*Architecture
Program Report*

University of Tennessee,
Knoxville

March 1, 2023

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National
Architectural
Accrediting
Board, Inc.

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**University of Tennessee, Knoxville**
Name of Academic Unit	

Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits.)*	☒ Bachelor of Architecture
	    163 semester undergraduate credit hours
	☒ Master of Architecture
	    Track: 3G
	    Undergraduate degree and 102 graduate semester credit hours
	    Track: 2G
	    Undergraduate degree in architecture from a NAAB-accredited school of architecture and 60 graduate semester credit hours

Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	**2014**
Current Term of Accreditation	**Continuing Accreditation (Eight-Year Term)**
Program Administrator	**Carl Lostritto, Director, School of Architecture**
Chief Administrator for the academic unit in which the program is located	**Jason Young, Dean, College of Architecture and Design**
Chief Academic Officer of the Institution	**John Zomchick, Provost**
President of the Institution	**Randy Boyd, President, University of Tennessee System**
Individual submitting the APR	**Carl Lostritto, Director, School of Architecture**
Name and email address of individual to whom questions should be directed	**Carl Lostritto, Director, School of Architecture** *clostrit@utk.edu*

Submission Requirements:
- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

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Introduction

Progress since the Previous Visit (limit 5 pages)
In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.
The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:
The 2014 Visiting Team Report found two Conditions Not Met and four Causes of Concern. All were satisfied through the UTK Two-Year Interim Progress Report for 2016 and additional continual improvements in our programs. These improvements are summarized below:

Conditions Not Met in the Most Current VTR (February 2014)
A.11. Applied Research: *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior. (M. Arch, only).*

2014 Team Assessment: *The team found evidence of Applied Research in the student work of ARCH 370 – Programming for Architectural Design, in the studio projects of ARCH 471 – Integration Design Studio, and in the student process notebooks associated with ARCH 431 - Integration Building Systems Design. There is additional exemplary project-based work in ARCH 482 – Self-Directed Project though this course is not taken by all students in the B. Arch program. The team did not find consistent evidence of achievement for the requirements for Applied Research in the M. Arch degree program. No course was able to demonstrate that all students, low pass and high pass, had achieved the requirement of understanding in course work.*

This condition is now met in the M.Arch. program primarily by *ARCH 529: MAP Seminar* (formerly ARCH 580) which has been revised to address this issue. In the course, students develop a thesis proposal and document based on their own interests, seminar discussions, and faculty advice. This course reiterates the role of applied research in the development of an architectural agenda/program and their related projects. Students are required to produce a semester-long "project manual" that more closely parallels work B.Arch. students are asked to do in *ARCH 373: Design V: Applied Research* (formerly ARCH 370). Students make several presentations of their research within the structure of the course, including a culminating public presentation at the end of the semester. Weekly topics explore the roles played in architectural production through the application of various research methods and techniques to the investigation of complex programs, sites, and cultural circumstances. Weekly meetings feature faculty-led discussion around precedents and case studies focusing on understanding the mechanics of programmatic, cultural, site-specific, and technical engagement by the architect/team producing the case study project. This methodology emphasizes ways in which architectural practices can be inherently research-based, and helps students see that a critical practice of architecture requires research skills and acumen. Students are asked to integrate concepts, or "thesis", in critique-based conversations about their project and its development. This integration of ideas and applications helps them realize the connections between research and design decisions better.

This condition is also partially met through *ARCH 58X (G) Design VI: Advanced Architectural Design (Option Studio)*, an applied research studio in the graduate program that permits students to select a studio from a set of distinct faculty-generated research-based topics. Hence, the title "Option" Studio. Each studio foregrounds applied research drawing from the expertise of the specific course instructor.

B. 4. Site Design: *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design. (B. Arch and M. Arch).*

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

This condition is now met in the B.Arch. program through *ARCH 461: Design Development Integrations,* which is taught in tandem with *ARCH 471: Design Integration* (Studio). Together the course and studio focus on the development of a design from conceptual beginnings, to site design within a given context, and then to a more intentional integration of previously studied building systems from a sustainable design perspective. This course proposes the site as a physical context, which includes the effect of environmental factors on relationships between site and building design.

Additionally, *ARCH 271: Design III: Territory I* (Studio) and *272: Design IV: Territory II* (Studio) have been restructured to address the theme of Territory at the regional scale and beyond. In both studios, students are asked to work on small-scale building proposals with intentional connections to a given physical and cultural site. The second-year technology course *ARCH 262: Climatic and Daylight Design* introduces core site analysis concepts and techniques including solar orientation, drainage and watershed conditions, and basic grading information. These analyses are linked to design processes and decision-making in the ARCH 271 studio work. Additionally, the first-semester third-year studio *ARCH 373: Design V: Applied Research* includes an explicit site design component. The next semester's studio, *ARCH 374: Design VI: Systems and Atmospheres*, asks students to design in response to site factors. Faculty encourage students to be more explicit with how the building intersects, shapes, and is shaped by physical and cultural contexts and the project site.

In the M.Arch. program this condition is now met through *ARCH 560: Seminar in Design Integration*, taught in tandem with *ARCH 572: Design V: Design Integration* (Studio), which includes an awareness of, and emphasis on, the physical and cultural conditions as critical factors in site design. ARCH 529 (as mentioned above) has been revised to include site design and contextual factors that influence a design thesis.

Additionally, since our last accreditation in 2014, two new dual degree curricula support a deeper understanding of site constraints and opportunities. The work in the B.Arch./MLA Dual Degree program and the MLA/M.Arch. Dual Degree program reflects our commitment to understanding the critical importance of site design within both B. Arch and M. Arch curricula. These transitional studios typically have students from both disciplines working in teams to provide a broader investigation of "site". Such cross-disciplinary collaboration has naturally elevated the thinking our architecture students are doing relative to site conditions, constraints, and construction.

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

This condition was met in the summer of 2014 when the University Administration funded new student workstations throughout the Art & Architecture Building. These new workstations include a desk with a mobile lockable drawer and storage cabinet, a high-quality 22" monitor, and an

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ergonomically sensitive chair. These workstations are designed by international award-winning designers (Antenna) and are produced by Knoll. At the same time as this new furniture was being procured, the electrical system in all of the studio spaces was renovated and now provides drop-down electrical outlets evenly distributed through each studio space. Each studio space is furnished with group seminar and meeting tables, as well as both fixed and mobile monitors for in-studio lecture and discussion. These upgrades allow faculty and students to work in collaborative configurations much more easily than in the past. The qualitative difference in our studio environment is remarkable and palpable in comparison to the furnishings we had at the time of our last accreditation visit. Additionally, in 2018 several dozen rolling pin-up boards were fabricated, dramatically expanding the capacity to hold studio reviews in more spaces throughout the building. All of these changes have made a marked improvement to the teaching and learning culture throughout the programs.

Regarding access to digital technologies, the College rented and later purchased (via the University) a new 20,000 sf space in downtown Knoxville now known as the FabLab. This facility has given our students unprecedented access to the latest in digital output options including laser cutters, a waterjet cutter, 3D printers, CNC milling capacities, and multi-axis arm robot-aided fabrication. The Art & Architecture Building itself has an excellent wood shop space and features laser cutters, and a Digital Print Center for specialty and laser printing needs. In addition, the building provides open access to printing capacity through available printers on each floor in the studio areas. As of spring 2022 the College now has a digital AV-VR studio which provides students with access to high-resolution photo and video cameras as well as 20 Oculus Rift 2 VR goggles with which to explore design in both real and virtual space.

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

As reported in 2016, progress on communications has been substantial and has been spearheaded since our last visit by the (then) Director (now Dean) of the School of Architecture, Jason Young. who was hired in the summer of 2014. Since that time he has put an enormous amount of effort into bringing faculty and other administrators into productive dialogue surrounding the shared goal of excellence with the College of Architecture and Design. For example, he refocused the faculty energy on curricular growth and improvement, worked hard to establish an atmosphere of transparency and trust both within the administrative team and with faculty and students, and he cultivated a tangible excitement about the future of the program across all constituents of the school and college. As a result, faculty are now more focused on making the school better, teaching more effectively, and pursuing research projects, and the administrative leadership is better able to support those activities and tend to outward concerns.

The College has undergone extensive growth and change since the last accreditation review, including adding a School of Design previously housed in the College of Arts and Sciences School of Art. In 2021, Dean Emeritus Scott Poole stepped down, and Jason Young was appointed Dean of the College of Architecture and Design via an international search. Professor Sarah Lowe was appointed Director of the School of Design in 2020, and Milagros Zingoni Phielipp became Director of the School of Interior Architecture in 2021. Professor Scott Wall became the Interim Director of the School of Architecture for AY 21-22, while a search for a replacement was underway. Carl Lostritto became Director of the School of Architecture in July, 2022.

These leadership transitions as well as a general clarification in lines of communication in both the college and school have also effectively improved communication and working relationships

among all parties of the many programs housed in the College of Architecture and Design. See: *CoAD Administrative Organization Chart.*

C. Administrative Structure
After reviewing the organizational chart the team found the current Associate Dean for Academic Affairs and Research and Chair of Graduate Architecture positions are held by the same individual. This creates a structural weakness in reporting lines that places this individual in an awkward position relative to the Architecture Director.

This condition was met through a series of administrative changes implemented by Director Jason Young beginning in 2014 and continuing in the years following. The 2014 VTR noted overlapping responsibilities in these two key positions in the second tier of the school's administrative hierarchy. These positions were carefully redefined and the *responsibilities have been restructured*. The Associate Dean for Academic Affairs and Research is now a College-level appointment, currently held by Associate Professor Katherine Ambroziak. In lieu of a singular Chair of Graduate Architecture, the School of Architecture now has two Chairs serving under the Director: an Undergraduate Studies Chair and Graduate Studies Chair. These changes have stabilized the administration of both the college and school in productive ways, effectively diversifying the voices in open dialogue through a clear hierarchy and an appropriate distribution of responsibilities.

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

This condition has been met through ongoing comprehensive strategic planning processes in the school and college. In the 2014-15 academic year, there were a number of faculty and staff sessions that addressed our strategic priorities moving forward. Curricular work by faculty in committees and subcommittees has been helpful in the process, as the context of constant curricular improvement overlaps the need for clear visioning. "State of the School" meetings with Director Young at the end of the academic years from 2014-2021 have given faculty in the School of Architecture the chance to reflect on the different ways in which the school has productively evolved. These meetings have also provided practical and strategic underpinning for on-going dialogue about the future under new leadership. A College Strategic Plan was developed and adopted at the end of 2016. When Jason Young became Dean of the College, he offered a comprehensive "State of the College " meeting at the end of the most recent academic year (2021-22). This has since led to the Dean's development of seven strategic priorities that are extensions of the University's Strategic Vision, which is shaped by the connection between service and the role of the "Volunteer" in contemporary culture.

See Section 5.2 Planning and Assessment of this APR for more information.

Program Changes (limit 5 pages)
Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

Program Response:
The Accreditation Conditions have changed substantially since the previous visit. The previous visit was under the 2009 Conditions, and the current visit is under the 2020 Conditions which

became mandatory on January 1, 2022. The School of Architecture started a comprehensive review of the 2020 Conditions as drafts were made available to the public. The school maintains an attitude of continual curricular improvement and assessment which is in alignment with the goals and objectives of the 2020 Conditions. Many of the curricular changes undertaken since the last visit serendipitously align with the new change. And we anticipate a program of ongoing assessment and responsive improvements as well.

Since the Two-Year IPR was filed in 2016, the faculty in the School of Architecture have committed to significant critique and ongoing improvement in both Bachelor and Master of Architecture curricula. Working collaboratively and through processes of faculty governance, each curriculum has been changed through a number of thematic working groups defined by the curricular streams of Building Technology/Design Implementation, Representation/Visualization, and Design Studio.

B.Arch Program
The most significant curricular change in the B.Arch program is in the area of Building Technology/Design Implementation. Faculty adoption of the proposed changes to our approach and organization of Building Technology was equivalent to a sea change in the teaching and learning culture of the school. Gone are the siloed courses that pull students away from the project-based learning of design studio and into lecture and test-taking formats. Gone are the types of building science courses that have historically been taught by engineers that only orbit the design studios. Students in our school take a rigorous sequence of 2 credit-hour, half-semester modules that are team-taught by design faculty. These changes took effect in the Fall 2016 semester. Those graduating with a Bachelor of Architecture in 2020 received a completely different education in building technology than those students graduating in 2019. The new sequence offers a more integrated curriculum, more project-based learning, and more attempts by faculty to teach the building sciences to design students in ways that meet those students where they are. This is in sharp relief to conceiving of design students as engineers in the context of technology courses only. We couldn't be prouder of the fact that this curricular change was awarded a 2019 National AIA Innovation Award, a testament to our collaborative work, but also to the potential model our curricular development can offer to the broader national conversation.

While the AIA Education Award is a reflection of the dedication of our faculty to providing our students with the best education possible, we are now actively reflecting on the positive and negative outcomes of this curriculum. We have three graduating classes through which to assess our original changes to the Building Technology/Design Implementation course sequence. Over the course of the spring semester, our faculty will be assessing productive changes to the structure and content of these courses. See Prof. Marleen Davis's *ACSA paper* and *presentation* for more.

Changes to the Representation/Visualization curriculum brought more clarity to that sequence of courses. The faculty discussion focused on the difference between teaching software packages and developing an understanding of design process and workflow. The faculty approved substantive revisions to the catalog course descriptions to focus the language on developing students' understanding of how to work on various projects by moving between digital and analog platforms, using project-appropriate tools.

Parallel to these curricular changes, First Year Studio teaching was considerably transformed. A single faculty member was assigned to teach ARCH 121 and ARCH 122, which gave all students in the first year a common introduction to drawing and visualization techniques and provide a solid representational foundation for future growth.

Simultaneously, the pedagogical model for both First Year and Second Year studios has moved away from one coordinator having sole responsibility for writing the studio briefs for all faculty teaching in the first-year studio toward a more permissive model in which individual faculty have

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greater responsibility and freedom to develop different ways to get to the same set of learning objectives. This shift has allowed students and faculty to explore design in a way that recognizes the importance of different approaches to the same issue in studio work. Now year coordinators use the exercises to define a set of collectively agreed upon and year-appropriate directives and a calendar for the studio, while specific studio faculty write their own briefs, and teach to these directives. This has proven to be a productive change, as our first-year students experience the heterogeneity of design, and their work reflects a broader understanding of design and the built environment.

