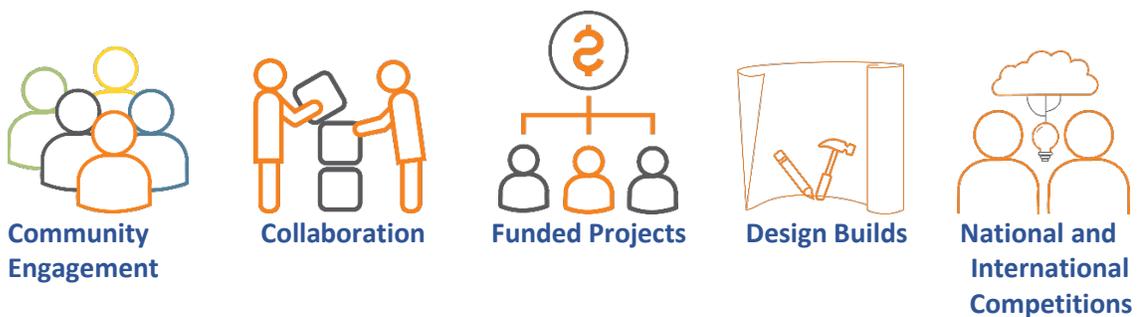
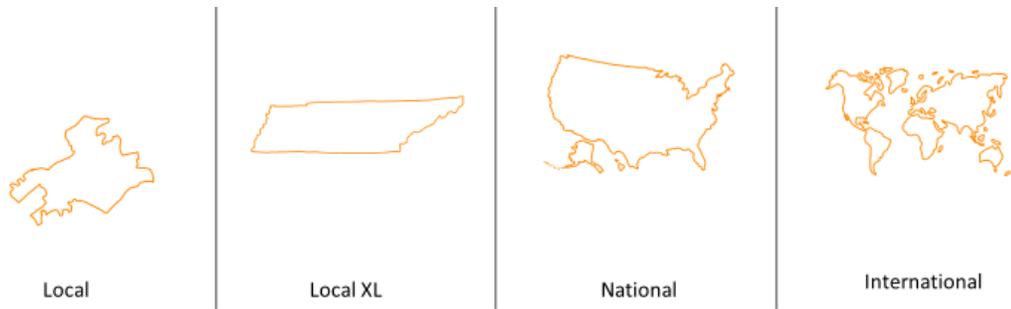


