems

Topical Outline:
Power and Lighting Systems (50%), including:
- electricity, wiring, lighting, acoustics, and relevant codes, integrated with building design
- sustainability and the impact of environmental systems on human behavior, comfort, and the environment

Waste and Water Systems (40%), including:
- water systems, including potable, waste and storm water systems
- life safety related to fire protection systems and codes
- principles of sustainability and the Impact of environmental systems on human behavior, comfort, and the environment

Vertical Transportation, Security, and Fire Suppression Systems (10%)

Prerequisites: none

Textbooks/Learning Resources:
Lectures and discussion in class, plus assignments and exams administered online.
Required texts vary, but have included:
- Stein, Reynolds, Grondzik and Kwok. *Mechanical and Electrical Equipment for Buildings.*
- DeKay, Mark. *Sun Wind and Light.*

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Richard Kelso (full-time, tenured)
William Miller (part-time, adjunct)

ARCH 556, Design Implementation: Construction Methods II, 3 credit hours, lecture/lab
Note: This course is under review for conversion to an elective rather than required course. Though it has been offered each year since the last accreditation visit, students have been allowed to take ARCH 556 as an elective for the past two years.

Course Description: Development of design implementation including advanced properties of interior and exterior building materials and their relation to construction methods and detailing. Advanced building systems design and detailing in service of architectural expression, sustainability, aesthetics, spatial order and perception, performance, experience, and meaning.

Course Goals and Objectives:
Discussion and application of theory and techniques of architectural construction. Instruction is directed toward the following primary objectives:
- To provide comprehend advanced construction techniques.
- To locate architecture at the juncture of spatial strategies and technical means.
- To understand advanced building envelope systems and assemblies, including envelope performance in regards to thermal, daylighting, life-cycle, etc.
- To understand ecological processes and their impact on architectural construction

Student Performance Criteria addressed:
- ● **Demonstrated**: —
- ○ **Addressed**: A.4. Technical Documentation, A.8. Ordering System Skills, A.11. Applied Research, B.3. Sustainability, B.4. Site Design, B.6. Comprehensive Design, B.7. Financial Considerations, B.9. Structural Systems, B.10. Building Envelope Systems, B.12. Building Materials and Assemblies, C.5. Practice Management, C.6. Leadership, C.8. Legal Responsibilities

Topical Outline:
- Advanced, responsive, high-performance, building envelopes (10%)
- Survey of advanced, complex, emerging, and 'smart' materials and technologies (10%)
- Emerging technologies, such as BIM, digital fabrication, cross-disciplinary technologies (10%)
- Significant case study buildings covering the major material systems, their assembly, and the relationship between construction and the design intentions of the architect (10%)
- The performance of advanced building materials and assemblies with respect to structural, ecological and technical function (10%)
- Studio/lab assignments are both analytical and synthetic covering the application of the issues covered in the lectures (50%)

Prerequisites: none
Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required texts typically include:
- Edward Allen, *Fundamentals of Building Construction: Materials and Methods*

Suggested texts vary, but typically include:
- Kenneth Frampton, *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture*
- Ching, Francis D.K., *Building Construction Illustration*
- Andrea Deplazes *Constructing Architecture, Materials, Processes, Structures*
- Stephen Kieran*, James Timberlake, *Refabricating Architecture*
- *DETAIL Magazine*
- *DETAIL Construction Manuals (Glass, Energy, Façade, Masonry, Timber, etc.)*

Offered: Fall only; annually
Faculty Assigned (2011–12 and 2012–13): Hansjörg Göritz (full-time, tenured)

ARCH 562, Professional Practice, 3 credit hours, lecture

Course Description: Management and organizational theories and practices for delivering professional design services: assessment of building industry and its influence on practice; analysis of basic management functions within professional firms; legal and ethical concerns facing practitioners today; and introduction to special obligations and privileges of design professional.

Course Goals and Objectives:
The business of providing professional architectural service rendered by the architect requires consideration of the firm's structure and organization, and the management of finances, budgets, personal schedules, and client relations. Basic information and overview of marketing, rendering of basic services, and following a project to completion are important for the students' understanding of the architectural design process and the total building process.

Student Performance Criteria addressed:
- **Demonstrated**: B.7. Financial Considerations, C.3. Client Role in Architecture, C.4. Project Management, C.5. Practice Management, C.6. Leadership, C.7. Legal Responsibilities, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility
- **Addressed**: A.10. Cultural Diversity, B.2. Accessibility

Topical Outline:
Project delivery: traditional, fast track, design/build (5%)
Contracts: Architect, Owner, Inter-professional (5%)
Management principles and marketing (5%)
Budgeting and scheduling (5%)
Actual project budgets, determining cost and profits (5%)
Personnel management and employee benefits (5%)
Programming (5%)
Contract documents: Drawings, Specifications, General Conditions, Supplementary Conditions (5%)
Owner/Contractor Contract, Addenda, and Modifications (5%)
Project Manual (5%)
Construction cost control, review of techniques and applications (5%)
Value Engineering and Life Cycle Costing (5%)
Regulation control: review of applicable codes (5%)
Scheduling: Critical Path Method and PERT review (5%)
The project team: emphasis on each member's responsibility (5%)
Project management: overview (5%)
Architectural liability (5%)
Professional ethics (5%)
Architectural registration, competitions, and professional organizations. (5%)
Environmental ethics and professional responsibilities for being a positive actor in the built environment (5%)

Prerequisites: none

Textbooks/Learning Resources:
Lectures, readings, assignments, and exams.
Required text:
- *Student AIA Handbook of Professional Practice.*
- Additional readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13): John McRae (full-time, tenured)

ARCH 571, Design IV: Building in the Urban Context, 6 credit hours, studio

Course Description: Architectural design in urban context emphasizing complex form and space informed by persistent themes of buildings explored at an intermediate level. Project development investigating the interrelationships of urban architecture and urban space as "place." Design of mixed-use and/or civic buildings in an urban neighborhood or district context.

Course Goals and Objectives:
- To learn the reciprocal relationships between building and context, exploring how urban cities create context for buildings and how buildings define good urban space.
- To learn to design groups or complexes of buildings and the public and community spaces between.

Student Performance Criteria addressed:
- ● **Demonstrated**: A.11. Applied Research, B.1. Pre-Design (Programming), C.1. Collaboration, C.3. Client Role in Architecture
- ○ **Addressed**: A.2. Design Thinking Skills, A.3. Visual Communication Skills, A.6. Fundamental Design Skills, A.8. Ordering System Skills, B.3. Sustainability, B.4. Site Design, C.2. Human Behavior, C.9. Community and Social Responsibility

Topical Outline:
Place and Program (25%), including:
- design for a large scale site design in urban neighborhood/districts
- understand the need for urban architecture to be an environmentally, economically, and socially sustainable civic art
- explore design using repetitive units and variations as a spatial construct, building module, and a means of construction
- enable students to understand the physical characteristics of urbanism ordering the city /town
- expand on Design II and III programming abilities in preparing a program, including a critical review of appropriate precedents, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Technology (25%), including:
- expand the technical design of buildings towards achieving high-performance criteria
- explore technologies appropriate for the cluster, or community scale, including criteria of sun, wind, and light access
- implications of building systems that allow for density, variation, repetition, and expression
- understand integration logics of structure, mechanical systems, and space

Space and Experience (25%), including:
- explore various/plural approaches to space in neighborhood/urban order
- design within a larger composition and at multiple scales
- the potential of urban precedent to serve as a catalyst for design

Communication and Process (25%), including:
- graphic and verbal communication skills
- engage contextual and urban theory in design
- digital modeling of architectural and urban form

Prerequisites: ARCH 542, **Corequisites**: ARCH 515
Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.
Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
T.K. Davis (full-time, tenured)   Ted Shelton (full-time, tenured)
Mark Schimmenti (full-time, tenured)   Edgar Stach (full-time, tenured)

ARCH 572, Design VI: Design Integration, 6 credit hours, studio

Course Description: Designing for integration of the orders of place, program, technology, space, and experiences, explored in simple or moderately complex types, explored at an advanced professional program level. Projects developed from conceptual through design development phase, integrating building systems with a carbon-neutral performance goal. Projects explore regionally adaptable solutions, plural space, integral aesthetics, communication of integration, and advanced digital modeling.

Course Goals and Objectives:
The objective of this course is to provide an opportunity for the student to integrate aesthetic, performance, systemic, and cultural perspectives on design learned in previous courses in designing an ecologically sustainable building.

Student Performance Criteria addressed:
- **Demonstrated**: A.4. Technical Documentation, A.5. Investigative Skills, A.11. Applied Research, B.1. Pre-Design (Programming), B.2. Accessibility, B.3. Sustainability, B.5. Life Safety, B.6. Comprehensive Design, B.10. Building Envelope Systems, B.11. Building Service Systems, B.12. Building Material and Assemblies
- **Addressed**: A.2 Design Thinking Skills, A.3. Visual Communication Skills, A.6. Fundamental Design Skills, A.7 Use of Precedents, A.8. Ordering System Skills, A.9 Historical Traditions and Global Culture, B.4. Site Design, B.7 .Financial Considerations, B.8. Environmental Systems, B.9. Structural Systems, C.2. Human Behavior, C.7. Legal Responsibilities

Topical Outline:
Place and Program (25%)
- design for regionally adaptable / portable solutions using a comprehensive approach to place / context theory
- the influence of use-in-culture on space, building systems, and performance criteria.

Technology (25%)
- implications of building systems on building form, spatial order, and expression, including sustainable building strategies and applications.
- integration of building systems into design, including structural, environmental (active and passive), materials, and enclosure systems
- smart structures, performance modeling, advanced envelopes, and design detailing.

Space and Experience (25%)
- design for rich human experiences, including exploration of sustainable and integral design aesthetics, and designing for multiple experiential levels.

Communication and Process (25%)
- to conceptualize and communicate the integration of design ideas and patterns.
- advanced digital modeling of form, process, and performance.

Prerequisites: ARCH 571   **Corequisites**: ARCH 509

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required texts have included:
- Allen, Edward, and Joseph Iano. *The Architect's Studio Companion.*

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Jennifer Akerman (full-time, tenure track)   Brandon Pace (part-time, adjunct)
Greg Spaw (full-time, adjunct)   John Sanders (part-time, adjunct)

ARCH 580, Thesis Preparation, 3 credit hours
Note: All students are required to take either ARCH 507 or ARCH 580. In Fall 2012, this course was delivered as a seminar. In Fall 2013, it is offered as an independent study.

Course Description: Preparation of document under supervision of candidate's thesis advisory committee and in support of topic of candidate's thesis inquiry in 500 (Thesis).

Course Goals and Objectives:
- This course provides the necessary data and identifies the design determinants and issues to provide a firm foundation for the thesis design the following semester.
- While the student is expected to work closely with his or her thesis Committee, the thesis is to be a student initiated design that explores and develops in depth the ideas, issues, and principles of architecture the student finds compelling, relevant, and challenging and is of interest to contemporary architecture and culture.
- The 580/500 thesis sequence differs from the other previous design courses in that an architectural thesis is first formulated and then a project type is chosen which can support the thesis, rather than in the more typical condition in which an instructor will provide a program and through the design process a concept or thesis is developed by the student related to the project.
- Students are expected to meet a minimum of three times with their full committee and on a weekly basis with their committee chair. Upon the successful completion of 580, the thesis committee signs an Admission to Candidacy form. All formatting of the 580 document must meet University thesis standards.

Student Performance Criteria addressed:
- **Demonstrated**: —
○ **Addressed**:   A.1. Communication Skills, A.5. Investigative Skills A.7. Use of Precedents, A.11.
                        Applied Research, B.1 Pre-Design (Programing)

Topical Outline:
Production of a Written and Graphic Document, comprised of the following:
- Analysis and Understanding of the Implications of the Thesis (15%)
- Identification of Primary and Secondary Design Issues (15%)
- Definition of the Scope and Intention of the Thesis (15%)
- Site Selection and Analysis (15%)
- Program Selection and Analysis (15%)
- Investigation and Analysis of Relevant Building Types and Precedents (15%)
- Initial Exploration of General Parti Strategies (10%)

Prerequisites: none

Textbooks/Learning Resources:
Required and suggested texts are assigned by the instructor/advisor.

Offered: Fall only; annually

Faculty Assigned (2011–12 and 2012–13):
Fall 2011 and 2012: Avigail Sachs (full-time, tenure track), plus each student's Advisor and Committee
        Members
Fall 2013: each student's Advisor and Committee Members

ARCH 583, Advanced Architectural Design: Urbanism, 6 credit hours, studio

Course Description: Design of projects in the civic realm of urban forms and spaces.

Course Goals and Objectives:
- To expand the students' knowledge, critical thinking, and ultimately design abilities in pursuit of an "Urban Architecture."

Student Performance Criteria addressed:
- **Demonstrated**: A.2. Design Thinking Skills, A.3. Visual Communication Skills
- **Addressed**: A.6. Fundamental Design Skills, A.7. Use of Precedents,
  C.1 Collaboration

Topical Outline:
Schematic Design and Design Development of a Selected Project in Urban Design
Analytic and Synthetic Procedures of Urban Design

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 571

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring and Summer; annually

Faculty Assigned (2011–12 and 2012–13):
T.K. Davis (full-time, tenured)
Mark Schimmenti (full-time, tenured)

ARCH 586, Advanced Architectural Design: Sustainable Architecture, 6 credit hours, studio

Course Description: Architectural design studio emphasizing concern for the environment, consideration of energy conservation techniques, and use of renewable resources.

Course Goals and Objectives:
- To introduce, reinforce, and extend the student's knowledge in designing sustainable building(s). The course builds on previous material introduced in technology and design courses.
- To synthesize design considerations with technical requirements that address issues of sustainable design, orientation, site design, and life cycle considerations.
- To consider investigations of building materials, their production and application as they relate to energy conscious design in its broadest sense.
- To consider issues that address the regional, ethical, and cultural implications of sustainable design, giving the student a broad understanding of the responsibilities and opportunities related to sustainable design.

Student Performance Criteria addressed:
- **Demonstrated**: A.2. Design Thinking Skills, A.3. Visual Communication Skills
- **Addressed**: A.6. Fundamental Design Skills, A.7. Use of Precedents,
  C.1 Collaboration

Topical Outline:
Design of Building(s) of Moderate Complexity Emphasizing the Exploration of Architectural Systems Related to Sustainable Design, including:
- materials
- wall and roof systems
- environmental controls with an emphasis on massive technology

Implications of Building Density Related to Urban, Suburban, and/or Rural Sites
Precedent Analysis

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 571

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually/semi-annually

Faculty Assigned (2011–12 and 2012–13):
Tracy Moir-McClean (full-time, tenured)
Brandon Pace (part-time, adjunct)

ARCH 587, Advanced Architectural Design: Development and Design, 6 credit hours, studio

Course Description: Exploration of image making, consumerism and the allocation of scarce resources. Issues of finance, economics, urban economics, and marketing are analyzed in relation to urban and architectural design. Application of financial feasibility models.

Course Goals and Objectives:
This course demonstrates how to solve architectural problems that respond to human needs within the context of scarce resources. This is achieved by showing the student how to respond to the needs and tastes of consumers within a context of financial feasibility and societal responsibility. This requires the student to make the connection between consumer demand and markets, development costs, profits, and design. An emphasis is placed on understanding location theory and the forces involved with optimal land use at the scale of both individual buildings and communities.

Student Performance Criteria addressed:
- **Demonstrated**: A.2. Design Thinking Skills, A.3. Visual Communication Skills
- **Addressed**: A.6. Fundamental Design Skills, A.7. Use of Precedents,
   C.1 Collaboration

Topical Outline:
Site Analysis
Market Analysis
Precedent Analysis
Preliminary Financial Analysis
Development of a Land Use Plan
Schematic Design and Design Development of a Selected Project

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 571

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually/semi-annually

Faculty Assigned (2011–12 and 2012–13):
John McRae (full-time, tenured)

ARCH 588, Advanced Architectural Design: Structural Innovations, 6 credit hours, studio

Course Description: Building design with innovative structural configuration and technology. Exploration of new materials, detailing, and methods in building construction.

Course Goals and Objectives:
- To give the student the opportunity to explore innovative structures in a studio setting.
- The course explores the creative capacity of innovative structures related to loading dynamics, building expression, order, form, light, and space.
- To extend and expand work completed in other classes particularly technology and design classes. Emphasis on the tectonic qualities of structure and its materiality.
- Special attention given to detailing and the expressive use of structure.
- Consideration of new materials, particularly composite materials as well as structured materials as they relate to sustainability issues.

Student Performance Criteria addressed:
- **Demonstrated**: A.2. Design Thinking Skills, A.3. Visual Communication Skills
- **Addressed**:   A.6. Fundamental Design Skills, A.7. Use of Precedents,
                     C.1 Collaboration

Topical Outline:
Design of Building(s) Emphasizing Innovative Structures
Precedent Analysis

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 571

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually/semi-annually

Faculty Assigned (2011–12 and 2012–13):
John McRae (full-time, tenured)
Scott Wall (full-time, tenured)
Kenneth McCown (full-time, tenure track)
Greg Spaw (full-time, adjunct)

ARCH 599, Diploma Thematic Studio, 6 credit hours, studio

Course Description: Final culminating design studio experience for the M.Arch. professional degree. In-depth, instructor-led themes, with significant options for student interpretation in project development. Required graphic and written products.

Course Goals and Objectives:
The objectives of this design studio are determined by the instructor.

Student Performance Criteria addressed:
- **Demonstrated**: A.1. Communication Skills, A.2. Design Thinking Skills
- **Addressed**: A.3. Visual Communication Skills, A.5. Investigative Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, A.11. Applied Research, B.1. Pre-Design (Programming), B.4. Site Design, C.2. Human Behavior, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:
The content of this design studio is determined by the instructor.

All students are required to complete a summary report of their research and design, the requirements of which are outlined in the course syllabus.

The design is independent in nature (no group projects), and the course is reviewed on par with the requirements of ARCH 500 Thesis.

Note: Course content allows independence of thought, action, and choice within the specific structure of the course. Because the course content will vary significantly, percent allocations regarding content would be imprecise if not inaccurate.

Prerequisites: ARCH 572, 507

Textbooks/Learning Resources:
Lectures, readings, demonstrations, class assignments, field trips.
Required readings may be assigned by the instructor.

Offered: Spring only; annually

Faculty Assigned (2011–12 and 2012–13):
Mark DeKay (full-time, tenured)
Hansjörg Göritz (full-time, tenured)
Jennifer Akerman (full-time, tenure track)
Katherine Ambroziak (full-time, tenure track)
Matthew Hall (full-time, adjunct)

IV.3.   **Faculty Resumes**

The faculty of the School of Architecture is composed of passionate instructors and renowned scholars who collectively bring knowledge and experience needed to promote student achievement. Faculty credentials, areas of research, personal biographies, and full-length c.v.'s are shared through the college website: *http://archdesign.utk.edu/faculty-staff/*.

The following pages contain short-form resumes for all faculty members who have taught courses in the School of Architecture over the past two academic years.

Name: Jennifer Akerman, AIA, LEED AP BD+C   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 171 Design Fundamentals I: Space
ARCH 171 | 538 Design Fundamentals I | Design I: Fundamentals
ARCH 172 Design Fundamentals II: Space
ARCH 172 | 538 Design Fundamentals II | Design I: Fundamentals
ARCH 471 Integration Design Studio
ARCH 425|525 Special Topics in Architecture: Critical Practice Seminar
ARCH 479 Preparation for Self-Directed Design Project
ARCH 490|599 Advanced Architectural Design: Special Topics | Design VII: Diploma Thematic Studio
ARCH 500 Graduate Thesis
ARCH 572 Design VI: Design Integration Studio

Educational Credentials:
B.S. in Arch., University of Virginia, 1998
M.Arch., Princeton University, 2002

Teaching Experience:
Teaching Assistant, University of Virginia, 1998
Graduate Teaching Assistant, Princeton University, 2001
Lecturer (adjunct), University of Tennessee, 2007–2009
Lecturer (full-time), University of Tennessee, 2010–2012
Adjunct Assistant Professor and Lecturer (full-time), University of Tennessee, 2012–2013
Assistant Professor, University of Tennessee, 2013–present

Professional Experience:
Intern Architect, Perry Dean Rogers & Partners, Boston, MA, 1998–2000
Intern Architect, to Designer, to Associate, Hillier Architecture, Princeton, NJ, 2002–2007
Project Architect / Design Coordinator, Cockrill Design & Planning, Knoxville, TN, 2007–2009
Co-Founder and Designer, Akerworks, inc. (industrial design), Knoxville, TN, 2006–present

Licenses/Registration:
Registered Architect, New Jersey, 2007
Registered Architect, Tennessee, 2008
NCARB Certified, 2008

Selected Publications and Recent Research:
"Parallel Tracks: Digital | Analog dialogue in Toy Development." Peer-reviewed paper in *Digital Aptitudes and Other Openings: Proceedings of the 2012 100th ACSA Annual Meeting in Boston, MA*, Edited by Mark Goulthorpe and Amy Murphy, Washington, DC: ACSA Press, 2012. 210–217.
"Project GRAFT: Focus on the Future." Peer-reviewed scholarly project in *Digital Aptitudes and Other Openings: Project Proceedings of the 2012 100th ACSA Annual Meeting in Boston, MA*, Edited by Mark Goulthorpe and Amy Murphy, Washington, DC: ACSA Press, 2012. 17

Professional Memberships:
American Institute of Architects (AIA), 2005
LEED Accredited Professional with specialization in Building Construction and Design, 2009
Board Member, East Tennessee Chapter of the American Institute of Architects, 2013–present

Name: Brian Ambroziak   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 102 Visual Design Theory
ARCH 121 Representation I: Drawing and Perception
ARCH 271 Architectural Design I
ARCH 272 Architectural Design II
ARCH 434 Visual Thinking in Time Based Digital Media
ARCH 491 Foreign Study: Finland Summer Architecture Institute
ARCH 491 Foreign Study: Rome
ARCH 500 Graduate Thesis

Educational Credentials:
B.S. in Arch., University of Virginia, 1992
M.Arch., Princeton University, 1998

Teaching Experience:
Assistant Professor, University of Tennessee, 2002–2008
Associate Professor, University of Tennessee, 2008–present

Professional Experience:
Senior Designer, Michael Graves & Associates, Princeton, NJ, 1998–2002
Partner, Applied Research, Knoxville, TN, 2008–present
Co-Founder, time[scape]lab, Knoxville, TN, 2008–present

Selected Publications and Recent Research:
Infinite Perspectives: Two Thousand Years of Three-Dimensional Mapmaking. Princeton Architectural
       Press, 1999.
Michael Graves: Images of a Grand Tour. Princeton Architectural Press, 2005.
"Experimental Pedagogy: Capturing the Expressive Act." Presented at the ACSA Central Regional Con-
       ference, Detroit, MI, 2005.
"Interstitial Readings: Visual Thinking in Time Based Digital Media." Presented at the ACSA National Con-
       ference, Philadelphia, PA, 2006.
*"*the artistic conscience.*"* Presented at the ACSA National Conference, Houston, TX, 2008.
with Applied Research, "LatLong Houses." Jefferson Heights Tomorrow Urban Housing Design Competi-
       tion, Chattanooga, TN, 2008. Phase I&II Finalist.
"Icarus Landed: Re-Presenting the Urban Realm." *Instant Cities: Emergent Trends in Architecture and
       Urbanism in the Arab World,* 2008.
with Draper, Chuck. "Speed Kills Culture." Shift Boston Ideas Competition, 2009. Finalist.
"Diderot's Dreams." PA Press Pamphlet 32 Competition, 2010. Honorable Mention.
"SCRIPTORIUM [space of the night scribe]." Presented at the National Conference on the Beginning De-
       sign Student, 2011.
*"*Resurrection of Night.*"* Presented at the ACSA National Conference, Montreal, Canada, 2011.
with Applied Research, O'Dell Residence. Lauderdale County, TN, 2008–2013.
       Honors Citation, Unbuilt Work, AIA East Tennessee Design Awards, 2011.
Confabulatores Nocturni | the work of time[scape]lab. Exhibited at University of North Carolina at Char-
       lotte Storrs Gallery, 2011. Exhibited at University of Maryland Kibel Gallery, 2012. Exhibited at
       University of Tennessee at Knoxville Ewing Gallery, 2012.

Name: Katherine Ambroziak, AIA   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 425|525 Special Topics in Architecture: Spaces of Memory
ARCH 477 Honors: Independent Study in Architecture (Self-Directed Design Project)
ARCH 480|481 Programming for Architectural Design VII | Architectural Design II
ARCH 490|599 Advanced Architectural Design: Special Topics | Design VII: Diploma Thematic Studio
ARCH 500 Graduate Thesis
ARCH 593 Graduate Independent Study

Educational Credentials:
B.S. in Arch., University of Virginia, 1992
M.Arch., Princeton University, 1998

Teaching Experience:
Assistant Lecturer, University of Virginia, Charlottesville, School of Architecture, Explorations in Architecture
        and Landscape Architecture Summer Program, 1993
Lecturer, University of Tennessee, 2004–2006
Assistant Professor, University of Tennessee, 2006–present

Professional Experience:
Intern Architect, Burt Hill Kosar Rittleman, Pittsburgh and Butler, PA 1993–1994
Intern Architect, Bohlin Cywinski Jackson, Pittsburgh, PA 1995
Principal, World War II National Memorial Design Office, Charlottesville, VA 1996
Project Designer, Kehrt Shatken Sharon Architects, Princeton, NJ, 1997–1998
Senior Designer, Michael Graves & Associates, Princeton, NJ, 1998–2002
Principal and Officer, Applied Research, Knoxville, TN, 2006–present
Design Partner, time[scape]lab, Knoxville, TN, 2008–present

Licenses/Registration:
Registered Architect, Tennessee
NCARB Certified

Selected Publications and Recent Research:
with Applied Research, "LatLong Houses." Jefferson Heights Tomorrow Urban Housing Design Competi-
        tion, Chattanooga, TN, 2008. Phase I&II Finalist.
with Applied Research, O'Dell Residence. Lauderdale County, TN, 2008–2013.
        Honors Citation, Unbuilt Work, AIA East Tennessee Design Awards, 2011.
Odd Fellows Cemetery and Potters Field Rehabilitation Project, Knoxville, TN, 2008–present
        Merit Award, Unbuilt Work, AIA East Tennessee Design Awards, 2012.
        Award, Unbuilt Work, *Faith & Form* magazine and IFRAA, 2012.
        Exhibit of Award-Winning Projects, National Convention of the AIA, Denver, CO, 2013.
Confabulatores Nocturni | the work of time[scape]lab. Exhibited at University of North Carolina at Char-
        lotte Storrs Gallery, 2011. Exhibited at University of Maryland Kibel Gallery, 2012. Exhibited at
        University of Tennessee at Knoxville Ewing Gallery, 2012.
"Surrogate Stones: The Development of Nonce Ritual in Odd Fellows Cemetery." Presented at the ACS
        Symposium III, Conference Proceedings, 2011. Presented at the ACS Symposium, IV, Confer-
        ence Proceedings, 2012.
"Odd Fellows: Constructing the Positive Place|Self." *Forward: The Architecture and Design Journal of the
        AIA National Associates Committee*, 2012.

Professional Memberships:
American Institute of Architects (AIA)
Forum for Architecture, Culture and Spirituality

Name: Ryann Aoukar

link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 171 Design Fundamentals I | ARCH 538 Design I: Fundamentals
ARCH 172 Design Fundamentals II
IDS 272 Interior Design Studio II
IDS 321 Representation IV: Advanced Computer Applications
IDS 471 Advanced Interior Design I
IDS 480 Furniture Design

Educational Credentials:
B.S. in Interior Architecture, Ecole des Beaux-Arts (Lebanon),1996
M. in Product Design (DNSEP), Ecole Superior d'Art et de Design (France), 2000

Teaching Experience:
Teaching Assistant, Ecole Supérieure d'Art et de Design, Reims, France, 1999–2000
Lecturer, University of Tennessee, 2009–2010
Associate Professor, University of Tennessee, 2010–present

Professional Experience:
Senior Designer, Keops & Tarek Ali Ridah, Jeddah, London, Athens, Beirut, 1996–1998
Creative Director, Lemay & Associates, Montréal, 2000–2004
Project Designer, Gensler, New York, 2004–2007
North East Regional Leader for Product Design, Gensler, New York, 2006–2007
Project Leader Interior Design, OMA (Rem Koolhaas), Rotterdam, Shenzhen, 2007–2008
Interior Designer and Product Designer, Ryann Aoukar Professional Work, 2005–present

Licenses/Registration:
Association Professionelle des Designers d'Interieur de Quebec (APDIQ), 2000–2004

Selected Publications and Recent Research:
Exhibition Design, International Interior Design Show, Canada, 2001. First Prize.
"The Future of Furniture." *Interior Design Magazine*, New York, NY, 2005. First Prize.
Seating Category, Athenaeum Museum, Chicago, IL, 2005. Good Design Award.
Tabaco Chair. Exhibited at the Athenaeum Museum, Chicago, IL, 2006.
Interior Design Magazine, New York, NY, October, 2006.
The Northern Miner, the Global Mining Newspaper, 2006.
Andreu Word. Furniture Design Competition, Spain, 2007. Design Competition Finalist.
Dwell Magazine, December, 2008.
Alfa Table. Exhibited at the Royal Ontario Museum, Ontario, Canada, 2009.
ACSA News, Blurring Boundary, January, 2010.