In addition, the faculty have adopted fundamental changes to the catalog language for all upper-year undergraduate studio courses. These changes provide these courses with a more precise articulation of studio content and learning outcomes. These changes were accomplished by the faculty using the same critical assessment of studio work over a multi-year period that was applied to other parts of the undergraduate curriculum. We continue to fine-tune other recent changes, and the ethos of constant (but productive) modification of the curriculum is well-established in the School of Architecture.

M.Arch Program
The primary push in Graduate Curriculum Development has been to minimize the "meets with undergraduate students" character of the School of Architecture's *previous approach* to graduate student coursework. Obviously, smaller schools have to look for efficiencies in staffing and resource management, and this is why many of the graduate courses were treated as adjuncts to undergraduate versions of courses in the past. This has largely been eliminated, as we now give the graduate students a more distinct learning/teaching culture, and an education that challenges our more intellectually mature graduate students. Graduate students need to feel a part of their own culture, have a cohort identity as strong as those developed in the undergraduate culture of the school, and get educational content delivered to them in ways specific to their status as graduate students. Thus, our M.Arch coursework (*3G* and *2G*) is now largely separate from the B.Arch. curriculum.

Through curricular development, the graduate technology sequence was completely revamped and students now have three 4-credit-hour intensive, graduate-level technology courses on Structures (ARCH 557), Materials and Methods of Construction (ARCH 558), and Building Systems (ARCH 559), respectively. They also have a 3-credit-hour consultancy course, Seminar in Design Integration (ARCH462), that is a co-requisite with the Design Integration Studio (ARCH 572), though both existed in the curriculum prior. While there will be some overlap with the undergraduate technology content, this change offers a significant improvement, as the graduate students learn these materials differently than the undergraduates. These curricular developments further limit the graduate students being in "meet with" courses that are undergraduate courses.

Additionally, through faculty curricular development and the adoption of changes to the Graduate Curriculum, we have added a required two-course sequence on representation (*ARCH 527*) and contemporary theory (*ARCH 528*) to both the 2G and 3G graduate student experience. These new required courses now flow into a thesis preparation course, *ARCH 529*. This course originally carried the ARCH 580 designation, but has been significantly retooled to anticipate the impact of these new courses.above. The overall goal is to provide the graduate students with a required intellectual experience that asks them to reflect on the disciplinary nature of architecture.

Hence, the representation course (ARCH 527) is not taught as a "how to draw" course, rather it is offering students exposure to the intellectual aspects of the representation choices they make in design. And the theory course (ARCH 528) attempts to give students more literacy in how contemporary issues in the field are connected to historical and philosophical developments. The thesis development seminar (ARCH 529) then asks students to be more thoughtful about how to structure a personally tailored process of design and research.

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Expectations for the graduate thesis have also been clarified and renamed the Master of Architecture Project (MAP), which remains an optional culminating project for 3G and 2G students. As previously described, all graduate students are required to complete the MAP Seminar under the direction of a faculty member to develop a directed approach for their independent work, which includes articulating design research objectives, finding intellectual allies, establishing attitudes about site, and making claims relative to method or technique. For their final semester's required Studio, students may continue this thinking through a self-directed Master of Architecture Project (MAP) working with a committee made up of their faculty advisor and two additional faculty members, or they may opt to enroll in an Advanced Architecture Options Studio. These structural and nomenclature revisions to the MAP have allowed students to use the full semester for design investigation. Previously, adherence to University thesis submission requirements mandated early completion deadlines and restrictive formatting requirements. Students can now put effort into their own rigorous design work and representation strategies expected of contemporary architectural thinkers. As a result of these changes, we have seen a marked increase in the quality and complexity of MAP projects and a higher percentage of students choosing to pursue the MAP as the culmination of their professional architecture education.

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1—Context and Mission
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
Program must specify their delivery format (virtual/on-campus).

Program Response:

Institutional Context and Setting
The University of Tennessee is a public, land-grant institution founded in 1794. The University of Tennessee, Knoxville is the flagship university of the University of Tennessee System and is the state's premier public research institution. UT Knoxville, which includes the UT Space Institute and the UT Institute of Agriculture, serves the state by educating its citizens, enhancing its culture, and making a difference in people's lives through research and service. We embody excellence in teaching, research, scholarship, creative activity, outreach, and engagement. UT Knoxville is classified as producing very high research activity by the Carnegie Classification of Institutions of Higher Education (Doctoral Universities R1 category), and also holds Carnegie's Community-Engaged classification, one of about 30 institutions holding both designations. The university is co-manager of Oak Ridge National Laboratory with Battelle Memorial Institute as UT-Battelle. It is governed by a 12-member Board of Trustees. Our campus is located in Knoxville, a thriving Southern city known for its festivals, great outdoors, diverse music scene, and restaurants. The city's population is 192,000 and the metropolitan area population is over 879,000.

School of Architecture
Founded in 1965, the School of Architecture offers two NAAB-accredited programs, the undergraduate Bachelor of Architecture (B.Arch), and the graduate Master of Architecture (M.Arch). Our school is part of the College of Architecture and Design which now is composed of four allied disciplines, the School of Architecture, the School of Interior Architecture, the School of Landscape Architecture, and the School of Design. Both architecture degrees are also available as dual degree programs through curricular connections to other programs in our College, the *5+1* B.Arch. and Master of Landscape Architecture (MLA), the *4+2* Bachelor of Science in Interior Architecture (BSIA) and M.Arch, and a dual MLA M.Arch. program for graduate students.

We embrace innovative thinkers who can transform the lives of others through creative, sustainable architectural design. We believe excellent undergraduate and graduate education in architecture is essential and universally valuable, and it should be made available through public institutions of higher education, with values aligning with the University of Tennessee's land-grant mission. The School of Architecture includes an exceptional faculty with nationally-recognized expertise espousing a plurality of approaches to architectural education, practice, and research.

In a time of growth and change for the school, college, and university, there are many opportunities to both harness and hone what the school has already established over its long history, as well as plotting new trajectories into near and far futures. We maintain a broad stance in the discipline and value synthesizing knowledge across a wide array of approaches and tactics including architectural practice, environmental and social justice, culture and politics, visualization and representation, economies and their logistics, computation and information, ecologies and metabolisms, and many other entangled regional and global issues currently facing architecture and society. Our commitment to continual assessment and improvement is noted throughout this report, notably in Section 3 as well as Section 5.3.1. Most instruction takes place in person in our A&A Building on campus or in the FabLab located just north of Downtown, though in 2021-22 around 9% of our courses were delivered virtually due to COVID-19. We are exploring online and

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hybrid delivery methods to expand our capacity to teach non-architecture students through large-format Volunteer Core general education electives.

College of Architecture and Design's Strategic Vision

Our Vision: The college is a respected and emulated national leader and an incubator for design innovation. It is supported by world-class facilities and underpinned by a culture of collaboration and open inquiry. Our faculty, staff, and leadership welcome innovative thinking and are adaptive to change, and our students are curious and enterprising risk-takers. Through research, creative activity, academic engagement, and scholarship we foster investigations of critical issues in the built environment. We engage with industry affiliates, research institutes, and agencies, many of which are led by our alumni who use innovative design to transform the world by improving the quality of life in the communities they serve.

Our strategic areas of focus: Construction Explorations, Global Engagement, Building as 21st c. Platform, Robust Research Culture, Resiliency//Sustainability, New Media Explorations and Diversity Equity and Inclusion.

University of Tennessee's *Strategic Vision "It Takes a Volunteer"*

Our Vision: A world enriched by our ideas, improved through action, and inspired by the Volunteer spirit of service and leadership.

Our Role: As the flagship land-grant university of the state, we are dedicated to amplifying the Volunteer spirit of selfless leadership in every life we touch. We listen and learn from one another—an ongoing, ever-expanding conversation fueled by a wealth of perspectives and experiences. We know how much is possible when we unite our individual talents and aspirations, put compassion front and center, and step forward together as Volunteers.

Our Mission: We are a diverse community with a shared commitment to discovery, creativity, learning, and engagement. At UT Knoxville we:

- Empower learners of all ages and backgrounds to achieve their dreams through accessible and affordable education and state-of-the-art research training opportunities
- Advance the prosperity, well-being, and vitality of communities across Tennessee and around the world through our research, teaching, service, and engagement
- Commit to excellence, equity, and inclusion within the university, across the state, and in all our global activities

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:
The School of Architecture affirms the interwoven nature of the architectural and design disciplines and values our position within a College of Architecture and Design composed of four allied disciplines: architecture, interior architecture, landscape architecture, and design. Students and faculty actively collaborate across disciplines through elective courses, joint studios, dual-degree programs, field trips, study abroad offerings, special programs, and events important to the vibrant life of the college. This interconnectivity is a unique asset of the College of Architecture, one that models the value of transdisciplinarity to the university and larger community as a whole, now and in the future. University-wide, this belief in collaborative work is evident with faculty and students in engineering, plant sciences, natural resources, geography, history, and the arts. Our efforts with local institutional, industry, or grassroots organizations, locally, regionally, or internationally have been directly beneficial to our students and our various partners. Our community-based design/design-build work a *Beardsley Community Farm*, in *Clay County, Kentucky* and *Fonds-des-Blancs, Haiti*, the *Nashville Civic Design Center*, *Oak Ridge*, *Columbus Tower*, *Local Motors* engages the principle of the volunteer and demonstrate the great promise of future collaborative work equally with all partners.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

The School of Architecture is committed to providing a variety of meaningful learning opportunities beyond the classroom. Within the regular course of study, students have an opportunity to explore diverse aspects of architecture related to the shared values of the design disciplines, urbanism, historic preservation, community service, outreach, and engagement.

- *Guest lectures*, invited faculty lectures, panel discussions, colloquia and *symposia*, films, and public exhibits are foundational aspects of a belief in diversity through dialogue of our lively academic environment.
- Final Review Week is a tradition of holding public reviews of studio and research work at all levels and across disciplines within the College, including prestigious *invited reviewers*.
- TAAST Week (The Annual All-College Spring Thing), a long-standing student-run special event that typically includes lectures, workshops, a kick-ball tournament, creative fund-raisers to support student organizations, and a Beaux-Arts Ball.
- Field trips are valued options to expand studio education and inculcate a love of exploring new cultures through the built environment. These range from large trips organized for the entire undergraduate first-year cohort to explore Nashville and Chattanooga, all of second-year to visit Chicago, and all of the incoming G3 graduate students to visit Marfa, Texas, as well as smaller, studio-specific opportunities tied to the learning objectives set by faculty members.
- The B.Arch program established a required semester off-campus or abroad before the time of our last accreditation visit. The M.Arch program has made the curricular schedule more flexible to accommodate optional study abroad as well. All students of the College also have the opportunity to enroll in three-week long mini-term courses in the Summer or Winter break which often focus on providing students with learning experiences abroad.
- UTK Architecture has a national reputation for the strength of its student organizations, including Alpha Rho Chi (APX), American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), Freedom By Design (FBD), NETWRK, Women In Design, and Tau Sigma Delta Honor Society (TSD).

Summary Statement of 1 – Context and Mission
This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

We transform the world through good 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. The School of Architecture affirms the interwoven nature of the architectural disciplines and values our position within a College of Architecture and Design composed of four allied disciplines: architecture, interior architecture, landscape architecture, and design. This interconnectivity is a unique asset of our School, one that models the value of transdisciplinarity to architecture now and in the future. The College of Architecture and Design is a respected and emulated national leader and an incubator for design innovation. It is supported by world-class facilities and underpinned by a culture of collaboration and open inquiry. Our faculty, staff, and leadership welcome innovative thinking and are adaptive to change, and our curious students are enterprising risk-takers. Through research, creative activity, academic engagement, and scholarship we foster investigations of critical issues in the built environment. We engage with industry affiliates, research institutes, and agencies, many of which are led by our successful alumni who use innovative design to transform the world through improved quality of life in the communities they serve.

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2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

bookmark links: Design | Environmental Stewardship and Professional Responsibility | Equity, Diversity, and Inclusion | Knowledge and Innovation | Leadership, Collaboration, and Community Engagement | Lifelong Learning

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

Our Approach:

We are fundamentally a design-focused architecture program. We embrace innovative thinkers who want to transform the lives of others through the creative application of design thinking and making to the complex issues of the present and future. We seek to develop young architects through the rigorous application of conceptual and technical knowledge to create design work that leads to a just and sustainable architecture. The value of design is integral to all courses offered in the B.Arch. and M.Arch. programs, and underpins all supplemental experiences in the school. The architectural design studio is at the core of the full curriculum, complemented and supported by instruction in History/Theory, Representation, and Design Implementation. Undergraduate students take an issue-focused design studio in each of their ten semesters in the program. Graduate students take a total of eight similarly challenging design studios and charrette experiences. These studios and their related coursework and experiences show students a range of approaches to design through many complementary processes, including creative ideation, research, prototyping, iteration, self-reflection and evaluation, building up to increasingly complex and increasingly-student-driven design experiences.

Our design curriculum seeks to instill a sense of both personal agency and cultural responsibility within each student such that they understand the many ways in which their design work can positively impact the world around them. Our program is pluralistic and affirms the belief that there are many ways to apply architectural insight to the world. Though every studio has set objectives and structure common to all sections, we value how each individual faculty member brings their expertise to crafting their specific studio themes and project assignments guiding students to engage design in many ways throughout their time in the professional architecture program.

Outcomes Sought:

Through the course of their professional architectural education at the University of Tennessee, students will gain a comprehensive and nuanced understanding of the role of design. We hold the following outcomes as primary:

- **Reflective Design:** Graduating students will demonstrate the ability to comprehensively address a range of concerns, both pragmatic and conceptual, in the design of architecture suited to specific places, times, and people, where the designed product and its elegant technical execution is intrinsically linked to a set of stated ideas and objectives.
- **Design Communication:** Graduating students will demonstrate the ability to communicate effectively, using a diverse range of skills that may include writing, speaking, drawing, and/or modeling to convey architectural ideas.
- **Integrated Building Practices, Technical Skills and Knowledge:** Graduating students will demonstrate a comprehension of the technical aspects of design, systems and and materials, and be able to apply that comprehension in their coursework.
- **Leadership and Practice:** Graduating students will be able to apply fundamental principles of the professional practice of architecture, including the architect's role

managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.

The design studio curriculum has a series of specific objectives that are set to build knowledge incrementally as students progress through the program. These are articulated broadly in the course catalog descriptions, but are developed in more detail through shared governance of the faculty in the shared syllabi for each semester and year of the studio sequence. Additional learning outcomes linked specifically to the design studio curriculum are described in section 3A.1 PC.2 Design for the B.Arch program and section 3B.1 PC.2 Design for the M.Arch program.