2021: The Year in Review

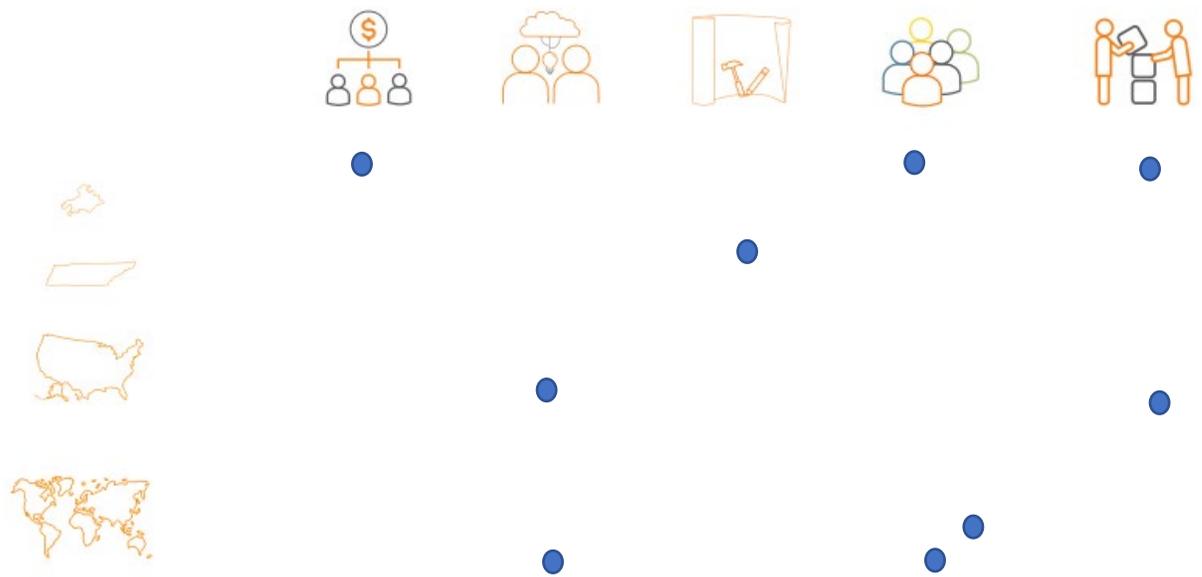
- 1- We graduated 27 Interior Architecture students who demonstrated the highest skills despite doing their last studios virtually.
- 2- We welcomed our largest 1st year class with 59 students (average GPA 3.98).
- 3- Our applications were the largest yet, with 423 applications, and more than 200 students had GPAs above 4.0.
- 4- We provided a summer transfer opportunity for those students who missed this option the year before due to COVID-19. This resulted in increasing the 2nd year class to 56 students.
- 5- Between these two large cohorts and the work of my predecessor Professor Matthews, our school student body grew from 59 students in 2013 to 181 students in 2021.
- 6- Our student body increased diversity to an all-time high with 20% of our students from historically underrepresented populations in the design fields.
- 7- This diversity is also reflected in our faculty body, with hires in 2021 increasing our diversity to 6 cultures, 5 ethnicities and 4 continents. Students had the privilege to learn from multiple perspectives.
- 8- Makena Roe (2nd year student) was shortlisted in the Top 10 Formica International Competition.
- 9- Caitlin Turner (3rd year) ranked in the top 100 students to watch in Interior Design and Interior Architecture from the USA by Metropolis Magazine.
- 10- IA Collaborative, our student organization, won the IIDA Best Thing Ever National Award (first time for our school).
- 11- Papers about empathy authored by students Ariani Harrison and Kathryn Hopkins were accepted to EDULEARN 2021 International Conference.
- 12- We were able to give \$58K in students scholarships.
- 13- We organized and leveraged studios to “go above the noise.” This matrix represents the type of studios we offer, which helps our students be exposed to a variety of geographical and cultural contexts that include local, national and international experiences:



And we identified different layers of global competency to which we want to expose our students:



During 2021 we exposed our students to funded design/build projects in collaboration within our UT community and beyond to two global pilot studies and many more. Among the studios carried out in the fall, a group of 4th year studios did the first Participatory Design/Build project with a local STEM Title I school. Another group of 4th year students collaborated with Architecture students from Argentina; a group of 3rd year students collaborated with the McClung Museum, and much more.



14- We recognized the value of “off-campus” experiences to improve global competency. We also recognized, however, that it could become exclusionary for those who cannot afford it. We developed a program that is inclusive while enabling cultural awareness. Our “global experience” offered three different alternatives:



Option (1) “live” will offer an opportunity to study a semester abroad. We are in conversations with different universities to do this, including the Universidad del Sur (Argentina), IRISA (Italy), and University of Bucharest (Romania).

Option (2) *“travel”* will offer an opportunity to travel for 10-12 days during the semester with the faculty to an international destination. We are planning the pilot program in Spring 2022 traveling to Spain and 2023 to Tokyo.

Option (3) *“connect”* offers two opportunities to collaborate remotely with students and faculty from another university. Our two pilot studies were carried out in fall 2021 with the Universidad del Sur, Argentina, and University of Bucharest, Romania.

15- Our 3rd year students went to Chicago on a field trip.

16- The Student Advisory Board worked with me to improve wellbeing, financial barriers and sense of community. As a result:

- a- Syllabi now include the estimated cost of studio. This includes printing, materials and trips.
- b- We received approval to do the first two pilot studies with studios being held twice a week to allow for students to work part-time.
- c- Time off is respected for all: Staff, students and faculty.