Name: Paul Bielicki, AIA, LEED AP, NCARB

Courses Taught (two academic years prior to current visit):
ARCH 332|540 Architectural Structures II | Structures in Architecture II
ARCH 431 Integration Building Systems Design
ARCH 471 Integration Design Studio
CE 262 Structural Mechanics
CE 371 Structural Engineering I

Educational Credentials:
B.S. in Arch., Lawrence Technological University, Southfield, MI, 1993
M.S. Civil Engineering, University of Tennessee, Knoxville, 2000
M.Arch., University of Tennessee, Knoxville, 2000
expected: Ph.D., University of Tennessee, Knoxville

Teaching Experience:
Graduate Teaching Associate, University of Tennessee, 1999–2000
Adjunct Instructor, University of Tennessee, 2000
Adjunct Lecturer, University of Tennessee, College of Civil Engineering and CoAD, 2009–2010
Adjunct Instructor, University of Tennessee, 2010–present
Graduate Teaching Associate, University of Tennessee, 2012–present

Professional Experience:
Draftsperson, Urban Land Consultants, Shelby Township, MI, 1987–1990
Draftsperson/Designer, Architectural Studios of Gerald J. Yurk, Rochester, MI, 1990–1993
Intern Architect/Project Assistant, Hobbs & Black, Ann Arbor, MI, 1993–1996
Staff Architect, Skidmore, Owings, & Merrill, Chicago, IL, 2001–2003
Associate, Smith Group, Chicago, IL, 2003–2006
Senior Associate, McCarty Holsaple McCarty, Knoxville, TN, 2006–2012

Licenses/Registration:
Registered Architect, Illinois
Registered Architect, Tennessee
NCARB Certified

Selected Publications and Recent Research:
Reticulated Reinforcement for Historic Structure Stabilization. International Society of Micropiles, 11th International Workshop, 2012.
Current Research, Studying the behavior of an internal, retrofit reinforcing method for unreinforced masonry structures with intent to develop an engineering design method acceptable to the industry. Civil Engineering Dept., University of Tennessee.

Professional Memberships:
ASTM Journal peer reviewer, 2008
YAF book reviewer, 2008, "Natural Capitalism"
American Institute of Architects (AIA)
Earthquake Engineering Research Institute
LEED Accredited Professional
The Masonry Society
U.S. Green Building Council (USGBC)

Name: Jennifer Bradley, LEED AP

Courses Taught (two academic years prior to current visit):
ARCH 501 Introduction to the Built Environment

Educational Credentials:
B.A., History, Maryville College, Maryville TN, 2000
M.Hist., University of Tennessee, Knoxville, 2003
M.Arch., University of Tennessee, Knoxville, 2008

Teaching Experience:
Lecturer (part-time), University of Tennessee, 2013–present

Professional Experience:
Intern Architect, McCarty Holsaple McCarty, Knoxville TN, 2008–present
Print-Media Graphics Coordinator, East Tennessee Chapter, Knoxville TN, 2010–present

Professional Memberships:
LEED Accredited Professional
U.S. Green Building Council (USGBC), East Tennessee Chapter

Name: Brad Collett, LEED AP   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 172|538 Design Fundamentals II | Design I: Fundamentals
LAR 520 Visualization and Representation II
LAR 545 Landscape Architecture Design III
LAR 560 Professional Practices in Landscape Architecture
PLSC 280 Fundamentals of Landscape Design

Educational Credentials:
B.S., Ornamental Horticulture and Landscape Design, University of Tennessee, 2001
M.L.A., Ohio State University, 2004

Teaching Experience:
Assistant Professor, College of Agricultural Sciences and Natural Resources, Department of Plant Sci-
    ences, University of Tennessee, 2011–present
Interim Chair, Graduate Program in Landscape Architecture, College of Architecture + Design + College
    of Agricultural Sciences and Natural Resources, University of Tennessee, 2012–present

Professional Experience:
Summer Project Designer, Tepe Environmental Services Ltd., Cincinnati, OH, 2000–2001
Graduate Fellow / Graduate Teaching Assistant, School of Architecture, Department of Landscape Archi-
    tecture, Ohio State University, Columbus, OH, 2001–2004
Senior Associate, Edward Durrell Stone Jr. & Associates, Orlando, FL, 2004–2011
Landscape Architect Consultant, Edward Durrell Stone Jr. & Associates, 2011–present

Licenses/Registration:
Registered Landscape Architect, Florida

Selected Publications and Recent Research:
with Friedmann, V. "Watershed Protection through Multi-Functional Landscapes: Research in Low Impact
    Development and Integrated Storm Water Management." Presented at PlanET Consortium
    Spring Meeting, Knoxville, TN, February 2, 2012.
"Conversations: Practice and Teaching in Landscape Architecture." Presented at University of Tennessee
    Art+Architecture Colloquial Series, Knoxville, TN, February 3, 2012.
with Dalton, D., Friedmann, V., and Zawarus, P. "Watershed Protection through Multi-Functional Land-
    scapes: Research in Low Impact Development and Integrated Storm Water Management." Pre-
    sented at Department of Plant Sciences Seminar Series, Knoxville, TN, February 27, 2012.
"Policy and Place: A Studio Method to Understand, Evaluate, and Implement Place-Appropriate Storm
    Water Best Practices to Satisfy Clean Water Act Requirements." Presented to Council of Educa-
    tors in Landscape Architecture 2012, Urbana-Champaign, IL, March 28-31, 2012.

Professional Memberships:
U.S. Green Building Council (USGBC), Central Florida Chapter, 2006–2011, Co-Chair, Membership Com-
    mittee, 2007–2008, Member, Sponsorship Committee, 2008–2011, Chair, Programs and Events
    Committee, 2008–2010, Chair, LEEDership Dinner Steering Committee, 2008–2011, Member,
    LEED v3 Regionalization Committee, 2009, Chair, Hospitality Advocacy Committee, 2010–2011,
    Member, Board of Directors, 2008–2011, Chapter Vice Chair, 2010–2011
American Society of Landscape Architects, Florida Chapter, 2008–2011
Florida Green Building Coalition, 2008–2011
State Conference Planning Committee, ASLA Tennessee Chapter, 2011
American Society of Landscape Architects, Tennessee Chapter, 2011–present
U.S. Green Building Council, East Tennessee Chapter, 2011–present
LEED Accredited, BD+C Specialty

Name: Matthew Culver   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 425|525 Special Topics in Architecture: Materials Exploration

Educational Credentials:
B.Arch., University of Tennessee, Knoxville, 2000
B.F.A., Fine Art Wood, Tennessee Tech University, Appalachian Center for Craft, 2011

Teaching Experience:
Instructor (part-time), University of Tennessee, 1999
Student Design/Build Team, Studio in Sustainability, University of Tennessee, 1998–1999
Lecturer (part-time), University of Tennessee, 2012–present

Professional Experience:
Intern Architect, Thomas Caldwell Architect, Knoxville TN, 1997–1998
Intern Architect, Chattanooga Studio, Chattanooga TN, 2000–2001
Intern Architect, Hefferlin + Kronenberg Architects, Chattanooga TN, 2002–2003
Project Manager, J. Mark Rodgers Architect, Cookeville TN, 2003–2010
Furniture Designer/Maker, Sculptor Apprentice, Bark Studio, Knoxville TN, 2010–present
Supervisor, Fab Lab, University of Tennessee, 2012–present

Licenses/Registration:
Registered Architect, Tennessee

Selected Publications and Recent Research:
Exhibition. Gallery One, Smithville, TN, 2010.
Exhibition. Georgia World Congress Center, Atlanta, GA, 2010.
IWF Finalist, Honorable Mention, 2010.
ACC Juried Student Exhibition, Honorable Mention, 2010.
Exhibition. Joan Derryberry Gallery, Cookeville, TN, 2011.
Exhibition. ART á la Carte Gallery, Cookeville, TN, 2011.
Exhibition. Silver Maple Gallery, Cookeville, TN, 2011.
ACC Juried Student Exhibition Finalist, 2011.

Name: Marleen K. Davis, FAIA   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 101|107* Introduction to the Built Environment
ARCH 122 Representation II: Drawing and Intention
ARCH 172 Design Fundamentals II: Space
ARCH 271 Architectural Design I: Place
ARCH 272 Architectural Design II: Place
ARCH 370|371 Architectural Programming | Architectural Design III
ARCH 372 Architectural Design IV
ARCH 500 Graduate Thesis

Educational Credentials:
B.Arch., Cornell University, 1976
M.Arch., Harvard University, 1979

Teaching Experience:
Assistant Professor / Associate Professor, Syracuse University, 1981–1994
Director, Architecture Program in Florence, Syracuse University, 1983–1984
Dean of the College of Architecture and Design, University of Tennessee, 1994–2003
Professor, University of Tennessee, 1994–2003
Distinguished Professor, University of Tennessee, 2003–present

Professional Experience:
Engineering Draftsperson, Lev Zetlin Associates, Structural Engineers, Atlanta, GA, 1976–1977
Staff Designer, Henry Schadler and Associates, West Hartford CT, 1977–1978
Staff Designer, Sert, Jackson and Associates, Cambridge MA, 1979–1980
Staff Architect, Skidmore, Owings and Merrill, Boston, MA, 1980–1981

Licenses/Registration:
Registered Architect, Massachusetts, 1981–1985
Registered Architect, New York, 1983–present

Selected Publications and Recent Research:
with Wall, Scott, "New Orleans 2020: City of Districts on High Ground, Vision Plan." Presented at the
        ACSA National Convention: Presentation and Proceedings, 2007.
"Trends in Design Education." Presentation at University of Maryland College of Architecture, Planning &
        Preservation, 2009.
"New Ideas for Schools from the Next Generation: Urban School(s) for a State Capital." Presentation at
        Annual Convention: "Urban Schools, Curriculum and Facilities," AIA Committee on Education /
        School Building Expo, Pittsburg, PA, 2009.
"Introduction." In *Architectural Education in North America*, edited by Joan Ockman, 2012.
Grant, Instructional Technology Award, University of Tennessee, "Use of iPads in Studio," 2012
"Significance of 100 Years in Architectural Education." Presented at 100th Annual Meeting, Association of
        Collegiate Schools of Architecture, Boston, MA, 2012.

Professional Memberships:
Chair, University of Tennessee Campus Planning Advisory Committee, 2000–2005
Trustee, Webb School of Knoxville and Chair, Facilities Committee, 2002–2008
Board of Directors, Tennessee Theatre Foundation 2002–2010
Treasurer and Board Member, National Architecture Accreditation Board, 2003–2007
Fellow, American Institute of Architects (AIA), Fellow, 2006–present
President and Board Member, Association of Collegiate Schools of Architecture, 2007–2010
Board of Directors, East Tennessee Community Design Center, 2012–2015

Name: Thomas K. Davis, FAIA   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 425|525 Special Topics in Architecture: Architecture, The City and The Film
ARCH 480|481 Programming/Architectural Design VII | Architectural Design VII
ARCH 483|583 Advanced Architectural Design: Urbanism | Architectural Design: Urbanism
ARCH 515 Seminar in Urban Design
ARCH 571 Design IV: Building in Urban Context
ARCH 593 Independent Study in Architecture
ARCH 592 Off-Campus Studio: Nashville Civic Design Center

Educational Credentials:
B.Arch., Cornell University, 1977
M.Arch., Cornell University, 1983

Teaching Experience:
Position, Syracuse University, 1991–1994
Associate Professor, University of Tennessee, 1994–present
Associate Professor, University of Tennessee, Design Director, Nashville Civic Design Center (NCDC),
        2004–2008

Professional Experience:
Junior Designer, Moore & Salsbury, Avon, CT, 1978–1979
Junior Designer, Desmond & Lord, Inc., Boston, MA, 1979–1980
Junior Designer, John Carl Warnecke & Associates, Boston, MA, 1980–1981
Urban Designer, Thomas K. Davis / Marleen K. Davis: Architecture, Syracuse, NY, 1983–1993

Licenses/Registration:
Registration, Commonwealth of Massachusetts, 1983
Registration, New York, 1985

Selected Publications and Recent Research:
"CityTHINK: A Conversation on the 'Museums of the 21st Century Exhibition,'" Frist Center for the Visual
        Arts, Nashville, TN, 2009.
"Demonstrating the Value of Outreach: The Nashville Civic Design Center," AIAS South Quad Confer-
        ence, Knoxville, TN, 2010.
"The Adaptive Reuse of the Werthen Packaging Site." Presented at Nashville Civic Design Center Urban
        Design Forum, Nashville, TN, 2011.
"The Nashville Civic Design Center: Fifteen Years of Community Engagement." Presented to University of
        Tennessee College of Architecture + Design Board of Advisors, 2011.
"Collaborative Service-Learning in Urban Design: Getting the Stars in Alignment," Gulf-South Summit on
        Service-Learning and Civic Engagement Through Higher Education, University of Southern Mis-
        sissippi, Hattiesburg, MS, 2012.
"Four Transit Villages Nashville: A Case Study in University Research and Livable Communities," ACSA
        Annual Meeting, Boston, MA, 2012.

Professional Memberships:
American Institute of Architects (AIA)
National Trust for Historic Preservation
Reconnecting America Center for Transit-Oriented Development
Society of Architectural Historians
Society of Fellows of the American Academy in Rome
Urban Land Institute (Nashville District Council)

Name: Mark DeKay, RA   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 232 Introduction to Architectural Technology
ARCH 425|525 Special Topics in Architecture: Integral Sustainable Design
ARCH 490|599 Advanced Architectural Design: Diploma Studio
ARCH 599 Design VII: Diploma Thematic Studio

Educational Credentials:
B.Arch., Tulane University, 1984
M.Arch., University of Oregon, 1992
M.Arch., Tulane University, 2006

Teaching Experience:
Adjunct Instructor, School of Architecture and Allied Arts, University of Oregon, 1990–1991
Research Assistant, Center for Housing Innovation, School of Architecture and Allied Arts, University of
          Oregon, 1990-1992
Assistant Professor, College of Architecture and Urban Studies, Virginia Polytechnic Institute and State
          University, 1992–1994
Assistant Professor, School of Architecture, Washington University, 1994-2000
Assistant Professor, University of Tennessee, 2001–2002
Associate Professor, University of Tennessee, 2002–present

Professional Experience:
Architectural Draftsman, H. Herschberg & Associates, New Orleans, LA, 1979–1980
Architectural Photography Staff, Architectural View, New Orleans, LA, 1979–1982
Intern Architect, E. Eean McNaughton & Associates, New Orleans, LA, 1985–1986
Intern Architect, William Maclay, Architects and Planners, Warren, VT, 1986–1987
Architectural Designer/ Intern Architect, David Sellars & Company, Architects, Warren, VT, 1987–1989

Licenses/Registration:
Architect, Vermont, 1992

Selected Publications and Recent Research:
Fulbright Scholar, Center for Environmental Planning and Technology, Ahmedabad, India, 2000
 "Daylighting and Urban Form, an urban fabric of light," Journal of Architecture and Planning Research.
          Vol. 27, No. 1, Spring, 35–56. 2010.
Integral Sustainable Design, transformative perspectives. London: Eathscan Press, 2011.
"Climatic Urban Design: Configuring the Urban Fabric to Support Daylighting, Passive Cooling, and Solar
          Heating," Sustainable City 2012, 7th International Conference on Urban Regeneration and Sus-
          tainability, Ancona, Italy, May 7–9, 2012.
"The Four Perspectives of Integral Sustainable Design," Eco-Architecture 21012, 4th Conference on Har-
          monization Between Architecture and Nature, Kos, Greece, September 5–7, 2012.
"The Four Levels of Complexity in Sustainable Design," Eco-Architecture 21012, 4th Conference on Har-
          monization Between Architecture and Nature, Kos, Greence, September 5–7, 2012.
with Brown, G. Z., *Sun, Wind, & Light, 3rd Edition.* New York: John Wiley & Sons, 2012.

Professional Memberships:
Fellow, Institute of Green Professionals
American Society of Heating, Refrigeration and Air-conditioning Engineers
American Solar Energy Society
Society of Building Science Educators

Name: George Dodds, Ph.D.   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 213/227* | 503 Modern Architecture: Histories and Theories
ARCH 500 Graduate Thesis
ARCH 501 Introduction to the Built Environment
ARCH 521 Principles of Architectural Production
ARCH 526 Directed Readings in Architecture
ARCH 593 Independent Study in Architecture

Educational Credentials:
B.S. in Arch., University of Detroit, 1980
B.Arch., University of Detroit, 1981
M.Arch., University of Pennsylvania, 1985
M.S. Arch., University of Pennsylvania, 1997
Fellow, Studies on Landscape Architecture, Harvard University Research Library, Dumbarton Oaks,
        Washington DC, 1998–1999
Ph.D. Arch., University of Pennsylvania, 2000

Teaching Experience:
Critic and Studio Coordinator, Summer Architecture Institute, The Catholic University of America, 1987
Assistant Professor, Pennsylvania State University, 1985–1988
Adjunct Associate Professor, Temple University, 1988–1990 and 1992–1995
Lecturer, University of Pennsylvania, 1991
Assistant Professor (Presidential Appointment), Temple University, 1990–1992
Senior Lecturer, University of the Arts, 1990–1993
Visiting Assistant Professor, Drury University, 1997–1998
Lecturer, University of Pennsylvania, 1999–2000
Assistant Professor, University of Tennessee, 2000–2005
Associate Professor, University of Tennessee, 2005–2011
James R. Cox Professor, University of Tennessee, 2006–2009
Interim Coordinator, Graduate Landscape Architecture Program, University of Tennessee, 2007
Visiting Professor, University of Houston Summer Program in Castiglion Fiorentino, Italy, 2007
Professor, University of Tennessee, 2011–present
Chair, Graduate Program in Architecture, University of Tennessee, 2011–2012 (Interim), 2012–present
Alvin and Sally Beaman Professor of Architecture, 2012–present
Associate Dean for Academic Affairs and Research, University of Tennessee, 2012–present

Professional Experience:
Harry Weese & Associates, Washington, D.C.,1980–1982
Diehl and Diehl, Architects, Detroit, MI, 1981
Bowie-Gridley, Architects, Washington, D.C., 1983
Stauffer Associates, Washington, D.C., 1984
Kieran, Timberlake, and Harris, Philadelphia, PA, 1984
Richard Wesley, Architect, Philadelphia, PA, 1985,1988
Lewis and Holt, Washington, D.C., 1986
George Dodds, Building and Design Arts, Philadelphia, PA, 1988–2000
Executive Editor, Journal of Architectural Education, 2006–2011

Selected Publications and Recent Research:
Body and Building: On the Changing Relation of the Body to Architecture, Edited with Robert Tavernor,
        Cambridge: The MIT Press, 2002.
Building Desire: On the Barcelona Pavilion, London: Routledge Press, 2005*.*
Landscape and Garden in the Work of Carlo Scarpa (manuscript in production)

Name: Charles (Chuck) Draper

Courses Taught (two academic years prior to current visit):
ARCH 121 Representation I: Drawing and Perception
ARCH 122 Representation II: Drawing and Intention
ARCH 272 Architectural Design II: Place
ARCH 425|525 Special Topics in Architecture
ARCH 541 Design II: Principles

Educational Credentials:
B.F.A. in Painting and Drawing, University of Tennessee, Chattanooga, 2005
M.Arch., University of Tennessee, Knoxville, 2009

Teaching Experience:
Graduate Teaching Assistant, University of Tennessee, 2007–2009
Research Assistant to Dr. Archana Sharma, University of Tennessee, CoAD, Knoxville, TN, 2009
Lecturer (full-time), University of Tennessee, 2009–2012

Professional Experience:
Assistant Registrar and Assistant Preparator, Hunter Museum of American Art, Chattanooga, TN, 2004–
	2006
Archivist and Cataloguer, University of Tennessee, CoAD Slide Library, Knoxville, TN, 2007
Intern, East Tennessee Community Design Center, Knoxville, TN, 2007–2008
Graduate Assistant, University of Tennessee, CoAD Advising, 2007–2008
Designer, Applied Research, Knoxville, TN, 2008–2009
Designer, Sanders Pace Architecture, Knoxville, TN, 2009–2012

Selected Publications and Recent Research:
"With and Against: Architecture Jazz Mondrian." Master's Thesis, University of Tennessee, Knoxville,
	2009.
with Ambroziak, Brian. "Speed Kills Culture." Shift Boston Ideas Competition, 2009. Finalist.

Name: David Fox   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 122 Representation II: Drawing and Intention (summer 2012)
ARCH 171 Design Fundamentals I: Space
ARCH 425|525 Site Analysis & Narrative Structure
ARCH 425|525 Special Topics in Architecture: Community Service Initiative
ARCH 425|525 Special Topics in Architecture: Student Archivers
ARCH 465 Directed Research
ARCH 480|481 Programming/Architectural Design VII | Architectural Design VII
ARCH 485|587 Advanced Architectural Design: Design and Development
ARCH 493|477* Independent Study in Architecture
ARCH 519 Design Representation + Process II
ARCH 586 Advanced Architectural Design: Sustainable Architecture

Educational Credentials:
B.Arch., Auburn University, 1981
M.Arch., Cranbrook Academy of Art, 1990

Teaching Experience:
Adjunct Instructor, University of Arkansas, 1988
Assistant Professor, University of Tennessee, 1991–1997
Associate Professor, University of Tennessee, 1997–present

Professional Experience:
Apprentice Architect and Designer, Arthur Cotton Moore, Associates, Washington, D.C., 1980–1981
Apprentice Architect and Designer, Lewis, Wisnewski Architects, Bellevue, WA, 1983–1984
Apprentice Architect and Designer, KressCox, Architects, Washington, D.C., 1983–1984
Apprentice Architect and Designer, Smith, Blackburn, Stauffer, Architects, Washington, D.C., 1984–1985
Apprentice Architect and Designer, Fay Jones and Maurice Jennings, Architects, Fayetteville, AR, 1985–
    1988
Associate Architect, Mockbee | Coker, Architects, Washington, D.C., 1990–1991
Consultant, East Tennessee Community Design Center (ETCDC), 2004–2006
Consultant, Drafting and Drawing, Austin East High School, 2006–2012
Consultant, Socially Equal Energy Efficient Development, 2009–2012

Licenses/Registration:
Architect, Tennessee, 2001–present

Selected Publications and Recent Research:
"Urban Program in Sustainable Design." Presented at ACSA National Conference, Baltimore, MD, 2001.
    Proceedings of the ACSA National Conference, Baltimore, MD, 2001.
"Chattanooga/Howard: Houses." Exhibit, University of Tennessee, Art + Architecture Building, 2001.
"Urban Program in Sustainable Design." Presented to Tennessee Minority Coalition of Legislators, 2004.
"Urban Program in Sustainable Design." Presented to Tennessee Housing Development Agency, 2006–
    2008.
Recent Drawings Exhibit. University of Tennessee, Art + Architecture Building, 2007.
Drawings and Photographs Exhibit. University of Tennessee University Center, 2008.
"Polytechnic Krakowska, Diagrams vol. 1." Krakow, Poland, 2010.
Juried Exhibit. "Hot Mess." Associate of Visual Artists, Chattanooga, TN, 2010.
"Site Analysis." Loeb Fellow Invited Lecturer, Harvard University, Boston, MA, 2010.
"Creating Sustainable Environments in the Inner City." Workshop at National Service-Learning Confer-
    ence, Minneapolis, MN, 2011.
Exhibit. Design Communication Association National Conference and Website, 2012.

Name: Diane Fox
link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 425|525 Photographing Florence
ARCH 435|535 Presentation Design I
ARCH 436|536 Presentation Design II
ARCH 473|537 Architectural Photography

Educational Credentials:
B.F.A., Middle Tennessee State University, 1986
M.F.A., University of Tennessee, Knoxville, 1992

Teaching Experience:
Visiting Assistant Professor, University of Tennessee, Chattanooga, 1996–1997
Lecturer, University of Tennessee, 1998–2010
Senior Lecturer, University of Tennessee, 2010–present

Selected Publications and Recent Research:
Solo Exhibitions, "UnNatural History" Arts In the Airport, Nashville Airport, Nashville, (2012) ; University
    Concourse Gallery, Knoxville TN (2010); Apex Gallery, South Dakota School of Mines and Tech-
    nology, Rapid City SD (2008); Erie Museum of Art, Erie PA (2007); Tower Fine Arts Gallery,
    SUNY Brockport, Brockport NY (2007); Santa Reparata Galleria, Florence, Italy (2005); Sarratt
    Gallery, Vanderbilt University Nashville (2005); Dom Muz Gallery, Torun, Poland , (2004)
"Diane Fox: selected works," Group Exhibition, Greyfriars Art Space, Norfolk England, 2011
"Natural History: Critical Condition," Group Exhibition, The Ink Shop, Ithaca NY, 2011
"Imaging the Diorama," Lecture, The Observatory, Brooklyn, New York, 2010
"Imaging the Diorama," Lecture, Haydon Art Center, Lincoln, NE, 2011
"Working in Series: Diane Fox," Lecture, University of Nebraska, Lincoln, NE, 2011
Work cited in: Giovanni Aloi, *Art and Animals.* London: I.B.Tauris & Co Ltd, 2011. pg. 26, 29
Work cited in: Susan R. Ressler and Stephanie S Turner, "Photography as Medium for Co-Evolutionary
    Animal-Human Conversation"
Work cited in: *Exposure,* Volume 44:2, Fall 2011, pg. 33-42 and color reproduction of photograph on jour-
    nal cover, "Animals Reflecting"
"Electron Salon," Group Exhibition, Los Angeles Center for Digital Art, Los Angeles, 2012
"Fusion," Group Exhibition, Atrium Gallery, Ball State University, Muncie IN, 2012
"San Francisco International Photographic Exhibition Gallery," Group Exhibition, Gallery Photographica,
    Michelle O'Connor Gallery, San Francisco (*Birds, Florence, Italy awarded Second Place*), 2012
"Texas National 2012," Group Exhibition, The Cole Art Center@The Old Opera House, Nacogdoches TX,
    2012
 "LACDA Nineth Anniversary Exhibit," Group Exhibition, Los Angeles Center for Digital Art, Los Angeles,
    2013
Work cited in: Alexis Turner, *Taxidermy,* Thames and Hudson, 2013, pgs. 37, 46-47, 55
Work cited in: Stephanie S. Turner, "Relocating 'Stuffed' Animals: Photographic Remediation of Natural
    History Taxidermy," *Humanimalia: a journal of human/animal interface studies,* Volume 4, Num-
    ber 2, Spring 2013

Professional Memberships:
College Art Association, AIGA

Name: Mary French, EIT

Courses Taught (two academic years prior to current visit):
ARCH 331|539 Architectural Structures I | Structures in Architecture I
ARCH 332|540 Architectural Structures II | Structures in Architecture II

Educational Credentials:
M.S. Civil Engineering, University of Tennessee, Knoxville, 2010
B.S. Civil Engineering, University of Tennessee, Knoxville, 2008

Teaching Experience:
Lecturer (part-time), University of Tennessee, 2011–present

Professional Experience:
Structural Engineer, Mallia Structural Engineering, Knoxville TN, 2003–2013
Structural Engineer, Fulgham, MacIndoe, & Associates, Knoxville, TN, 2013–present

Selected Publications and Recent Research:
"Increasing the Structural Engineer's Influence Over Sustainability by Using Integrated Design Teams."
        Master's Thesis, University of Tennessee, Knoxville, August, 2009–May, 2010.
with French, Robert, and Stuth, Tricia. New Norris House. Design/Build Project, University of Tennessee,
        Knoxville, August, 2009–2011.

Professional Memberships:
Engineer in Training (EIT)

Name: Robert C. French, RA   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 171 Design Fundamentals I
ARCH 172 Design Fundamentals II
ARCH 372 Architectural Design IV
ARCH 425|525 Special Topics in Architecture: Norris Middle School
ARCH 471 Integration Design Studio

Educational Credentials:
B.Arch., University of Tennessee, Knoxville, 1972

Teaching Experience:
Instructor, University of Tennessee, 1974
Adjunct Associate Professor, University of Tennessee, 1988–present

Professional Experience:
Designer (part-time), Robert B. Church, Architect, Knoxville, TN, 1972
Designer/Detailer, McCarty, Bullock, Church, Holsaple Architects, Knoxville, TN, 1972–1973
Principal, Robert. C. French, Designer, Knoxville, TN, 1973–1974
Designer/Detailer, GSW Architecture and Planning, Knoxville, TN, 1974–1975
Designer/Detailer, Atelier 105 Architecture and Graphic Design, Knoxville, TN, 1975–1976
Principal, Robert. C. French, Architect/Builder, Knoxville, TN, 1976–1980
Designer, Detailer, Design Coordinator, and Contract Administrator, TVA Office Building, 1980–1988
Team Leader, Energy Reduction Efforts, U.S. Army Forscom Installation, TVA, 1987–1988
Principal, Robert C. French, Architect, Knoxville, TN, 1988–present

Licenses/Registration:
Registered Architect, Tennessee, 1978–present

Selected Publications and Recent Research:
with Stuth, Tricia. A New Norris House—Sustainable Dwelling for the 21st. c. funds to construct a proto-
    typical home and landscape, 2009–2010. Grants and Funding:
        The University of Tennessee System, $50,000; University of Tennessee Knoxville Office of Re-
        search, $68,600; University of Tennessee College of Architecture and Design, $42,800
        Science Alliance, $50,000; Alliance of Women Philanthropists Giving Circle Grant, $14,400;
        Clayton Homes Foundation, $10,000; UTK Professional Development Award, $7,200; UTK Office
        of the Provost Graduate Research Assistants, $5,000; UTK Summer Graduate Research Assis-
        tant,$3,600.
with Stuth, Tricia. A New Norris House—Sustainable Dwelling for the 21st. c. funds to construct a proto-
    typical home and landscape, 2011–2013. Grants and Funding:
        UTK Office of Research Organized Research Unit—SARIF, $30,000; Alliance of Women Philan-
        thropists 2011 Giving Circle Grant, $9,900; Watts Water Technologies Corporate Giving,
        $244,525 (pending); UTK Exhibit Performance Publication Expense Grant—Exhibit, $1000; UTK
        CoAD Faculty Development Award for Monitoring—Fall 2011, $1500; UTK CoAD Faculty Devel-
        opment Award for Publication—Spring 2012, $1500; UTK CoAD Match—Organized Research
        Unit—SARIF, $2500; UTK CoAD Graduate Research Assistant—Architecture, in-kind; UTK
        CoAD Graduate Research Assistant—Landscape Architecture, in-kind.
with Stuth, Tricia. New Norris House, 2011. NCARB Prize 11 Honorable Mention.
with Stuth, Tricia, New Norris House, 2013. AIA COTE Top Ten Award.