Reflection and Assessment:
In terms of both curricular structure and content, change within the school is a result of inputs from all participants in this coursework. A culture of assessment is interwoven with a creative culture. We seek to make assessment vivid to students and a generator of new ideas, theories and knowledge. The studio design sequence undergoes regular assessment by the faculty and administrative leadership of the program. This assessment includes input from students through both course evaluations and regular Dean and Director "town hall" meetings with each student year cohort. These are listening sessions as much as they are educational. There is always broad faculty participation in dialogue about the expectations and standards set for the design curriculum each semester. Pre- and post-semester meetings are organized by School administration and in a focused manner address issues and opportunities across courses. This process continues with year-level coordination led by the faculty teaching each semester. The Director participates in these meanings with the aim of identifying opportunities that may influence their charge to the curricular committees of each program. In the graduate program, the same processes are in play, though instead of year-level coordination, program-wide coordination is directed by the Graduate Chair and Director working with each studio instructor and also through the Graduate Program Committee. Normal adjustments are made year-by-year based on this continual assessment process.

Assessment is a significant component of the Director's yearly evaluation of each instructor's effectiveness at teaching.

An awareness of incremental changes that had gradually been taking place throughout our studio pedagogy, we assessed the ideas behind these changes and modified them according to a broader understanding of the incremental and overall learning objectives of our curricula. Consequently, significant changes have been made in our studio curricula in response to these changes in both the undergraduate and graduate studio sequences through a robust faculty dialogue and final vote. A summary of modifications made to each program's design studio sequence and the rationale for those changes is found in 3A.1 PC.2 Design for the B.Arch. program and 3B.1 PC.2 Design for the M.Arch. program. These changes have brought improved clarity for expectations of learning outcomes year-by-year in each program, though we will continue to refine our work through further improvement through dialogue and action.

The Outcomes Sought listed above for Design Communication, Integrated Building Practices, and Leadership and Practice are our stated Program Learning Outcomes as crafted for the university's regional accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for the B.Arch. and M.Arch. degrees. These three outcomes are assessed annually through the SACS Accreditation process. We also internally review our success at achieving them (reflect, assess, and improve) through shared governance processes of the faculty. We feel these learning outcomes are all in good standing and broadly represent the strengths and objectives of our School of Architecture.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As

Program Response:
<u>Our Approach:</u>
Both the B.Arch. and the M.Arch. degree programs have a high commitment to the architect's role in environmental stewardship. This is primarily achieved through the content of required coursework introducing and emphasizing the many ways architects act in service of the environment and our professional and ethical responsibilities to do so. Many interrelated courses ask students to incorporate knowledge from a wide range of disciplines, ranging from technical to philosophical in the pursuit of a meaningful and sustainable design practice. Through coursework, students explore the interrelationship 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. This responsibility usually entails attention to building performance, from design through development to evaluation, and is typically showcased in the Design Integrations sequence in both programs.

In the graduate program, the shared values of environmental stewardship and professional responsibility are also addressed through the Sustainable Design concentration, an optional 12-credit hour set of course offerings available to all M.Arch students. This concentration explores the interrelationship between decisions made when designing the built environment and their possible 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, again underscoring the need for interdisciplinary dialogue and leadership at building, site, city, and regional scales.

The Governor's Chair for High Performance Energy Practices in Urban Environments (Energy and Urbanism) was a $2.5 million partnership of Oak Ridge National Laboratory, Skidmore, Owings & Merrill and the College of Architecture and Design to investigate innovations and next-generation technologies for healthy communities and smart cities. Over the course of five years, the Governor's Chair for Energy and Urbanism funded lectures and symposia from internationally-recognized experts in high performance sustainable urban design and also supported faculty-led research projects linked to teaching and learning, including the AMIE Prototype and the River Line Project. The increased conversation around these issues helped permeate the architecture programs with the importance of sustainability as a core value.

The School of Architecture's commitment to the shared value of environmental stewardship and professional responsibility is also reflected in the practices and creative works of notable visitors highlighted through our lecture series and exhibition series. Recent lectures by architects who embody the professional responsibilities of environmental stewardship include those of Sir David Adjaye, Kengo Kuma, Anne Marie Duvall Decker, Katie MacDonald and Kyle Schumann, Amanda Loper (David Baker Architects), Billie Faircloth (KieranTimberlake), Ryan Jones (Lake Flato Architects), and Jeffrey Huber (Brooks and Scarpa Architects).

<u>Outcomes Sought:</u>
We expect graduates of our professional architecture programs to comprehensively understand the ways in which architectural action impacts the natural world and public health, safety, and welfare. We expect our graduates who continue on as professionals and designers of the built environment to embrace these responsibilities and act ethically in relation to the natural environment and to the public.

In the undergraduate program, a series of linked courses from the technology/design implementation sequence, design studio, and professional practice emphasizes environmental

stewardship and professional responsibility, culminating in the Design Integration Sequence (ARCH 461/471). Key courses and learning outcomes for the B.Arch are included in section 3A.1. PC.3 Ecological Knowledge and Responsibility.

In the graduate program, a series of linked courses from the technology sequence, design studio, and professional practice emphasizes environmental stewardship and professional responsibility, culminating in the Design Integration Sequence (ARCH 560/572). Key courses and learning outcomes for the M.Arch are included in section 3B.1. PC.3 Ecological Knowledge and Responsibility.

Reflection and Assessment:
Courses emphasizing environmental stewardship and professional responsibility undergo regular and continual assessment by the faculty and administrative leadership of the program. This includes deep faculty involvement at all levels of the program, year-level coordination led by the faculty teaching each semester, the Director's evaluation of each instructor's effectiveness at teaching their assigned courses, and school-wide general evaluation stemming from a vibrant and open final review culture at the end of each semester. In the graduate program, the same processes are in play, but instead of year-level coordination, program-wide coordination is directed by the Graduate Chair and Director working with each instructor and also through the Graduate Program Committee. Normal adjustments are made year by year based on this continual assessment process.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:
Our Approach:
The School, the College, and the University endeavor to identify and amplify the ways in which we can more precisely implement constructive and productive change in our academic and professional communities. We hold a fundamental belief that sustainable architecture must be an equitable, diverse, and inclusive architecture. We are united in creating and implementing substantive and meaningful actions that directly impact equity, diversity, and inclusion throughout our programs.

The strategic vision of the University of Tennessee, Knoxville as approved by the Board includes a goal of developing and sustaining a nurturing university culture where diversity and community are enduring sources of strength. We are committed to creating inclusive learning and work environments where civility, accountability, cultural competency, and equitable access are hallmarks of the UT Knoxville community. We value and affirm differences in race, culture, world views, beliefs, identities, and abilities. These efforts are indispensable to attracting and retaining the students, faculty, and staff whose energy and commitment fulfill our mission.

These values are also upheld in the College of Architecture and Design and the School of Architecture. As one of our strategic priorities, enhancing diversity and inclusion benefits our students, college and campus. We have made significant advances and will always look for more opportunities to improve: to never stop working toward more diversity, to continually become more inclusive, and to achieve equity across our college, in our school, and the profession.

At the request of the UT vice chancellor of Diversity and Engagement in 2020, we named the college's inaugural Director of Diversity Relations, Asst. Professor Felicia Dean. In 2021,

Professor Dean stepped down to focus on teaching and research, and Assoc. Professor and Director of the School of Interior Architecture Milagros Zingoni was appointed to the role. Zingoni is a liaison between the college and many offices at UT to assist the university to achieve an engaged, equitable, inclusive climate conducive to the advancement of diverse faculty and students. Within the College, we initially founded a Council of Diversity Equity and Inclusion composed of faculty, staff, and administrators who assess DEI concerns and distribute resources to members of the college community.

While Zingoni remains our liaison to the larger university, a five-member college DEI Committee replaced the Council in fall of 2022. Chaired by former School of Architecture Director Professor Scott Wall, the committee was charged to develop and provide a range of programming initiatives that will broadly address DEI issues, and to simultaneously support the idea that an architectural education can and should be a balanced education. We recognize that students' other fundamental needs for food, rest, relaxation, as well as external forms of social engagement are of critical importance to educating the whole person and meeting students where they are.

Statistically, our students are increasingly diverse. These students represent a wide variety of economic levels, regional differences, physical challenges, family dynamics, ages, military backgrounds, high school or undergraduate experiences, and more. Many of our students are First Gen, the first in their families to go to college, yet many follow generations of scholars. Some have families of their own, and for many, this is their first time away from home.

- Overall, the SoA student body is currently 52% (195) identifying as men and 48% (180) identifying as women. Our last two entering classes contained 37% (54) identifying as men and 63% (93) identifying as women. In 2010, the total number of women in the SoA was 40%. Four decades ago, this number was around 10%.
- Just under a quarter (24.2%) of all students identify as members of a racially or ethnically diverse group. In 2010 this number was 20%.
- The current student body contains 34% out-of-state students, a substantial growth from the sub-20% rate in 2010. Much of this growth can be directly attributed to the institution of university's *Vol and Beacon Scholarships*, which are available to both in- and out-of-state undergraduate students, and has opened doors to a more accessible education as well as to a broader spectrum of students on the whole. 51% of the current student body have received a Vol or Beacon Scholarship. (See financial aid information below.)

Since our last NAAB visit, the leadership, faculty, and students of the School of Architecture have collaboratively worked to enrich the lives of all members of the college community by pursuing a clear program focused on highlighting the importance of diversity, equity, and inclusion. In our programs, this process has been wide-ranging, from both administrative, committee, and student leadership/organization invitations to individuals within and outside the discipline of architecture who give voice to the ways architecture has evolved over the last 30 years. These individuals, collaborative partnerships, and large and small unique architectural firms are able to describe a way of approaching the practice of architecture that brings the transformative power of the built environment to the fore, and supports a forward-looking view of the profession which is equitably balanced. Two-thirds of our current undergraduate population is from traditionally underrepresented populations (women, ethnic and racial groups, LGBTQ students, etc.).

These interactions with voices and ideas beyond our concrete walls have been both direct and indirect efforts to build a more culturally aware faculty and student body and healthy teaching, learning, and working environment for all. This is evidenced through our all-School lectures, tenure-track, non-tenure-track, and adjunct faculty appointments, visiting review critics, scholarship aid, as well as other focus events intended to build our capacity for engaging in productive, barrier-breaking conversations.

- The past eight years have brought a remarkable array of visitors to the school for lectures, exhibitions, workshops and final reviews. These external voices have been critical in broadening the professional and creative perspectives of students and faculty alike.
- Since our previous accreditation visit in 2014, we have developed a robust, diverse, and intellectually challenging *lecture and exhibition series*. Over that period we have hosted 141 lectures and symposia. 61 women, 79 men, and one non-binary speaker have featured in these events. Of these visitors, 21% have been from typically underrepresented populations.
- Our *semester-end Final Reviews* have brought a truly diverse group of over 150 architects and academics have participated in critique of design studio work across our curricula. These individuals have shared multiple insights on the past, present, and future states of architecture and the profession.
- Values of a healthy studio culture are introduced and reinforced in the syllabus for each studio course, including a commitment to fairness, social justice, and equity in architectural education and more broadly. Both the original and modified studio culture policies (2010 & 2017) affirm design education based on a core value of respect.
- In 2010 the original version of our culture policy *2010 Studio Culture Policy* used keywords that would help define a way of teaching and learning as we moved forward as a school: Respect, Diversity, Conflict, Place, Balance, Critique, and Growth. The evolution of the policy came as we witnessed cultural conflict increase significantly over time. In the fall of 2017, students and faculty convened to revisit our original policy. The result was still modeled on the original document and sets standards of respect, diversity, work ethic, self-care, and the role of criticism. The *2017 Studio Culture Policy* did not truly anticipate the magnitude of sociocultural changes and frictions that have wracked the nation since 2020, and is currently under review to better address diversity, equity, and inclusion.
- In 2021, students in the College and in the School of Art, with whom we share the Art and Architecture Building, planned a celebration of culture for Black History Month. Through this, they were establishing a new culture to unite all disciplines in the A+A, elevate the contributions of Black designers in the curriculum and honor creators of color in February and beyond.
- In 2022, the formation of the DEI Action Committee at the college level gave us the opportunity to begin a more broadly-based conversation about Learning and Teaching culture within the college, supported by the university's Center for Teaching and Learning (CTL). This was articulated by both the National AIA supplement "Equity in Architectural Education" and AIAS' "Learning and Teaching Culture Policy Project," a model proposal in support of a balanced roadmap to creating an accepting and equitable environment for design education.
- The Committee's first public action, "It's a Wrap", was a college-wide celebration of the end of the semester for all members of the college community, with a simple purpose: to provide food (wraps from Yassin's), music (our own Fourth Year music-mixer), and fluid conversation in the relaxed atmosphere of our main building atrium. It was a huge success, in which the "message" was embedded in the choices of food, music, and location. We look forward to broadening our role in providing ways to continue to recognize the value of the entire population of the school and college communities.
- In the fall, the DEI Action Committee began preliminary discussions involving students, staff, and faculty to address a well-balanced statement of shared behavioral values . While in progress, our effort focuses on the development of a clear policy, and a set of best-practices in teaching and learning (on both sides of student-teacher-course relationships) that can be applied across all undergraduate and graduate programs in the college. This dialogue will continue into the spring semester and beyond.
- At the end of the fall semester 2022, the CoAD and School of Art DEI committees agreed to develop and install a new "Diversity Wall" in the Art & Architecture Building that would use art and the architecture of the building to create a permanent surface/structure in the building that would reflect both departments' belief in the fundamental values of diversity,

equity, and inclusion. The surface/structure will remain, but the content of that which will be displayed will evolve, just as the issues of inequality and bias continue to have a dynamic and complex existence.

- The Undergraduate Admissions Committee has a clear mandate to look beyond grade point averages and test scores to seek candidates for admission who bring diverse life experiences to our program. This is evident in the steady percentage rise in students with diverse cultural, geographic, racial, ethnic, and other backgrounds.
- The SoA Director has a number of discretionary scholarships that are dedicated to recruiting particularly worthy First Year students from underrepresented populations.
- The SoA's Scholarship Committee has wide latitude to support our most at-risk students, many of whom are from underserved populations.
- Many of our student organizations directly support equity, diversity, and inclusion. National Organization of Minority Architects Students (NOMAS), is dedicated to cultural pluralism and seeks to provide a collective voice for underrepresented students by building a sense of community within and among the larger community that is the school. The Netwrk supports students of color in the College of Architecture and Design and the School of Art. Women in Design supports women in the College of Architecture and Design.
- Through our active student exchange program, we host close to 20 international students each year, adding another layer of diversity to the studios.