17- Our faculty received \$137K in external grants:

- a. Assistant Professor Felicia Dean was awarded the highly competitive Graham Foundation grant to study “The transference of bi-racial identity’s intrinsic methods of self-discovery to the intersections of stone and fabric’s architectural material identities, at a furniture scale and based on the vernacular of Gramollazzo, Italy, and Knoxville, Tennessee.”
- b. Assistant Professor Rana Abbudayeh was awarded the prestigious IDEC Research award to investigate “Micro-Urban Commons: Public Interiority as a Framework for Cultural Belonging.”
- c. Associate Professor Milagros Zingoni was awarded a grant from the US Department of State to “Mobilize Knowledge on Participatory Design Build Collaborations Overseas: Proyecto Volcadero”
- d. The School of Interior Architecture was awarded the Donghia Foundation grant through a proposal submitted by Director Zingoni that will fund the first three years of design/build studios in our school.

18- Our faculty also received 2 UT internal grants to support other research efforts:

- a- Professors Mullikin, Dean, Teston, and Abudayyeh: DesignHERS. This grant support efforts to expose young girls to design disciplines.
- b- Abudayyeh received the Dudley Professorship Award which will support her research on “Living Walls in Refugee Camps.”

19- Our faculty have an overwhelmingly active research dissemination that included:

- a- 1 Peer reviewed Journal Article
- b- 5 Chapter Books
- c- 3 Faculty Awards
- d- 18 Conference Presentations
- e- 5 papers in Conference Proceedings
- f- 2 Reports
- g- 2 Interviews in Local Media
- h- 4 National Invited Professional Presentations
- i- 1 International Invited Professional Presentations

20- The faculty also continues their efforts in decolonizing our curriculum. Some of these efforts include:

- a- IARC211- History Theory I: The faculty rewrote the course to broaden the content. 5/15 lectures are on non-Western design. Two additional lectures are

- dedicated to female designers and issues surrounding the attribution of their work and agency in their practices.
- b- IARC275- People, Spaces, Experiences & Politics: (Park) This class encouraged students to understand and practice a public toilet concept of Stalled! into their design. Stalled! takes as its point of departure national debates surrounding transgender access to public restrooms to address an urgent social justice issue: The need to create safe, sustainable and inclusive public restrooms for everyone regardless of age, gender, race, religion or disability.
 - c- IARC275 People, Spaces, Experiences & Politics: (Teston) Working in collaboration with local makers from the Black community, students designed a maker space in the Cal Johnson Buildings. news.utk.edu/2021/01/07/students-design-spaces-for-black-entrepreneurs-in-cal-johnson-building/ or archdesign.utk.edu/design-cal-johnson-building/
 - d- IARC221 Color Theory: (Teston) The course investigated color theory discoveries, color systems, the semiotics of color in non-Western settings [4 options for student teams: Indigenous Cultures, Ancient Mesoamerican, Medieval Near East, Asia (including East Asia and South Asia)].
 - e- IARC221 Color Theory: (Garcia) In fall 2021 we re-thought the course to be more inclusive. Increasing enrollment from 12 students to 75 in an effort to educate others about the value and power of design.
 - f- IARC331 Construction Documents and Building Codes for Interior Architecture: In particular, the ADA and building codes regarding accessibility were framed with a lens of empathy rather than regulation and restriction. In fact, the whole class was framed with a lens of understanding why the codes, ADA, etc. are the way they are rather than only what they are which increases the student understanding of the built environment, human behavior and history.
 - g- IARC376 Spring 2021 Studio: (Teston) An expansion of standard disciplinary approaches to interiority using precedents from Portuguese female landscape architect Silvia Benedito. Short global precedent analysis of spa culture included non-Western approaches. Individual project was a “shower truck” to give dignity and a spa/hygiene experience to people experiencing housing insecurity in western North Carolina.
 - h- IARC 425: Inclusion and Exclusion Architecture: Empathy, Collaboration and Community Participation: New course in Spring 2021: An analysis of why design matters, how to engage community members in the design process and design beyond aesthetics. Design is powerful. In the last decade, design has evolved to be more collaborative and empathetic as a means to develop agency. This course exposed students to examine three main competences to avoid unintended consequences of design: Empathy, collaboration, and community development.