Professional Memberships:
Member, United Neighborhoods Interested in Quality Education (UNIQE)
Member, Alice Bell/North Hills Community Organization

Name: Valerie Friedmann   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 172|538 Design Fundamentals II | Design I: Fundamentals

Educational Credentials:
B.S., Landscape Design and Construction, University of Tennessee, Knoxville, 2007
M.L.A., University of Tennessee, Knoxville, 2012

Teaching Experience:
Graduate Teaching Assistant, University of Tennessee, 2009–2012
Graduate Research Assistant, University of Tennessee, 2011–2012
Lecturer (full-time), University of Tennessee, 2012–present

Professional Experience:
Intern Landscape Architect, Bullock, Smith and Partners, Knoxville, TN, 2007–2009
Student Supervisor and Research Assistant, New Norris House and Landscape, University of Tennessee,
          Knoxville, TN, 2010–2012

Licenses/Registration:
Registered Architect, New Jersey, 2007
Registered Architect, Tennessee, 2008

Selected Publications and Recent Research:
"New Norris House and Landscape: Overview of Sustainable Design Measures for a LEED Platinum Res-
          idential Construction." Presented to East Tennessee USGBC, 2011.
"Connect Knoxville: Addressing Issues of 'Disconnection' and 'Sustainability' in Knoxville with Green-
          ways." Presented to East Tennessee Community Design Center, 2011.
"River and Ridge: Eco-Revelatory Design at Seven Islands Wildlife Refuge." Master's Thesis, University
          of Tennessee, Knoxville, 2012.
"River and Ridge: Eco-Revelatory Design at Seven Islands Wildlife Refuge." Presented at CriticalMASS
          2012, UNC Charlotte, 2012.
Presentation to PlanET Consortium, Knoxville, TN, 2012.
Presentation to Knoxville Chapter American Planning Association, 2012.
"Water Quality in the Knoxville Metropolitan Statistical Area: Inventory, Analysis, and Recommendations,"
          presentation to East Tennessee Community Design Center, 2012.

Professional Memberships:
Student ASLA Affiliate Member, 2009–2012
UTK Student ASLA Chapter Vice President, 2010–2011
UTK Student ASLA Chapter President, 2011–2012
Tennessee ASLA Executive Committee Student Representative, 2011–2012

Name: Christina Geros, Assoc. AIA

Courses Taught (two academic years prior to current visit):
ARCH 121 Representation I: drawing/Perception
ARCH 171|538 Design Fundamentals I | Design I: Fundamentals
ARCH 172|538 Design Fundamentals II | Design I: Fundamentals
ARCH 425 Special Topics in Architecture: Building-Integrated Modeling (BIM)
ARCH 518 Design Representation and Process I

Educational Credentials:
B.Arch., University of Tennessee, Knoxville, 2005
expected: M.L.A., Harvard University, 2015
expected: M.A.U.D. Harvard University, 2015

Teaching Experience:
Adjunct Lecturer, University of Tennessee, 2009–present

Professional Experience:
Intern Architect, Ruffcorn Mott Hinthorne Stine Architects, Seattle, WA, 2005–2006
Project Designer, BarberMcMurry Architects, Knoxville, TN, 2006–2011

Selected Publications and Recent Research:
"University Center, University of Tennessee." Inter-office Design Competition with BarberMcMurry Architects and McCarty Holsaple McCarty Architects, 2009.
with Alexander, Melissa. "Bridging the Gap: Knoxville Transit Nexus." Farm Cities Competition, 2010.
with Jordan, Matt. "Look.Out.House." A Zombie Safehouse Competition, 2011. Honorable Mention and a "Post-Apocalyptic Pritzker." Work exhibited in "Selected Works," The American Institute of Architects—2012 Center for Emerging Professionals Annual Exhibition.
"Elements of Urban Design: The Lincoln Tunnel." Edited with Mitch Crowder, Professor Felipe Correa, Harvard GSD, 2012.
with Marpillero Pollak Architects. "Movement on Main." Design Competition for a Healthy Main Street, New York, 2013.
Harvard Kennedy School Indonesia Program, Research Fellowship Grant Recipient, 2013.

Professional Memberships:
American Institute of Architects (AIA), Associate Member, 2005–present
AIA/AIAS Mentoring Program, 2006–2009
Knox Heritage, Member and Volunteer, 2007–present
Graduate, Introduction Knoxville, Civic Connection Series, Leadership Knoxville, 2009
Knoxville Botanical Gardens, Member and Volunteer, 2009–present
Knoxville Opera, Rossini Festival, Chair of Marketing and Merchandising, 2009–2012
Knoxville Opera, Executive Board Member, 2010–2012
Chair, Knoxville Opera After Hours Committee, 2011–2012

Name: Andrew Godwin, Assoc. AIA, LEED AP BD+C

Courses Taught (two academic years prior to current visit):
ARCH 271 Architectural Design I: Place
ARCH 272 Architectural Design II: Place

Educational Credentials:
B.Arch., University of Tennessee, Knoxville, 2007

Teaching Experience:
Teaching Assistant, University of Tennessee, 2005–2007
Lecturer (adjunct), University of Tennessee, 2011–present

Professional Experience:
Draftsperson, Falconnier Design Company, Knoxville, TN, 2001–2005
Urban Designer, University of Tennessee in Collaboration with Design Bureau, Knoxville, TN, 2005
Intern Architect and Project Manager, Elizabeth Eason Architects, Knoxville, TN, 2007–2012
Project Manager, Frank Sparkman Architects, Knoxville, TN, 2013–present

Licenses/Registration:
Architect Registration Exam in Process, Tennessee

Selected Publications and Recent Research:
"Deep Landscapes." Fifth Year Self-Directed Project, University of Tennessee, Knoxville. Exhibited at the
National AIA Conference, San Antonio, TX, 2007.
"Developing Green and Sustainable Projects Using CDBG and HOME." Presentation at National Commu-
nity Development Association Annual Conference, Knoxville, TN, 2010.

Professional Memberships:
American Institute of Architects (AIA), Associate Member
Architecture for Humanity, Local Chapter Member and Volunteer
East Tennessee Community Design Center, Design Volunteer
LEED Accredited Professional with specialization in Building Construction and Design
U.S. Green Building Council (USGBC), East Tennessee Chapter, Member and Volunteer

Name: Hansjörg Göritz, BDA, DWB (Germany)   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 172 Design Fundamentals II: Space
ARCH 372 Architectural Design IV
ARCH 425|525 Special Topics in Architecture: Detailing
ARCH 425|525 Study Abroad: "Central European Grand Tour: Poetry of the Prosaic" Zurich to Helsinki
ARCH 471 Integration Design Studio
ARCH 490|599 Advanced Architectural Design: Special Topics | Design VII: Diploma Thematic Studio
ARCH 556 Design Implementation: Construction Methods II
ARCH 593 Independent Study

Educational Credentials:
Diploma, Hildesheim University of Applied Sciences and Arts, Germany, 1984
Post-graduate Studies, AA School of Architecture, London, 1984–1985

Teaching Experience:
Visiting Professor, Hildesheim University of Applied Sciences and Arts, Germany, 1995–1997
Professor, Dortmund University of Applied Sciences and Arts, Germany, 1999–2001
Associate Professor, University of Tennessee, 2007–2011
Professor, University of Tennessee, 2011–present

Professional Experience:
Apprentice, Mason Fellowcraft Diploma, Masterschool, 1980
Intern, Hübotter-Ledeboer-Busch Architekten BDA, Hannover, Germany, 1981–1983
Mason, Gundlach KG Constructions, Hannover, Germany, 1983
Partner, Hübotter-Ledeboer-Busch Architekten BDA, Hannover, Germany, 1985–1986
Principal, HansjörgGöritzArchitektur Hannover, Hannover, Germany 1986–present
Freelance Architect, Bangert-Jansen-Scholz-Schultes, Berlin, Germany, 1989–1991
Principal and Owner, HansjörgGöritzArchitektur Berlin, Berlin, Germany, 2007–present

Licenses/Registration:
AKN European License, 1987–present
FL Liechtenstein License, 2002–present
NCARB, proceeding, 2009

Selected Publications and Recent Research:
Deubau Award for Young Architects, National Award, 1994.
Brick Award, National Award, 1994.
"Renascimento della Stazione." Contributor to Architecture Biennale, Venice, Italy, 1996.
Aga Kahn Trust for Culture, Writings and Buildings, Geneva, Switzerland, 2000. Selected.
Liechtenstein National Assembly. Deutches Architektumuseum Franfurt (German National Architecture
        Museum), 2009. Selected "One of the Best German Architectures Abroad."
"Calculated Light: On Essentials for Rebirth of Architectural Space." Lighting India vol. 1, no. 1, Govandi
        Mumbai, India, 2009. 30–39.
"Vast Vicinity or Dense Garden Carpets: Learning from Essential Settling and Dwelling." Presented at 5th
        International Conference, Common Ground Publishers, University of Illinois, Champaign, 2010.

Professional Memberships:
Appointed Member, Bund Deutscher Architekten BDA (German Associations of Architects), 1993
Appointed Member, Deutscher Wekbund DWB (German Association of Fine Works), 2000
Advisory Board Member to the Capital City's Planning Department Director, Collegial Circle Hannover,
        2002–2006
International Associate Member, American Institute of Architects (AIA), 2008

Name: Matthew S. Hall

Courses Taught (two academic years prior to current visit):
ARCH 172 Design Fundamentals II: Space
ARCH 421 Representation IV: Technical Representation and Building Information Modeling
ARCH 425|525 Exploring the Minimum: Shipping Container Housing Summer Studio
ARCH 425|525 Special Topics in Architecture: "Brut Tech" Methods and Tactics for Materials and Construction
ARCH 425|525 Study Abroad: "Central European Grand Tour: Poetry of the Prosaic" Zurich to Helsinki
ARCH 490|599 Advanced Architectural Design: Special Topics | Design VII: Diploma Thematic Studio
ARCH 500 Graduate Thesis
ARCH 541 Design II: Place

Educational Credentials:
B.Arch., University of Tennessee, 2000
M.Arch., Harvard University, 2003

Teaching Experience:
Adjunct Professor, Maryland Institute College of Art Department of Environmental Design, 2007
Lecturer, University of Tennessee, 2007–2013
Adjunct Assistant Professor, University of Tennessee, 2012–2013

Professional Experience:
Intern Architect, The Bullock Group, Knoxville, TN, 2000
Intern, Marks Thomas and Associates, Baltimore, MD, 2001
Intern, Mostue and Associates, Sommerville, MA, 2003
Designer, RTKL and Associates, Baltimore, MD, 2003–2007
Founder, OBSTRUCTURES, Knoxville, TN / Chicago, IL, 2005–present

Selected Publications and Recent Research:
Shanghai 580 Tower Competition, RTKL, 2007. AIA Unbuilt Design Award, Maryland.
Patrick Lawson Teaching Award, University of Tennessee College of Architecture and Design, 2008.
"The Gateway." at Maryland Institute College of Art, RTKL, 2008. AIA Design Award Baltimore.
"DISASSEMBLY LINE." Installation Invited artist, Bonnaroo Music and Arts Festival Manchester, TN, 2008.
"Towards a Regenerative Architecture." Lecture to Asheville North Carolina AIA, 2008.
North Carolina AIA Headquarters Competition, OBSTRUCTURES, 2008. Merit Award.
"Re-connect." International Competition for New Sustainable Communities, OBSTRUCTURES, 2008. First Prize.
"The Gateway." Maryland Institute College of Art, RTKL, 2009. AIA Design Award Maryland.
"Unbuilt Masterworks of the 21st Century." Shanghai Center, RTKL, Thames & Hudson, 2009.
"Rude Tectonics." Lecture at Tennessee AIA convention, 2010.
SARIF $50,000 Equipment Grant, Thermwood CNC Router, 2010.
"No Minarets." Foreign Architects Switzerland Competition, OBSTRUCTURES, 2010. Second Prize.
Photography of Bernt Nyberg's Landsarkivet, featured on Arch Daily website, 2011.
"Faith In the City." Conference Publication, Architecture Foundation London, UK, "No Minarets," 2011.
"Victory for Tyler." Exhibition Works on Paper, Temple University Philadelphia, PA, "Urban Suplex," 2011.
"The World as a Design." Lecture to Oak Ridge Philosophical Society, Oak Ridge, TN, 2011.
EPPE Funds Grant, "Addition to an Addition." Exhibition at Lund University of Technology, Sweden, 2012.
Patrick Lawson Teaching Award, University of Tennessee College of Architecture and Design, 2013.
Faculty Development Grant, Research Grant, "Endangered Architecture, the Work of Bernt Nyberg." 2013.
"House & Home." Exhibition at National Building Museum Washington, D.C., 2013.

Name: Lisa Hoskins, AIA, LEED AP

Courses Taught (two academic years prior to current visit):
ARCH 431 Integration Building Systems Design

Educational Credentials:
B.Arch., University of Tennessee, Knoxville, 1996

Teaching Experience:
Lecturer (adjunct), University of Tennessee, 2012–present

Professional Experience:
Research Assistant, University of Tennessee, Riverfront Downtown Planning Design Center, Chatta-
    nooga TN, 1995
Associate, Brewer Ingram Fuller Architects, Inc., Knoxville TN, 1996–2013
Project Manager, McCarty Holsaple McCarty Architects, Knoxville TN, 2013–present

Licenses/Registration:
Registered Architect, Tennessee
NCARB Certified

Professional Memberships:
American Institute of Architects (AIA), 2005
LEED Accredited Professional
U.S. Green Building Council (USGBC), East Tennessee Chapter, Board of Directors Vice Chair and Rep-
    resentative to the USGBC Southeast Regional Conference

Name: Robert H. Houser, PE

Courses Taught (two academic years prior to current visit):
ARCH 332|540 Architectural Structures II | Structures in Architecture II

Educational Credentials:
B.Arch., University of Tennessee, Knoxville, 1985
M.S. Civil Engineering, University of Tennessee, Knoxville, 1987

Teaching Experience:
Lecturer (adjunct), University of Tennessee, 2009–present
Lecturer (adjunct), ITT Technical Institute, School of Drafting and Design, 2010

Professional Experience:
Engineer in Training, Bender & Associates, Knoxville, TN, 1985–2002
Project Engineer, Bender & Associates, Knoxville, TN, 2002–present

Licenses/Registration:
Licensed Civil-Structural Engineer, Tennessee

Selected Publications and Recent Research:
with Bender, Richard. "Liability Management." *Structure Magazine*, 2008.
with Bender, Richard. "Production of Contract Documents." *Structure Magazine,* 2008.

Professional Memberships:
Tennessee Structural Engineers Association

Name: Gregor Kalas   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 211|217*|511 History and Theory of Architecture I
ARCH 212|218*|512 History and Theory of Architecture II
ARCH 425|525 Special Topics in Architecture: Rome
ARCH 491 Foreign Study: Rome
ARCH 493|477* Independent Study in Architecture
ARCH 505 History and Theory of Architectural Stewardship
ARCH 507 Architecture, Culture, and Modernity

Educational Credentials:
B.A., Williams College, 1985
M.A., Johns Hopkins University, 1988
Ph.D., Bryn Mawr College, 1999

Teaching Experience:
Lecturer, University of Tennessee, School of Art, 2001–2002
Assistant Professor, Texas A&M University, 2002–2006
Assistant Professor, University of Tennessee, 2006–2013
Associate Professor, University of Tennessee, 2013–present

Professional Experience:
Assistant Museum Educator, Los Angeles County Museum of Art, Los Angeles, CA, 1997–2000
Program Manager, Smithsonian Center for Education & Museum Studies, Washington, D.C., 2000–2001

Selected Publications and Recent Research:
 "Toward the Silence of Sustainable Practice: Critical Erasure in Architectural Reuse." *The Value of De-sign.* Proceedings of the 2009 ACSA Annual Conference, Washington D.C., Association of Colle-giate Schools of Architecture, 2009.
Statues of the Late Antique Roman Forum: Historical Memory and Digital Reconstruction. Fellowship at a Digital Humanities Center, National Endowment for the Humanities, UCLA, 2009–2010.
"Writing Restoration in Rome: Inscriptions, Statues, and the Late Antique Preservation of Buildings." *Cities, Texts, and Social Networks, 400-1500: Experiences and Perceptions of Medieval Urban Space*, Caroline Goodson *et al.* eds. Surrey: Ashgate, 2010. 21-43.
Regan Research Award, University of Tennessee, 2011.
"Mapping, Memory and Fragmented Representation." *Where Do You Stand?* Proceedings of the 2011 ACSA Annual Conference. 2011.
American Academy in Rome Affiliated Fellowship, University of Tennessee, 2012.
Transforming Public Space in Rome: The Late Antique Revision of the Roman Forum. Austin, TX: University of Texas Press. Under Contract; publication: 2014.
"Architecture and Elite Identity in Late Antique Rome: Appropriating the Past at S. Andrea Catabarbara in Rome." *Papers of the British School at Rome.* Accepted for publication, forthcoming.
with Favro, Diane, and Christopher Johanson. "Ritual Experience of the Late Antique Roman Forum: Emperor Honorius' Consular Procession at Rome in 404 CE." *Urban History*, forthcoming.

Professional Memberships:
Archeological Institute of America
College Art Association
International Center for Medieval Art
Italian Art Society
Medieval Academy
Society of Architectural Historians
Southeast Society of Architectural Historians

Name: Richard Kelso, PE, NCEE

Courses Taught (two academic years prior to current visit):
ARCH 341|545 Environmental Control Systems I | Principles of Environmental Control
ARCH 431 Integration Building Systems Design

Educational Credentials:
B.S., Mech. Eng., University of Tennessee, 1960
M.S., Mech. Eng., University of Tennessee, 1971
Ph. D., Loughborough University, 2003

Teaching Experience:
Associate Professor, University of Tennessee, 1976–1983
Professor, University of Tennessee, 1983–2011
Professor Emeritus, University of Tennessee, 2012–present

Professional Experience:
Sales Engineer, The Trane Company, 1960–1968
Vice-President, George S. Campbell and Associates, 1969–1971
Mechanical Engineer, Facilities Planning, University of Tennessee, Knoxville, TN, 1971–1976
Richard M. Kelso and Associates, Knoxville, TN, 1972–1989
President, Kelso-Tegen Associates, Inc. Consulting Engineers, 1989–2000

Licenses/Registration:
Professional Engineer, Tennessee
NCEE Certification

Selected Publications and Recent Research:
"Automated Commissioning of HVAC Systems Using First Principles Models." Ph.D. Thesis, Loughborough University, 2003.
"Cost of New School Construction in the Northeast." NIOSH, 2003.
"Automating the Functional Testing of HVAC Systems." Presented at 12th National Conference on Building Commissioning, Atlanta, GA, 2004.
"Data for Configuring Models for Automated Commissioning." Presented at ASHRAE Annual Meeting, Nashville, TN, 2004.
"Uncertainty in the Performance Validation of HVAC Systems." Clima 2005 Lausanne, 2005.
"Application of Fault Detection and Diagnosis Techniques to Automated Functional Testing." ASHRAE Transactions, 2005.
"Developing Component Models for Automated Functional Testing." ASHRAE Transactions, 2005.
with Fry, Beth. "Design for Safety in the Construction of Single-Family Homes." Accepted for publication at the National Occupational Research Agenda (NORA), April, 2006.

Professional Memberships:
American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE)

Name: Scott A. Kinzy, RA

Courses Taught (two academic years prior to current visit):
ARCH 412 Non-Western and Indigenous Architecture
ARCH 463 Architectural Development

Educational Credentials:
B.Arch., University of Nebraska, 1974
M.Arch., University of Illinois, 1977
Ph.D., State University of New York, Buffalo, 1991

Teaching Experience:
Adjunct Instructor, University of Wisconsin-Milwaukee, 1977–1978
Assistant Professor, State University of New York, Buffalo 1979–1982
Assistant Professor, University of Tennessee 1982–1983
Associate Professor, University of Tennessee 1983–1988
Visiting Professor, Christopher Newport College 1988–1989
       (Faculty exchange, on leave from University of Tennessee)
Professor, University of Tennessee 1994–2011
Lecturer, University of Tennessee, 2011–2013

Professional Experience:
Intern Architect, Neil Ashtel and Associates, Omaha, NE 1974–1975
Designer/Architect, Brust-Zimmerman, Inc., Milwaukee, WI, 1976–1978
Partner, Kinzy-Natrop Partnership, Milwaukee, WI, 1978–1982
Kinzy Residential Design, Knoxville, TN, 1983–present

Licenses/Registration:
Registered Architect, Wisconsin, 1978
Registered Architect, New York, 1981
Registered Architect, Tennessee, 1987

Selected Publications and Recent Research:
Housing and Subdivision Design
Japanese Domestic Architecture and Zen Gardens
Building and Urban Economics

Name: Barbara Klinkhammer, AKT (Germany)

Courses Taught (two academic years prior to current visit):
ARCH 272 Architectural Design II: Place
ARCH 371 Architectural Design III: Programming and Design
ARCH 425 Special Topics in Architecture: Le Corbusier: Color and Light

Educational Credentials:
Staatliche Kunstakademie Duesseldorf, 1985–1987
Ecole d'Architecture de Paris La Villette, 1987–1988
Dipl.-Ing. Arch., Rheinisch Westfaelisch Technische Hochschule, Aachen, Germany,1992

Teaching Experience:
Teaching Assistant, RWTH Aachen, 1992–1993
Lecturer, Bauhaus University, Weimar, Germany, 1994–1999
Visiting Assistant Professor, University of Tennessee, 1997
Assistant Professor, University of Tennessee, 1999–2005
Associate Professor, University of Tennessee, 2005–2012
Assistant Dean and Interim Associate Dean, University of Tennessee, 2004–2008
Interim Graduate Program Head, University of Tennessee, 2005–2007
Interim Chair, Interior Design Program, University of Tennessee, 2008–2010
Associate Dean, University of Tennessee, 2008–2012

Professional Experience:
OSP, Ohrem und Scheidt-Pegels, Aachen, Germany, 1992–1993
Klinkhammer, Architekten und Stadtplaner, Krefeld, Germany, 1993–1994
dt8 Architekten, Prof. Ulrich Coersmeier, Cologne, Germany, 1994
Principal, Klinkhammer and Stach Architekten, Cologne / Weimar, Germany, 1995–present

Licenses/Registration:
Architektenkammer Thueringen, Germany

Selected Publications and Recent Research:
"Color and Space in the Built Work of Le Corbusier." 1997–present.
"La Polychromie–Peinture, sculpture et architecture." *Œuvre Plastique, Rencontres de la Fondation Le Corbusier*, edited by Prelorenzo, Claude, 144–163. Paris: Fondation Le Corbusier and Editions de la Villette, 2005.
Living Light Team, University of Tennessee, Co-Principal Investigator. U.S. Department of Energy sponsored Solar Decathlon Competition, 2011.

Name: Matthew Lyle

Courses Taught (two academic years prior to current visit):
ARCH 425 Special Topics in Architecture: Design Exploration

Educational Credentials:
B.Arch., University of Tennessee, 2010

Teaching Experience:
Research Assistant, University of Tennessee, 2010–2011
Lecturer (adjunct), University of Tennessee, 2011–2012

Professional Experience:
Lyle Cook Martin Architects, Clarksville TN, 2012–present

Selected Publications and Recent Research:
New Norris House
Furniture design

Name: William Martella   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 171 Design Fundamentals I
ARCH 172 Design Fundamentals II
ARCH 272 Design II: Place
ARCH 372 Architectural Design IV
ARCH 471 Integration Design Studio

Educational Credentials:
B.Arch., University of California, Berkeley, 1965
Graduate Study, Washington University, St. Louis, 1973

Teaching Experience:
Assistant Professor, University of Tennessee, 1971–1976
Associate Professor, University of Tennessee, 1976–present

Professional Experience:
Intern Architect, Marcel Sedletsky, Architect, Carmel, CA, 1964
Designer, Skidmore, Owings & Merrill, Chicago, IL, 1965–1969
Senior Designer, William Pereira Associates, Corona del Mar, CA, 1969–1971
Project Architect, James Sink Associates, Houston, TX, 1976–1977
Project Architect, James Sink Associates, Dhahran, Saudi Arabia, 1979–1980

Licenses/Registration:
Registered Architect, California, 1972–2011
Registered Architect, California (Retired), 2011–present

Selected Publications and Recent Research:
Project architect with James Sink Associates. "Math and Science Center/Junior College, Saudi Arabia."
        Progressive Architecture, *Architectural Record*, *Forbes*, *and Newsweek*, 1979.
Concepts International Housing Competition, 2002. Submission.
"Concepts." International Housing Competition, Student category, 2002. Hawkins, Eric, Student Award,
        First Prize.
ACSA National Wood Competition, 2002. Wells, Taylor, Student Award, Honorable Mention.
Ghost Laboratory, Kingsburg, Nova Scotia, Brian MacKay-Lyons International Summer Internship, 2003.
        Participant.
ACSA/AISC National Steel Competition, 2005. Tait, Bobby, Student Award, Honorable Mention.
UTK/CoAD Faculty Design Exhibition, Ewing Gallery, University of Tennessee, Knoxville, 2007.
ACSA International Preservation Competition, 2009. Adkisson, Clay, Student Award, Honorable Mention.

Service Accomplishments:
Dean Search Committee, College of Architecture and Design, 1988; 2004–2005
Director's Advisory Board, 1997–2000; 2009–2013
1st year Design Coordinator, 1997–2000; 2002–2013
Faculty Search Committees, 1999–2000; 2005–2006
Dean's Advisory Board, 1999–2002; 2010–2013
Resource, Gifted and Talented Students Project, Knox County School System, 2000
3rd year Design Coordinator, 2000–2003
Faculty Senate, 2004–2005
School of Art Program Review Committee, 2007
Associate Dean Search Committee, College of Architecture and Design, 2007–2008
Chair, College Curriculum Committee, 2007–2010
4th year Design Coordinator, 2009–2012

Name: Sean Martin

Courses Taught (two academic years prior to current visit):
ARCH 370|371 Architectural Programming | Architectural Design III
ARCH 372 Architectural Design IV

Educational Credentials:
B.Arch., University of Tennessee, Knoxville, 2001

Teaching Experience:
Lecturer (adjunct), University of Tennessee, Knoxville, 2008–present

Professional Experience:
Research Assistant, University of Tennessee, Riverfront Downtown Planning and Design Center, Chatta-
        nooga TN, 2000
Individual Design Projects, 2001–present
Intern Architect, Ross/Fowler Architects, Knoxville TN, 2001–2004
Design Coordinator / Project Manager, redChair: architects (formerly Cockrill Design & Planning), Knox-
        ville TN, 2004–2012
Founding Principal, Open Door Architecture, Knoxville TN, 2012–present

Licenses/Registration:
Architect Registration Exam in Process, Tennessee

Selected Publications and Recent Research:
with Cockrill Design & Planning. ETSU Cardiology C.E.B.. 2009 AIA East Tennessee Honor Award.
with Cockrill Design & Planning. University of Tennessee Biotech Greenhouse. 2009 AIA East Tennessee
        Merit Award.
with Cockrill Design & Planning. Knoxville Orthopaedic Clinic. 2009 AIA East Tennessee Merit Award,
        2010. MPC Excellence Award.
with Cockrill Design & Planning. Prescott South PreK-8 School. 2011 AIA East Tennessee Merit Award,
        2011. TSBA School of the Year.