In the B. Arch curriculum, we not only support but mandate that all students have an off-campus experience. The explicit intent of this requirement is to broaden our students' understanding of cultural differences at the level of everyday experience while providing equally compelling opportunities to experience architecture at the source. In short, we believe that a student's experience while exploring coursework off-campus can be transformational. We currently have school-sponsored abroad programs in Tokyo (fall), Krakow (spring), Helsinki (summer), and participate in an SEC consortium program to Rome with the University of Arkansas. We also support students who are interested in a specific abroad experience that lies outside our sponsored programs by encouraging them to apply to programs that fit their particular interests and desires.

In addition, our Nashville Summer Program, which we operate in conjunction with the Nashville Civic Design Center, provides an opportunity for an important off-campus experience for those for whom traveling abroad would create unnecessary stress and/or financial burdens. We are excited to partner with two young adjunct faculty in Nashville whose practice is community-focused urban development, and who believe that the public realm is of extraordinary value to community identity.

Financial aid is an essential tool to expand access to architectural education by minimizing the burden of student debt. The University offers many forms of financial assistance including grants, scholarships, work-study, and loans. Notably, the Tennessee Education Lottery Scholarship (HOPE Scholarship) became available to all eligible Tennessee residents in 2004 and offers up to $2,250 per full-time enrollment semester as a freshman and sophomore, then up to $2,850 per full-time enrollment semester as a junior and senior, with merit additions of up to $1,500 or $2,250 annually. 218 of 249, or 88%, of in-state School of Architecture students currently attend on a HOPE Scholarship. Additionally, the College of Architecture and Design offers almost 50 scholarships available to incoming freshmen, current students, transfer students, and graduate students. In 2020, the College inaugurated two new diversity-related scholarships, including the HASTINGS Initiates Diversity Scholarship in College and the Johnson Architecture Scholarship for Study-Abroad.

In Fall 2022, the incoming first-year students in the School of Architecture were notified (in-person) the day before classes started that they had all been selected to receive the *Gerber Architecture Scholarship*, a historic gift from a generous family that will provide broad financial support during their time as Volunteers. Jeff and Marla Gerber have committed $5.2 million to

pay for last-dollar tuition and fees for all School of Architecture students in the fall 2022 first-year class and continue this financial support for these students each year of their five years in the school. The last-dollar scholarship pays the balance of tuition and fees after a student receives other scholarships and awards from both private and public sources. This donation is the largest in the history of the College of Architecture and Design. In addition to the last-dollar scholarship, the Gerbers are giving each student in the first-year class of the School of Architecture $3,700 this fall to cover the cost of the computer and related technology required for studies in the school.

We take action to encourage high-school students, including those in underserved communities, to consider a future in architecture, and connect them to resources that can help them be successful. This includes our participation in the ACE Mentorship program and Design Matters, our summer camp for high school students offers full and partial scholarships.

Additionally, leadership of student organizations and events (AIAS, NOMAS, FBD, TAAST) are beginning an assessment and improvement process comparing our existing Studio Culture Policy using the objectives of the AIAS model Learning, Teaching, and Culture Policy.

Student organizations supporting under-represented groups are extremely active and important to the life of the School, including our chapter of NOMAS, Women in Design, Freedom by Design.

The faculty are engaged in continual curricular assessment and improvement related to equity, diversity, and inclusion and are implementing more DEI content in both required and elective coursework (see section 3A.1 and 3B.1 PC.8 Social Equity and Inclusion. for more information.) Of note, all students are assessed on their learning a large portion of the *AIA Guides for Equitable Practice* as part of their Professional Practice course (ARCH462|562).

Many studio instructors deeply explore topics of diversity, equity, and inclusion in how their assignments work through the course objectives, though it is not adopted as a requirement for any specific semester's studio in the B.Arch or M.Arch curricula. Notable examples include instruction by Tricia Stuth based on the HBCU Knoxville College, Kevin Stevens' studios engaging community in Chattanooga, Maged Guerguis' studio designing resilient campus for a school in Mozambique (which was recognized nationally with a 2022 ACSA Education Award for Community Engagement), and Curry Hackett's design studios based on the Black Experience through Water, among others. Due to the tight-knit nature of our academic programs and the vibrancy of our studio and final review culture, many students are aware of studio work in diversity, equity, and inclusion when not directly enrolled in that studio section.

Many extra-curricular experiences in recent years have also demonstrated our School's commitment to the shared value of equity, diversity and inclusion. Recent and upcoming lectures by architects and architectural designers who embody the professional responsibilities of diversity, equity, and inclusion include those of Sir David Adjaye, V. Mitch McEwan, Germane Barnes, Emmanuel Admassou, Mitchell Squire, DJ Spooky/Paul D. Miller, Maya Bird-Murphy, Demar Matthews, Anne-Marie Duvall Decker, Amanda Loper (David Baker Architects), Felecia Davis, Xiaowei Wang, and Sekou Cooke.

Academic appointments for lecturers, tenure-track faculty, and visiting faculty have expanded the diversity of our faculty, though more work remains to be done. The full faculty for 2021-22 included 27 full-time faculty members, of whom 9 are female and 18 are male (one-third female), one is African American (4% BIPOC), one is Latino (4% Latino). The BarberMcMurry Endowed Professorship has provided an excellent opportunity to bring a range of exemplary studio/seminar guests to the SoA. In 2018, the BMA Endowed Professor was Billie Faircloth, a female architect; in 2020 it was Mitchell Squire, an African American architect, educator, and

artist, and for 2021 was the firm of Oyler-Wu from Los Angeles and includes Jenny Wu, Chinese American architect and jewelry designer.

<u>Outcomes Sought:</u>
UT Knoxville Long-Term Diversity Action Plan Goals
- **Goal 1:** Create and sustain a welcoming, supportive, and inclusive campus climate that allows for respectful interaction and viewpoint diversity.
- **Goal 2:** Attract and retain greater numbers of individuals from historically underrepresented populations into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).
- **Goal 3:** Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international students.
- **Goal 4:** Develop and strengthen partnerships with diverse communities in Tennessee and globally.
- **Goal 5:** Prepare undergraduate and graduate students to work and serve in a diverse world by allowing them to gain the knowledge and skills necessary to be productive and contributing citizens of this state and nation and capable of competing in a global society.

Priorities for the College of Architecture and Design (*2022 CoAD Diversity Action Plan*)
- **Lower Financial Barriers for Students.** Many design-related courses have material costs that present students with financial barriers beyond published tuition and fees. Our goals are to develop strategies to make design education more accessible to all students in the college, to establish a comprehensive process that makes actual course costs more visible in each degree program, and to disseminate the results to CoAD faculty, staff, students, and stakeholders. Meet with donors to create dedicated scholarships and general funding intended to assist students who have demonstrated need.
- **Develop a Vertically-Integrated Mentoring Structure for Students**. Increasing a sense of belonging among students to their studio, cohort, and school will increase the likelihood that they are successful. The college will develop stronger mentoring networks that vertically integrate entering students with more advanced peer mentors, while also integrating recent alumni and emerging professionals from allied design professions. Our goal is both to strengthen the accessibility all students have to many forms of professional practice and to build a strong community of support and encouragement. We will audit existing mentoring programs and identify ways to strengthen them. We intend to host a minimum of two events per semester to engage new students with continuing students and to host one event per semester that integrates professionals with students. Our spring Career Day, featuring over 100 professional firms, is just such an event.
- **Cultivate a Welcoming Teaching/Learning Culture Among Faculty.** Our goal is to improve teaching and learning by making course content and pedagogical delivery more inclusive of multiple viewpoints. This will further enable students to graduate as competitive and productive individuals who can contribute positively to the quality of life in their communities. By actively engaging professional development programming, faculty will be better equipped to cultivate social and cultural intelligence among students. Encourage faculty to obtain the Inclusive Teaching Certificate coordinated by Teaching and Learning Innovation, with the goal of having one-third of the faculty participate.

Priorities in the School of Architecture
- **Increase Diversity among our Faculty and Students**. While we have made progress in building a more diverse faculty, a primary goal and urgent need remains to further diversify the makeup of the students and faculty with regard to all diversity markers.
- **Continually Assess and Improve the Curriculum with regard to DEI.** The School of Architecture faculty are committed to continual review and improvement of our curriculum, and many facets of social equity, diversity, and justice have been added to our coursework, with the goal of adding more.

Reflection and Assessment:
Many specific actions have been taken to amplify our implementation of equity, diversity, and inclusion goals throughout our programs, School, College, and University. The conversations around DEI are much more common, more visible, nuanced, and committed than they were at the time of our last accreditation visit. While a continued focus on the shared values of equity, diversity, and inclusion has yielded a more responsive and accepting culture, more progress at all levels is needed.

Courses emphasizing diversity, equity, and inclusion undergo regular and continual assessment by the faculty and administrative leadership of the program. This includes deep faculty involvement at all levels of the program, year-level coordination led by the faculty teaching each semester, the Director's evaluation of each instructor's effectiveness at teaching their assigned courses, review and evaluation by the Undergraduate Chair and Director working with the Undergraduate Curriculum Committee, and school-wide general evaluation stemming from a vibrant and open final review culture at the end of each semester. In the graduate program, the same processes are in play, but instead of year-level coordination, program-wide coordination is directed by the Graduate Chair and Director working with one another and with each instructor tasked with teaching in the graduate program. Coordination of DEI issues is also managed through the Graduate Program Committee. Normal adjustments are made year by year based on this continual assessment process through faculty input and discussion.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:
Our Approach:
The faculty of the School of Architecture bring nationally-recognized expertise in generating knowledge and innovation through a diverse range of research work and objectives in architecture and its allied fields. We value a plurality of approaches to architectural research, scholarship, creative work, and engagement. The faculty specialize in disciplinary issues across the broad spectrum of architectural practice, environmental and social justice, culture and politics, visualization and representation, logistics and economies, computation and information, ecologies and metabolisms, as well as the many other entangled regional and global issues currently facing architecture and society.

We have an exceptional downtown FabLab, offering advanced digital fabrication capabilities aligned with areas of expertise of several faculty members, as well as wood and metal fabrication facilities that allow students access to a culture of making in all design studios.

The Governor's Chair for High Performance Energy Practices in Urban Environments (Energy and Urbanism), was inaugurated in 2014 immediately after our previous accreditation visit and has proven to be a pivotal moment in the School's history. Typical UT Governor's Chairs are individuals of world renown. The College of Architecture and Design's successful proposal focused instead on the human and technical resources of an architectural firm of world renown: Skidmore, Owings & Merrill. The $2.5 million partnership between SOM, Oak Ridge National Laboratory (ORNL), and the College of Architecture and Design became an extraordinary research vehicle to investigate innovations and next-generation technologies for healthy communities and smart cities. The Governor's Chair for Energy and Urbanism funded lectures and symposia from internationally-recognized experts in high-performance sustainable urban design and supported faculty-led research projects linked to teaching and learning, including the *AMIE Prototype* and the *RiverLine Project*.

Other kinds of studio investigation have also yielded important connections between faculty research interests and upper-level B.Arch and M.Arch curricular offerings to promote the importance of knowledge and innovation in architectural production. All undergraduate students take ARCH 373: Design V: Applied Research, a studio that emphasizes research focused on the development of knowledge about a specific place/site and the requirements of an architectural program. Because of its emphasis on research-based decision-making, this studio often yields excellent creative work.

Upper-level studios frame research agendas at their core. Option Studios for undergraduate and graduate students focus on issues central to the expertise and research interests of the instructor. The follow-on semester culminates in the Diploma Studio (ARCH499|599) which requires the development of an architectural point-of-view/position and meaningful reflection on design and cultural consequences through advanced architectural design.

All graduate students take a series of related seminars in disciplinary discourse, each examining knowledge, innovation, and research. These courses (ARCH527: Design Tactics, ARCH528: Design Theories, and ARCH 529: MAP Seminar) culminate in the development of a Master of Architecture Project (MAP) thesis proposal and document based on their own interests, which they may choose to pursue as an optional studio, ARCH598: MAP Studio.

The university has established an R- designation for regularly-offered undergraduate courses that promote research and dissemination of research through their learning objectives. In the B.Arch program, the optional Self-Directed Project sequence is our version of a design research thesis and it is an optional culmination of the degree program. This is offered as ARCH478R, a research methods seminar, and ARCH 498R, a coordinated self-directed studio, both requiring students to explore architecture's capacity to act and respond to research questions they have framed.

In the graduate program, the shared values of knowledge and innovation are also addressed through the Computational Design and Fabrication concentration, an optional 12-credit hour set of course offerings available to all M.Arch students. This concentration is a research and experiment-based focused course of study that incorporates knowledge from a wide range of disciplines to develop advanced computational design tools, digital fabrication techniques, and experimental spatial, structural, and material systems.

<u>Outcomes Sought:</u>
We qualify our impact on the field of architecture in many ways and carry the ongoing goal to gain further recognition for our work. This includes external recognition through awards, fellowships, grants, and significant publications which expands our network with other architects, researchers, and educators. Our goal is for our work to make a difference in leading the discipline and the discourse around architectural knowledge and innovation.