Professional Memberships:
Fourth and Gill Neighborhood Board, 2004–2007
Historic Zoning Commission, Neighborhood Representative, 2004–2007
Fourth and Gill Park Task Force, Chairperson, 2005–2011
Knox Heritage, Vintage Homes Committee, Vice-Chair 2008–2010, Chairperson 2010–2011
City of Knoxville, Façade Design Review Committee, Member 2012
Knox Heritage, Board of Directors, 2006–present, President/Vice President 2012–2013
LEED Accredited Professional

Name: David Matthews   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 172|538 Design Fundamentals II
ARCH 425|525 Special Topics in Architecture
ARCH 485|590 Advanced Architectural Design: Special Topics

Educational Credentials:
B.F.A. Studio Art, Ohio University, 1987
B.S.I.D., Ohio University, 1987
M.Arch., Miami University, 1991

Teaching Experience:
Associate Professor, Ohio University, 1999–2010
Director of Academic Technologies, Ohio University, 2008–2010
Professor, University of Tennessee, 2010–present
Chair, Interior Design Program, University of Tennessee, 2010–present
Associate Dean of Facilities and Communications, University of Tennessee, 2012–present

Professional Experience:
Intern Architect, Panich and Noel, Inc., Athens, OH, 1992–1994
Intern Architect, Carl Myatt Architect, Greensboro, NC, 1995
Consultant, Archeworks, Chicago, IL, 1999–2006
Consultant, Perkins and Will / Eva Maddox Associates, Chicago, IL, 2001–2006

Selected Publications and Recent Research:
Collaborative Virtual Reality: Sharing Design Practice and Knowledge between Students, Practitioners
        and Educators, Ohio Learning Network. Externally Funded Grant: David Matthews; John
        Weigand; Eva Maddox Associates; Baxter Hodell, Donnelly and Preston Architects. $99,095, No-
        vember, 1999.
with Weigand, J. "Collaborative Design Using the Internet: A Case Study." *Journal of Interior Design*, vol.
        27, no. 1, Spring 2001.
with Geist, G. "Technological Applications to Support Children's Development of Spatial Awareness." *In-
        formation Technology in Childhood Education Annual,* 2002.
"Towards a More Mutual Partnership: Pushing the Boundaries of the Internet Studio." 2002 National
        Council of Architectural Registration Boards Excellence in Education Awards, Boston, MA, June
        29, 2002. Prizewinner.
with Weigand, J. **"**A Pilot Project Using the Internet for Collaborative Design between Architecture and
        Interior Design." *IDEC Innovative Teaching Manual,* April, 2003.
with Kovalchick, A. "Development of the Digital Media Studio." *Proceedings:19th National Conference on
        the Beginning Design Student*, December, 2003.
with Temple, S.. "Thinking Critically About the Seductive Cool of Digital Imagery: Integrating the Virtual
        with the Actual." *Proceedings: Eastman National IDSA Education Conference.* December, 2003.
with Geist, G. "Opening Doors: Five Principles for Helping Future Teachers Prepare the Classroom for
        Active Learning." *ACEI Focus on Teacher Education*, vol. 7, no.3, Spring 2007.
"Integration of the Actual with the Digital: Folding Modeling into Beginning Design Learning." Article in
        FormZ Joint Study Publication, 2007.
Miura Distinguished Visiting Professor, Chubu University, Japan. Spring 2008.

Name: Beverly (B.J.) Miller, FASID, CCIM

Courses Taught (two academic years prior to current visit):
ARCH 425|525 Special Topics in Architecture: Designing for Health Care Interiors

Educational Credentials:
B.S.I.D., University of Tennessee, Knoxville

Teaching Experience:
Lecturer, University of Tennessee

Professional Experience:
Founder/President, Urban Redevelopment Alliance, LLC
President, The Vision Group, Inc., Johnson City, TN

Licenses/Registration:
NCIDQ Certification
Real Estate Broker, Tennessee
Certified Commercial Investment Member

Professional Memberships:
Johnson City Development Authority Board, Design Committee Chair, 1999–2009
Public Building Authority Board, Johnson City, Development Committee, Chair, 2003–2009
American Society of Interior Designers (ASID), National Board of Directors, TN Chapter Board / President
        1992–2000, Director 2004–2006
University of Tennessee, College of Architecture and Design Advisory Board, Co-Chair

Name: William A. Miller, ASRAE, ASME

Courses Taught (two academic years prior to current visit):
ARCH 342|546 Environmental Control Systems II | Principles of Environmental Control II

Educational Credentials:
B.S., Mechanical Engineering, University of Tennessee, Knoxville, 1978
M.S., Mechanical Engineering, University of Tennessee, Knoxville, 1980
Ph.D., Mechanical Engineering, University of Tennessee, Knoxville, 1998

Teaching Experience:
Adjunct Professor, College of Engineering, University of Tennessee, 2011–present

Professional Experience:
Senior Researcher, Oak Ridge National Laboratory, Oak Ridge, TN, 1979–present

Licenses/Registration:
Professional Engineering License, 1982

Selected Publications and Recent Research:
The California Energy Commission awarded Dr. Miller $1.24 million of funds to conduct cool roof research (2003 through 2009) in collaboration with the Lawrence Berkeley National Laboratory (LBNL).
Directed team of engineers and collaborated with Schaad Construction, LLC to design and build four demonstrations homes that showcase unique envelopes that are at least 50% more energy efficient than IECC 2006 code for residential envelopes. Homes are commissioned and acquiring data.
with New, J., Desjarlais, A., Juang, Y.J., Erdem, E., Levinson, R., and Akbari, H. Development of an Energy Savings Calculator. CEC PIER Task 2.5.4 Milestone Report, Presented at RCI Building Envelope Technology Symposium, San Antonio, TX, November, 2010.
with Karagiozis, A., Kosny, J., Shrestha, S., Christian, J. and Kohler, C. "Demonstration of Four Different Residential Envelopes." Presented at ACEEE Summer Study on Energy Efficiency in Buildings, Proceedings of American Council for an Energy Efficient Economy, Asilomar Conference Center in Pacific Grove, CA, August, 2010.
with Shrestha, S. "Modeling PCM-Enhanced Insulation System and Benchmarking EnergyPlus against Controlled Field Data." AIRAH Building Simulation, Sydney Australia, November, 2011.
with Desjarlais, A. and Kosny, J. "A Compilation of Home Energy Assessments for Cool roofs, Above-Sheathing Ventilation, Radiant Barriers and Other Attic Strategies." *Thermal Performance of the Exterior Envelopes of Buildings, XI,* proceedings of ASHRAE THERM X, Clearwater, FL, December, 2010.
with Graves, R. and Atherton, S. "A Prototype Roof Deck Designed to Self-Regulate Deck Temperature and Reduce Heat Transfer." Presented at NRCA International Roofing Symposium, Washington D.C., September, 2011.
Joint Appointment awarded to work at ORNL and at the University of Tennessee as a Research Professor teaching in the Mechanical, Aeronautical and Biomedical engineering department. Teaching assignments include undergraduate heat transfer, Thermal Environmental Engineering and Capstone design projects. Serving as CO-PI to help UTK Art and Architecture with their entry for the 2011 Solar Decathlon.

Professional Memberships:
American Society of Heating, Refrigerating and Air-conditioning Engineers (ASHRAE)
American Society of Mechanical Engineers (ASME)

Name: Tracy Moir-McClean, RA   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 271 Architectural Design I: Place
ARCH 370|371 Architectural Programming | Architectural Design III
ARCH 425|525 Special Topics in Architecture: Water, Culture, and Landscape
ARCH 486|586 Advanced Architectural Design: Sustainable Architecture

Educational Credentials:
B.S. in Arch., University of Michigan, 1981
M.Arch., University of Michigan, 1986

Teaching Experience:
Visiting Assistant Professor, Miami University, 1990–1991
Assistant Professor, University of Tennessee, 1991–1997
Associate Professor, University of Tennessee, 1998–present

Professional Experience:
Design Office Manager and Designer, National Mainstreet Demonstration Project, Colorado, 1981–1982
Project Manager, Charles Vaughan Pippen Associates, Baltimore, MD, 1982–1984
Project Architect, Dennis R. Loy Architect Associates, Ann Arbor, MI, 1986–1989
Project Architect, Mitchell Associates, Ann Arbor, MI, 1989–1990

Licenses/Registration:
Architect, Michigan, 1989
NCARB Certified, 1991

Selected Publications and Recent Research:
"Chattanooga Ecological Systems Plan for Downtown." GreenCenter, Art + Architecture Building, University of Tennessee, Knoxville, 2007.
"Green Infrastructure Plan for Beaver Creek." UT CoAD Exhibit series, Knoxville, TN, 2007. Nashville Civic Design Center, Nashville, TN, 2007.
"Ventilated Attic, Space + Technology + Place." UT CoAD Faculty Design Exhibit, Ewing Gallery, University of Tennessee, Knoxville, 2008.
Public Space, Soft Transit, Recreation + Housing Plans, Center City Knoxville, TN, 2009–2011. (funded studio)
Research, Context Analysis Methods to Support Integration of Planning and Design, 2011.
Research, Integration of Planning and Design Strategies for Neighborhoods, 2011.
Research, Low Impact Development + Soft Path Water Practices for Urban Neighborhoods, 2011.

Professional Memberships:
American Association of University Professors
Arch Theater, Founding Member
Institute for a Secure and Sustainable Environment, Tennessee Water Resources Research Center
Society for Critical Exchange
Tau Sigma Delta Honor Society
UT Association of Women Faculty
UT Women Administrators
Vernacular Architecture Forum

Name: Kenneth D. McCown, ASLA, Assoc. AIA

Courses Taught (two academic years prior to current visit):
ARCH 489 Advanced Architectural Design: Structural Innovations

Educational Credentials:
B.L.A., University of Illinois at Urbana-Champaign, 1992
M.Arch., University of Illinois at Urbana-Champaign, 1997

Teaching Experience:
Visiting Lecturer, University of Illinois at Urbana-Champaign, 1993–1998
Visiting Assistant Professor, University of Illinois at Urbana-Champaign, 1998–2001
Assistant Professor, California Polytechnic State University at Pamona, 2002–2007
Associate Professor, Arizona State University, 2007–2010
Associate Professor and Chair of Landscape Architecture Program, University of Tennessee, 2010–2012

Professional Experience:
Research Assistant, US Army Corps of Engineers, 1995–1996
Director, Richard and Dion Neutra VDL Research House II, 2002–2007
Project Manager, Office of Casco Antiquo, Panama City, Panama, 2005–2007
Design Workshop, 2007–2008

Selected Publications and Recent Research:
with Levinson, N. "Urban Design Beyond Oil." *Urban China*, vol. 32, Energy Strategy, November, 2008. 70–73.
"Recapturing a Waterfront: Panama City, Panama." *Transforming with Water: IFLA 2008, Proceedings of the 45th World Congress of the International Federation of Landscape Architects*, edited by Wybe Kuitert, The Netherlands: Blauwdruk/Techne Press, 2008. 189–191.
"Making the Desert Bloom." *Transforming with Water: IFLA 2008, Proceedings of the 45th World Congress of the International Federation of Landscape Architects*, edited by Wybe Kuitert, The Netherlands: Blauwdruk/Techne Press, 2008. 288, 301–303.
with Wilcox, A. "2.1 Design Faculty - Best in Category *Build with Thine Own Hands*." *Representation 2007-08: Journal of the Design Communications Association*, March, 2009. 69.
with Wilcox, A. "2.7 Juror Award Selection - Juror Award, Nancy Chang–Ivanhoe." *Representation 2007-08: Journal of the Design Communications Association*, March, 2009. 73.
"Symbiotic Waste Union." *D3 Natural Systems 2009 Exhibition*, Grace Gallery, New York City, NY, McCown, K., principal advisor, Vizcaino, N., Jim, C., Quick, K., Crowley, C., student investigators, October 15-23, 2009. Gregory Marinic and Mary-Jo Schlacter, curators.
Multiple Projects Featured in*: Meet and Gr(eat) Faculty Exhibition: Kevin Hinders*, West Gallery, Temple Hoyne Buell Hall, Urbana, IL, September 28-October 9, 2009.
"Public Space as Catalyst for the Regeneration of South Los Angeles." Presented at *2009 Active Living Research Annual Conference*, San Diego, CA, McCown, K. and Woodward, J., principal advisors, Delgado, D., Pregill, P., advisors, Garcia, R., Lopez, S., Lum, L., Tabuena, A., student investigators, February, 18-20, 2009.
"Digital Forest.*"* Tallinn Architecture Biennale Street 2020 Competition, Kadriorg Art Museum, Tallinn, Estonia, September, 9 - 25, 2011. Tricia Stuth, Ted Shelton collaborators, Emily Dent, Phil Zawarus, Luke Murphree, Maudy Buidipradigdo, and Kate Armstrong, student assistants.
"Scottsdale Sustainable Systems Inventory." Poster Presentation at *ACSA Annual Meeting*, Montréal, Québec, Canada, March, 3-6, 2011.

Professional Memberships:
American Institute of Architects, Associate Member
American Society of Landscape Architects

Name: John McRae, FAIA   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 425|525 Special Topics in Architecture: Haiti Project
ARCH 462|562 Professional Practice
ARCH 480|481 Programming / Architectural Design VII
ARCH 485|587 Advanced Architectural Design: Development and Design
ARCH 489|586|590 Advanced Architectural Design: Special Topics

Educational Credentials:
University of Mississippi, 1960–1961
B.Arch., University of Texas, Austin, 1966
M.Arch., Rice University, 1967

Teaching Experience:
Faculty Appointments, University of Florida, 1967–1980
Assistant/Associate Dean, College of Architecture, University of Florida, 1978–1982
Professor, University of Florida, 1980–1987
Acting Chair/Chair of Department of Architecture, University of Florida, 1982–1987
Dean of the School of Architecture, Mississippi State University, 1987–2001
Adjunct Faculty, The Catholic University of America, 2005
Dean of the College of Architecture and Design, University of Tennessee, 2005–2011
Professor, University of Tennessee, 2005–present

Professional Experience:
Barnes/Landes/Goodman/Youngblood, Architects and Engineers, 1966–1967
Project Supervisor, National Park Service/Historic American Buildings Survey 1968, 1971, 1976
Architect, Harry Merritt, 1969–1970
Research Project, Gerontological Society of America, 1977–1978
Zeisel Research Group, Cambridge, MA, 1979
Foundation for Aging Research, Clearwater, FL, 1980–1982
Architect, Bethel Baptist Church, Ocala, FL, 1981–1982
Architect, Kendall & Koogler Residences (unbuilt), Gainesville, FL, 1981–1982
Architect and Master Planner, Advent Christian Village, FL, 1986–1987
Vice President, Education and Training, for RTKL Associates, Inc., 2001–2003
Senior Director, Grants and Development, American Institute of Architects, 2003–2005

Licenses/Registration:
Registered Architect (inactive), Florida
Registered Architect, Mississippi, 1987–present
Registered Architect, Tennessee, 2005–present

Selected Publications and Recent Research:
Haiti Project, University of Tennessee, College of Architecture and Design
Hackney Research Award, ARCC, 2010.

Professional Memberships:
American Institute of Architects, Fellowship Awarded, 1995
Past President of the Association of Collegiate Schools of Architecture, 1997-1998
Education Program Co-Chair, National AIA Convention, May 2003
Research Panel, ACSA Administrators Conference, Fall 2004
Board of Directors, East Tennessee Community Design Center 2005–present
Board Member, East Tennessee Chapter of the American Institute of Architects, 2011–present

Name: Julle Oksanen

Courses Taught (two academic years prior to current visit):
ARCH 342|546 Environmental Control Systems II | Principles of Environmental Control II

Educational Credentials:
Helsinki Polytechnic Institute Stadia, 1972
M.S.L.A. University of Tennessee, Knoxville, 2012

Teaching Experience:
Adjunct Professor (adjunct) and Visiting Scholar, Rensselaer Polytechnic Institute, Lighting Research
      Center, 2002–2003
Lecturer (adjunct), Bartlett, University College of London, 2005
Lecturer (adjunct), University of Tennessee, 2011
Baker Distinguished Visiting Professor (adjunct), University of Oregon, Architecture and Interior Architec-
      ture Departments, 2007; "Light & Space Academy, the Finnish Travelling University"

Professional Experience:
Architectural Lighting Designer, Teakon, Theater Academy of Finland, 1996–2001
Senior Researcher, Theater Academy of Finland, Department of Research and Development, 1999–2001
President and Lighting Designer, Julle Oksanen Lighting Design, ltd, Finland, 2001–present
Instructor and Co-Founder of "Light & Space Academy, the Finnish Travelling University," 2005–present

Licenses/Registration:
EurEta Registered Engineer, Europe, 2003, based on the Directive of Brussels' directive on the recogni-
      tion of professional qualification
Accredited Electricity Professional, Ministry of Trade and Industry, Finland, 1980

Selected Publications and Recent Research:
with Honkonen, V. "Poetry In Lighting Design." Presented at International Lightfair, Las Vegas, NV, 2001.
with Honkonen, V. Kolme Tarinaa. Theatre Academy, National Research Center of Finland, Jyväskylä,
      Finland, 2001.
with Norvasuo, M. "Lighting Design for Art, Museums, and Architecture. Helsinki, Finland" Leaflet. Theatre
      Academy and National Research Center of Finland, 2002.
"Mobile Lighting University." *Architectural Society*, vol. 5, Finland, 2006.
"Lighting Designer's Toolbar" Parts I and II. *Introluce*, Italy, 2006.

Professional Memberships:
European Lighting Designers' Association, (ELDA), Member
International Association of Lighting Designers (IALD), Association Member
Commission Internationale de l´Eclairage (CIE) div.3, 3.22, "Museum Lighting and Protection Against Ra-
      diation Damages," Member, 1993–2004
Board of Illuminating Engineering Society of Finland (IES of Finland), Cabinet Member, 1994–1999
European Lighting Designers' Association, (ELDA), Chairman of Education Program, 1996–1997, 2000–
      present

Name: Ashley E.B. Pace, RA

Courses Taught (two academic years prior to current visit):
ARCH 172 Design Fundamentals II: Space

Educational Credentials:
B.Arch., University of Tennessee, Knoxville, 2001
M.Ind.Des., Pratt Institute, 2007

Teaching Experience:
Adjunct Lecturer, University of Tennessee, 2012–present

Professional Experience:
Designer / General Laborer, ELF Construction, Chattanooga, TN, 1999
Intern Architect / Project Coordinator, Everton Oglesby Architects, Nashville, TN, 2001–2003
Designer / General Laborer, 2morrow Studio / Winvian Farm, Litchfield, CT, 2004
Intern Architect, Studio ABK Architects, New Haven, CT, 2004–2005
Teacher of Middle and High School Students, Pratt Liberty Partnerships Program, Brooklyn, NY, 2006–
        2007
Owner / Designer, The November Workshop, Knoxville, TN, 2007–present
Architect, Sanders Pace Architects, Knoxville, TN, 2008–present

Licenses/Registration:
Registered Architect, Tennessee

Name: Brandon Pace, AIA, LEED AP

Courses Taught (two academic years prior to current visit):
ARCH 486|586 Advanced Architectural Design: Sustainable Architecture
ARCH 572 Design VI: Design Integration

Educational Credentials:
B.Arch., University of Tennessee, Knoxville, 1997
M.Arch., Yale University, 2005

Teaching Experience:
Teaching Assistant, Yale University, 2003–2004
Teaching Fellow, Yale University 2004–2005
Adjunct Lecturer, University of Tennessee, 2007, 2009–present

Professional Experience:
Project Architect / Project Manager, Bauer Architecture, Nashville, TN, 1997–2002
Project Architect, Peter L. Gluck and Partners, New York, NY, 2005
Senior Architect, TEN Arquitectos, New York, NY, 2006–2007
Principal Architect, Sanders Pace Architects, Knoxville, TN, 2007–present

Licenses/Registration:
Registered Architect, Tennessee

Selected Publications and Recent Research:
"Designing Downtown." *Cityview Magazine*, May, 2008.
"Small Fry." *Custom Home Magazine*, September-October, 2009.
"Short Order." *Residential Architect Magazine*, September-October, 2009 .
"In Process." Lecture and Exhibition at University of Tennessee, College of Architecture and Design,
        2010.
"Not So Simple Green." *Dwell Magazine*, September, 2010.
"In Process." Exhibition at Kansas State University Chang Gallery, 2011.
"In Process." Lecture at AIA Asheville, Asheville, NC, 2011.
"McCormick Redux: 2011 Burnham Prize Winners." Exhibition, Pop-up Art Loop, Chicago, IL, 2011.
"Thicket." Installation Bonnaroo 2011 Music and Arts Festival, 2011.
"Custom Home Design Awards." *Custom Home Magazine*, April-May, 2011.
"PKN3," Presentation at Knoxville Pechakucha Night, vol. 3, 2011.
"Small Wood Cabins." *Links Publications*, edited by Charles Broto, February, 2012.

Professional Memberships:
American Institute of Architects (AIA)
CBID Development Committee
City of Knoxville Downtown North Steering Committee
City People, Member
East Tennessee Community Design Center, Volunteer
Knox Heritage, Member
Knoxville Museum of Art
LEED Accredited Professional

Name: Scott Poole, AIA   link: *bio/academic c.v.*

Educational Credentials:
B.A., Anthropology, Temple University, 1973
B.Arch., Tulane University, 1980
M.Arch., University of Texas, Austin, 1983

Teaching Experience:
Lecturer, University of Texas, 1984–1986
Assistant Professor, Virginia Tech, 1986–1991
Associate Professor, Virginia Tech, 1992–2002
Chair, Foundation Program, Department of Architecture, Virginia Tech, 2000–2003
Professor, Virginia Tech, 2003
Director, School of Architecture and Design, Virginia Tech, 2004–2011
Professor Emeritus, School of Architecture and Design, Virginia Tech, 2011–present
Dean, College of Architecture and Design, University of Tennessee, 2011–present
Professor, University of Tennessee, 2011–present

Professional Experience:
Intern Architect, Robert Renfro, Architect, Austin, TX, 1982
Project Architect, Renfro & Steinbomber Architects, Austin, TX, 1984–1986
Principal, Scott Poole, Architect, Blacksburg, VA, 1999–2011

Licenses/Registration:
Registered Architect, Virginia

Selected Publications and Recent Research:
The New Finnish Architecture. New York: Rizzoli International, 1992, reprint 1997. Kohlhammer GmBh,
        Berlin, Germany, 1993 and Yeong Mung publishing, Seoul, Korea, 1993.
"Ambiguous Presence." Presented at the ACSA Southeastern Regional Conference, Knoxville, TN, 1998.
"James Carpenter: Interview" Booklet. Layout edited with L. Mason, Blacksburg, VA: architecture edition,
        funded by Graham Foundation, 2000.
"James Turrell: The Thinness of Light" Booklet. Blacksburg, VA: architecture edition, funded by Graham
        Foundation, 2000.
with Martin, S. "The Beginning Steps Backwards." Presented at the Conference on the Beginning Design
        Student, San Juan, Puerto Rico, 2001.
"Denmark Celebrates Arne Jacobsen." *Scandinavian Review*, Winter 2002. 40, 45.
"Showing Off a Dane's Design." Kahn, Eve, *New York Times*, section F, September 2002. 10, 26.
"Pumping Up: Digital Steroids and the Design Studio." ACSA National Conference Proceedings, 2002.
        63–66.
"Pumping Up: Digital Steroids and the Design Studio." ACSA National Conference Proceedings, 2003.
        402–405.
"Pumping Up: Digital Steroids and the Design Studio." Presented at the Materials Matters Conference,
        UeL, London, 2004.
with Albright, K. "Critical Discussion: Developing Self & Peer Assessment in Creative Disciplines." Pre-
        sented at the International Conference on Design Pedagogy, Virginia Tech, Blacksburg, VA,
        2011.
Book Chapter in *Material Matters: Architecture and Material Practice*, edited by Katie Lloyd-Thomas, 103–
        114. London: Routledge, 2006.

Professional Memberships:
American Institute of Architects (AIA)
Design Futures Council, 2009–present
Virginia Society AIA, Board of Directors, 2007–2010, Vice President for Professional Excellence, 2009–
        2010

Name: J. Stanley Rabun, RA, NCARB, PE   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 232 Introduction to Architectural Technology
ARCH 331|539 Architectural Structures I | Structures in Architecture I
ARCH 332|540 Architectural Structures II | Structures in Architecture II
ARCH 403|533 Introduction to Preservation
ARCH 431 Integration Building Systems Design
ARCH 493|477* Independent Study in Architecture
ARCH 593 Independent Study in Architecture

Educational Credentials:
B.S. Civil Eng., University of Texas, Austin, 1962
B.Arch., University of Texas, Austin, 1975
M.S. Eng., University of Tennessee, 1979
M.Arch., University of Texas, Austin, 1981
Ph.D., University of York, England, 1996

Teaching Experience:
Instructor, University of Tennessee, 1977–1979
Instructor, University of Texas-Austin, 1979–1980
Assistant Professor, University of Tennessee, 1980–1984
Associate Professor, University of Tennessee, 1984–1995
Professor, University of Tennessee, 1995–present

Professional Experience:
J.S. Rabun and Associates, Architects, Structural Engineers, Interior Design, Knoxville, TN, 1980–present
Marcellus Wright, Cox and Smith, Architects, Planners, and Interior Designers, Richmond, VA, 1987–
     1988
Historic Preservation Advisor to the City of Knoxville, 1980–1986
J.S. Rabun and Associates, Consulting Engineers and Construction Managers, Austin, TX, San Antonio,
     TX, and Knoxville, TN, 1972–1980
Design Engineer, Project Engineer, and Project Manager for Consultants and Industry, 1962–1972

Licenses/Registration:
Professional Engineer, Tennessee, Texas, Arkansas, Ohio, Illinois, West Virginia, Michigan, Kentucky,
     Mississippi, 1963
Registered Architect, Tennessee, Florida, 1983
NCARB Certified

Selected Publications and Recent Research:
"Structural Analysis of Historic Building: Restoration and Renovation Conference and Exhibition." Seminar
     at National Meeting, Charleston, SC, 1999.
Structural Analysis of Historic Buildings. Reference Book, John Wiley and Sons, Inc., 2000.
"Structural Analysis of Historic Building: Restoration and Renovation Conference and Exhibition." Seminar
     at National Meeting, New Orleans, LA, 2001.

Professional Memberships:
Historic Preservation Advisor to the City of Knoxville, 1980–1985
Regional Director, The National Council for Preservation Education, 1980–1986
Member, Board of Directors, Blount Mansion, Inc. Knoxville TN, 1988–1994
Member, Board of Director, Mabry-Hazen House, Knoxville TN, 1992–1997
Member, Board of Directors, Bleak House, Inc., Knoxville TN, 1998–2000
British National Trust   National Council for Preservation Education
National Trust for Historic Preservation   Society of Architectural Historians

Name: James Rose, AIA, LEED AP   link: *bio/academic c.v.*

Courses Taught (Two academic years prior to current visit):
ARC 171 Design Fundamentals I: Space
ARC 172 Design Fundamentals II: Space
ARC 232 Introduction to Architectural Technology
ARC 370|371 Programming | Architectural Design III
ARC 480|481 Programming | Architectural Design VII
ARC 425 Special Topics in Architecture: Solar Decathlon Participation
ARCH 500 Graduate Thesis
ARC 542 Architectural Design III: Campus and Urban Architecture

Educational Credentials:
B.Arch., University of Tennessee, Knoxville, 1997

Teaching Experience:
Lecturer, University of Tennessee, 2004–2009
Senior Lecturer, University of Tennessee, 2009–present
Adjunct Assistant Professor, University of Tennessee, 2012–present

Professional Experience:
Intern Architect, Thompson + Litton, Bristol, VA, 1997–1998
Project Manager, Brewer Ingram Fuller, Knoxville, TN, 1998–2004
Sole Proprietor, James Rose Architect, Knoxville, TN, 2006–present

Licenses/Registration:
Registered Architect, Tennessee
NCARB Certified

Selected Publications and Recent Research:
with Coley, S., Miller, B., and Stach, E. *The Smart Façade—Energy Plus Buildings Using High Perfor-
mance Double Envelopes*, *Solar Building Skins*, Conference Proceedings of the 6th Energy Fo-
rum, December 6–7, 2011. Bressanone, Italy, 95–99.
Living Light: US Department of Energy Solar Decathlon 2011: architect of record, co-PI, faculty advisor.
Lead studios for schematic and construction document phases. Student work during the sche-
matic phase won two 2010 EUReCA awards; one overall and one for architecture. Oversaw con-
struction, permitting, and project administration team. Instrumental in securing industry research
partners as well as over $190,000 in donated materials and over $360,000 in donated labor and
services. To date the project has been published over 30 times in print, web, and TV. The house
garnered 8th place overall and placed in the top 5 in four of the ten contests including first in En-
ergy Balance. www.livinglightutk.com
with Miller, B., Stach, E., and GRAs Armstrong, K. and Duke, P. *The Dynamic Double Façade: An Inte-
grated Approach to High Performance Building Envelopes*, Purdue University, Ray W. Herrick La-
boratories, Second International High Performance Building Conference, 2012.
with Miller, B., Stach, E., and GRA Armstrong, K. *The Dynamic Double Façade: An Integrated Approach
to High Performance Building Envelopes*, Façade Tectonics Journal, no. 14, 2012, 83.
with Chafin, M., Klinkhammer, B., and Stach, E. *Living Light*, 2A Architecture and Art, Spring and Summer
2012 quarterly, Issue 19 & 20, 2012. 22–27.

Professional Memberships:
American Institute of Architects (AIA)
Construction Specification Institute (CSI)
LEED Accredited Professional
Occupational Safety and Health Administration 30 hour OSHA training
U.S. Green Building Council (USGBC)

Name: Avigail Sachs, Ph.D.   link: *bio/academic c.v.*

Courses Taught (Two academic years prior to current visit):
ARCH | LAR 580 Architecture and Landscape Architecture Graduate Thesis Preparation
ARCH 425|525 Designing for the 21st Century
ARCH 500 Graduate Thesis
ARCH 501 Introduction to the Built Environment
LAR 503 Landscape Architecture: Histories and Theories I,
LAR 504 Landscape Architecture: Histories and Theories II

Educational Credentials:
B.Arch, Technion, Israel Institute of Technology, 1995
M.S. in Architecture Studies, MIT, 1997
Ph.D. in Arch., University of California, Berkeley, 2009

Teaching Experience:
Adjunct Lecturer, Technion, Israel Institute of Technology, 1997–2002
Graduate Student Instructor, University of California, Berkeley, 2002–2009
Lecturer, University of Tennessee, 2009–2011
Assistant Professor, University of Tennessee, 2011–present

Professional Experience:
Intern Architect, Yoram Fogel Architect, Jerusalem, 1995
Project Architect, Ammar-Curiel Architects, Haifa, Israel, 1997–2002

Licenses/Registration:
Registered Architect, Israel

Selected Publications and Recent Research:
"Stuckness in the Design Studio." Design Studies vol. 20, no. 2.
with Austerlitz, Noam. "Community, Collaboration and Communication in the Design Studio." *Open House International,* vol. 31, no. 2.
"Marketing through Research: William Caudill and Caudill Rowlett Scott (CRS)." *Journal of Architecture,* vol. 14, no. 1.
"The Postwar Legacy of Architectural Research." *Journal of Architecture Education,* vol. 62, no. 3.
"The Pedagogy of Prefabrication: Building Research at MIT in the Postwar." *A Second Modernism: MIT, Architecture and the 'Techno-Social' Moment,* edited by Arindam Dutta, MIT Press, 2013.
"Architects, Users, and the Social Sciences in Postwar America." *Use Matters,* edited by Kenny Kupers, Routledge, 2013.
with Ockman, Joan. "Modernism Takes Command." *Architecture School, Three Centuries of Educating Architects in North America*, edited by Joan Ockman with Rebecca Williamson, MIT Press, 2013.
with Stuth, Tricia. "Innovation and Tradition: Eighty Years of Housing Construction in Southern Appala-chia." *Construction History*, forthcoming.

Professional Memberships:
Society of Architectural Historians

Name: Mark Schimmenti, RA   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 111/117* Architecture and the Built Environment
ARCH 271 Architectural Design I: Place
ARCH 483|583 Advanced Architectural Design: Urbanism | Architectural Design: Urbanism
ARCH 515 Seminar in Urban Design
ARCH 571 Design IV: Building in the Urban Context
ARCH 593 Independent Study in Architecture

Educational Credentials:
B.Design, University of Florida, 1978
M.Arch., University of Florida, 1980
Post-graduate Study, The Architectural Association School, London, 1980

Teaching Experience:
Graduate Teaching Fellow, University of Florida, 1978–1980
Instructor, University of Puerto Rico, 1983–1987
Instructor, University of Miami, 1986, 1988–1991
Graduate Program Coordinator, University of Miami, 1990–1991
Associate Professor, University of Virginia, 1991–1995
Associate Professor, University of Tennessee, 1995–2005, Tenured 1998
Interim Director, School of Architecture, University of Tennessee, 2007–2009
Professor, University of Tennessee, 2006–present

Professional Experience:
Intern Architect, Shreve, Lamb, and Harmon, New York, NY, 1980
Intern Architect / Project Urban Designer, Venturi, Rauch, and Scott Brown, Philadelphia, PA, 1980–1982
Architectural and Urban Design Consultant, M. Schimmenti, Architect and Town Planner, 1989–present
Intern Architect, Yuzariha Architect & Associates, Tokyo, Japan, 1982
Architectural and Urban Design Consultant, M. Schimmenti, Architect and Town Planner, San Juan,
        Puerto Rico, 1983–1987
Director of Urban Design, Andrés Duany & Elizabeth Plater-Zyberk Architects, Inc., Miami, FL, 1987–
        1989
Architectural and Urban Design Consultant, M. Schimmenti, Architect and Town Planner, 1989–present
Senior Associate for Urban Design, Frederic Schwartz Architects, New York, 2006–present

Licenses/Registration:
Registered Architect, Tennessee and Virginia
NCARB Certified

Selected Publications and Recent Research:
 "Ch. Twenty Six." *Charter of the New Urbanism*, edited by Leccese, and McCormak, McGraw Hill, 2000.
Urban Design and The Plan of Nashville. Lecture for AIA Charlotte, 2005.
Unified New Orleans Plan, 2008. Award of Excellence in Urban Design, American Institute of Architects,
        Louisiana Chapter.
Japan Architect. Residential Competition, 2009. Merit Award.

Professional Memberships:
Member, American Collegiate Schools of Architecture, 1983–present
Charter Member, The Congress for the New Urbanism, 1994–present
Appointed Member, Education Task Force, The Congress for the New Urbanism, 1995–2001
Society of Fellows, American Academy in Rome, 1998–present
Honorary Member of the American Institute of Architects (AIA)

Name: Ted Shelton, FAIA, LEED AP   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 312|317* Materials and Methods of Construction
ARCH 371 Architectural Design III
ARCH 372 Architectural Design IV
ARCH 425|525 Special Topics in Architecture
ARCH 500 Graduate Thesis
ARCH 509 Seminar in Urban Design
ARCH 571 Design IV: Building in the Urban Context

Educational Credentials:
B.Arch., University of Tennessee, Knoxville, 1993
M.Arch., University of Oklahoma 1995
M.Phil., Cambridge University 2003

Teaching Experience:
Temple University, Adjunct Assistant Professor, 2004–2006
Lecturer, University of Tennessee, 2004–2006
Assistant Professor, University of Tennessee, 2006–2012
James Johnson Dudley Faculty Scholar in Architecture, University of Tennessee, 2012–2014
Associate Professor, University of Tennessee, 2012–present

Professional Experience:
Intern Architect, BSW International, Tulsa, OK, 1993–1994
Intern Architect, Matrix, Tulsa, OK, 1994–1995
Intern Architect, Group West Associates, Lynnwood, WA, 1995–1996
Intern Architect, Baylis Brand Wagner, Bellevue, WA, 1996–1998
Project Architect, The Miller|Hull Partnership, Seattle, WA, 1998–2001
Project Architect, Re:Vision Architecture, Philadelphia, PA, 2003–2004
Partner, curb, Knoxville, TN, 2005–present
Principal, Applied Research, Knoxville, TN, 2006–present

Licenses/Registration:
Registered Architect (inactive), Washington, 1998–2006
Registered Architect, Tennessee, 2005

Selected Publications and Recent Research:
"Going Green: Strategies for any Project." *Journal of Green Building*, vol. 2, issue 3, 2007.
"Greening the White House: Executive Mansion as Symbol of Sustainability." *Journal of Architectural Education*, vol. 60, issue 4, 2007.
with Stuth, Tricia. "Ghost Houses and Trojan Horses." *Journal of Architectural Education*, vol. 64, issue 1, 2010.
"Automobile Utopias and Traditional Urban Infrastructure: Visions of the Coming Conflict, 1925–1940." *Traditional Dwellings and Settlements Review*, vol. 22, issue 2, 2011.
with Stuth, Tricia. "The Unseen Site" in *Forward: The Architecture and Design Journal of the National Associates Committee*, vol. 11, issue 1, 2011.
"The Highway comes to the American City: Automobility, Urbanity, and the Functioning of City Streets." *Proceedings of the 4th International Congress on Construction History*, 2012.

Professional Memberships:
LEED Accredited Professional,2004–present
Fellow, Institute for Urban Design, 2012–present
Fellow, American Institute of Architects, 2013–present

Name: Gregory Spaw   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 171|538 Design Fundamentals I
ARCH 312/317*|516 Materials and Methods of Construction
ARCH 372 Architectural Design IV
ARCH 425|525 Special Topics in Architecture Seminar: In(formation)
ARCH 425|525 Special Topics in Architecture Seminar: Re(formation)
ARCH 489|588 Advanced Architectural Design: Structural Innovations
ARCH 491|591 Foreign Study: China & Japan
ARCH 493|477* Independent Study in Architecture
ARCH 500 Graduate Thesis
ARCH 572 Design VI: Design Integration
ARCH 593 Independent Study in Architecture

Educational Credentials:
B.Arch., Kansas State University, 2004
M.Arch., Harvard University, 2009

Teaching Experience:
Graduate Teaching Assistant, CNC Router, Harvard University, 2007–2008
Graduate Teaching Assistant, Wes Jones Options Studio, Harvard University, 2008
Studio Instructor, Boston Architectural College, 2009
Lecturer, University of Tennessee, 2010–2012
Adjunct Assistant Professor, University of Tennessee, 2012–present

Professional Experience:
Intern Architect, Bohlin Cywinski Jackson, Wilkes-Barre, PA, 2004
Intern Architect, Preston Scott Cohen, Inc., Cambridge, MA, 2005
Intern Architect, Davis Partnership Architects, Denver, CO, 2005
Intern Architect II, RNL, Denver, CO, 2006–2007
Intern Architect, Asymptote, Abu Dhabi, UAE, 2008
Designer, !ndie Architecture, Denver, CO, 2009
Designer, LA.S.S.A., Brussels, Belgium, 2009
Principal, SHO, Knoxville, TN, 2010–present
Co-Founder, Kumquat (LLC), Knoxville, TN, 2012–present

Selected Publications and Recent Research:
GSD 08 Platform. Michael Kubo & Lluis Ortega, Actar, 2008.
GSD Platform 02. Felipe Correa, Actar, 2009.
O Snap Installation. Chauhaus, 2009.
Kenzo Tange Visiting Professorship: Studio Work Produced Through 25 Years. Gund Hall Gallery, 2009.
O Snap Reappropriating the Folly Exhibition. Gund Hall Gallery, 2009.
Material Design. Thomas Schroepfer & Liat Margolis, Birkhauser, 2010.
Thermoformed Flat-packed Tool-less Assemblies for Reuseable Rapid Deployment. BSA Grant, 2011.
"Babel-On." Tex-Fab Repeat Competition, 2011.
Leverage Product Development, 2012.
Davis Residence Pregnant Fence. Knoxville, TN, 2012.
"Holo | Morph." Tex-Fab Applied Competition, 2012.
Steam Bend Installation. Suttree's High Gravity Tavern, Knoxville, TN, 2013.
TAAST Sculpture Tray Canopy. Installation, UT Art & Architecture Building, 2013.
"Rip(stop) Tower Proposal." Bonnaroo Music and Art Festival, 2013.
Interdisciplinary Design. Hanif Kara & Andreas Georgoulias, Actar, 2013.

Name: Edgar Stach

Courses Taught (two academic years prior to current visit):
ARCH 425|525 Special Topics in Architecture: Solar Decathlon Participation

Educational Credentials:
Dipl.-Ing., Technical University (TU) Vienna, Austria, 1988
Management Association, IPMA studies: Project Management, Rheinisch Westfaelisch
       Technische Hochschule, Aachen, Germany, 1983–1991
Bauhaus University Weimar and International Project, 1999

Teaching Experience:
Lecturer, Bauhaus University, Weimar, Germany, 1995–1999
Assistant Professor, University of Tennessee, 1999–2005
Associate Professor, University of Tennessee, 2005–2011
Visiting Research Professor, TU Delft, Netherlands, 2007–2009
James R. Cox Professor, University of Tennessee, 2009–2012
Professor, University of Tennessee, 2011–2012

Professional Experience:
Project Architect, Professors Scheuermann, Flender and Partner, Aachen, Germany,1991–1993
Project Architect, Ingenhoven, Overdiek, Petzinka and Partners, 1993–1995
Principal, Klinkhammer and Stach Architekten, Cologne / Weimar, Germany, 1995–present

Licenses/Registration:
Architektenkammer Thüringen, Germany

Selected Publications and Recent Research:
"Synthesis of Form, Structure, and Material." *On Growth and Form*, Cambridge Press of Waterloo Univer-
       sity, May, 2008. 167-174.
Living Light Team, UT Zero, University of Tennessee, 2008–2012.
"The Morphology of Sea Shells." *An Anthology of Structural Morphology*, edited by Rene Motro, World
       Scientific, Imperial College Press, October, 2009. 172-185.
 "Structural Morphology and Self-Organization." Presented at Design and Nature 2010 Conference,
       Southampton, Boston: Will Press, June, 2010. 29-40.
"Structural Morphology and Self-Organization." International Association for Shell and Spatial Structures
       on Morphogenesis, vol. 51, no. 3, September, 2010. 165.
"Performance Architecture—UT Zero Projects." Presented at IASS 2010 Shanghai, China, "Spatial Struc-
       tures, Temporary and Permanent," The International Association for Shell and Spatial Structures
       (IASS), 2010.
with Howard, Amy, and Rose, James. "UT Zero Energy House—Sustainable Design-Build as a Teaching
       Tool." Presented at Purdue University Ray W. Herrick Laboratories, 2010 Purdue Compressor
       Engineering, Refrigeration and Air Conditioning and High Performance Buildings Conference,
       2010.
Institute for Smart Structures, University of Tennessee, 2010–2012.
"Energy + Buildings—High Performance Double Envelopes and Photovoltaic Technology." Presented at
       the 6th Energy Forum on "Building Skins," Economic Forum, Bressanone, Italy, 2011.
Living Light Team, University of Tennessee, Co-Principal Investigator. U.S. Department of Energy spon-
       sored Solar Decathlon Competition, 2011.

Name: Tricia Stuth, AIA, NCARB   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 312|317*|516 Materials and Methods of Construction
ARCH 371 Architectural Design III
ARCH 425|525 Special Topics in Architecture: Self-Directed
ARCH 479 Preparation for Self-Directed Design Project
ARCH 482 Self-Directed Design Project

Educational Credentials:
B.S. Architectural Studies, University of Wisconsin, 1995
M.Arch., University of Wisconsin, 1997

Teaching Experience:
Adjunct Professor, University of Wisconsin-Milwaukee, 1998
Adjunct Assistant Professor, Temple University, 2003
Lecturer, University of Tennessee, 2004–2006
Assistant Professor, University of Tennessee, 2006–2011
Associate Professor, University of Tennessee, 2011–present
James R. Cox Professor, University of Tennessee, 2013–2016

Professional Experience:
Intern Architect, HGA, Milwaukee, WI, 1998
Intern Architect, The Miller|Hull Partnership, Seattle, WA, 1998–2001
Project Designer, Ellis-Miller Architects, Cambridge, England, 2002–2003
Project Designer, Kieran Timberlake, Philadelphia, PA, 2003–2004
Partner, curb, Knoxville, TN, 2005–present
Principal, Applied Research, Knoxville, TN, 2006–present

Licenses/Registration:
Registered Architect, State of Washington, 2006–present
NCARB Certified

Selected Publications and Recent Research:
 "200:20:02:-(02) Context and Temporality." *Getting Real: Design Ethos Now - Proceedings of the 94th Annual ACSA Conference*, edited by R. Cheng and P. Tripeny, 2006.
"What Becomes the Barnes? Exploring Cultural and Temporal Contexts When Recasting Existing Sites." *Fresh Air: Proceedings of the 95th Annual ACSA National Conference*, edited by J. Bing & C. Veikos, 2007.
"Regulating Change in the English Countryside." *Traditional Dwellings and Settlements Working Paper Series*, vol. 215, Rural Geographies: Preservation Practices, edited by Nezar Al Sayyad, 2008.
"The Ghost Houses: Dimensions of an Urban Infill Project." *Seeking the City: Visionaries on the margins - Proceedings of the 96th Annual ACSA Conference*, edited by D. Froehlich and M. Pride, 2008.
with Shelton, Ted. "Ghost Houses and Trojan Horses." *Journal of Architectural Education*, vol. 64, issue 1, 2010.
"Continuity, Criticality and Change: The Barnes Foundation Controversy." *Journal of Architectural Education*, vol. 63, issue 2, 2010.
with Shelton, Ted. "The Unseen Site." *Forward: The Architecture and Design Journal of the National Associates Committee*, vol. 11, issue 1, 2011.
with Sachs, Avigail. "The Old and the New: Lessons from the Norris Houses." *Journal of Construction History,* 2012.

Professional Memberships:
American Institute of Architecture (AIA), 2006–present

Name: Liz Teston

link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 172|538 Design Fundamentals II: Space | Design I: Fundamentals

Educational Credentials:
B.F.A. Interior Design, Savannah College of Art and Design, 2000
M.Arch., Georgia Institute of Technology, 2013

Teaching Experience:
NCIDQ Study Session Practicum Advisor, International Interior Design Association, Atlanta, GA, 2004–
2006 | Study Session Instructor, 2004–2007
Graduate Teaching Assistant, Professor Benjamin Flowers: History of Architecture II: Modern, Georgia
Institute of Technology, Atlanta, GA, Spring 2012
Research Assistant, Ellen Dunham-Jones: Retrofitting Suburbia, Georgia Institute of Technology, Atlanta,
GA, Summer 2012
Research Assistant, Laura Hollengreen: Cathedral of Notre Dame at Chartres, Georgia Institute of Tech-
nology, Atlanta, GA, Fall 2012
Graduate Teaching Assistant, Professor Ann Gerondelis: Introduction to Design and the Built Environ-
ment, Georgia Institute of Technology, Atlanta, GA, Fall 2012

Professional Experience:
Interior Design Intern, Hansen Architects, LLC, Savannah, GA, 1997–1999
Design Consultant, The Closet Specialist, Savannah, GA, 1999–2000
Project Designer, Perkins + Will, Atlanta, GA, 2000–2004
Senior Interior Designer, ASD, Atlanta, GA, 2004–2010
Architecture Intern, Niles Bolton Associates, Atlanta, GA, 2011
Threshold Design Team, Mack Scogin Elam Architects and the Lucky Penny Dance Company, Atlanta,
GA, 2012
Contract Designer, Hughes | Litton | Godwin, Atlanta, GA, 2012

Licenses/Registration:
National Council of Interior Design Qualification (NCIDQ), 2003

Selected Publications and Recent Research:
with Perkins + Will Project Team. AFLAC Cancer Center. "The Architectural Showcase," *Healthcare De-
sign Magazine,* September, 2004.
with ASD Project Team. Navy Federal Credit Union. "Good Design is Good Business," *Architectural Rec-
ord | Business Week Magazine,* vol. 8, 2007.
with ASD Project Team. Navy Federal Credit Union. "Top 20 Places to Work," *HQ Magazine,* Winter
2009.
with Georgia Tech Studio. Modern Atlanta Group Exhibit, 2011.
with Georgia Tech Studio. "Vision: I Imagine, I See, I Make" Salon. 2011.
Georgia Tech School of Architecture Design + Research Annual. Georgia Tech, 2011–2012.

Professional Memberships:
U.S. Green Building Council (USGBC), 2007

Name: Scott Wall, RA   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 425|525 Special Topics in Architecture: Urban Studies
ARCH 466 Directed Research
ARCH 493|477*|593 Independent Study in Architecture
ARCH 489|588 Advanced Architectural Design: Structural Innovations
ARCH 491 Foreign Study, ARCH 592 Off-Campus Study
ARCH 500 Graduate Thesis

Educational Credentials:
B.A., European History, Davidson College, 1980
B.Arch., University of Tennessee, Knoxville, 1983
M.S.Arch., Rice University, 1988

Teaching Experience:
Visiting Assistant Professor, Rice University, 1988–1989
Visiting Studio Critic, Georgia Institute of Technology, 1989
Assistant Professor, Tulane University, 1989–1995
Associate Professor, Tulane University, 1995–2004
Visiting Lecturer, University of Tennessee, 2003–2004; Lecturer, University of Tennessee, 2004–2006
Adjunct Associate Professor, University of Tennessee, 2006–2009
Director, School of Architecture, University of Tennessee, 2009–present
Professor, University of Tennessee, 2009–present

Professional Experience:
Barber & McMurry, Inc., Architects, Knoxville, TN 1982–1986
Pope/Sherman, Architects, Houston, TX, 1988
Peter Waldman Architects, 1989
Collaborative Practices, New Orleans, LA, 1994–2002
Consulting Principal Designer, BarberMcMurry Architects, Knoxville, TN, 2003–2007
Consulting Designer, base_arc, 2003–present

Licenses/Registration:
Registered Architect, Tennessee, 1986
NCARB Certified

Selected Publications and Recent Research:
Fulbright Fellowship, Helsinki, Finland. U.S. Department of State in association with the Society of Finnish
	Architects, 2002-2003.
with Davis, Marleen. "NOLA 2020: A City of Districts on High Ground." Design Project selected for
	Presentation, Exhibition and Publication, ACSA 94th Annual Meeting, Philadelphia, 2007. Associ-
	ation of Collegiate Schools of Architecture (ACSA) National Design Recognition.
Consulting Principal Designer, in association with BarberMcMurry Architects. "Two Rivers Church."
	Loudon County, TN, 2007. AIA Design Award of Merit, East Tennessee AIA.
with Jetsonen, Jari, and Jetsonen, Sirkkaliisa. *Finnish Summer Houses.* Princeton: Princeton Architectural
	Press, 2008.
Ready for the World Grant (UTK), *'Collaborative Teaching as Collaborative Practice',* CIE/CoA+D Memo-
	randa of Understanding for Exchange of Research, Undergraduate, 2009.
"Common Ground: An Interview with Juhani Pallasmaa." *Journal of Architectural Education,* vol. 63, no. 1,
	2009.
Professional Memberships:
Board of Directors, Association of Collegiate Schools of Architecture, 1999–2002
NAAB Accreditation Team Pool and Selected Member, 2000–2005
American Institute of Architects (AIA)

Name: Jeff Wilkinson   link: *bio/academic c.v.*

Courses Taught (two academic years prior to current visit):
ARCH 221 Representation III: Digital Media

Educational Credentials:
B.Arch., University of Tennessee, Knoxville

Teaching Experience:
Instructor, University of Tennessee, Knoxville, 2000–present

Professional Experience:
Intern Architect, Oliphant and Associates, Knoxville, TN, 1988–1989
Intern Architect, Designers' Alliance, Knoxville, TN, 1989–1990
Intern Architect, Tennessee Valley Authority, Knoxville, TN, 1990–1992
Partner, Duckett, Goss, Wilkinson Architecture, Knoxville, TN, 1992–1996

Selected Publications and Recent Research:
Developed and implemented computer modeling initiative in facilities management for the Tennessee
        Valley Authority.
Partner in charge of information technology, CAD and computer modeling and visualization, Duckett,
        Goss, Wilkinson Architecture.
Computer generated visualization work related to historical redevelopment for the City of Knoxville.
Computer generated visualization work related to industrial design, Falcon Industries Inc.
Worked with Central Business Improvement District Committee and Knoxville Community Development
        Corporation to define boundary for Downtown Redevelopment District.
Participant in SoBro Urban Design Charrette for downtown Nashville.

Professional Memberships:
Associate for Computer Aided Design in Architecture

IV.4. Faculty Credentials and Teaching Assignments

IV.4.1. Faculty Credentials

Jennifer Akerman, AIA, LEED AP
Assistant Professor

M.Arch. Princeton
relationships between culture and materiality, and urban agriculture

Brian Ambroziak
Associate Professor

M.Arch. Princeton
visualization and representation, digital technology

Katherine Ambroziak
Assistant Professor

M.Arch. Princeton
research in ritual and symbolic space

Ryann Aoukar
Associate Professor

M. Product Design (DNSEP), Ecole Superior d'Art et de Design (France)
interior design, industrial design, furniture design

Paul Bielicki, AIA, LEED, NCARB
Lecturer

M.Arch. University of Tennessee, Knoxville
M.S. Struct. Engineering, University of Tennessee, Knoxville
exterior building envelopes. structural engineering, design integration

Jennifer Bradley, LEED AP
Lecturer

M.Arch. University of Tennessee, Knoxville
M.Hist. University of Tennessee, Knoxville

Brad Collett
Assistant Professor

M.L.A. Ohio State University
landscape design

Matthew Culver
Lecturer

B.F.A. Wood Furniture, Tennessee Technological University
B.Arch. University of Tennessee, Knoxville
furniture design, fabrication, design/build

Marleen Davis, FAIA
Distinguished Professor

M.Arch. Harvard University
urban design and design education

T.K. Davis, FAIA
Associate Professor

M.Arch. Cornell University
urban design, architectural design and theory

Mark DeKay, RA
Associate Professor

M.Arch. Tulane University
integral theory, sustainability, green infrastructure, climatic design, and pattern language

George Dodds
Professor,
Associate Dean of Academic Affairs and Research,
Chair of Graduate Program in Architecture,
ACSA Distinguished Professor

Ph.D. University of Pennsylvania
architectural design, history, and theory

Charles Draper
Lecturer

M.Arch. University of Tennessee, Knoxville
visualization and representation in architectural design

David Fox
Associate Professor

M.Arch. Cranbrook Academy of Art
affordable housing in urban neighborhoods, freehand drawing and perception, architectural photography

Diane Fox
Senior Lecturer

M.F.A. University of Tennessee, Knoxville
graphic design, photography

Mary French, EIT
Lecturer

M.C.S.E. University of Tennessee, Knoxville
structural engineering

Robert French, RA
Adjunct Associate Professor

B.Arch. University of Tennessee, Knoxville
professional practice, design-build, technology integration in design

Valerie Friedmann
Lecturer

M.L.A. University of Tennessee, Knoxville
cultural memory paired with ecological viability in landscape

Jeff Geren
Lecturer

Graduate work in Interior Design, University of Tennessee
B.S. Political Science, University of Tennessee, Knoxville
interior design

Christina Geros, Assoc. AIA
Lecturer

expected 2015: M.L.A., Harvard University
expected 2015: M.A.U.D. Harvard University
B.Arch. University of Tennessee, Knoxville
digital representation, landscape, and urban design

Andrew Godwin, Assoc. AIA
Lecturer

B.Arch. University of Tennessee, Knoxville
sustainable design, historic renovation affordable housing

Hansjörg Göritz
Professor

BDA, DWB, Diploma, Hildesheim Univ. Applied Sciences (Germany)
professional practice, spatial composition, and theory

Matthew Hall
Adjunct Assistant Professor
Lecturer

M.Arch. Harvard University
design education, digital fabrication, low-tech construction material research

Lisa Hoskins, AIA, LEED AP
Lecturer

B.Arch. University of Tennessee, Knoxville
professional practice, design integration

Robert Houser
Lecturer

M.S. Civil Engineering University of Tennessee, Knoxville
structural engineering

Gregor Kalas
Associate Professor

Ph.D. Bryn Mawr College
architectural history and theory

Richard Kelso, PE, NCEE
Professor Emeritus

Ph.D. Loughborough University
energy and sustainability, environmental control systems, building commissioning, technology integration in design

Scott Kinzy, RA
Professor

Ph.D. State University of New York
Japanese architecture, professional practice, development economics

Barbara Klinkhammer
Associate Professor

Diploma, RWTH-Aachen (Germany)
color in design, spatial composition, design education

Matthew Lyle
Lecturer

B.Arch. University of Tennessee, Knoxville
furniture design, fabrication

William Martella, RA
Associate Professor

B.Arch. University of California, Berkeley
design education, technology integration in design

Sean Martin, LEED AP
Lecturer

B.Arch. University of Tennessee, Knoxville
local historic design and preservation, urban design

David Matthews
Professor
Chair of Interior Design Program
Associate Dean of Communications and Facilities

M.Arch. Miami University
educational environments, digital graphics, 3D modeling design pedagogy

Beverly (B.J.) Miller, ASID, CCIM
Lecturer

B.S.I.D. University of Tennessee, Knoxville
adaptive reuse, healthcare design, interior design

William Miller, ASRAE, ASME
Lecturer

Ph.D. Mechanical Engineering, University of Tennessee, Knoxville
energy science, building science

Kenneth McCown
Associate Professor

M.Arch., University of Illinois at Urbana-Champaign
landscape architecture, urban design, sustainable systems

John McRae, FAIA
Professor

M.Arch. Rice University
gerontology and environmental education for children

Tracy Moir-McClean, RA
Associate Professor

M.Arch. University of Michigan
sustainability, green infrastructure, water issues

Ashley Pace, RA
Lecturer

M.In.Dsn. Pratt Institute
interior design, color theory

Brandon Pace
Lecturer

M.Arch. Yale University
architectural design, professional practice

Julle Oksanen
Lecturer

M.S.L.A. University of Tennessee, Knoxville
lighting design

Stanley Rabun, RA, NCARB, PE
Professor

Ph.D. University of York, England
historic preservation, preservation technology, structures

Mary Beth Robinson
Associate Professor

M.S. in Design, University of Massachusetts, Amherst
environmental psychology

James Rose, AIA, LEED AP
Adjunct Assistant Professor
Senior Lecturer

B.Arch. University of Tennessee, Knoxville
design-building, sustainability

Avigail Sachs
Assistant Professor

Ph.D. University of California
architectural history and theory

Mark Schimmenti, RA, NCARB
Professor

M.Arch. University of Florida
urban design, civic design

Ted Shelton, FAIA, LEED AP
Associate Professor

M.Arch. University of Oklahoma
M.Phil. Cambridge University
technical poetics, green design

Gregory Spaw
Adjunct Assistant Professor
Lecturer

M.Arch. Harvard University
architectural design and fabrication

Edgar Stach
Professor

Dipl.-Ing., Technical University (Austria)
high-performance building design

Tricia Stuth, AIA, NCARB
Associate Professor

M.Arch. University of Wisconsin
influence of context and temporality on architectural design, urban revitalization

Liz Teston
Assistant Professor

M.Arch. Georgia Institute of Technology
interior design

Scott Wall, RA
Director of School of Architecture
Professor

M.S.Arch. Rice University
professional practice, Finnish architecture

Jeffery Wilkinson
Instructor

B.Arch. University of Tennessee, Knoxville
digital representation

IV.4.2.a.   **Matrix of Faculty Teaching Assignments, B.Arch. Program, Fall 2011**

Column headers (courses): ARCH 101/107*, Intro/Built Environment, ARCH 121, Representation I : Drawing/Perception, ARCH 171, Design Fundamentals I : Space, ARCH 212/218*, History/Theory of Architecture II, ARCH 221, Representation III : Digital Media, ARCH 271, Architectural Design I : Place, ARCH 331, Architectural Structures I, ARCH 341, Environmental Control Systems I, ARCH 371, Architectural Design III, ARCH 421, Representation IV : Information Modeling, ARCH 425, Special Topics in Architecture, ARCH 431, Integration Building Systems Design, ARCH 435, Presentation Design I, ARCH 436, Presentation Design II, ARCH 463, Architectural Development, ARCH 471, Integration Design Studio, ARCH 473, Architectural Photography, ARCH 479, Preparation for Self-Directed Design Project, ARCH 480, Programming/Architecture Design VII, ARCH 481, Architectural Design VII, ARCH 493/497*, Independent Study in Architecture, ARCH 494, Foreign Studies Sketchbook