Our faculty's excellence in their contributions to knowledge and innovation has been recognized with key awards, grants, and scholarly publications including:
Significant Exhibitions, Symposia, Book Publications
- Micah Rutenberg led and organized the *"Regional Globalism in the Tennessee Valley"* symposium and publication (2022; 2023), with Jason Young.
- Hansjorg Goritz was the co-editor and contributing author of the book *Lewerentz Fragments*, along with M. Hall, N. Matteson, and J. Foote, ACTAR Publishers, Barcelona, Spain (2022)
- George Dodds was the co-editor and contributing author of the book *Urban Developments in Late Antique and Medieval Rome: Revising the Narrative of Renewal*, with Ann Van Dijk (2022)
- Mark DeKay co-edited, with R. Fleming, *Sustainability (special issue), Integrated Approaches to Sustainable Design Research and Practice* (2021)

- Scott Wall curated, designed, and edited *Currents & Trajectories: The Governor's Chair for Energy & Urbanism, 2014-2020.* (2021)
- Ted Shelton and Tricia Stuth, with A. Lovelace, exhibited "Practicing (in) Place at the Venice Biennale, Italian Virtual Pavilion CITYX (2020)
- George Dodds proposed, led, and curated an extensive exhibition called *"Learning from Piranesi,"* in the A+A Ewing Gallery in celebration of the 300th birth anniversary of Giovanni Battista Piranesi (2021).
- Katie McDonald and Kyle Schumann exhibited at the Oslo Triennale (2019)
- James Rose exhibited "PLUSpod" at the Chicago Architecture Biennial, *… and other such stories* program (2019)
- Mark Stanley proposed, led, and curated a five-year retrospective of CoAD student work called "Birds of Feather" in the A+A Ewing Gallery, with co-curators Micah Rutenburg, Rana Abudeyyeh and Scottie McDaniel (2019).
- Scott Wall designed and edited the College of Architecture and Design's inaugural "Dialogues" publication, *Rooted in Experience: An Encounter with Juhani Pallasmaa* (2019)
- Avigail Sachs's book *Environmental Design: Architecture, Politics, and Science in Postwar America* was published by the University of Virginia Press (2018).
- Ted Shelton and Tricia Stuth co-edited the *Journal of Architectural Education*, 72:2 "Preserve" (2018).
- Diane Fox had a solo exhibit of her creative work, "UnNatural History: Photographs by Diane Fox" at the Ruchard F. Brush Art Gallery, St. Lawrence University, Canton, NY (2018)

National and International Awards
- Tricia Stuth and Ted Shelton were awarded an AIA/ACSA Housing Design Education Award (2023) for their project "Housing America: Architecture's Social Agenda at the Center of Pedagogy."
- Curry Hackett was awarded an ACSA Education Creative Achievement Award (2023) for his project "Subjective Waters," based on a second-year B.Arch studio that studied Black relationships with water to interrogate its role in shaping power, place, and cultural production in the built realm. David Fox was named a Fulbright Scholar to Poland "Architectural Education: Digital Literacy and Design Basics, Radical Technology and Tradition" (2022).
- Jennifer Akerman was awarded the College of Architecture and Design's James Johnson Dudley Faculty Scholar Award, (2019-22) including in support of her research project "Living Architecture: Hybrid Ecologies in the Built Environment."'
- Marshall Prado was named an Exhibit Columbus University Design Research Fellow (2018-19) in support of his project Filament Tower which was featured at Exhibit Columbus (2019).
- Ted Shelton (2016), Tricia Stuth (2016) were named Affiliated Fellows of the American Academy in Rome.
- Avigail Sachs was awarded the College of Architecture and Design's James Johnson Dudley Faculty Scholar Award, (2015-17) in support of her research project "Atelier TVA: Designers in the Great Depression."
- Avigail Sachs was named the University of Tennessee Humanities Center Fellow, (2014-2015) in support of her research and scholarship.
- Scott Poole (2016) and Tricia Stuth (2017) were elected to the College of Fellows of the American Institute of Architects (FAIA), joining past recipients TK Davis (2008), Marleen
- Maged Guerguis was awarded an ACSA Diversity Achievement Award (2022) recognizing his collaborative research and studio.
- Ted Shelton and Tricia Stuth were awarded an AIA Tennessee Award of Merit, for their project House with Five Porches (2022)
- Bob French (Prof. Emeritus) was awarded the AIA East Tennessee Gold Medal (2021) recognizing the lasting impact he has made on the architecture profession by producing

distinguished work, upholding the traditions of architecture and influencing the future of the profession

- James Rose and Scott Poole were awarded the UIIN Outstanding Practitioner, second place (2021) for "A Disruptive Partnership: Building Trust and Crating Networks for Future Opportunities."
- Maged Guerguis was awarded the UT Knoxville Chancellor's Excellence in Teaching Award (2021).
- Brian Ambroziak was awarded an S.ARCH 2020 The 7th International Conference on Architecture and Built Environment Architecture Awards, Honorable Mention, for his project *Embodied Sphere Project: 1-452* (2020)
- Scott Wall received the Chancellor's inaugural Global Catalyst Award for innovative and exceptional work that enhances international and intercultural awareness among undergraduates (2020)
- Marshall Prado was awarded an American Composites Manufacturers Association Award for Composites Excellence: Most Creative Application for his project *UTK Filament Tower* (2020)
- Ted Shelton and Tricia Stuth were awarded an AIA Tennessee Award of Merit for their project *Eclipse Residence* (2020)
- Katherine Ambroziak, Marleen Davis, Mark DeKay, Hansjoerg Goeritz, Maged Guerguis, Tracy Moir-McClean, William Miller, Marshall Prado, James Rose, Ted Shelton, Kevin Stevens, Tricia Stuth, and Jason Young were awarded the AIA Innovation in Technology Award (2019), in the development of design or design thinking category for their innovative contributions to the technology/design implementation curriculum, "*Overhaul the Curriculum, Not Just a Course*"
- Ted Shelton and Tricia Stuth were awarded an AIA East Tennessee Honor Award for their project *Eclipse Residence* and a Merit Award for *Slip Stitch Residence* (2019)
- Maged Guerguis was a finalist in the 3D Pioneers Challenge for his design *3D-printed Face Shield* (2019)
- Avigail Sachs was awarded the Southeast Chapter of the Society of Architectural Historians (SESAH) Award of Excellence for book *Environmental Design: Architecture, Politics and Science in Postwar America* (2019)
- Scott Poole received the Presidential Award of Excellence by AIA Tennessee (2019)
- Katherine Ambroziak was awarded an ACSA Diversity Achievement Award (2019) recognizing her research engagement related to the Odd Fellows Cemetery Reclamation Initiative.
- Kevin Stevens, with Lisa Mullican, was awarded 3rd-place at the Irish Cult Music Venue International Architecture Competition for *Rooted|Rootless* (2018)
- Jennifer Akerman and Bob French (Prof. Emeritus) were awarded an ACSA Collaborative Practice Award (2017) recognizing their leadership on the Beardsley Community Farm Design-Build Project.
- James Rose was awarded an RandD Award, Architect Magazine (2017) for his work on the AMIE Prototype, with SOM and ORNL.
- James Rose was named a Design Intelligence 25 Most Admired Educators (2016).

Select Grants
- Jason Young and Kevin Stevens, along with C. Cox and J. Rutheford were awarded a $79,000 grant from the Tennessee Department of Education, Hardeman County, to support the Lone Oaks Farm design-build project (2022)
- Marshall Prado was awarded the University of Tennessee Office of Sustainability, Green Fee Sustainability Grant of $30,000 to support the "Zero Waste Fab Lab" (2022)
- Micah Rutenberg and Avigail Sachs were awarded a Tennessee Architecture Foundation Grant of $6,789 for *Regional Globalism in the Tennessee Valley Symposium* (2021)
- Katherine Ambroziak and Brian Ambroziak were awarded a Tennessee Arts Commission: Arts Access Grant (2021) of $7,530 and a Tennessee Arts Commission: Arts Project Support Grant (2019) for $4,500 for *Cradle in the Hollows: dry creek land art in Odd Fellows Cemetery*

- Katherine Ambroziak and Brian Ambroziak were awarded a Dow Chemical Company: DowGives Community Grant (2019) for $22,500 and an East Tennessee Foundation: 2018 Arts Fund for $5,000 for installation *Community Pause: Augmenting Memory and Place*
- David Fox, with UTC faculty Robert Baggett and Dana Moody, was awarded a Tennessee Board of Architecture and Engineering Examiners Grant of $20,000 for Community Design Studio (2018)
- Gregor Kalas (co-PI) was awarded a Samuel H. Kress Foundation Grant of $15,000 for the exhibit and symposium "Vision of the End of Time, A.D. 1000-1600" (2018)
- Maged Guerguis was award the Alma and Hal Reagan Research Award, College of Architecture and Design, granting $10,000 to support "Biomimetic Topology Optimization and Robotic Fabrication of High-performance 3D-Printed Construction Systems" (2022-2024)
- Marshall Prado was awarded the Seed Award, College of Architecture and Design, granting $8,000 to support "Computational Design and Fabrication of Macrame-based Architecture (SouthxDesign)" (2022-2023)
- Mark Stanley was awarded the Seed Award, College of Architecture and Design, granting $7,800 to support "Farm & To & Market (Rural Urbanism)" (2022-2023)
- Hansjoerg Goeritz, Scott Wall, Kathy Wheeler, and Ted Shelton + Tricia Stuth were each awarded a College of Architecture and Design Faculty Research Development Award of $2,500 (2020)
- Brian Ambroziak, Maged Guerguis, Gregor Kalas, and Micah Rutenberg were each awarded a College of Architecture and Design Faculty Research Development Award of $2,500 (2019)
- Marleen Davis was awarded an Office of Research and Engagement Professional and Scholarly Development Award of $5,000 for "Alvar Aalto: case study analysis of three urban buildings" (2018)
- George Dodds, Marshall Prado, Ted Shelton, and Mark Stanley were each awarded a College of Architecture and Design Faculty Research Development Award of $2,500 (2018)

We seek to continually expand our contributions to knowledge and innovation through key endowed faculty positions.
- Several nationally-recognized architects and educators were named BarberMcMurry Endowed Professors and became visiting faculty for one semester teaching an upper-level research studio (ARCH 496/596 or similar). These include:
  - Ryan Jones, AIA, Lake|Flato, San Antonio, TX (2022)
  - Duane Oyler and Jenny Wu, Oyler Wu Collaborative, Los Angeles, CA (2021)
  - Mitchell Squire, Iowa State University, Ames, IA (2020)
  - Billie Faircloth, AIA, Kieran Timberlake, Philadelphia, PA (2018)
  - Wendell Burnette, Wendell Burnette Architects, Phoenix, AZ (2015)
  - Larry Scarpa, Brooks + Scarpa Architects, Los Angeles, CA (2014)
- In 2016, Director Jason Young established the Tennessee Architecture Fellowship, which recognizes and fosters emerging design educators whose work shows extraordinary promise for the future of the discipline of architecture. The Fellow teaches three courses and pursues self-driven design research, creative scholarship or critical project over the course of the academic year. Fellows to date include:
  - Jeremy Magner (2020-22) extended the Fellowship to a two-year term
  - Katie MacDonald and Kyle Schumann (2019-20), "After Architecture," currently tenure-track faculty members at the University of Virginia
  - Nate Imai (2018-19), currently a tenure-track faculty member at Texas Tech University
  - Micah Rutenberg (2017-18) currently on faculty at the University of Tennessee
  - Darius Ammon (2016-17), the inaugural Fellow
- A nationally-recognized architect and educator joined us as a Visiting Professor of Practice to teach an upper-level Design Integration studio (ARCH 471):

NAAB

- Anne Marie Duvall Decker, FAIA, Duvall Decker Architects, Jackson Mississippi (2022)

Our commitment to the value of producing knowledge and innovation is evident in the accomplishments of our students and alumni, who have been recognized with major awards:
- Architecture alumni named Fulbright Student Research Program Award Recipients:
  - Mike Lidwin (B.Arch '20), Italy (2022)
  - Cullen Sayegh (B.Arch '19), Italy (2022)
  - Amanda Gann (B.Arch '12, M.Arch '14), India (2022)
  - DIllon Dunn (B.Arch. '18) , Indonesia (2018)
- Students awarded AIA COTE Top Ten Award for Students for studio work with faculty mentorship
  - Adam Smith and Rachel Elbon, faculty mentor Kevin Stevens (2017)
  - David Berry and Sierra Jensen, faculty mentors William E. Martella (Prof. Emeritus) and Kevin Stevens (2015)
  - Matthew Barnett and Zane Espinosa, faculty mentors Kevin Stevens and Paul Bielicki (2015)
- Student Aubrey Bader represented the UTK School of Architecture as the AIAS representative on a NAAB Visiting Team (Ferris State University, 2022)
- Students recognized in ACSA Steel Competition, Briley Houston and Phillip Minton receiving an Honorable Mention, faculty mentor Kevin Stevens (2020).
- Students awarded Third Place in the ACSA International Housing Design Competition, Allie Ward (B.Arch. 2021) and Grayson Word (B.Arch 2021) with Interior Architecture student Nicole Hamel, faculty mentor Katherine Ambroziak (2019).
- Students Brooke Cunningham (M.Arch '19) and Katie Hitchcock (B.Arch '19) Micro House exhibited at the Chicago Architecture Biennial (2019) designed with faculty mentor James Rose.
- Students Aubrey Bader (B.Arch '21 / MLA '22) and Maggie Redding (B.Arch '21) selected as finalists for the Van Alen Institute's international design competition for Reimaging the Brooklyn Bridge (2020)
- Student research recognized at the Global Undergraduate Awards:
  - Pete Paueksakon (B.Arch '19), Highly Commended Winner and Regional Winner for the United States and Canada (2019), faculty mentor Marshall Prado
  - James Halliwell (B.Arch '18), Commended Winner (2018), faculty mentor Tracy Moir-McClean
  - Joseph Platt (B.Arch '18), Commended Winner (2018), faculty mentor Lecturer Michael Davis.
  - Zane Russell (B.Arch '18), Commended Winner (2018)
- Students are consistently awarded for research projects in the annual EURēCA Competition, the UTK Exhibition of Undergraduate Research and Creative Achievement, through faculty mentorship
- Student Zachary Orig (B.Arch '21) awarded the UT Knoxville Chancellor's Undergraduate Researcher of the Year Award (2021)
- Student Arden Gillchrest (B.Arch '21) awarded the UT Knoxville Chancellor's Extraordinary Campus Leadership and Service award (2021)
- Many students have been awarded the Benjamin A. Gillman International Scholarship of $5,000 from the State Department awarded to students to study abroad, including: Joey Ling, Grace Hooper, Melissa Lozano Lykes, KariBeth Propes and Mary Margaret Williams
- Students have been awarded the Lyceum Traveling Fellowship in recognition of their studio work, including: Langson Dailey awarded the Lyceum Traveling Fellowship First Place Prize, faculty mentor of Ted Shelton (2022); Mikayla Williams awarded the Lyceum Fellowship inaugural Jon McKee Prize, faculty mentor of Kevin Stevens (2021)
- Student winners of the Aydelott Traveling Fellowship, which supports creative research through travel with a $20,000 award:
  - Sarah Kenney, 3rd-year M.Arch student (2022)

- ○ Gabriel Laos, M.Arch student, and Josie Tunnell, 4th-year B.Arch student, (2021)
  - ○ Mike Lidwin, 5th-yr B.Arch student (2019)
  - ○ Cullen Sayegh, 4th-year B.Arch student (2018)
  - ○ Dillon Dunn, 4th-year B.Arch student (2017)
  - ○ Catherine Dozier, 2nd-year M.Arch student (2016)
- Architecture alumnus Michael Davis (B.Arch '08) received an AIA Young Architect Award in 2021, as was Matt Barnett (B.Arch '15) was likewise a recipient of an AIA Young Architect Award this past year (2022).