Faculty Member:

- Jennifer Akerman — *Assistant Professor*
- Brian Ambroziak — *Associate Professor*
- Katherine Ambroziak — *Assistant Professor*
- Paul Bielicki — *Lecturer*
- Marleen K. Davis — *Distinguished Professor*
- T.K. Davis — *Associate Professor*
- Charles Draper — *Lecturer*
- David Fox — *Associate Professor*
- Diane Fox — *Senior Lecturer*
- Robert French — *Adj. Associate Professor*
- Christina Geros — *Lecturer*
- Andrew Godwin — *Lecturer*
- Hansjörg Göritz — *Professor*
- Matthew Hall — *Adj. Assistant Professor*
- Gregor Kalas — *Assistant Professor*
- Richard Kelso — *Professor Emeritus*
- Scott Kinzy — *Lecturer*
- Barbara Klinkhammer — *Associate Professor*
- William Martella — *Associate Professor*
- David Matthews — *Prof. and Assoc. Dean*
- Tracy Moir-McClean — *Associate Professor*
- Stanley Rabun — *Professor*
- James Rose — *Adj. Assistant Professor*
- Avigail Sachs — *Assistant Professor*
- Ted Shelton — *Associate Professor*
- Gregory Spaw — *Adj. Assistant Professor*
- Edgar Stach — *Professor*
- Tricia Stuth — *Associate Professor*
- Scott Wall — *Professor and Director*
- Jeffery Wilkinson — *Instructor*

* Designates University Honors Course

Legend:
- Studio Course
- Required Course
- Professional Elective

Matrix of Faculty Teaching Assignments, B.Arch. Program, Spring 2012

Course columns (left to right):

1. ARCH 102 — *Visual Design Theory*
2. ARCH 111/117* — *Architecture and the Built Environment*
3. ARCH 122 — *Representation II : Drawing and Intention*
4. ARCH 172 — *Design Fundamentals IV - Space*
5. ARCH 211/217* — *History and Theory of Architecture I*
6. ARCH 213/227* — *Modern Architecture : Histories and Theories*
7. ARCH 232 — *Introduction to Architectural Technology*
8. ARCH 272 — *Architectural Design II - Place*
9. ARCH 312/317* — *Materials and Methods of Construction*
10. ARCH 332 — *Architectural Structures II*
11. ARCH 342 — *Environmental Control Systems II*
12. ARCH 372 — *Architectural Design IV*
13. ARCH 403 — *Introduction to Preservation*
14. ARCH 412 — *Non-Western and Indigenous Architecture*
15. ARCH 425 — *Special Topics in Architecture*
16. ARCH 434 — *Visual Thinking in Digital Media*
17. ARCH 435 — *Presentation Design I*
18. ARCH 436 — *Presentation Design II*
19. ARCH 462 — *Professional Practice*
20. ARCH 465 — *Directed Research*
21. ARCH 482/488* — *Self-Directed Design Project*
22. ARCH 483 — *Advanced Architectural Design - Urbanism*
23. ARCH 489 — *Adv. Arch. Design : Structural Innovations*
24. ARCH 490* — *Advanced Arch. Design : Special Topics*
25. ARCH 493/477* — *Independent Study in Architecture*

Legend: Studio Course (dark), Required Course (blue), Professional Elective (green)

Faculty Member	Title	Assignments (course — type)
Jennifer Akerman	Assistant Professor	ARCH 172 — Studio
Brian Ambroziak	Associate Professor	ARCH 102 — Required; ARCH 272 — Studio; ARCH 434 — Prof. Elective; ARCH 490 — Studio; Independent Study — Prof. Elective
Katherine Ambroziak	Assistant Professor	ARCH 425 — Prof. Elective; ARCH 490 — Studio
Ryann Aoukar	Associate Professor	ARCH 425 — Prof. Elective
Marleen K. Davis	Distinguished Professor	ARCH 172 — Studio; ARCH 272 — Studio
T.K. Davis	Associate Professor	ARCH 425 — Prof. Elective; ARCH 489 — Studio
Mark DeKay	Associate Professor	ARCH 425 — Prof. Elective; ARCH 490 — Studio
George Dodds	Prof. and Assoc. Dean	ARCH 213/227 — Required
Charles Draper	Lecturer	ARCH 172 — Required; ARCH 272 — Studio
David Fox	Associate Professor	ARCH 425 — Prof. Elective; ARCH 462 — Prof. Elective; Independent Study — Prof. Elective
Diane Fox	Senior Lecturer	ARCH 434 — Prof. Elective; ARCH 435 — Prof. Elective
Robert French	Adj. Associate Professor	ARCH 172 — Studio; ARCH 372 — Studio
Hansjörg Göritz	Professor	ARCH 172 — Studio
Matthew Hall	Adj. Assistant Professor	ARCH 425 — Prof. Elective; ARCH 490 — Studio
Gregor Kalas	Assistant Professor	ARCH 211/217 — Required
Scott Kinzy	Lecturer	ARCH 425 — Prof. Elective
Barbara Klinkhammer	Associate Professor	ARCH 272 — Studio
Matthew Lyle	Lecturer	ARCH 425 — Prof. Elective
William Martella	Associate Professor	ARCH 172 — Studio; ARCH 272 — Studio
Beverly Miller	Lecturer	ARCH 425 — Prof. Elective
Kenneth McCown	Associate Professor	ARCH 489 — Studio
John McRae	Professor	ARCH 465 — Required; ARCH 489 — Studio
Julie Oksanen	Lecturer	ARCH 312/317 — Required
Stanley Rabun	Professor	ARCH 272 — Required; ARCH 332 — Required; ARCH 403 — Prof. Elective; Independent Study — Prof. Elective
James Rose	Adj. Assistant Professor	ARCH 272 — Required
Mark Schimmenti	Professor	ARCH 122 — Prof. Elective; ARCH 489 — Studio
Ted Shelton	Associate Professor	ARCH 312/317 — Required; ARCH 403 — Studio
Gregory Spaw	Adj. Assistant Professor	ARCH 403 — Studio; ARCH 425 — Prof. Elective; Independent Study — Prof. Elective
Edgar Stach	Professor	ARCH 425 — Prof. Elective
Tricia Stuth	Associate Professor	ARCH 312/317 — Required; ARCH 483 — Studio
Scott Wall	Professor and Director	ARCH 490 — Studio; ARCH 493/477 — Prof. Elective

* Designates University Honors Course

Matrix of Faculty Teaching Assignments, B.Arch. Program, Fall 2012

Course columns (left to right):
ARCH 101/107* (Intro/Built Environment), ARCH 121 (Representation I: Drawing/Perception), ARCH 171 (Design Fundamentals I: Space), ARCH 212/218* (History/Theory of Architecture II), ARCH 221 (Representation III: Digital Media), ARCH 271 (Architectural Design I: Place), ARCH 331 (Architectural Structures I), ARCH 341 (Environmental Control Systems I), ARCH 370 (Programming for Architectural Design), ARCH 371 (Architectural Design III: Prog. and Dsgn.), ARCH 421 (Representation IV: Information Modeling), ARCH 425 (Special Topics in Architecture), ARCH 431 (Integration Building Systems Design), ARCH 435 (Presentation Design I), ARCH 436 (Presentation Design II), ARCH 463 (Architectural Development*), ARCH 465 (Directed Research), ARCH 471 (Integration Design Studio), ARCH 473 (Architectural Photography), ARCH 473 (Architectural Photography), ARCH 479 (Preparation for Self-Directed Design Project), ARCH 480 (Programming/Architecture Design VII), ARCH 481 (Architectural Design VII), ARCH 491 (Foreign Study: Poland), ARCH 492 (Off-Campus Study), ARCH 493/477* (Independent Study in Architecture)

Faculty Member	Assignments
Jennifer Akerman, Assistant Professor	ARCH 425; ARCH 479
Brian Ambroziak, Associate Professor	ARCH 121; ARCH 271
Katherine Ambroziak, Assistant Professor	ARCH 425; ARCH 480, ARCH 481
Ryann Aoukar, Associate Professor	ARCH 171
Paul Bielicki, Lecturer	ARCH 471
Matthew Culver, Lecturer	ARCH 425
Marleen K. Davis, Distinguished Professor	ARCH 101/107*; ARCH 370, ARCH 371
David Fox, Associate Professor	ARCH 171; ARCH 480, ARCH 481
Diane Fox, Senior Lecturer	ARCH 435, ARCH 436; ARCH 473
Robert French, Adj. Associate Professor	ARCH 171; ARCH 465
Valerie Friedmann, Lecturer	ARCH 425
Andrew Godwin, Lecturer	ARCH 271
Hansjörg Göritz, Professor	ARCH 471
Matthew Hall, Adj. Assistant Professor	ARCH 421
Lisa Hoskins, Lecturer	ARCH 431
Gregor Kalas, Assistant Professor	ARCH 212/218*
Scott Kinzy, Lecturer	ARCH 463
William Martella, Associate Professor	ARCH 171; ARCH 465
Sean Martin, Lecturer	ARCH 370, ARCH 371
Tracy Moir-McClean, Associate Professor	ARCH 370, ARCH 371; ARCH 425
John McRae, Professor	ARCH 425; ARCH 480, ARCH 481
William Miller, Lecturer	ARCH 341
Stanley Rabun, Professor	ARCH 331; ARCH 431
James Rose, Adj. Assistant Professor	ARCH 171; ARCH 370, ARCH 371
Mark Schimmenti, Professor	ARCH 271
Gregory Spaw, Adj. Assistant Professor	ARCH 425
Scott Wall, Professor and Director	ARCH 425; ARCH 465; ARCH 491, ARCH 492, ARCH 493/477*
Jeffery Wilkinson, Instructor	ARCH 221

* Designates University Honors Course

Legend:
- Studio Course (dark gray)
- Required Course (blue)
- Professional Elective (green)

Matrix of Faculty Teaching Assignments, B.Arch. Program, Spring 2013

Course columns: ARCH 102 (Visual Design Theory); ARCH 111/117* (Architecture and the Built Environment); ARCH 122 (Representation II : Drawing and Intention); ARCH 172 (Design Fundamentals II : Space); ARCH 211/217* (History and Theory of Architecture I); ARCH 213/227* (Modern Architecture : Histories and Theories); ARCH 232 (Introduction to Architectural Technology); ARCH 272 (Architectural Design II : Place); ARCH 312/317* (Materials and Methods of Construction); ARCH 332 (Architectural Structures II); ARCH 342 (Environmental Control Systems II); ARCH 372 (Architectural Design IV); ARCH 403 (Introduction to Preservation); ARCH 412 (Non-Western and Indigenous Architecture); ARCH 425 (Special Topics in Architecture); ARCH 435 (Presentation Design I); ARCH 436 (Presentation Design II); ARCH 462 (Professional Practice); ARCH 482/488* (Self-Directed Design Project); ARCH 483 (Advanced Architectural Design : Urbanism); ARCH 485 (Adv. Arch. Design : Development and Design); ARCH 486 (Adv. Arch. Design : Sustainable Architecture); ARCH 489 (Adv. Arch. Design : Structural Innovations); ARCH 490* (Advanced Arch. Design : Special Topics); ARCH 491 (Foreign Study); ARCH 493/477* (Independent Study in Architecture)

Faculty Member	Title	Course Assignments (type)
Jennifer Akerman	Assistant Professor	ARCH 490* (Studio)
Brian Ambroziak	Associate Professor	ARCH 102 (Required); ARCH 232 (Studio); ARCH 493/477* (Professional Elective)
Katherine Ambroziak	Assistant Professor	ARCH 490* (Studio)
Ryann Aoukar	Associate Professor	ARCH 425 (Professional Elective)
Matthew Culver	Lecturer	ARCH 425 (Professional Elective)
Marleen K. Davis	Distinguished Professor	ARCH 172 (Required); ARCH 372 (Studio)
T.K. Davis	Associate Professor	ARCH 425 (Professional Elective); ARCH 483 (Studio)
Mark DeKay	Associate Professor	ARCH 272 (Required); ARCH 490* (Studio)
George Dodds	Prof. and Assoc. Dean	ARCH 213/227* (Required)
Diane Fox	Senior Lecturer	ARCH 435 (Professional Elective); ARCH 436 (Professional Elective)
Robert French	Adj. Associate Professor	ARCH 172 (Studio)
Andrew Godwin	Lecturer	ARCH 232 (Studio)
Hansjörg Göritz	Professor	ARCH 425 (Professional Elective); ARCH 490* (Studio)
Matthew Hall	Adj. Assistant Professor	ARCH 172 (Studio); ARCH 232 (Studio)
Gregor Kalas	Assistant Professor	ARCH 211/217* (Required); ARCH 425 (Professional Elective)
Scott Kinzy	Lecturer	ARCH 412 (Professional Elective)
William Martella	Associate Professor	ARCH 372 (Studio)
Sean Martin	Lecturer	ARCH 372 (Studio)
Tracy Moir-McClean	Associate Professor	ARCH 425 (Professional Elective); ARCH 489 (Studio)
John McRae	Professor	ARCH 482/488* (Required); ARCH 485 (Studio)
William Miller	Lecturer	ARCH 342 (Required)
Ashley Pace	Lecturer	ARCH 172 (Studio)
Brandon Pace	Lecturer	ARCH 486 (Studio)
Stanley Rabun	Professor	ARCH 232 (Required); ARCH 332 (Required); ARCH 403 (Professional Elective)
James Rose	Adj. Assistant Professor	ARCH 172 (Studio)
Avigail Sachs	Assistant Professor	ARCH 425 (Professional Elective)
Mark Schimmenti	Professor	ARCH 111/117* (Professional Elective); ARCH 483 (Studio)
Gregory Spaw	Adj. Assistant Professor	ARCH 312/317* (Required); ARCH 489 (Studio)
Tricia Stuth	Associate Professor	ARCH 312/317* (Required); ARCH 482/488* (Studio)
Scott Wall	Professor and Director	ARCH 425 (Professional Elective); ARCH 491 (Professional Elective); ARCH 493/477* (Professional Elective)

* Designates University Honors Course

Legend:
- Studio Course
- Required Course
- Professional Elective

Matrix of Faculty Teaching Assignments, B.Arch. Program, Summer 2012

Legend: Studio Course (gray), Required Course (blue), Professional Elective (green)

Faculty Member	ARCH 121 Representation I: Drawing/Perception	ARCH 122 Representation II: Drawing and Intention	ARCH 171 Design Fundamentals I: Space	ARCH 172 Design Fundamentals II: Space	ARCH 331 Architectural Structures I	ARCH 332 Architectural Structures II	ARCH 425 Special Topics in Architecture	ARCH 465 Directed Research	ARCH 483 Advanced Architectural Design: Urbanism	ARCH 491 Foreign Study	ARCH 492 Off-Campus Study	ARCH 493 Independent Study
Jennifer Akerman, Assistant Professor			Studio									
Brian Ambroziak, Associate Professor	Required									Elective		
Brad Collett, Assistant Professor				Studio								
T.K. Davis, Associate Professor									Elective		Elective	Elective
Mary French, Lecturer					Required							
David Fox, Associate Professor		Required										
Christina Geros, Lecturer				Studio			Elective					
Matt Hall, Adj. Assistant Professor			Studio									
Robert Houser, Lecturer						Required						
David Matthews, Prof. and Assoc. Dean			Studio									
Greg Spaw, Adj. Assistant Professor												

B.Arch. Program, Summer 2013

Faculty Member	ARCH 121 Representation I: Drawing/Perception	ARCH 122 Representation II: Drawing and Intention	ARCH 171 Design Fundamentals I: Space	ARCH 172 Design Fundamentals II: Space	ARCH 331 Architectural Structures I	ARCH 332 Architectural Structures II	ARCH 425 Special Topics in Architecture	ARCH 465 Directed Research	ARCH 491 Foreign Study	ARCH 493 Independent Study
Jennifer Akerman, Assistant Professor				Studio						
Brian Ambroziak, Associate Professor									Elective	
Ryann Aoukar, Associate Professor			Studio							
Paul Bielicki, Lecturer						Required				
Matt Culver, Lecturer							Elective			
T.K. Davis, Associate Professor								Elective		
Mary French, Lecturer					Required					
Valerie Friedmann, Lecturer				Studio						
Christina Geros, Lecturer	Required		Studio				Elective			
Matt Hall, Adj. Assistant Professor		Required	Studio				Elective	Elective		
James Rose, Adj. Assistant Professor							Elective			
Greg Spaw, Adj. Assistant Professor			Studio							
Liz Teston, Assistant Professor				Studio						
Scott Wall, Professor and Director							Elective			

Studio Course
Required Course
Professional Elective

IV.4.2.b.   Matrix of Faculty Teaching Assignments, M.Arch. Program, Fall 2011

Course columns:

- ARCH 500 — Thesis
- ARCH 507 — Architecture, Culture, and Modernity
- ARCH 512 — History and Theory of Architecture II
- ARCH 515 — Seminar in Urban Design
- ARCH 521 — Principles of Architectural Production
- ARCH 525 — Special Topics in Architecture
- ARCH 526 — Directed Read./Architecture
- ARCH 535 — Presentation Design I
- ARCH 536 — Presentation Design II
- ARCH 537 — Architectural Photography
- ARCH 539 — Structures in Architecture I
- ARCH 541 — Design II: Principles
- ARCH 545 — Environmental Control Systems I
- ARCH 556 — Design Impl.: Construction Methods II
- ARCH 563 — Architectural Development
- ARCH 571 — Design IV: Building in Urban Context
- ARCH 572 — Design VI: Design Integration
- ARCH 580 — Thesis Preparation
- ARCH 590 — Advanced Arch. Design: Special Topics
- ARCH 593 — Independent Study in Architecture

Legend: Studio Course (gray), Required Course (blue), Professional Elective (green)

Faculty Member	Course Assignments (type)
T.K. Davis, Associate Professor	ARCH 515 (Required); ARCH 593 (Professional Elective)
Mark DeKay, Associate Professor	ARCH 590 (Studio)
George Dodds, Prof. and Assoc. Dean	ARCH 521 (Required); ARCH 526 (Professional Elective)
Charles Draper, Lecturer	ARCH 525 (Professional Elective); ARCH 556 (Studio); ARCH 593 (Professional Elective)
David Fox, Associate Professor	ARCH 525 (Professional Elective)
Diane Fox, Senior Lecturer	ARCH 535 (Professional Elective); ARCH 536 (Professional Elective); ARCH 537 (Professional Elective)
Hansjörg Göritz, Professor	ARCH 556 (Required); ARCH 593 (Professional Elective)
Matthew Hall, Adj. Assistant Professor	ARCH 525 (Professional Elective); ARCH 593 (Professional Elective)
Gregor Kalas, Assistant Professor	ARCH 512 (Required); ARCH 593 (Professional Elective)
Richard Kelso, Professor Emeritus	ARCH 545 (Required)
Scott Kinzy, Lecturer	ARCH 556 (Professional Elective)
Barbara Klinkhammer, Associate Professor	ARCH 525 (Professional Elective)
David Matthews, Prof. and Assoc. Dean	ARCH 525 (Professional Elective)
Brandon Pace, Lecturer	ARCH 571 (Studio)
Stanley Rabun, Professor	ARCH 541 (Required); ARCH 593 (Professional Elective)
James Rose, Adj. Assistant Professor	ARCH 525 (Professional Elective)
Avigail Sachs, Assistant Professor	ARCH 512 (Required); ARCH 571 (Professional Elective)
Mark Schimmenti, Professor	ARCH 515 (Required); ARCH 563 (Studio); ARCH 593 (Professional Elective)
Ted Shelton, Associate Professor	ARCH 525 (Professional Elective)
Gregory Spaw, Adj. Assistant Professor	ARCH 525 (Professional Elective); ARCH 572 (Studio)
Edgar Stach, Professor	ARCH 525 (Professional Elective); ARCH 563 (Studio)
Tricia Stuth, Associate Professor	ARCH 525 (Professional Elective)
Scott Wall, Professor and Director	ARCH 500 (Studio)

Matrix of Faculty Teaching Assignments, M.Arch. Program, Spring 2012

Legend: **S** = Studio Course (dark), **R** = Required Course (blue), **E** = Professional Elective (green)

Course columns:
- ARCH 500 — Thesis
- ARCH 503
- ARCH 505 — Modern Arch. Histories and Theories
- History and Theory of Arch. Stewardship
- ARCH 511 — History and Theory of Architecture I
- ARCH 513 — History and Theory of Architecture I
- Non-Western and Indigenous Architecture
- ARCH 516 — Design Impl.: Construction Methods I
- ARCH 525 — Special Topics in Architecture
- ARCH 526 — Directed Read: Architecture
- ARCH 533 — Introduction to Preservation
- ARCH 534 — Visual Thinking in Digital Media
- ARCH 535 — Presentation Design I
- ARCH 536 — Presentation Design II
- ARCH 540 — Structures in Architecture II
- ARCH 542 — Design III: Campus and Urban Architecture
- ARCH 546 — Principles of Environmental Control II
- ARCH 562 — Professional Practice
- ARCH 583 — Architectural Design: Urbanism
- ARCH 586 — Adv Arch Design: Sustainable Architecture
- ARCH 588 — Adv Arch Design: Structural Innovations
- ARCH 592 — Off-Campus Study
- ARCH 593 — Independent Study in Architecture
- ARCH 599 — Design VII: Diploma Thematic Studio

Faculty Member	500	505	511	513	516	525	526	533	534	535	536	540	542	562	583	586	588	592	593	599
Jennifer Akerman, Assistant Professor																				S
Brian Ambroziak, Associate Professor									E											
Katherine Ambroziak, Assistant Professor						E													E	S
Ryann Aoukar, Associate Professor						E														
T.K. Davis, Associate Professor						E								S						
Mark DeKay, Associate Professor						E														S
George Dodds, Prof. and Assoc. Dean	S	R																		
David Fox, Associate Professor						E										S				
Diane Fox, Senior Lecturer										E	E									
Matthew Hall, Adj. Assistant Professor						E														S
Gregor Kalas, Assistant Professor		E	R																	
Scott Kinzy, Lecturer				E																
Barbara Klinkhammer, Associate Professor						E														
Matthew Lyle, Lecturer						E														
David Matthews, Prof. and Assoc. Dean																				
Beverly Miller, Lecturer						E													E	
Kenneth McCown, Associate Professor															S					
John McRae, Professor													R			S				
Julie Oksanen, Lecturer												R								
Stanley Rabun, Professor								E				R							E	
James Rose, Adj. Assistant Professor													S							
Avigail Sachs, Assistant Professor							E													
Mark Schimmenti, Professor															S				E	
Ted Shelton, Associate Professor					R															
Gregory Spaw, Adj. Assistant Professor						E													E	
Edgar Stach, Professor						E														
Scott Wall, Professor and Director																	S	E		

Legend:
- Studio Course (dark)
- Required Course (blue)
- Professional Elective (green)

Matrix of Faculty Teaching Assignments, M.Arch. Program, Fall 2012

Legend: S = Studio Course, R = Required Course, E = Professional Elective

Faculty Member	ARCH 500 Thesis	ARCH 507 Architecture, Culture, and Modernity	ARCH 509 Seminar in Design Integration	ARCH 512 History and Theory of Architecture II	ARCH 515 Seminar in Urban Design Theory	ARCH 521 Principles of Architectural Production	ARCH 525 Special Topics in Architecture	ARCH 526 Directed Read.: Architecture	ARCH 535 Presentation Design I	ARCH 536 Presentation Design II	ARCH 537 Architectural Photography	ARCH 539 Structures in Architecture I	ARCH 541 Design II: Principles	ARCH 545 Environmental Control Systems I	ARCH 556 Design Impl.: Construction Methods II	ARCH 563 Architectural Development	ARCH 571 Design IV: Building in Urban Context	ARCH 572 Design VI: Design Integration	ARCH 580 Thesis Preparation	ARCH 593 Independent Study in Architecture
Jennifer Akerman, Assistant Professor							E											S		
Katherine Ambroziak, Assistant Professor							E													
Matthew Culver, Lecturer							E													
T.K. Davis, Associate Professor					R												S			
George Dodds, Prof. and Assoc. Dean	S				R	R														E
Diane Fox, Senior Lecturer									E	E	E									
Valerie Friedman, Lecturer							E													
Hansjörg Göritz, Professor																E				
Matthew Hall, Adj. Assistant Professor												S								
Gregor Kalas, Assistant Professor		R		R																
Scott Kinzy, Lecturer																E				
Tracy Moir-McClean, Associate Professor							E													
John McRae, Professor							E													
William Miller, Lecturer													R							
Stanley Rabun, Professor											R									
Avigail Sachs, Assistant Professor																		R		
Ted Shelton, Associate Professor			R														S			
Gregory Spaw, Adj. Assistant Professor							E											S		
Scott Wall, Professor and Director							E													

Studio Course
Required Course
Professional Elective

Matrix of Faculty Teaching Assignments, M.Arch. Program, Spring 2013

Column courses:

- ARCH 500
- Thesis
- ARCH 503 — Modern Arch. Histories and Theories
- ARCH 511 — History and Theory of Architecture I
- ARCH 513 — Non-Western and Indigenous Architecture
- ARCH 516
- Design Impl - Construction Methods I
- ARCH 525 — Special Topics in Architecture
- ARCH 533 — Introduction to Preservation
- ARCH 535 — Presentation Design I
- ARCH 536 — Preservation Design II
- ARCH 540 — Structures in Architecture II
- ARCH 542 — Design IV - Campus and Urban Architecture
- ARCH 546 — Principles of Environmental Control II
- ARCH 562 — Professional Practice
- ARCH 583 — Architectural Design - Urbanism
- ARCH 586 — Adv. Arch. Design - Sustainable Architecture
- ARCH 587 — Adv. Arch. Design - Development and Design
- ARCH 588 — Adv. Arch. Design - Structural Innovations
- ARCH 590 — Advanced Arch. Design - Special Topics
- ARCH 592 — Off-Campus Study
- ARCH 593 — Independent Study in Architecture
- ARCH 599 — Design VII - Diploma Thematic Studio

Faculty Member	Teaching Assignment(s)
Jennifer Akerman — Assistant Professor	ARCH 599 (Studio)
Katherine Ambroziak — Assistant Professor	ARCH 599 (Studio)
Ryann Aoukar — Associate Professor	ARCH 525 (Professional Elective)
Matthew Culver — Lecturer	ARCH 525 (Professional Elective)
T.K. Davis — Associate Professor	ARCH 525 (Professional Elective); ARCH 583 (Studio)
Mark DeKay — Associate Professor	ARCH 599 (Studio)
George Dodds — Prof. and Assoc. Dean	ARCH 500 (Studio); ARCH 503 (Required); ARCH 593 (Professional Elective)
Diane Fox — Senior Lecturer	ARCH 535 (Professional Elective); ARCH 536 (Professional Elective)
Robert French — Adj. Associate Professor	ARCH 525 (Professional Elective)
Hansjörg Göritz — Professor	ARCH 593 (Studio)
Gregor Kalas — Assistant Professor	ARCH 511 (Required); ARCH 525 (Professional Elective)
Scott Kinzy — Lecturer	ARCH 513 (Required)
David Matthews — Prof. and Assoc. Dean	ARCH 590 (Studio)
Tracy Moir-McClean — Associate Professor	ARCH 525 (Professional Elective); ARCH 586 (Studio)
John McRae — Professor	ARCH 562 (Required); ARCH 587 (Studio); ARCH 590 (Studio)
William Miller — Lecturer	ARCH 546 (Required)
Brandon Pace — Lecturer	ARCH 587 (Studio)
Stanley Rabun — Professor	ARCH 533 (Professional Elective); ARCH 540 (Required)
James Rose — Adj. Assistant Professor	ARCH 542 (Studio)
Avigail Sachs — Assistant Professor	ARCH 525 (Professional Elective)
Mark Schimmenti — Professor	ARCH 583 (Studio)
Gregory Spaw — Adj. Assistant Professor	ARCH 516 (Required)
Tricia Stuth — Associate Professor	ARCH 516 (Required)
Scott Wall — Professor and Director	ARCH 525 (Professional Elective)

Legend:
- Studio Course (dark)
- Required Course (blue)
- Professional Elective (green)

Matrix of Faculty Teaching Assignments, M.Arch. Program, Summer 2012

Faculty	ARCH 501 Introduction to the Built Environment	ARCH 518 Design Representation + Process I	ARCH 519 Design Representation + Process II	ARCH 525 Special Topics in Architecture	ARCH 538 Design I - Fundamentals	ARCH 539 Structures in Architecture I	ARCH 540 Structures in Architecture II	ARCH 591 Study Abroad	ARCH 592 Off-Campus Study	ARCH 593 Independent Study
Jennifer Akerman, Assistant Professor					Studio					
Brian Ambroziak, Associate Professor		Required								
Brad Collett, Assistant Professor					Studio					
T.K. Davis, Associate Professor									Elective	
George Dodds, Prof. and Assoc. Dean	Required									
David Fox, Associate Professor			Required							
Mary French, Lecturer						Required	Required			
Christina Geros, Lecturer					Studio					
Matt Hall, Adj. Assistant Professor					Studio					
Gregor Kalas, Assistant Professor	Required									
David Matthews, Prof. and Assoc. Dean					Studio					
Ken McCown, Assistant Professor				Elective				Elective		
Avigail Sachs, Assistant Professor	Required									
Greg Spaw, Adj. Assistant Professor					Studio			Elective		
Scott Wall, Professor and Director									Elective	

M.Arch. Program, Summer 2013

Faculty	ARCH 501 Introduction to the Built Environment	ARCH 518 Design Representation + Process I	ARCH 519 Design Representation + Process II	ARCH 538 Design I - Fundamentals	ARCH 539 Structures in Architecture I	ARCH 540 Structures in Architecture II	ARCH 591 Study Abroad	ARCH 592 Off-Campus Study	ARCH 593 Independent Study
Jennifer Akerman, Assistant Professor				Studio					
Ryann Aoukar, Associate Professor				Studio					
Paul Bielicki, Lecturer						Required			
Jennifer Bradley, Lecturer	Required								
T.K. Davis, Associate Professor								Elective	
Mary French, Lecturer					Required				
Valerie Friedmann, Lecturer				Studio					
Christina Geros, Lecturer		Required							
Matt Hall, Adj. Assistant Professor			Required	Studio					
Gregory Spaw, Adj. Assistant Professor				Studio					
Liz Teston, Assistant Professor				Studio					

Legend:
- Studio Course
- Required Course
- Professional Elective

IV.5. Visiting Team Report (VTR) from the previous visit

National Architectural Accrediting Board, Inc.

chancellor Jan
Smith
8/5/08

July 22, 2008

Dr. John D. Petersen, President
Office of the President
831 Andy Holt Tower
University of Tennessee
Knoxville, TN 37996-0180

Dear President Peterson:

At the July 2008 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* for the University of Tennessee, Knoxville College of Architecture and Design.

As a result, the professional architecture programs:

Bachelor of Architecture
Master of Architecture

NAAB

1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

tel 202.783.2007

fax 202.783.2822

email info@naab.org

were formally granted six-year terms of accreditation. The accreditation terms are effective January 1, 2008. The programs are scheduled for their next accreditation visit in 2014.

Accreditation is subject to the submission of *Annual Reports*. *Annual Reports* are due by November 30 and **must** include the following:
- a response to each condition identified as not met in the *Visiting Team Report*,
- a response to each of the causes of concern in the *Visiting Team Report*,
- a brief summary of changes that have been made or may be made in the accredited program, and
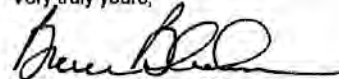- the statistical report

Please note, beginning in November 2008, these reports will be submitted online.

If an acceptable *Annual Report* is not submitted to the NAAB by January 15, 2009, the NAAB may consider advancing the schedule for the program's next accreditation sequence. A complete description of the *Annual Report* process can be found on pages 14–15 of the *NAAB Procedures for Accreditation, 2008 Edition*.

NAAB encourages public dissemination of information about each school contained in both the school's 2008 *Architecture Program Report* and the 2008 *Visiting Team Report*. If the *Visiting Team Report* is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.
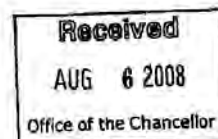
Very truly yours,

Bruce E. Blackmer, FAIA
President

Enc.   Visiting Team Report

cc: John McRae, FAIA, Dean
           Stephen Vogel, FAIA, Team Chair
           Visiting Team Members

Received

AUG 6 2008

Office of the Chancellor

University of Tennessee, Knoxville
College of Architecture and Design

Visiting Team Report

Bachelor of Architecture (168 undergraduate credit hours)
Master of Architecture (Undergraduate or advanced degree in another field
plus 106 graduate credit hours)

The National Architectural Accrediting Board
20 February 2008

Table of Contents

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I.   Summary of Team Findings

1.   Team Comments

- The School of Architecture community of students is exceptionally bright, articulate, thoughtful and passionate about architecture and the educational environment in which they are immersed. They are highly regarded by the university at large.
- The School of Architecture faculty is very qualified and accomplished and is noteworthy for their high level of research, practice and community outreach endeavors. They are a source of strength to the program as well as the university as a whole.
- The School of Architecture is invigorated by a dean, who has set a tone of openness, fairness and respect among staff, faculty and students.
- The College of Architecture and Design staff is enthusiastic, positive and provide a great energy and service to the school.
- The outreach programs of the school are noteworthy including the Nashville Civic Design Center, the Knoxville Urban Design Studio, the Burlington Housing Studio and the East Tennessee Design Center.
- The international study programs are very strong and are accessed by over two thirds of the student body.
- The award winning Art and Architecture Building is an exceptional, uplifting learning environment that has withstood the test of time.
- The college has engaged in a strategic planning process, which has brought focus to the program.
- The reorganized governance system has given faculty and students a voice in the direction of the college and has made transparent decision making processes.

2.   Progress Since the Previous Site Visit (2002)

Bachelor of Architecture:

Condition 4, Social Equity: *The program must provide all faculty, students, and staff— irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.*

Previous Team Report (2002): *Recent appointments within the school have started to increase diversity within the faculty.*

An unusual degree of acrimony exists within a factionalized faculty. The interaction between senior and junior faculty members sometimes lacks even basic civility, with a neutral group of faculty members not wishing to be caught in the conflict. The split within the faculty reflects longevity of employment but this junior-senior characterization masks bitter sentiments about lack of mutual respect and reaction to change within the program content. A contributing factor is salary compression. At this point significant salary inequities exist, with some long-serving faculty members earning salaries not much above those of colleagues recently appointed at lower ranks.

While students and staff are treated with equity, they are, nevertheless, clearly aware of the faculty conflict. It is important to note that, despite these serious difficulties, the work produced by the students is generally of superior quality.

Because the faculty conflicts involve prejudicial peer judgments, intimidation, and even slander, this condition is not met.

2008 Visiting Team Assessment: The acrimony between a factionalized faculty has been largely resolved through the mutual efforts of the administration and the faculty. Older architecture students universally indicated that the atmosphere of collegiality in the school has dramatically improved and do not see it as an issue.

Condition 9, Financial Resources: *Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.*

Previous Team Report (2002): *In recent years the School of Architecture has consistently overspent its budget by a significant margin. In addition, the Interior Design Program has run an annual deficit due to unmet promises to fund the program upon its inclusion in the college. Annually, the provost has covered the college shortfall with one-time allocations of funds. This has encouraged an unsustainable mood of entitlement to resources whether or not they are in the budget. In accordance with previous NAAB recommendations, the dean has consulted widely with faculty about priorities on budgetary issues. Despite this, there is no widespread understanding or acceptance of the fiscal management of the college. To address the feeling of resource-entitlement and the continued reliance on an individual provost's support, it seems imperative that the financial management of the college be:*

- *Based on predictable budgets set at a realistic level*
- *Managed based on tight cost controls by the dean with appropriate consultation and clear reporting*
- *Reflective of the clear trade-offs among the financially significant alternatives*
- *Not based on individual yearly arrangements between the dean and provost.*

Based on the present university budget allocations (without the provost's annual supplement), this condition is not met.

2008 Visiting Team Assessment: The budget issues have been resolved. The school and the college have operated with a balanced budget for four straight years. Increased fund raising efforts have also supported school initiatives.

Criterion 12.14, Accessibility: Ability to *design both site and building to accommodate I ndividuals with varying physical abilities*

Previous Team Report (2002): *Course work and assignments achieve awareness, even understanding, of the requirements of individuals with varying physical abilities. However, the work shows no clear evidence that that design studios address this criterion at the level of ability.*

2008 Visiting Team Assessment: The team has found that students' projects continue to reveal the lack of a structured approach and an inconsistent method of delivery of accessibility information.

Criterion 12.19, Life-Safety Systems: Understanding of *the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems*

Previous Team Report (2002): *Through the lectures in conjunction with the integrated design studio ARC 471, the students are made aware of life-safety systems and their subsystems. There is no indication shown in the student work that they have assimilated and comprehended this information.*

2008 Visiting Team Assessment: This criterion has been addressed and is met through design studio ARC471.

Criterion 12.23, Legal Responsibilities: Understanding of *architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice*

Previous Team Report (2002): *There is an awareness of codes through structures, environmental controls, and ARC 471, Integration of Technical Systems. However, the assimilation and comprehension of this information is not demonstrated in subsequent projects.*

> 2008 Visiting Team Assessment: This criterion is clearly met and supported through the project work of the students.

Criterion 12.24, Building Code Compliance: Understanding of *the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure*

Previous Team Report (2002): *There is an awareness of codes through structures, environmental controls, and ARC 471, Integration of Technical Systems. However, the assimilation and comprehension of this information is not demonstrated in subsequent projects.*

> 2008 Visiting Assessment: This criterion is clearly met and supported through the project work of the students.

[Causes of Concern as they pertain to the B.Arch. quoted from the VTR dated February 13, 2002]

Negativity

Despite some valiant efforts by the dean, the working atmosphere is less than ideal. The issues that contribute to the present sense of malaise and acrimony can be isolated and identified:

- More can be done to ensure that all interactions at the college are carried out with an appropriate level of civility.
- More effort can be expended to ensure that teaching assignments are perceived as fair and equitable.
- The school should strongly endorse a university policy that addresses salary and salary compression as matters of priority.
- The school needs to develop unanimity of purpose and have a unified view of pedagogical objectives and everyone's role in accomplishing the agreed-upon goals.

Salary Equity

This is a contributing factor to faculty factionalism. New appointments are salaried at a level almost equivalent to some senior faculty with 20 and 30 years' experience. Although some recent salary adjustments have occurred, this problem will continue until the university finds a way to adequately compensate those who have given so much of their time and energy to the university.

Budget

The budget problem continues as enrollment increases and the budget decreases. The result is a constant 15 percent budget deficit for everyone over the past 3 years. The college has not taken steps to resolve this problem. It has no positive plan of how to operate within its present budget allocations and therefore is totally reliant on the year-to-year generosity of the provost. Either the

base budget has to be adjusted to reflect actual spending patterns or the college has to curb its expenses appropriately. The present situation is not tenable and is a cause for concern for the accrediting team.

Strategic Planning

The school needs to develop unanimity of purpose and have a unified view of pedagogical objectives and everyone's role in accomplishing the agreed-upon goals.

Master of Architecture:

Condition 4, Social Equity: *The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.*

Previous Team Report (2002): *Recent appointments within the school have started to increase diversity within the faculty.*

An unusual degree of acrimony exists within a factionalized faculty. The interaction between senior and junior faculty members sometimes lacks even basic civility, with a neutral group of faculty members not wishing to be caught in the conflict. The split within the faculty reflects longevity of employment but this junior or senior characterization masks bitter sentiments about lack of mutual respect and reaction to change within the program content. A contributing factor is salary compression. At this point significant salary inequities exist, with some long-serving faculty members earning salaries not much above those colleagues recently appointed at lower ranks.

While students and staff are treated with equity, they are, nevertheless, clearly aware of the faculty conflict. It is important to note that, despite these serious difficulties, the work produced by the students is generally of superior quality.

Because the faculty conflicts involve prejudicial peer judgments, intimidation, and even slander, this condition is not met.

> 2008 Visiting Team Assessment: As noted above, the acrimony between a factionalized faculty has been largely resolved through the mutual efforts of the administration and the faculty. Older architecture students universally indicated that the atmosphere of collegiality in the school has dramatically improved and do not see it as an issue.

Condition 9, Financial Resources: *Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.*

Previous Team Report (2002): *In recent years the School of Architecture has consistently overspent its budget by a significant margin. In addition, the Interior Design Program has run an annual deficit due to unmet promises to fund the program upon its inclusion in the college. Annually, the provost has covered the college shortfall with one-time allocations of funds. This has encouraged an unsustainable mood of entitlement to resources whether or not they are in the budget. In accordance with previous NAAB recommendations, the dean has consulted widely with faculty about priorities on budgetary issues. Despite this, there is no widespread understanding or acceptance of the fiscal management of the college. To address the feeling of resource-entitlement and the continued reliance on an individual provost's support, it seems imperative that the financial management of the college be:*

- *Based on predictable budgets set at a realistic level*
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- *Not based on individual yearly arrangements between the dean and provost.*

Based on the present university budget allocations (without the provost's annual supplement), this condition is not met.

> 2008 Visiting Team Assessment: The budget issues have been resolved. The school and the college have operated with a balanced budget for four straight years. Increased fund raising efforts have also supported school initiatives.

Criterion 12.14, Accessibility: Ability to *design both site and building to accommodate Individuals with varying physical abilities*

Previous Team Report: *Course work and assignments achieve awareness, even understanding, of the requirements of individuals with varying physical abilities. However, the work shows no clear evidence that that design studios address this criterion at the level of ability.*

> 2008 Visting Team Assessment: The team has found that students' projects continue to reveal the lack of a structured approach and an inconsistent method of delivery of accessibility information.

Criterion 12.19, Life-Safety Systems: Understanding of *the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems*

Previous Team Report (2002): Through the lectures in conjunction with the second-year design studio, ARC 571, followed by the Technical Issues studio, ARC 572, students are made aware of life-safety systems and their subsystems. Subsequent student work does not consistently indicate that they have assimilated and comprehended this information.

> 2008 Visiting Team Assessment: This criterion has been addressed and is met through design studio ARC571 and ARC572.

Criterion 12.24, Building Code Compliance: Understanding of *the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure*

Previous Team Report: *There is an awareness of codes through structures, environmental controls, and ARC 572, Technical Issues. However, the assimilation and comprehension of this information is not consistently demonstrated in subsequent projects. A late attempt to reinforce this awareness is included in the professional practice course, ARC 562, offered in the last semester of the curriculum.*

> 2008 Visiting Team Assessment: This criterion has been addressed and is met through ARC571.

[Causes of Concern as they pertain to the M.Arch. quoted from VTR dated February 13, 2002]

Diverse Experiences

In the M.Arch. program, understanding of social diversity and equity are achieved primarily through composition of the student body and not through the program itself. The program's intense and compact structure eliminates opportunities for off-campus and international studies available to the B.Arch. students. These kinds of learning experiences are essential to a well-rounded appreciation of the roles architects play in an increasingly multicultural and environmentally responsible world.

Negativity

Despite some valiant efforts by the dean, the working atmosphere is less than ideal. The issues that contribute to the present sense of malaise and acrimony can be isolated and identified:

1. More can be done to ensure that all interactions at the college are carried out with an appropriate level of civility.
2. More effort can be expended to ensure that teaching assignments are perceived as fair and equitable.
3. The school should strongly endorse a university policy that addresses salary and its compression as a matter of priority.
4. The school needs to develop unanimity of purpose and have a unified view of pedagogical objectives and everyone's role in accomplishing the agreed-upon goals.

Salary Equity

This is a contributing factor to faculty factionalism. New appointments are salaried at a level almost equivalent to some senior faculty with 20 and 30 years' experience. Although some recent salary adjustments have occurred, this problem will continue until the university finds a way to adequately compensate those who have given so much of their time and energy to the university.

Budget

The budget problem continues as enrollment increases and the budget decreases. The result is a constant 15 percent budget deficit for everyone over the past 3 years. The college has not taken the steps to resolve this problem. It has no positive plan of how to operate within its present budget allocations and therefore is totally reliant on the year-to-year generosity of the provost. Either the base budget has to be adjusted to reflect actual spending patterns or the college has to curb its expenses appropriately. The present situation is not tenable and is a cause for concern for the accreditation team.

Strategic Planning

The school needs to develop unanimity of purpose and have a unified view of pedagogical objectives and everyone's role in accomplishing the agreed-upon goals.

3. **Conditions Well Met**

   B. Arch. Program
   13.3   Graphic Skills
   13.6   Fundamental Design Skills
   13.8   Western Traditions
   13.11   Use of Precedent
   13.28   Comprehensive Design

   M. Arch. Program
   13.8   Western Traditions
   13.11   Use of Precedent

4. **Conditions Not Met**

   B. Arch. Program
    5   Studio Culture
   13.14   Accessibility
   13.18   Structural Systems

   M. Arch. Program
    5   Studio Culture
   13.14   Accessibility
   13.18   Structural Systems

5. **Causes of Concern**

   The Team was very impressed with the work products from both design studios, particularly first and second years of B.Arch degree program, as well as lecture/seminar courses. However, there were several areas that caused concern. These are as follows:

   - Continued enrollment growth through the addition of graduate programs will stretch the building and facilities to their limit. Of particular concern is limited space for academic advising, critique space, studio space and support space in general. The college has identified a strategy for expanding the building
   - The team noted that the school's donor base is limited and as a result its constituency may be insuffiently broad. The program is encouraged to broaden the constituency and the donor pool in order to develop a sustainable resource development program.
   - Although there are several joint studios with interior design and architecture, students recognize opportunites for even richer collaborations between these allied departments. Both faculty and students would benefit from a clearer understanding of each other's disciplines to engender mutual respect. With the beginnings of a new program in landscape architecture there may be similar opportunities.
   - The school needs to be much more proactive in diversifying its faculty and student populations.
   - The research agenda of the college and school is not sufficiently well articulated in order to effectively pursue the funding that will enrich the academic program and the status of the architecture program within the university context.
   - The program is encouraged to seek stable sources of funding for the Nashville Civic Design Center in order to fully integrate this experience into student learning.
   - The Studio Culture Policy is not well understood by faculty. The program is encouraged to develop the faculty's understanding and ability to integrate the policy into their teaching and into the student experience.

II.   Compliance with the Conditions for Accreditation

1.   Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1   Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The College of Architecture and Design, which benefits from an intriguing setting within the campus of the University of Tennessee, is a stimulating environment for architecture education. Its award winning building contributes to the creation of an invigorating climate for learning and teaching architecture. An academically diverse group of faculty committed to teaching, research and scholarship, along with a student body that is of high caliber, morale and expectations as has optimism about their education, has resulted in some outstanding works of architecture.

In general, the university context for architectural education appears to be supportive. Within the college a supportive, encouraging and respectful climate also exists. Faculty, administrators and students have opportunities to have a role in the governance and intellectual life of the institution through participation in various committees and multiple interdisciplinary efforts, as well as opportunities outside of the college through outreach and honors programs. The students of the B. Arch degree program have the opportunity to broaden their architecture education through the choice of a minor within a selected range of disciplines, honors program, and concurrent pursuit of degrees.

1.2   Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The College of Architecture and Design has a particularly successful academic advising program through its student services department where the individual needs of students are addressed in a very supportive environment. As a whole, the faculty is highly

engaged with the students and provides mentoring and advice about their careers in architecture. The students have a defined role in the governance of the college through various committees and have a strong advisory role to the dean through the Dean's Student Advisory Council. This elected and representative committee is the communication network between students and higher administration.

Students have exposure to the world of practice both through their coursework as well as through internships, lectures and national and international travel. The students have active chapters of AIAS and NOMAS that bring both social and service activities to the program. They also interact with interior design students in their first year studios and in at least one upper level studio. Finally, students have the opporuntity to engage the community through various outreach programs and design centers where they can deal first hand with non-academic problems and work directly with faculty or professionals.

1.3   Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The visiting team found wthin the coursework that students are receiving information on the path to licensure in the profession. In the B.Arch program, the requirements for internship and registration are presented in ARC 101 and reviewed again in Professional Practice 462 in the 5th Year. Within the M.Arch curriculum, the information is presented in ARC 562 Professional Practice during the final semester. Registration materials and information for the Intern Development Program (IDP) are provided by student services in support of coursework presentations. A significant percentage of the faculty is licensed, practices professionally and belongs to professional organizations outside the university, which is a valuable resource and benefit to students. Students and graduates find opportunities for employment and intern experience in local and regional firms. The Visiting Team found enthusiastic support for the University of Tennessee architecture program from local professionals and firms.

1.4   Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to

their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The students' demonstration of expanding professional knowledge was evident in high-quality work products. Administration and faculty provide well-rounded educational opportunities and exhibit sincere interest for all students' preparation for architectural practice. Through the coursework executed both within the school and through outreach programs, students appear well prepared for a professional career in architecture within a context of increasing diversity, client needs, and regulations. Local professionals indicated high satisfaction with recent graduates of the architecture program.

1.5   Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The architecture program provides students with a comprehensive understanding of social as well as environmental problems and provides them with the ability to find architectural and urban design solutions to these issues. There is demonstrated within the program a clear understanding of the social responsibility of architects as well as the complex process of shaping our built environment. The ethical responsibility of the profession is well articulated in a variety of coursework.

As has been previously noted, there are excellent civic engagement and public outreach oportunities at the undergraduate level. Graduate students also have opportunies to participate in several of these programs but because of their compressed curriculum have difficulty taking advantage of them. On the whole, the School of Architecture is producing graduates prepared to take a meaningful leadership role in society.

2.   Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

	Met	Not Met
B. Arch.	[X]	[ ]

M. Arch.	[X]	[ ]

The School of Architecture has created a robust and comprehensive assessment program that involves students, faculty, administration and staff. The institution of new shared governance procedures has helped increase the amount of student and faculty participation in support of decision making and in addressing issues in the program. It should be noted that the strategic plan and the College by-laws have differing mission statements.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, *Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the* NAAB Conditions for Accreditation.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The language found in the *NAAB Conditions for Accreditation* is found in all College of Architecture and Design and School of Architecture catalogues and promotional material. Students have access to *the NAAB Conditions for Accreditation* through their coursework however, there are no links to the NAAB conditions on the web site.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team has recognized that the college has adopted plans and taken measures towards promoting diversity in different aspects of the life of the college and the university. Both the B. Arch. and M. Arch. programs have a large percentage of women. Ethnic diversity is particularly low among B.Arch. students. The student body reflects more ethnic diversity in the graduate program.

The team has also recognized that admissions policy has become increasingly selective which tends to limit diversity. In addition to the university plans and objectives for diversity, the college is encouraged to establish its own initiatives and opportunities for minorities. The Early Alert Program may be one way for the program to take a positive action towards creating and sustaining a nurturing climate for learning particularly for underrepresented minorities.

The team observed a lack of both ethnic and gender diversity among the faculty. In general, the college is encouraged to adopt proactive measures to recruit and retain a faculty that includes more individuals from underrepresented groups.

According to the college bylaws different committees have promoted a greater participatory role for faculty and students in the day-to-day life of the college through shared governance. However the effectiveness, accountability and execution of the decisions and policies arising out of the committees need to be followed through more carefully.

The previous team's major concerns about faculty negativity and conflicts involving prejudicial peer judgments, intimidation, and even slander appear to have found resolution.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

The *Studio Culture Policy* is a draft policy dated April 2007. There is no evidence of its implementation. Both undergraduate and graduate students are generally unaware of the document and it is not displayed in the building.

In general, there is a mutual feeling of respect between administration, faculty, staff, and students. However, it appears faculty have not read and/or understood the intent of the *Studio Culture Policy* and additionally students have not been informed of the policy. This gap has been noted as a cause for concern by the Visiting Team. The team sees this as opportunity for faculty and students to work together to reach a mutual understanding about the policy and implement it as a meaningful agreement about how the learning community works with in an atmosphere of optimism, respect and innovation.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The Visiting Team is concerned that the number of administrative support staff appears to be inadequate for the demands of the college.
The school is fortunate to have a talented, capable and committed faculty of full-time and adjunct faculty. The director of the school makes teaching assignments based on the balance of the program needs and faculty interest. The course load for faculty teaching varies according to

course type and credit hours, which does not seem to have become a source of concern for the faculty, and allows them to be heavily engaged in research. Faculty seems to be adequate for the teaching load of the institution and for maintaining an appropriate faculty-student ratio.

7.   Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The school provides a plethora of individual and collective opportunities for faculty and student growth inside and outside the program. The rigorous efforts of administration to host visiting lecturers, traveling exhibitions, as well as shared information about faculty through lecturers and exhibits is commendable. Opportunities for faculty professional growth exist through release time and the newly funded development leaves. Faculty endeavors are strongly supported by the current administration, including attendance of professional seminars and conferences and the support and mentorship of tenure track faculty. Students are supported by faculty and administration to engage in extracurricular activities and organizations, which have recently been made more present in the school. Students have validated that the off campus opportunities and studio field trips are invaluable to their architectural education.

8.   Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This condition was met with a well designed and functional facility housing art, interior design and architecture; the building is a remarkable design that continues to serve very well as originally programmed. It is augmented by a large downtown Knoxville design studio providing additional studio space. It is, however, recognized that, with the advent of increased program expansion, such as the graduate architecture and landscape architecture programs, building expansion will be needed to meet the overcrowding that is already beginning to occur.

The "nationalizing" of the A+A building, which brings business, economics, and English classes into the building further stresses available classroom space. Conversely, the exposure of students from other colleges is welcome exposure for the A+A programs. A long range plan for an addition to the building is in place and a kick off to a fundraising campaign is imminent. A successful campaign could significantly move the project up on the university's priority list of upcoming projects.

The current computer resources appear to meet the needs of the college. A need for a localized periodical and resource library is recognized and should be integrated in a centralized location within the main building. The "Student Advising Center" shares space and resources with a copy room, mailroom and general office functions; there is little privacy and confidentiality is

compromised. The advising conference room is also used for critiques and classes. A separate counseling suite with improved privacy would be well received by students and faculty.

9.   Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The library book collection for architecture exceeds 12,000 volumes. The collections are located in the main library, which is near the College of Architecture and Design. A full time professional architectural librarian assists students in research activities, as well as working closely with architectural faculty in obtaining research materials. Architecture faculty and students are the most frequent library users in the university. The college is in the process of digitizing and catalogueing its slide collection of over 60,000 images. This digital slide collection is located in the architecture building. The materials resource library for architects and interior designers is outstanding. There is an opportunity that this library be combined and centralized with a library reading room within the building.

10.   Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The program has a relatively adequate budget to meet its needs. Every year the budget goes through an overall audit. Balancing the budget is accomplished through reallocating the resources and reducing the expenses. On the other hand, ten percent of the budget is considered prioritized, and therefore must be dedicated to time sensitive items as well as new initiatives. The main concern about the budget is the lack of increases in the operating expense budget over the past nine years. Fund raising has helped somewhat to alleviate this concern, but it is still an issue. The lecture series budget and faculty development leaves are funded through endowments.

11.   Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association

of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The Commission on Colleges of the Southern Association of Colleges and Schools accredits the University of Tennessee, Knoxville, to award bachelors, masters, and doctoral degrees. The dean of the College of Architecture and Design oversees the School of Architecture and the Department of Interior Design. It is anticipated that a master's degree program in Landscape Architecture will be added to the college in the Fall of 2008. The Director of the School of Architecture, currently an interim position, oversees the undergraduate and broadly oversees the graduate programs. The graduate program has a director (currently an interim position), that directly oversees the program and the Colleges other graduate programs. The associate dean oversees research, academic enhancement and operations. The responsibilities of these administrative positions are well defined.

12. Professional Degrees and Curriculum

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The APR, student and faculty work product, and school administrative information reviewed at the onsite visit provides supporting evidence that the B. Arch. and the M. Arch. curriculum which meet the requirements of general studies, professional studies and electives.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

	Met	Not Met

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion has been met through M.Arch courses ARC180, ARC503, ARC507, ARC514, ARC515, ARC562, ARC580, ARC500 and ARC521. This criterion has been met through B.Arch courses ARC213, ARC462, ARC480. Design studio student presentations help students foster speaking skills throughout their tenure in the program.

13.2 Critical Thinking Skills

Ability to *raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met in the undergraduate program through ARC101, ARC213, ARC480 and ARC 481. It is met in the graduate program through ARC180, ARC503, ARC507, ARC580, ARC500, and ARC 514.

13.3 Graphic Skills

Ability to *use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Students excel at graphic skills implementation. The following B. Arch. and M.Arch courses meet this criterion: ARC121, ARC122, ARC171, ARC 231, ARC480 and ARC481, ARC500, and ARC580. It should be noted that there are several professional electives dedicated to graphic design skills, which are very well received by all students. This criterion is well met in the B. Arch. program.

13.4 Research Skills

Ability to *gather, assess, record, and apply relevant information in architectural coursework*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through B. Arch. courses ARC213, and ARC480. The M. Arch. courses ARC180, ARC503, ARC507, ARC509, ARC580 and ARC521 also meet this

criterion. The Visiting Team notes that students may benefit from a course, teaching research methodologies.

13.5   Formal Ordering Skills

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC101, ARC102, ARC121, ARC122, ARC 171, 172, 281, 282, 509, 511, 571, 572, 573, 231, and 521. All levels of student work exhibit strong indications of comprehension and application of two- and three-dimensional spatial order, design composition, and appreciation for architecture and urban forms.

13.6   Fundamental Design Skills

Ability to *use basic architectural principles in the design of buildings, interior spaces, and sites*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is well met in the B. Arch. program through ARC171, ARC172, ARC271 and ARC272. This criterion is met in the M. Arch. program.

13.7   Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion has been met through B.Arch courses ARC341 and ARC462. This criterion is also met for the M.Arch degree through courses ARC180, ARC 545, ARC503, ARC562, ARC573, and ARC521. Design Studios also provide many opportunities for collaborative efforts between architecture students and integration with interdisciplinary students.

13.8   Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

	Met	Not Met
B. Arch.	[X]	[ ]

M. Arch.	[X]	[ ]

This criterion is well met through ARC211, ARC212 and ARC213 in the B. Arch. program. The History and Theory sequence is particularly strong and rich in its content and in the required readings.

This criterion is well met through ARC180, ARC401, ARC402, ARC503, ARC507, and ARC515 in the M. Arch. program.

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC211 and ARC212 in the B.Arch program.
This criterion is met through ARC401, ARC402, and ARC515 in the M.Arch program.

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC212 and ARC214 in the B.Arch program.

This criterion is met through ARC402, ARC503, and ARC507 in the M.Arch program.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is well met through ARC172, ARC271, ARC272 and ARC312 in the B.Arch program.

This criterion is well met through ARC180, ARC172, ARC281, ARC282, ARC503, ARC516, ARC571-573, ARC580, and ARC521 in the M.Arch program.

13.12 Human Behavior

Understanding *of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC101, ARC102, ARC231, ARC341 and ARC342 for the B. Arch. program and ARC180, ARC545, ARC546, ARC503, ARC514 and ARC521 for the M. Arch. program.