Alumni of the School of Architecture are recognized with design awards in recognition of their excellent contributions to architecture by winning more awards than can be cited here. We are particularly proud of Sanders Pace Architecture, led by alumni John Sanders, FAIA ('97 B.Arch) and Brandon Pace, FAIA ('97 B.Arch), who were included in the 2021 Venice Biennale exhibition "A South Forty: Contemporary Architecture and Design in the American South," and who have received numerous design awards at all levels, including a 2021 Architecture Award from the AIA for their Loghaven Artist Residency project.

Students matriculating to graduate school for further education beyond their professional architecture degree is also evidence of their ambition to contribute to knowledge and innovation in their future research, scholarship, and creative work. We are proud of our many alumni who pursue graduate degrees at other institutions.

Reflection and Assessment:
The various ways in which our programs in architecture contribute to knowledge and innovation are regularly assessed and improved upon. Each faculty member's contribution to knowledge and innovation through their individual creative work, research, scholarship, and engagement is robustly reviewed through multiple annual and periodic review processes established by the University, College, and School. Faculty who excel are rewarded through merit raises and the possibility of promotion of rank. Faculty who fall short are put on notice through direct feedback from their Director and/or Dean and may be required to undergo additional review or disciplinary action.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:
Our Approach:
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 have 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. Substantial design/build/research efforts including the new education center for Beardsley Community Farm, the Filament Tower for Exhibit Columbus, The Color of Air environmentally interactive Pavilion, the Red Bird Water Kiosk, Haiti Studio, the Green Oak Project, Lone Oaks Farm/4H, a new UT Boat House, and community-engagement initiatives including the Odd Fellows Cemetery Reclamation Program, the Chattanooga Design Studio, and the Mozambique Resiliency Studio 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 the role of architecture and design in service to the public good.

UTK Architecture has a culture of leadership established through the strength and vibrancy of its student organizations, including Alpha Rho Chi (APX), American Institute of Architecture

Students (AIAS), National Organization of Minority Architecture Students (NOMAS), Freedom By Design, NETWRK, and Tau Sigma Delta Honor Society (TSD). Students assume responsibility for the myriad facets of leadership needed to effectively and meaningfully run these organizations. Student leadership is also a crucial component of TAAST (The Annual All-College Spring Thing) an annual student-conceived event bringing together students, faculty, and guests to engage topics that the students either find need deeper investigation, or that they feel are missing from their current education.The internal mentorship and external engagement and outreach performed by these student organizations do a remarkable service in directly building studio culture.

Students make significant contributions as leaders through their involvement in shared governance, whether as the student representative on faculty search committees as well as academic leadership search committees, including dean search of 2020-21, Director search of 2021-22, for instance), and also serving on key curricular committees (Undergraduate Curriculum Committee, Graduate Program Committee), sharing insight with the School Director through periodic town hall meetings and with the Dean through the Dean's Student Advisory Committee (DSAC), or as the elected representative of the student body through the various branches of the Student Government Association (SGA).

Outcomes Sought:
Members of the architecture program (faculty, students, academic leadership, and staff) strive to support and advance the shared values of leadership, collaboration, and engagement. Curricularly, leadership and collaboration are fundamental to the instructional mode of critical courses, including ARCH471 Design VII: Integrations (Studio) and its linked seminar ARCH 461 (and the comparable ARCH 572/560 in the M.Arch. program) where students work in small groups of two to four students for the entire semester. This structure helps instructors teach teamwork, communication, and leadership skills in a mode that in some ways emulates architectural project work in a professional environment. Issues of the architect's ability to act as leaders in their community is directly addressed in ARCH 462|562 Professional Practice, including actions in the office organization, work done on behalf of the client, and also individual actions through volunteerism, service with professional organizations, and municipal/political office. And, as discussed above, many studio courses and electives directly incorporate themes of community engagement through design projects, design-build efforts, and other learning experiences.

The university has established an S- designation for regularly-offered courses that promote community engagement through their learning objectives. Faculty can offer the advanced options studio for undergraduate and graduate students as an S- designated course (ARCH 496S), as has been the case for studios with deep community focus, including the Haiti Studio, Appalachia Studio, and others. In the graduate program, the comparable studio is ARCH 587 Advanced Architectural Design: Conservation and Stewardship, an advanced options studio that requires research, critical examination and individual engagement through design speculation addressing the roles cultural artifacts play in understandings public policies and other sustained responses stemming from the shared concern for the plight of built and natural environments. These two studios (ARCH 496S and ARCH 587) are often co-taught.

In the graduate program, community engagement is also addressed through the Conservation and Stewardship concentration, an optional 12-credit hour set of course offerings available to all M.Arch students. Broadly based in the arts and the sciences, the Conservation and Stewardship Concentration explores the processes and systems that affect both local and global responses to contemporary issues of public policy and the growing global concern for sustainable and regenerative responses, equity, and diversity.

Reflection and Assessment:

The shared values of leadership, collaboration, and engagement. are fundamentally important to the UTK School of Architecture and to the College of Architecture and Design. Institutionally, engagement is recognized by the University of Tennessee as fundamental to our mission and work, and is supported through the Office of Community Engagement and Outreach. Faculty are encouraged to pursue community engagement as part of their body of work along with creative work, scholarship, and/or research. As such, the outcome of the faculty's engagement work is evaluated regularly through annual reviews, Elements reports, and other institutional assessment measures.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:
<u>Our Approach:</u>
UTK Architecture's commitment to the breadth and depth of the discipline's many forms of knowledge, innovation, and expertise are foundational to everything we do, and are described in our approach to the shared values of knowledge and innovation. The B.Arch and M.Arch curricula each emphasize the continuous integration between theory and practice. Establishing a culture of lifelong learning is directly related, and is a value we strive to instill through curricular and non-curricular events and in partnership with local, regional, national, and international practitioners when they are able to connect with the school.

The school has a vibrant culture of inviting guests from practice, thought leaders, researchers, and artists. We do this through visiting professorships, our lectures and exhibits series, TAAST Week (The Annual All-College Spring Thing), special symposia and events, and as guest speakers in required courses and guest critics for final reviews. We strive to promote the many innovative ways an architectural education prepares students to pursue lifelong learning through their curiosity and self-initiative.

Study abroad offerings and course-related field trips are also fundamental ways of helping students value lifelong learning. These are detailed further in our response to Program Criteria PC.8 Social Equity and Inclusion, in Section 3A.1 and 3B.1.
- Field trips are valued options to expand studio education and inculcate a love of exploring new cultures through the built environment. These range from large trips organized for the entire undergraduate first-year cohort to explore Nashville and Chattanooga, all of second-year to visit Chicago, and all of the incoming G3 graduate students to visit Marfa, Texas, as well as smaller, studio-specific opportunities tied to the learning objectives set by individual faculty members, which have taken students to New York, San Francisco, New Orleans, Detroit, the Smoky Mountains National Park, among other locations.
- Study abroad and off-campus experiences are highly valued. The B.Arch program established a required semester abroad or off-campus before the time of our last accreditation visit. The M.Arch program has made the curricular schedule more flexible to accommodate optional study abroad as well. All students of the College also have the opportunity to enroll in three-week long mini-term courses in the Summer or Winter break which usually focus on study abroad.
- The Aydelott Travelling Fellowship supports student creative research through travel with an award of $20,000 to one B.Arch or M.Arch student each year.

The school is committed to promoting many ways for students to contribute to architecture as a profession and discipline, whether they plan to work in an architecture office or if they pursue careers in related fields. Our approach to the Program Criteria of Career Paths is detailed in sections 3A.1 and 3B.1, PC.1, of this report.

Interdisciplinary knowledge within key allied design disciplines is a unique strength of UTK's College of Architecture and Design, as we foster formal and informal collaboration among our four academic disciplines, architecture, landscape architecture, interior architecture, and graphic design. Since the time of our last accreditation visit, the College has established three dual-degree programs encouraging interdisciplinary study and affirming lifelong learning:

- the 4+2 Bachelor of Science in Interior Architecture and Master of Architecture programs
- the 5+1 Bachelor of Architecture and Master of Landscape Architecture program
- the Master of Architecture and Master of Landscape Architecture graduate program

Additionally, the School of Architecture has been working to establish a non-professional Master of Science in Architecture program supporting upper-level education and research in areas of expertise such as Computational Design and Fabrication, or Regional Globalism in the Tennessee Valley. Supporting graduate education in architecture and related disciplines beyond the professional degree would dramatically expand our ability to train future educators and advanced researchers capable of producing new architectural knowledge.

Outcomes Sought:
We want our graduates to value architectural knowledge and to be self-motivated to pursue new experiences in architecture and design throughout their life beyond school. Continued participation in dual-degree programs, minors, and joint courses would also demonstrate that our students value opportunities for interdisciplinary knowledge.

Our commitment to lifelong learning through cultural immersion is a valued priority of the school, especially as part of undergraduate education. The B.Arch. program includes a full semester of required study off-campus or abroad. M.Arch students are encouraged to participate in summer-based off-campus programs. All 3G M.Arch students participate in a dedicated mini-term charrette that usually includes a week-long off-campus experience linked to a two-week design project. All students are encouraged to participate in elective mini-terms offerings available in May and December of each year.

Continued growth in the quality and quantity of special programs (lectures, exhibitions, symposia, &c.) would be welcome, especially if it brings in larger audiences of current students, alumni, and local architects and designers interested in these events. This would demonstrate interest in continual learning and is also a key way we seek to integrate practice and theory through sharing the first-person experiences of renowned guests.

Reflection and Assessment:
Increasingly, students have pursued dual-degree programs or non-architecture minors to take advantage of the many curricular offerings and interdisciplinary collaborations available at our College.

The pandemic temporarily reduced our ability to support study abroad programs, though things have been greatly improving over the past year. Undergraduate students who were third-year students in 2020 or 2021 were given the opportunity to waive the required semester abroad.

Based on self-assessment measures, we recognize a disparity in study abroad experience among students based on economic privilege or hardship that we want to eliminate. Academic leadership is working to help make study abroad more accessible, seeking scholarships and other mechanisms that might mitigate travel costs.

3A—Program and Student Criteria: B.Arch

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3A.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

Refer to *UTK B.Arch PC/SC Matrix*

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:
Our Approach:
The program offers many forms of education about the path to licensure and about the wide range of career opportunities in architecture and related fields. We introduce professional issues to students in required coursework beginning in their first year through ARCH 101/107: Introduction to the Built Environment, and end with more indepth considerations of career paths through ARCH 462: Professional Practice in their final semester, both providing specific lectures, readings, and assignments related to the path to licensure and specific aspects of engaging the profession.

Students also benefit from the dedicated involvement of our NCARB Licensing Advisor and Student Advisor through cameo lectures in these courses and through special Career Path NCARB events throughout the year. We also host an impressive Career Day each Spring setting up interviews between students and professionals from around the country.

Curricular Structure:
ARCH 101/107: Introduction to the Built Environment (/ Honors) Fall Semester, Year One
All incoming first-year students take ARCH 101/107: Introduction to the Built Environment, a three-credit-hour lecture course that frames architectural design as a creative process based on visual thinking and ideas related to space, technology, and place. This course provides students with an understanding of the built environment in relation to contemporary society, the building industry, and allied design professions. Professional issues are introduced to students in their first year with several dedicated lectures introducing the licensure process and facets of professional practice (the process of building a project, working with clients, and running a firm) within the context of advocating for good design. ***Student learning outcomes*** related to Career Paths addressed in the module "The Profession" in ARCH 101 include
- an introductory understanding of the process of becoming licensed as an architect
- an introductory understanding of how to manage a project in an office
- an introductory understanding of how architects work with clients
- an introductory understanding of how an architectural firm is managed

These learning outcomes are assessed through reading quizzes and the course's final examination.

ARCH 462: Professional Practice, Spring Semester, Year Five
ARCH 101 is bookended with ARCH 462: Professional Practice, a required lecture course typically taken in the final semester of Year Five. This course provides an in-depth exploration of the practice of architecture, including many career opportunities within the profession, and also through related paths in allied disciplines. This includes detailed consideration of the path to licensure, presented by Martin Smith of NCARB along with the school's NCARB Licensing Advisor and Student Licensing Advisor. Three sessions are dedicated to aspects of career

planning, including preparation for interviews and our College's Career Day. Numerous guest speakers (twenty-two in 2022) share their direct experiences and insight about their diverse career paths. This has included hearing from design principals, managing principles, in-house legal counsel, mid-career architects, and emerging practitioners sharing their expertise on career paths in design excellence, sustainability, community engagement, adaptive reuse and historic preservation, education, advocacy, and social justice, among others. Students hear from practitioners through guest lectures and also in less formal round-table discussions of several professionals moderated by the instructor. **Student learning outcomes** related to Career Paths in ARCH 462 include:

● Being able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.
● Having a fuller understanding of professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.
● Understanding the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Graded quizzes assess student comprehension of content related to career paths and licensure as presented in lectures, guest lectures, and required reading. The course has a benchmark target: at least 80% of students answer these questions correctly. Ungraded surveys also assess student comprehension of content related to career paths and licensure explained in readings and lectures.These surveys are to help students prepare for the graded assessments.

Supplemental Experiences:
Extracurricular events reinforce the importance of career paths for all students in the School of Architecture. This includes:

Lecture Series and Exhibitions. The College of Architecture and Design hosts dozens of public lectures each year to inform students, faculty, and the local professional public about issues at the forefront of architecture and design and highlighting specific career paths within architecture and related fields. This includes the College Lecture Series (funded by the Robert B. Church III Memorial Lecture Fund), the School of Architecture's Dialogues lecture series, General Shale Lectures, AGC Glass Lectures, and other special event lectures throughout the year. We strive to make these as accessible as possible, hosting lectures in-person immediately after studio to encourage attendance by students and local professionals, as well as live-streaming these presentations online, and archiving past lectures through *our YouTube channel*. The College also curates several exhibits a semester, often focusing on a specific practice or practitioner.

Career Day is an annual event including opportunities for students to interview, meet and network with dozens of firms from across the country, held in the UT Student Center Ballroom. Our Office of Student Services organizes career planning workshops, portfolio reviews, interview advice, and logistical training on how to navigate Career Day. In 2023, 100 firms participated in *Career Day* through student interviews, firm presentations, and other social events connecting to students, faculty, and alumni.

Handshake is an online career portal linking students to job databases, on-campus interviews, internship opportunities, and more. By activating their profile, students can upload resumes and cover letters, submit applications, sign up for on-campus interviews, view dates for employer information sessions, and track job search activities.

NCARB Events. The School of Architecture benefits from advice and guidance on career paths and licensure through the direct participation of NCARB Assistant Vice President, Martin Smith, the NCARB Licensing Advisor, Prof. Kevin Stevens, and the NCARB Student Advisor (Aubrey Bader in 2020-21, Kari Essary in 2021-22, Lexi Anderson for 2022-23). These individuals give cameo lectures in ARCH 101/107 and ARCH 462, as well as hosting extra-curricular events such as APX Workshops.