13.13 Human Diversity

Understanding *of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC 180, 401, 402, 503, 514, and 521. Typical Design Studio subject matter supports the application of this understanding.

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

Studio work in ARC 371/471 and 571/572 shows lack of evidence of ability in use of accessibility guidelines.

Although this condition is minimally addressed in the M. Arch. program through course work in ARC571 and the student works shows evidence of awareness of general principles for ADA compliance, projects do not exemplify ability to design for individuals with varying physical abilities. There is also no emphasis placed on accessibility in the grading of projects.

13.15 Sustainable Design

Understanding *of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through B. Arch. coursework ARC232, ARC342, and ARC341. This criterion is met through M. Arch. coursework ARC545, ARC546, ARC509, ARC514 and ARC572. It is also met through integration into design studios.

13.16 Program Preparation

Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC480 for the B. Arch. program. Upper level Undergraduate Design Studios support the application of this understanding through the programming preparation in design studio integration.

In the M.Arch program, this criterion is met through ARC580. Studio work in ARC572 and ARC573 show evidence of understanding of programming preparation methodology.

13.17 Site Conditions

Ability to *respond to natural and built site characteristics in the development of a program and the design of a project*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through B. Arch. courses ARC271, ARC272, ARC371, ARC372 and M. Arch. course ARC180, ARC282, ARC503, ARC509, ARC571, ARC572, ARC573, ARC580, ARC500, and ARC521.

13.18 Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

	Met	Not Met
B.Arch	[ ]	[X]
M.Arch	[ ]	[X]

Student work demonstrated understanding of gravity forces; on the other hand there was not sufficient information to review for understanding of lateral forces. Additionally, there was insufficient evidence of student understanding of the appropriate application of contemporary structural systems.

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

	Met	Not Met
B.Arch	[X]	[ ]
M.Arch	[X]	[ ]

This criterion is met through ARC 232, 341, and 342 for the B. Arch. program. Design principles for environmental control are supported in the Upper Level Design Studios through their integration in design projects.

This criterion is met through ARC545, ARC546 and ARC509 for the M. Arch. program.

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

	Met	Not Met
B.Arch	[X]	[ ]
M.Arch	[X]	[ ]

This criterion is met through ARC 341 and 431 for the B. Arch. program. Upper level Undergraduate Design Studios support the application of this understanding through the life-safety design integration.

Studio work in ARC 572 and 573 show evidence of understanding of life-safety principles in the M. Arch. program.

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

	Met	Not Met
B.Arch	[X]	[ ]
M.Arch	[X]	[ ]

Building Envelope Systems Criteria is met through ARC 545 and ARC 546 for the M. Arch. program. Upper level Graduate Design Studios support basic application of principles through their integration in design projects. This criteriion is met through undergraduate B.Arch courses ARC312, ARC341 and ARC342.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

	Met	Not Met
B. Arch.	[X]	[ ]

M. Arch.	[X]	[ ]

This criterion is well met through AR341 and ARC342 for the B. Arch. program.
This criterion is met in the M. Arch. program through coursework in ARC545 and ARC346.

13.23 Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is well met through the B. Arch. courses ARC431 and ARC471. This criterion is met for the M. Arch. program through ARC572.

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Technical seminar studio coursework demonstrate ability to integrate materials and assemblies into projects. The criterion is met by coursework in ARC 516 and 572 for the M. Arch. program and ARC312 for the B. Arch. program.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC341 and 462/562 for both the B. Arch. and M. Arch. programs.

13.26 Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design*

	Met	Not Met
B. Arch.	[X]	[ ]

	Met	Not Met
M. Arch.	[X]	[ ]

This criterion is met for the B. Arch. program coursework through ARC431 and ARC471. This criterion is also met for the M.Arch program through ARC572.

Technical seminar and studio coursework demonstrate ability to produce technical documentation of design development. The criterion is met by coursework in ARC 516 and ARC 572.

13.27   Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC462 and ARC562.

13.28   Comprehensive Design

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is well met in the B. Arch. program though ARC471. This criterion is met in the M. Arch. program through ARC573.

13.29   Architect's Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through B. Arch. and M. Arch. courses ARC462 and ARC562, respectively.

13.30   Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such*

as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC101/180 and ARC 462/562 for the B. Arch. and M. Arch. programs respectively.

13.31 Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC 101/180 and ARC 462/562 for the B. Arch. and M. Arch. programs respectively.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC 462/562 for the B. Arch. and M. Arch. programs respectively.

13.33 Legal Responsibilties

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is met through ARC 462/562 for the B. Arch. and M. Arch. programs respectively.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

	Met	Not Met
B. Arch.	[X]	[ ]

M. Arch.   [X]   [ ]

This criterion is met through ARC213 and ARC462, in the B. Arch. program. B. Arch. students may also take graduate level ARC 514, Ethical Imperatives as an elective. This criterion is met through ARC180, ARC503, ARC514 and ARC562 in the M. Arch. program.

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III.   **Appendices**

Appendix A: **Program Information**

1.   **History and Description of the Institution**

The following text is taken from the 2008 University of Tennessee at Knoxville Architecture
Program Report.

The University of Tennessee celebrated its 200 Anniversary in 1994. Founded as Blount College
in Knoxville in 1794, the University system now encompasses four campuses throughout the state.

Blount College became "East Tennessee College" in 1806 as a result of receiving a grant of public
land from the state. In 1840, the State Legislature widened the scope of the grant institution and
changed the College's name to "East Tennessee University." In 1869, the legislature selected East
Tennessee University as Tennessee's federal land-grant institution. Ten years later, the legislature
made it the state university and changed its name to "The University of Tennessee," reflecting its
status as the capstone in the state's public education system.

In the 1960's, rapid growth of the University's installations and services led to a reorganization of
administrative structure, and in 1968, the Board of Trustees, made up of 24 members appointed
by the governor, converted the University into a state-wide administrative organization with four
primary undergraduate campuses located in Knoxville, Martin, Memphis, and Chattanooga. The
University system is accredited by the Commission on Colleges of the Southern Association of
Colleges and Schools to award baccalaureate, master's, and doctoral degrees.

The University of Tennessee, Knoxville (UTK) is the state's flagship campus in undergraduate,
graduate, and professional studies, in research and creative activity, and in public service. UTK is
also recognized as a Category I research institution. In 2005, the University received $131.2
million in research awards. The Knoxville campus is home to more than 200 degree programs for
20,100 undergraduates and 6,000 graduate students.

2.   **Institutional Mission**

The following text is taken from the 2008 University of Tennessee at Knxoville Architecture
Program Report.

Mission Statements The purpose of the University of Tennessee is to move forward the frontiers of
human knowledge and enrich and elevate society. Further, as a land-grant university, it is
committed to excellence in learning scholarship and engagement with society. The university
welcomes and honors people of all races, creeds, cultures, and sexual orientations, and values
intellectual curiosity, the pursuit of knowledge, and academic freedom and integrity. In addition,
the University intends that its graduates will promote the values and institutions of representative
democracy and will be prepared to lead lives of personal integrity and civic responsibility.

The mission of the University of Tennessee is to:
  • Advance the community of learning by engaging in scientific research, humanistic
    scholarship, and artistic creation;
  • Provide a high quality educational experience to undergraduate students in a diverse
    learning environment – promoting the values and institutions of democracy that
    prepare students to lead lives of personal integrity and civic responsibility in a global
    society;
  • Prepare the next generations of skilled and ethical professionals by providing
    excellent graduate and professional education that prepares graduates to compete in
    a diverse world market;
  • Promote a campus environment that welcomes and honors women and men of all

races, creeds, and cultures and an atmosphere that values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity;
- Conduct research, teaching, and outreach to improve human and animal medicine and health;
- Offer a wide variety of off-campus educational and training programs, including the use of information technologies to individuals and groups;
- Contribute to improving the quality of life, increasing agricultural productivity, protecting the
  environment, promoting the well-being of families, and conserving natural resources;
- Partner with communities to provide educational, technical and cultural support to increase the livability of those communities; and
- Partner with industry and government to improve the quality of the workplace and to serve as an engine for economic and cultural development.

University's Goals: As part of the 2002 strategic plan for the University of Tennessee, the university identified the following goals for defining a compelling future for the University of Tennessee in the new century:

- The University will enhance its national reputation for creation and dissemination of knowledge and enter the top tier of public research universities.
- The University will expand its services to the people of Tennessee and beyond and forge partnerships to enhance the quality and effectiveness of the institution.
- The University will recruit and retain outstanding students, faculty, and staff.
- The University will build a diverse, inclusive campus community by fostering demographic and intellectual diversity within a common institutional purpose.
- The University will upgrade the infrastructure to support extraordinary student learning and faculty scholarship.
- The University will enhance its resources to realize its institutional mission.

Within the broader context of the University's objectives, President Peterson established a more focused set of goals for the present year:
- To be a top 25 public research university (currently ranked 39th)
- To develop information technology
- To demonstrate principles of sound management
- To improve academic quality

President, The University of Tennessee   Joseph E. Johnson
1991-1999 1999-2001   J. Wade Gilley
2001-2002 (Acting President) 2002-2003   Eli Fly
2003-2004 (Interim President) 2004-present   John Shumaker
                                                 Joseph E. Johnson
                                                 John D. Peterson

Chancellor, The University of Tennessee,
 Knoxville 1993-2000   William Snyder
2000-present   Loren Crabtree

Provost, The University of Tennessee, Knoxville John Peters
1993-2000 2000-2001   Clifton Woods
(Interim Provost) 2001-2006 2006-present   Loren Crabtree
                                                 Robert Holub

3.   **Program History**

The following text is taken from the 2008 University of Tennesse at Knoxville Architecture Program Report.

As the only accredited architecture program in the state, the University of Tennessee School of Architecture recognizes its constituents as students, their parents, alumni, and the architects of the state of Tennessee.

At the time of its establishment in 1965, the School of Architecture at the University of Tennessee was one of the first new architecture programs founded in the United States since the Great Depression. Initiated by the architects in the state, guidelines for the School were formulated by an advisory committee of architects and educators appointed by the American Institute of Architects.

In 1990, the College of Architecture and Planning was formed by joining the School of Architecture and the Graduate School of Planning.

In 1997, political and budget considerations resulted in moving the Planning program to the College of Arts and Sciences. At the same time, the Interior Design Program moved into the College from its former location in the College of Human Ecology. The College then changed its name to the College of Architecture and Design.

The original School shared memorable space in Estabrook Hall with the Graduate School of Planning, with Art, and with Industrial Engineering. The present 160,000 square foot Art + Architecture Building was completed in 1981.

Traditionally, the School has been based on a five-year B.Arch. course of study, although the curriculum has changed with changing times. The original five-year B.Arch. program placed emphasis on the study of architecture as the organization of space for people's physical and psychological needs. The first year of study had a strong liberal arts orientation, followed by two years of intense professional study. In the last two years, students were allowed to establish their own course of study in one of four areas: Architectural Science, Business and Law, Environments, and Humanities. By 1967, the new school had 285 students with a faculty of ten. The first class of 20 graduated in 1969.

Second Degree Program In 1968, the School formulated a second degree program for students holding a bachelor's degree in another field. This was a three-year course of study leading to a B.Arch. degree. The second degree program was phased out in 1992 with the introduction of the professional M.Arch. program.

M. Arch. Program Design is the core of the graduate curriculum, and it is through design that cultural and environmental issues are explored and given physical form. Strong support for graduate study in architecture has always existed. In 1993, a first professional Masters program was initiated with the understanding that once this program was fully established, the School would explore post professional courses of study. This past year, discussion began regarding the dormant M.Arch II post-professional program. It is anticipated that specialization areas will be developed over the next four years. A Masters of Landscape Architecture program, an intercollegiate endeavor of the College of Architecture and Design and the College of Agricultural Sciences and Natural Resources, has been approved and will be available in Fall 2008.

Curriculum Changes In 1972, the School developed a curriculum with four separate tracks: design, historic preservation, technology, and business. This was discontinued in 1976. In 1982, the School restructured its curriculum, in order to refocus and further emphasize design as the basic concern of architecture. In 1988, the transition to a semester system necessitated a major curriculum restructuring. In addition to restructuring the first year program, a major curriculum change in 1995 responded to accreditation concerns related to a rigid curriculum and attempted to give the students more diverse choices of study beyond the professional core. As a result, students have been able to plan minors and concentrations. Since the last accreditation visit, several minor adjustments have been made to required courses in order to better incorporate content that

addresses performance criteria. Some of these changes are so recent, that while fully approved, they have not yet been or are just being implemented as course offerings because of the extended transition time between curricula.

Deans

1965-1970	William N. Lacy
1970-1972	Robert B. Church III (Acting Dean)
1972-1973	James Patrick (Acting Dean)
1973-1978	Donald D. Hanson
1978-1979	William J. Lauer (Acting Dean)
1979-1987	Roy Knight
1988-1989	William J. Lauer (Acting Dean)
1989-1994	J. William Rudd
1994-2003	Marleen Kay Davis
2003-2005	Jan Simek (Interim Dean)
2005—present	John McRae

4.   Program Mission

The following text is taken from the 2008 University of Tennessee at Knoxville Architecture Program Report.

To see and understand. To envision and create.

The mission of the College of Architecture and Design is the education of future design professionals.

Our College is brought together to promote and sustain the built and natural environments through the development of design skills and the pursuit of knowledge.

We are committed to the development of individuals with creative imagination, intellectual curiosity, and technical knowledge.

We educate students in design disciplines who can form independent judgments grounded in the broader contexts of intellectual traditions.

The students, faculty and staff of the College of Architecture and Design strive to make the College a community of inquiry, energy, and excellence, integrating research, creative activity, public service, teaching, and learning.

The following items are current College goals:
*   To be recognized in the top quartile of architecture and design colleges.
*   To receive national recognition of faculty for contributions to research and creative works.
*   To develop regionally and nationally prominent graduate program areas.
*   To prepare our undergraduates for admission to top graduate schools.
*   To ensure that College graduates are placed in top firms across the nation and world.
*   To continue to produce alumni who are recognized nationally for contributions to the profession.

5.   Program Self Assessment

The following text is taken from the 2008 University of Tennessee at Knoxville Architecture
Program Report.

From an internal perspective, the College would like to highlight several current strengths,
acknowledge current areas of improvement, and identify several areas for attention in moving the
College towards significant national prominence.

1.5.1 Current Strengths

1. Educational and Administrative Resources
- Superb physical facilities in an award-winning building that contains an exceptional array
  of equipment and services.
- Excellent educational and instructional technology resources— print, audio visual,
  computer labs, etc.
- A recruiting admissions program well-developed over a long period of time and having
  proven good at identifying prospective applicants of high academic quality.
- Well-organized scholarship program to provide aid for both undergraduates and graduate
  students.
- A newly established sabbatical program.
- A new Development Director and related resources of the UT Development Office with an
  $18.5 million capital campaign underway.
- The College has a communications/media director in collaboration with the UT Media
  Relations Office.
- A full compliment of College administrators in place including Dean, Associate Dean,
  School Director, Interior Design Department Head, and Chair of Graduate Studies.
- A well-organized and functioning Student Services Center to assist undergraduates with
  academic problems, enrollment, and records.
- A diversity plan established to strengthen the College's capacity to attract and retain
  minority students, staff, and faculty and to raise awareness of diversity issues.

2. Academic Programs and Accomplishments
- The high-quality of accomplishment in academic achievements of student body —
  measured both by the qualifications and abilities of its applicants admitted and its
  graduating students tested.
- A clear focus upon design as the core of the curriculum.
- A comprehensive approach to relating the lecture and studio foundation courses
  developed in first and second year of program (design, drawing, intro-lectures,
  computers, technology, history, etc.)
- Multiple service learning opportunities presented through the downtown design studio
  and other design courses directed to architectural problems in Knoxville, Nashville, and
  other urban areas of the state.
- The availability of several specialized elective offerings in urban design, history and
  theory, sustainable design, digital technology and representation through various
  initiatives led by different faculty.
- An integrated program of capstone design courses (471 and 431/ 573 and 509) prepares
  students for practice with strong technical backgrounds.
- An effective community and professional outreach through Nashville Civic Design Center,
  downtown studio in Knoxville, and other efforts such as Professor David Fox's studio in
  housing in Chattanooga and Knoxville.
- An effective introduction to computer course followed by an assorted set of electives in
  areas of digital technology.
- A diverse offering of professional electives in the 4th and 5th- year levels, as well as the
  graduate program level.
- The strong sequential development of history/theory courses in the graduate program.
3. Program Enhancements
- Diverse off-campus offerings with well-developed connections in Krakow, Copenhagen,

Bauhaus, Finland, Italy, Australia, and Asia.
- A varied set of study tour courses offered during summer and mini-terms for past 6 to 8 years.
- A strong and diverse program of field trips at all year levels.
- An excellent array of active student organizations including the Dean's Student Advisory , Council, AIAS, CSI, Tau Sigma Delta, NOMAS, and ASID.
- A superb lecture series, along with exhibits and film series, exposes students to diverse personalities prominent in our fields.
- A well-developed job interview program occurring annually in the spring semester. This process is successful in matching prospective employees with graduating students.
- A one-week high school design camp, established in 2007, for 40 high school students (sophomores, juniors, and seniors only).

1.5.2 Current Weaknesses

The following weaknesses have been identified through the previous accreditation visit and the University's internal academic program review process, as well as, both analyses by the College administration and faculty through various strategic planning sessions:
- Budget — the operating budget, as with all University academic units, is not adequate to fully serve the needs of the College. In addition, specifically the Interior Design Program's personnel budget is inadequate and funds are required to be diverted from other needs to cover this area.
- Salary equity/ compression — this is a campus-wide concern, especially among faculty with greatest seniority. Salary compression was, to some extent, addressed in the College among senior faculty in fall 2006, but this concern still exists.
- Faculty research — there continues to be an underdeveloped culture of research/scholarship and, in particular, external funding by faculty. This is being addressed and improvements are underway.
- Faculty negativity — there has been a marked positive change in the collegial climate among faculty in the last two years although divisiveness still exists, including to some extent, relations among architecture and interior design faculty.
- Shared governance — this has been a weakness noted by the previous team and significant improvement has been made. Modifications in the by-laws and administrative structure along with greater transparency in administrative decision processes have resulted in positive change.
- Diversity — lack of diversity, especially among faculty and staff, remains an important concern. There are presently no tenured/tenure-track minority faculty members. The student body has had a slight increase in diversity but this increase is unfortunately not significant enough. However, a College diversity plan was adopted in fall 2005 and is being implemented, updated, and monitored. In addition, the staff has received diversity training while similar training is scheduled for faculty in fall 2007.
- External communications — this issue has been previously addressed as a concern and is now becoming a very positive factor. The College has, for the past year, had a staff communications/media director and this is continuing. The College website has been completely overhauled and an electronic message board has been installed in the Art + Architecture Building atrium. Also during the past year, two issues of the College newsletter addressed to alumni and friends of the unit were published.
- Space — the College is rapidly outgrowing its existing assigned space in the 25 year-old building. Growth in the faculty and student body, along with the introduction of specialized spaces (computer labs, materials resource center, etc.) and the new MLA program, have all created a developing space shortage. A 40,000 sq. ft. addition is proposed as part of the University Capital Campaign.

1.5.3 Strategic Plans

The following topics (not in order of priority) were articulated by the present dean as an outgrowth of a series of College-wide faculty meetings and discussions since the fall 2005 semester. Individual faculty suggestions and collective input and feedback from the Dean's Advisory Committee, the Dean's Advisory Council, and other faculty and student groups also contributed to the generation of the strategies listed below. The items addressed fall into several broad categories: structure and governance, faculty quality/ development, academic enrichment, student support, diversity and outreach, communications, and facilities/ physical resources. Along with each item, the status of progress (completed, in process, pursuing, discussion underway, or not yet done) is identified.

1. Capital Campaign
- Hire Development Office for College — *Completed (August 2006)*
- Develop Case Statement and implement plan — *Completed (Spring 2007)*
- Raise $6 million as goal for the Capital Campaign — *In Process*
- Include a building addition as a major item in the plan — *Pursuing*

2. Faculty Quality — hiring
- Successfully implement current searches through hires of accomplished faculty - *Completed*
- Develop plan for subsequent hires — *Discussion Underway*
- Establish a program to attract distinguished visiting faculty — *Discussion Underway*
- Successfully hire one or more minority faculty — *Pursuing*

3. Faculty Quality — development
- Establish a Professional Development Sabbatical Leave Program — Completed *(Spring 2006)*
- Implement regular program of Professional Development Funding for faculty — *In Process — Capital Campaign*
- Strengthen strategies and opportunities for research through articulated College research agenda — *Discussion Underway*
- Establish an endowed UT Center for Research and Design to serve as an umbrella for securing and supporting faculty grants and creative activity including publication of results — *Discussion Underway*

4. Structure and Governance
- Develop and implement modifications in College By-Laws as needed to benefit goals of College — *Completed*

5. Student Quality/ Retention
- Continue to strengthen and streamline undergraduate admissions and advising processes and procedures — *In Process*
- Continue to build both undergraduate and graduate scholarships — *In* Process
- Strengthen capacity of students in digital technology use in studio — In Process
- Survey instruments for student satisfaction — *Completed*
- Explore prospect of establishing voluntary Co-op program for upper level undergraduates in architecture — *Discussion Underway*

6. Inclusion
- Implement College Diversity Plan — *in* Process

7. Community Connections
- Establish Knoxville Downtown Studio — *Completed*
- Establish Housing Initiative Studio — *Completed*
- Reestablish limited presence in Chattanooga — Not Done Yet
- Build on strength of existing Nashville Civic Design Center — In Process
- Foster connections in small communities as appropriate — *In Process*

8. Publications and Knowledge Sharing
- Plan for a new faculty exhibit in the Ewing Gallery, along with a publication — *Completed*
- Develop a publication of student work — *Completed*
- Overhaul the College website design and establish a means to effectively maintain the site — *Completed* (Summer *2007)*

9. Curricula and Degree Programs
- Retool architecture and interior design undergraduate curricula to reflect credit hour reduction and incorporating any conceptual changes — *In* Process

- Develop collaboration between architecture and interior design — In *Process*
- Strengthen architecture graduate professional program, including program evaluation, recruiting strategies, fellowships, and stipends — In Process
- Development of Post Professional Degree (M.Arch 11) concentration(s) — *Discussion Underway*
- Development and approval of Masters in Landscape Architecture — Completed
- Explore potential of M.S. in Interior Design — *Discussion Underway*

10. Foreign Studies Initiatives
- Develop more systematic approach to foreign studies through the efforts of the QEP Committee recommendations to faculty — *In Process*
- Develop abroad program in Finland — *Completed*
- Develop programs in Asia and Africa — *Discussion Underway*

11. Facilities/Physical Resources
- Implement Knoxville Downtown studio — *Completed*
- Implement Housing Initiative Studio (Burlington Studio) — *Completed*
- Develop Materials/Building Technology Resources Center in Art and Architecture Building — *Completed*
- Develop appropriate space for CNC Milling Machine and Laser Cutter — *Completed*
- Increase capacity to provide digital technology resources to students — *Completed*
- Begin work on plans for modest addition (40,000 sq ft) to north end of Art and Architecture Building — In Process

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Appendix B: The Visiting Team

Team Chair, Representing the ACSA
Stephen Vogel, FAIA, Dean
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Appendix C: The Visit Agenda

Saturday, February 16, 2008

Team Arrives in Knoxville
5:00 pm   Team meeting: Crown Plaza Hotel, Knoxville
               Transportation arrangements coordinated with Florence Graves

6:30pm   Team Dinner: Chesapeake's (private room reserved)
               500 Henley Street, Knoxville (865) 673-3433 – walk from Hotel escorted by Schimmenti

Sunday, February 17, 2008

7:30-9:00 am   Team Breakfast review visit schedule with Dean McRae Interim Director Schimmenti –
               Team rides with McRae and Schimmenti to campus

9:15-9:40am   Introduction to the Art and Architecture building and Team Room: Mark Schimmenti.

9:40-10:20am   *BArch Overview – Mark Schimmenti: Team Room*
               BArch design studios overview with Coordinators in the Team Room (5 minutes each):
                        First Year Drawing Studios   Brian Ambroziak
                        First Year Design   William Martella
                        Second Year Design   Katherine Ambroziak
                        Third Year Design   William Shell
                        Fourth Year Design/Integration Ted Shelton
                        Fifth Year/Upper Levels   Marleen Davis

10:25-11:05am MArch overview – Mark DeKay
                        MArch design studio overview in the Team Room (5 Minutes each)
                        First Year Drawing   David Fox
                        First Year Studio   K Ambroziak
                        Second Year Studio   Edgar Stach
                        Third Year Studio/Fall   M. Schimmenti
                        Thesis   M. DeKay

11:05-11:35am Studies Abroad: Overview M Schimmenti
                        Poland/German Programs   Klinkhammer
                        MiniTerm   B Ambroziak
                        Finland   Wall

11:35-1:15pm   Team only lunch. Team room – Salads and Pizza (Tomato Head)

1:15-1:40pm   Overview of required course work (5 minutes each):
                        Intro Courses   Robinson
                        History/Theory   Dodds
                        Structures   S. Rabun
                        Environmental Systems   Kelso

1:40-2:00pm   Outreach and Off Campus Programs
                        Housing   DL Fox
                        Nashville Civic Design Center TK Davis
                        Knoxville Downtown Studio   M Schimmenti

2:00-5:00pm   Team Time.

Team travels with Faculty to reception
5:15-6:30pm   Reception with Faculty and Staff: Location Club LeConte

7:00pm   Team Dinner: Club LeConte, 2700 Plaza Tower, (865) 523-0405
*   Return to the Hotel by cab or walking.*

Monday, February 18, 2008

7:30-8:30am   Team breakfast with Dean McRae and Interim Director Schimmenti: Crown Plaza Hotel,
                Car Service to Andy Holt Tower

9:00-10:00am Team meeting with University Administration
                Walk to Art and Architecture Building

10:10-11:10am Meeting with all faculty without staff. Room 103

11:10-11:30pm Meeting with History and Theory Faculty Drs. Dodds, Kalas, and Benaissa, Team Room
               Walk Team to Hodges Library

11:30-12:15pm Part of the team tour of library facilities with architectural librarian Jennifer Beals

12:10-1:30pm Lunch with faculty: Room 103

1:30-2:00pm   Simultaneous meetings
                Student Services   Laurie Roberson, Liz Hill
                Computing Facilities   Jeff Wilkinson
                Meeting with Staff

2:00-3:30pm   Review of Work, Studio Visits; Team Room & Design Studios

3:30-4:30pm   Meeting with Undergraduate Students (all students invited) McCarty Auditorium

4:30-5:30pm   Meeting with Graduate Students (all students invited) McCarty Auditorium

5:30-6:30pm   Reception with local professionals and Alumni: Room 103

6:45pm   Team Dinner: In Dean's Conference Room

Tuesday, February 19, 2008

7:30-8:30am   Team breakfast with Dean McRae,Interim Director Schimmenti: Crown Plaza Hotel

8:30-9:30am   Split group, visit Burlington Studio (DL Fox) studios. Private cars.

10:00-11:00am Meet with Interior Design Students

9:30-12:00pm Open for additional meetings and work time for the Team: Team Room

12:00-1:00pm Lunch with student representatives Room 103

1:00-6:00pm   Open for additional meetings and work time for the Team: Team Room

6:30-8:00pm   Team Dinner: Car Service to The Orangery (865) 588-2964, car service back to Hotel

8:15-11:00pm Continue review of work: Team Room or Hotel, transportation by cabs or private vehicles.

Wednesday, February 20, 2008

7:30 am   Car Service to Art and Architecture.

7:45-8:45am   Breakfast and review of Team Findings with Dean McRae, Interim Associate Dean
                 Klinkhammer, Interim Director Schimmenti and Graduate Interim Director DeKay. Dean's
                 conference room.

9:00-10:00am   Review of Team Findings with University Administrators, walk from/to Art & Architecture
                 building.

10:30-11:30   All School meeting. Room 103

11:30   Rides from faculty to hotel/check out
12:00   Team Lunch for those not departing at this time.
                 Walk to Downtown Grill and Brewery

IV.   Report Signatures

Respectfully submitted,

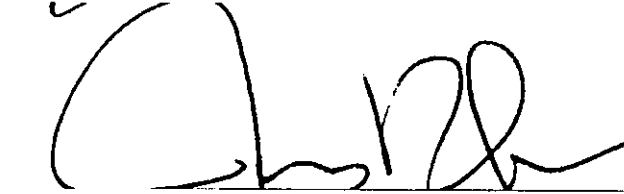**Stephen Vogel, FAIA**   **Representing the ACSA**
Team Chair

Krista R. Phillips, AIA, NCARB   **Representing the AIA**
Team member
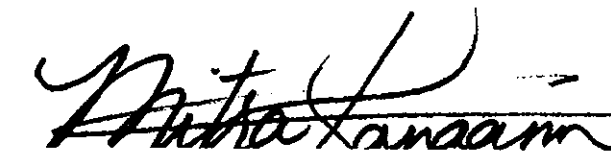
John W. Blanchard   **Representing the AIAS**
Team member

James R. Lev, AIA   **Representing the NCARB**
Team member

Dr. Mitra Kanaani, AIA   **Representing the ACSA**
Team member

Christina L. Brynes, AIA, LEED AP
Observer

Michael A. Fitts, FAIA
Observer

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IV.6. **Undergraduate Course Catalog**
The *Undergraduate Catalog* for current and past academic years is available online, through this University website: *http://catalog.utk.edu/*

IV.7. **Graduate Course Catalog**
The *Graduate Catalog* for current and past academic years is available online, through this University website: *http://catalog.utk.edu/*