Also refer to our description of the program's commitment to the shared values of lifelong learning in Section 2 of this report for additional holistic experiences we offer our students to help them gain awareness of and appreciation for the many career paths their education will prepare them to pursue.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to teaching career paths are similar for these primary courses:

● Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Undergraduate Chair, and the School Director.
● Throughout the semester, faculty meet with the year-level faculty as needed to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Program Committee and School Director.
● Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
● After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
● The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:
ARCH 101/107: Introduction to the Built Environment (/ Honors), PC.1 Assessment
● Data to be collected in late Fall 2022.
● Recent course modifications to improve student learning related to PC1 include: In Fall 2022 the longstanding tradition of the Nashville field trip was reinstated after being paused by the COVID-19 pandemic. This day-long trip introduced students to works of architecture and to professional offices, both directly inspiring them with examples of how they might want to practice in the future.
ARCH 462: Professional Practice, PC.1 Assessment
● Data on student achievement for PC.1 to be collected in late Spring 2023.
● After reviewing assessment measures from 2020-21, the course instructor implemented several modifications to ARCH 462 related to career planning. A survey assessing student engagement with Career Day was added. Additional modules were added in Spring 2022 on how people might design their career path, including consideration of studio culture, many forms of compensation, and job satisfaction. The instructor also made sure to maintain a diverse offering of guest lectures and roundtable discussions to expose students to many forms a career in architecture might take.
● Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning related to career paths because it is the course fulfilling the B.Arch Program Learning Outcome 3 (PLO3), Leadership and Practice.
Career Day, PC.1 Assessment
● Before the annual Career Day event, goals for firm and student participation are set by the Director of Student Success in coordination with the College Dean and greater administrative leadership.
● When students check-in for Career Day, their data is collected by the Director of Student Success. This gives us participation data by program and academic level which can be compared year-by-year.
● After the annual Career Day is held each spring, the Director for Student Success assesses the event as a whole through feedback from participating firms and students.

- A significant recent improvement to Career Day was being able to hold the event in-person in Spring 2022 after moving online in 2021 due to the pandemic. This greatly improved the number of firms and students participating and resulted in a better experience overall.
- Additional modifications made to Career Day to improve student learning include: ARCH 101: Introduction to the Built Environment, IARCH 101: Introduction to the Built Environment, and ARCH 462: Professional Practice all encourage students to participate in Career Day as a way of learning about career paths.
- Though it is difficult to know with certainty, anecdotally the Director of Student Services estimates that somewhere between 35-50% of the graduating B.Arch/M.Arch class have received a job offer before graduation. Assessment measures here are bolstered by surveys conducted by the University's Career Development which administers a First Destination Survey asking students where they will go after graduation. As part of our ongoing assessment plan, the College of Architecture and Design will develop a survey in a very similar vein, but asking more specifically where they hope to be next year. We seek to contextualize the career placement figures produced (% of students who found a professional job when considered against the number of students who were seeking a professional job) and to separately account for and consider students going on to graduate school or on to other endeavors)

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:
Our Approach:
We are fundamentally a design-focused architecture program. We encourage innovative thinkers who can transform the lives of others through creative, sustainable architectural design. The value of design is integral to all courses and supplemental experiences offered in the B.Arch. program and the architectural design studio is the core of the full curriculum. Undergraduate students take a total of ten linked design studios, one per semester.

The first-year studios, co-taught with the undergraduate Interior Architecture students, introduces basic design skills and spatial thinking through key *student learning outcome objectives* including spatial composition, ideation, form, craft, three-dimensional thinking, as well as analytical methods, scale, light and shadow, and experience. Assignment objects and timelines are established by the first-year coordinator, and each faculty member develops independent assignment briefs for their studio.

The second-year studios focus on the theme of territory, and how contextual determinants can influence the design of site-specific architecture. *Student learning outcome objectives* include developing multiple architectural design projects throughout each semester to emphasize fast ideation and spatial development. Students analyze territorial conditions through multiple methods to inform conceptual objectives and they generate multiple and iterative architectural design strategies as informed by the territorial condition. Students develop visualization skills through experimentation with a range of representational conventions and a variety of media. They explore formal and performative aspects of designing space, sequence, structure, enclosure, atmosphere, and experience.
They gain experience making decisions that further design objectives, transitioning from concept to spatial proposition. And, students develop a sense of design agency.

These studio objectives are supported by the co-requisite technology/design implementation courses introducing similar topics. It's a year of many firsts–thorough consideration of site, technology, and representation—all of which will be revisited and honed in studios in the upper years. Through the studio, students establish a sense of design agency.

The third-year fall focuses on a comprehensive applied research studio (ARCH 373: Design V: Applied Research), *student learning outcomes* include understanding the design process through integrated design research. Additional student learning outcomes include demonstrating (through the research document and design) how architects design better, safer, more equitable, resilient, and sustainable built environments. And, demonstrating (through the research document and design) how the design process integrates multiple factors in different settings and scales of development, from buildings to cities. The Applied Research Studio is a showcase of our B.Arch. program. Methodologies include analysis of the site's environment, program, spatial and contextual conditions, user needs, precedent studies, typology, scale, and socio-political and cultural influences. This studio culminates in the execution of a comprehensive research document and design project. The **spring** semester brings the first "lotteried" studio, one where faculty present their studio themes and students vote for their preferred placement. The third-year spring *student learning objectives* include a focus on systems and atmospheres, focusing on the integration of design determinants emphasizing structure, sustainability, materials, and construction systems concerning architecture's cultural role. Research and design incorporate technological and ecological systems—co-taught in the technology/building implementation sequence—into the production of experiential conditions.

The fourth-year fall focuses on the Integrations Studio (ARCH 471) and its linked Integrations Seminar (ARCH 461), and this studio/seminar experience is a showcase of our B.Arch. program. *Student learning outcome objectives* include the active integration of cultural considerations, programmatic possibilities, and technical exploration and precision as related to the development of an architectural project. Consideration of site design, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, regeneration, abundance, and sustainability. This Integrations Studio/Seminar experience brings together and expands upon the previous years' design, building technology, and representation education. **Fourth-year spring or summer** includes the Cultural Immersion Studio (ARCH 472) focused on advanced research and design projects examining *student learning outcomes* based in culture, landscape, and territory through travel and off-campus study. The faculty revised our curriculum before the last accreditation visit to make study abroad or off-campus study a requirement for the B.Arch. program. Offerings include semester-long experiences based in Helsinki, Krakow, Rome (with Auburn University), and Nashville, four incredible cities with unique culture, urbanism, and design. In 2019 we established a new offering based in Tokyo, which will be launched in 2023 for the first time due to pandemic-related travel restrictions.

The fifth-year studio includes two in-depth advanced architectural studios requiring research, beginning the fall with *student learning outcomes* based in research-based design speculation of critical positions within the discipline addressing topics outlined by individual instructors (ARCH496: Provocations). The spring studio (ARCH 499 Diploma Studio) is a similarly rigorous faculty-led research options studio, with additional *student learning outcomes* including development of a position and reflection on consequences in advanced architectural design appropriate for the final culminating design studio experience for the Bachelor of Architecture professional degree. Students lottery into their choice both semesters based on the research agenda of the instructor and their proposed studio mission. Students may also opt into a Self-Directed Diploma Studio (ARCH498R) for in-depth work on thematic issues as defined by the student with faculty oversight expanding on the design proposal, research, and documentation undertaken in a previous seminar.

These myriad student learning outcomes contribute to a holistic appreciation and nuanced understanding of the value of design and produce students who excel at designing complex and elegant works of architecture that respond to considerations of site, culture, environment, and program with a rich synthesis of technological possibilities. Individual studio instructors

primarily evaluate student mastery of their specific learning objectives through individual desk crits and public reviews of student work, with expectations clearly articulated in the syllabus and with continual feedback shared with each student.

Curricular Structure:
ARCH 171: Design I: (Studio), Fall Semester, Year One
A beginning transdisciplinary studio that focuses on foundations of spatial composition and design. Key concepts include ideation, form, craft, spatial order, and three-dimensional thinking.
ARCH 172: Design II: (Studio), Spring Semester, Year One
A transdisciplinary studio that focuses on more advanced spatial composition and design. Key concepts include analytical methods, scale, light and shadow, and experience.
ARCH 271: Design IIII: Territory I (Studio), Fall Semester, Year Two
Contextual determinants in architectural design. Development of alternative design strategies through analysis of a regional territorial condition. Exploration of material, climate, energy, comfort, and experience. Students establish a sense of design agency.
ARCH 272: Design IV: Territory II (Studio), Spring Semester, Year Two
Contextual determinants in architectural design. Development of alternative design strategies through analysis of an extensive territorial condition. Exploration of material expression, structure, and performance. Students further establish a sense of design agency.
ARCH 373: Design V: Applied Research (Studio), Fall Semester, Year Three
Understanding the design process through integrated design research. Methodologies include analysis of site, environment, program, spatial and contextual conditions, user needs, precedent studies, typology, scale, socio-political and cultural influences. Culminates in execution of a comprehensive research document and design project.
ARCH 374: Design VI: Systems and Atmospheres (Studio), Spring Semester, Year Three
Integration of design determinants emphasizing structure, sustainability, materials, and construction systems with respect to architecture's cultural role. Research and design incorporate technological and ecological systems into the production of experiential conditions.
ARCH 471: Design VII: Integrations (Studio), Fall or Spring Semester, Year Four
Active integration of cultural considerations, programmatic possibilities, and technical exploration and precision as related to the development of an architectural project. Consideration of site-design, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, regeneration, abundance, and sustainability.
ARCH 472: Design VIII: Cultural Immersion (Studio) Fall, Spring, or Summer Semester, Year Four
Advanced research and design projects examining themes of culture, landscape, and territory through travel and off-campus study.
ARCH 496: Design IX: Provocations (Studio), Spring Semester, Year Five
Thematic studio requiring research, critical examination and individual engagement through design speculation of critical positions within the discipline addressing topics outlined by individual instructors.
ARCH 499: Design X: Diploma Studio or **ARCH 498R: Design X: Self-Directed Diploma Studio**, Spring Semester, Year Five
Final culminating design studio experience for Bachelor of Architecture professional degree. Development of a position and reflection on consequences in advanced architectural design. In-depth work on thematic issues as defined by instructor [or, in ARCH 498R, as defined by student with faculty oversight expanding on design proposal, research, and documentation undertaken in a previous seminar]. Required graphic and written products. Restricted to students in their final academic semester.

Supplemental Experiences:
Mini-Term Offerings are three-week-long travel experiences focused on design through cultural immersion. Several mini-term experiences are offered each year in our college, most

often during the summer, though beginning in 2022 a winter-mini term has been added to the academic calendar. Some of our recent mini-term trips have included: Florence, Japan, Portugal, Rome, Spain, Sweden, Greece, and the United Kingdom.

Lecture Series and Exhibitions The College of Architecture and Design hosts dozens of public lectures each year to inform students, faculty, and the local professional public about issues at the forefront of architecture and design and highlighting specific career paths within architecture and related fields. This includes the College Lecture Series (funded by the Robert B. Church III Memorial Lecture Fund), the School of Architecture's Dialogues lecture series, General Shale Lectures, AGC Glass Lectures, and other special event lectures throughout the year. We strive to make these as accessible as possible, hosting lectures in-person immediately after studio to encourage attendance by students and local professionals, as well as live-streaming these presentations online, and archiving past lectures through *our YouTube channel.* The College also curates several exhibits a semester, often focusing on a specific practice or practitioner.

TAAST Week (The Annual All-College Spring Thing), a long-standing student-run special event celebrating architecture and design typically includes lectures, workshops, a kick-ball tournament, creative fund-raisers to support student organizations, and a Beaux-Arts Ball.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The design sequence in particular undergoes regular and continual assessment by the faculty and administrative leadership of the program. Some specific forms of regular assessment are outlined below, including internal course review and program-level review of each studio within the curricular context, as well as some key curricular modifications made in response to that assessment.

Design Studio Sequence, PC.2 Assessment

● Before each studio is offered each semester, all instructors for the cohort meet with their year-level coordinator to consider and reflect on the specific learning objectives related to design. They review the common syllabus and make edits as needed. Each instructor presents the projects they plan to offer. This beginning of the semester year-level coordination meeting also includes other faculty teaching required courses, the Undergraduate Chair, and the School Director.

● Throughout the semester, year-level faculty meet regularly to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.

● School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester.

● Students offer anonymous reflections on the course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.

● After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).

● Additionally, the School will periodically perform departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

● Additionally, the course ARCH 374: Systems and Atmospheres (Studio) undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and by the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Applied Arts and Humanities.*

While comprehensive and continual assessment and improvement happens across all studios in the design sequence, specific assessment measures and adjustments made improve student learning are used at critical studio milestones and may become models for other studio courses:

ARCH 373: Design V, Applied Research (Studio), PC.2 Assessment:
- Data to be collected in late Fall 2022.
- This course uses formal surveys to assess student success for key learning outcomes, in addition to informal measures (faculty-student conversation, faculty-faculty coordination).
- Recognizing that some students struggled to communicate their work clearly at design reviews or had difficulty engaging in reviews, ARCH 373 faculty adopted a "gap deadline" in Fall 2022—an early deadline a day before the actual studio project presentation allowing students time to reflect on their process and to hone their verbal presentations.
- Assessment reinforced our understanding that the B.Arch workload is high. Students take many required courses in addition to studio, often with demanding assignments due throughout the week. In Fall 2022, ARCH 373 addressed student workload concerns by asking non-studio faculty to adopt a uniform 10 pm assignment deadline and to not move deadlines once established at the beginning of the semester.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and by the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Applied Oral Communication (AOC).*
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the B.Arch Program Learning Outcome 1 (PLO1), Design Communication.

ARCH 471: Design VII, Integrations (Studio), PC.2 Assessment:
- Data to be collected in late Fall 2022 and Spring 2023.
- Faculty introduced three new student assessment tools in Fall 2022 to improve student learning. The first is a reflection/review on the studio as a whole in terms of content, structure, and design methodologies after the first review of the semester. The second is a self/team reflection/assessment after the second review of the semester. The third is a semester-end assessment by UTK faculty concerning fulfillment of SLO tied to NAAB Criteria for each project team. These were developed with the assistance of the UTK Teaching and Learning Innovation Center.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Engaged Inquiries (EI).*
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because ARCH 471, along with ARCH 461, are the courses fulfilling the B.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

Beyond continual improvements that are made through this regular process, significant curricular modifications were made to the full design studio sequence based on persistent concerns revealed by our assessment process. Beginning in AY 2017-18, an ad-hoc group of design faculty was invited by Director Young to begin a deep evaluation and assessment of the full interconnected design studio sequence. This began as a discussion and evaluation of what we were teaching at that time as well as aspirations for what we wanted students to learn, course by course. The focus was on overall aspirations for specific learning outcomes linked to the design studio. The faculty developed a new set of studio titles, overarching learning objectives, and draft catalog descriptions for the ten studio courses. Some curricular revision in the studio sequence was needed in response to major changes in the building technology/design implementation sequence implemented in AY2016-17. A core objective was for content being taught in the new technology curriculum to be applied in key studio settings wherever possible. Additional revisions were needed based on aspirations for how studio could better connect with the representation sequence.

Recommendations from the ad-hoc Studio Assessment Group went to the Undergraduate Curriculum Committee in Fall 2018, which developed revisions to the full studio curriculum in consultation with the full faculty. Catalog language revisions for all ten studio courses were approved by the faculty in AY 2018-19, adopted in the 2019-20 Undergraduate Catalog, and adopted into studio syllabi in 2019-20.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:
Our Approach:
In the undergraduate program, a series of linked courses from the technology/design implementation sequence, design studio, and professional practice emphasizes environmental stewardship and professional responsibility, culminating in the Design Integration Sequence (ARCH 461/471).

Curricular Structure:
ARCH 262: Climatic and Daylight Design, Fall Semester, Year Two
Introduction to design and expression with climate as a context and form generator. Emphasis on design guidelines and formal ordering. Analysis of climates, selection of site and building design strategies, design for microclimates and enhancing daylighting. ***Student learning outcomes*** related to PC.3 include:
● To provide [students] with the introductory material necessary for the comprehension of sustainable design principles;
● To expand the contextual and compositional resources that [students] may respond to in design, specifically design choices for a regionally expressive and resource-conserving building;
● To equip [students] to use on-site resources of sun, wind, water, and daylight to reduce energy loads and generate power; and
● To relate architectural design to meaningful human experiences and comfort.
ARCH 364: Performative Design I: Passive Systems Design, Spring Semester, Year Three
Design and expression for passive solar heating, natural ventilation, and passive cooling, including collection, storage, distribution, and shading. Introduction to passive systems computer modeling. Supports applications in the design studio of projects with simple HVAC in skin-loaded buildings with few thermal zones. ***Student learning objectives*** related to PC.3 include:
● To learn the basic strategies and components of passive heating, cooling and daylighting systems.
● To understand psychrometrics and the factors affecting thermal comfort
● To be able to size components of passive cooling and heating systems
● To be able to set and meet energy and carbon performance targets
● To be able to estimate annual energy use and size on-site energy production to meet net-zero energy performance
ARCH 365: Performative Design II: Active and Hybrid Systems Design, Spring Semester, Year Three
Design and expression with mechanical heating, ventilation and cooling systems, electric lighting and their integration with passive design. Introduction to active systems computer modeling, carbon performance, and on-site renewable power generation. Supports applications in the design studio of projects with simple HVAC in skin-loaded buildings with few thermal zones. ***Student learning objectives*** related to PC.3 include:
● To be able to conduct a building envelope study of the heat and moisture flows occurring across the differing envelope orientations using analytical tools. On completion of this segment, the student should understand the basic theories of heat and moisture flows and

should be able to predict building heat gains and losses and design moisture-resistant envelope systems. Analytical tools will complement future study in studio design.
- Daylighting techniques will be reviewed for students to design occupancy space for illuminance levels required for given human activity.

*ARCH 461: Design Development Integrations, Fall or Spring Semester, Year Four
Integration and design development of previously studied building systems from a sustainable design perspective, including energy use, passive systems, active systems, construction, lighting, and materials. Performance modeling for structure and carbon targets. Projects integrated with studio. *Student learning objectives* related to PC.3 include:
- To integrate technical systems into a proposed design being developed concurrently in the studio
- To understand the life cycle and environmental ramifications of design decisions
- To apply principles of sustainability as defined through multiple lenses

*ARCH 471: Design VII: Integrations (Studio), Fall or Spring Semester, Year Four
Active integration of cultural considerations, programmatic possibilities, and technical exploration and precision as related to the development of an architectural project. Consideration of site-design, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, regeneration, abundance, and sustainability. *Student learning objectives* related to PC.3:
- 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.

ARCH 462: Professional Practice
Management and organizational theories and practices for delivering professional design services. Included are an assessment of the building industry and its influence on practice; an 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. Ecological knowledge in the context of professional responsibility is conveyed through readings and guest lectures from architects who specialize in sustainable design.
Student learning objectives related to PC.3 include:
- Students will be able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.
- The course includes a module on "Environmental Responsibility," with required readings and a guest lecture by the design director of an internationally recognized firm in sustainable design, Jose Atienza of William McDonough and Partners.

Each course has specific measures to assess student comprehension of content related to ecological knowledge and professional responsibility, which is outlined in each course's syllabus. Typically it would take the form of graded assignments, quizzes, and exams. Ecological content in ARCH461/471 is also evaluated through the student's comprehensive design projects, which are evaluated through juried reviews and the instructor's comprehensive evaluation of the student's work.

Supplemental Experiences:
Lecture Series. Recent lectures by architects who embody the professional responsibilities of environmental stewardship include those of Sir David Adjaye, Kengo Kuma, Anne Marie Duvall Decker, Katie MacDonald/Kyle Schumann (After Architecture), Amanda Loper (David Baker Architects), Billie Faircloth (Keiran Timberlake), Jeffrey Huber (Brooks and Scarpa Architects), and Ryan Jones (Lake Flato Architects). Also refer to our description of the program's commitment to the shared values of environmental stewardship and professional responsibility in Section 2 of this report for additional supplemental experiences.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing student learning outcomes related to ecological knowledge and professional responsibility are similar for these primary courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester year-level coordination meeting where it is considered and discussed by all faculty teaching in that year, the Undergraduate Chair, and the School Director.
- Throughout the semester, year-level faculty meet regularly to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 262: Climatic and Daylight Design, PC.3 Assessment
- Data to be collected in late Fall 2022
- Recent course modifications to improve student learning in PC.3 include:
    - More thorough integration of analysis processes when studying daylight behaviors;
    - use of Canvas to store and make accessible all lectures and lab instructions (slides and Zoom recordings) as the semester progresses;
    - addition of reflection questions in labs and exam so students can better consider the relevancy of the course material in relation to design;
    - more references to "lived experiences" so students can better associate with course content

ARCH 364: Performative Design I: Passive Systems Design, PC.3 Assessment
- Data to be collected in late Spring 2023
- Recent course modifications to improve student learning in PC.3 include: ARCH 364/365 will be taught in their intended sequence in Spring 2023.

ARCH 365: Performative Design II: Active and Hybrid Systems Design, PC.3 Assessment
- Data to be collected in late Spring 2023
- Recent course modifications to improve student learning in PC.3 include: ARCH 364/365 will be taught in their intended sequence in Spring 2023. Additionally, ARCH 365 gained a new instructor in Fall 2022 who implemented additional focus on the learning outcomes and assessment strategies related to PC.3 holistically,

ARCH 461: Design Development Integrations and ARCH 471: Design VII: Integrations (Studio), PC.3 Assessment
- Data to be collected in late Fall 2022 and Spring 2023.
- Before the ARCH 461/471 sequence is offered each semester, a meeting is held among all instructors for the cohort including the fourth-year coordinator to consider and reflect on the specific learning objectives. They review the common syllabus and make edits as needed. Each instructor presents the projects they plan to offer.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester. Additionally, in ARCH 461/471, student work is reviewed by professionals (international, national, and regional) at interim and final reviews.
- Recent course modifications to improve student learning in PC.3 include: focusing on AIA Committee on the Environment's Framework for Design Excellence with ecological considerations as a replacement of the LEED rating system which had been the prior

standard. Students still design for LEED Silver, but the preference is on more holistic understandings of how these principles are connected to design and community.

- Another course improvement to improve student understanding of PC.3 in ARCH 461/471 is encouraging more energy modeling earlier in the process as a way to integrate that into the architectural design, rather than as a "post-mortem" after the building has been designed.
- Additionally, ARCH 461 undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and by the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Quantitative and Logical Reasoning (QR).*
- Additionally, ARCH 471 undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Engaged Inquiries (EI)*.
- Additionally, the courses ARCH 461 and 471 undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the B.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

ARCH 462: Professional Practice, PC.3 Assessment: The course schedule for Spring 2023 has been adjusted to ensure that the sustainability module occurs before the final graded test, allowing better evaluation and assessment of student learning.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:
Our Approach:
History and theory as integral to architectural education is a core strength of our program. Our full-time faculty currently includes four PhD-holding historians, many of whom also teach in the design studio, serve as MAP advisors, and are essential studio review critics.

The undergraduate program features two full semesters of the history/theory survey. It then culminates in ARCH 213: Modern Architecture History and Theories, which is the showcase of our full history and theory sequence. All of these courses emphasize the diverse social, cultural, economic, and political forces that have directly influenced the histories and theories of architecture and urbanism of the time. We also explicitly seek to expand the canon to include significant examples from around the world and to highlight work by those who were previously intentionally excluded.

ARCH 211/217 and 212/218 both satisfy two significant Volunteer Core Requirements: Arts and Humanities (AH), and Global Citizenship, International Focus (GCI), having been approved after a rigorous university-level review of the course content and with required ongoing periodic review. This designation makes these courses available and highly desirable to any student of the university, and it becomes one way in which our architectural expertise is shared with the greater learning community in addition to supporting professional education.

Curricular Structure:
*ARCH 211/217: History/Theory of Architecture I (/ Honors), Fall Semester, Year Two
Architecture and ideas of building and community form in major world cultures from the prehistoric era to about 1750 CE. This course has several critical objectives related to history and theory including: To gain familiarity with the history and theory of architecture and urban form; to contextualize architectural history in the culturally rich distinctions among various global societies; to examine historical approaches to social equity in the designed environment; to understand how cities and structures provide opportunities for diversity,

equity, and inclusion; to historicize ecological practices; to sharpen critical skills by taking up theoretical paradigms and discussing research practices; to encourage innovation in architectural research; and to inspire a lasting curiosity in the architecture of the past. ***Student learning outcomes*** related to PC.4 include:

● Students will demonstrate the ability to identify and describe prominent architectural examples.
● Students will demonstrate the ability to describe the cultural and historical significance of prominent architectural examples.
● Students will demonstrate the ability to critically interpret prominent works in the history of architecture and urban form.
● Students will gain insights into historical practices that we now identify as ecological.
● Students will understand the research methods of architectural history by discussing current approaches.

Measures for assessing student comprehension of PC.4 learning outcomes include a series of graded exams and quizzes and a written paper. Additional reading responses are required of students in the honors section.

*ARCH 212/218: History/Theory of Architecture II (/ Honors), Spring Semester, Year Two Architecture and ideas of building and community form in major world cultures from 1750 CE to the late-20th century. ***Student learning outcomes*** related to PC.4 include:

● Students will learn to identify prominent works of architecture, landscape architecture, and urban design while acquiring knowledge about the major architects, designers, and planners.
● Students will learn the value of engaging with the history and theory of architecture as part of the design process and of professional practice. Specifically, the course showcases the power of historical analyses to disrupt our long-held assumptions about buildings and places and open the door to new, creative responses.
● Students will gain the ability to practice critical analysis of prominent works of global architecture, including the ability to describe their cultural and historical significance.
● Students learn to apply critical analysis to their historical knowledge in support of equity, diversity and inclusion and for a responsible stewardship of the environment. Current societal attitudes towards both these topics have their roots in the historic conditions in which modern architecture developed, specifically worldwide colonialism and a mechanist attitude towards nature. The course tracks these two themes (among others), highlighting how these attitudes were "baked" into architectural production.

Measures for assessing student comprehension of PC.4 learning outcomes include a series of graded assignments and exams, as well as reading responses or other assignments due for the section meetings. There are additional requirements for students in the honors section.

As Volunteer Core courses, the University attests that ARCH 211 and ARCH 212 produce the following ***student learning outcomes***:

● Students will demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities.
● Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities.
● Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.
● Students will exhibit knowledge of the histories, experiences, religions, and/or languages of social, ethnic, and cultural groups outside of the United States.
● Students will demonstrate understanding of appropriate thematic and course-related vocabulary, or intermediate-level competency in a language other than English.
● Students will demonstrate an ability to critically compare and reflect on different social and cultural perspectives.

Student comprehension of these VolCore learning outcomes is evaluated by the same measures described above course-by-course**.**

*ARCH 213/227: Modern Architecture: History and Theories (/ Honors), Fall Semester, Year Three

Examines the history and theory of modern and contemporary architecture through broad-based examinations of the questions of modernity and specific case studies of buildings, projects, landscapes and theories. ***Student learning outcomes*** related to PC.4:

- To further develop knowledge of modern architecture history and theory.
- To develop an understanding of disciplinary and professional issues in architecture.
- To develop the critical skills necessary to recognize, read and discuss architectural theory.
- To develop the ability to engage in the complex debate on the philosophy of architecture, the nature of architectural knowledge, and the role of the architect in society.
- To develop independent positions on key topics in architecture, including social, cultural and environmental challenges, professional responsibility, collaboration and community engagement.

Measures for assessing student comprehension of these learning outcomes include reading, writing and especially conversation about architectural theory, with a focus on 20th-century and early 21st-century ideas.

Supplemental Experiences:

Lectures and Exhibitions. While many lectures and exhibitions feature contemporary practices, we also benefit from the expertise of historians and scholars who share their research into the history and theory of architecture. Recent examples include:

- *"Learning from Piranesi,"* (January 20-February 17, 2021), an exhibition in the A+A Ewing Gallery in celebration of the 300th birth anniversary of Giovanni Battista Piranesi. Curated by George Dodds.
- *"Regional Globalism in the Tennessee Valley" symposium and publication* (April 1, 2022 and November 3, 2022), organized by Prof. Micah Rutenberg with Dean Jason Young with invited lectures from historians and speculative designers including Avigail Sachs, Sarah Rovang, Ken Wise, Daniel S. Pierce, Lindsey A. Freeman, and Mark Stanley.
- *"Visions of the End, 1000-1600"*, (January 31-May 10, 2020), an exhibition in the UTK McClung Museum of Natural History and Culture featuring creative expressions of the Apocalypse—carvings, metalwork, woodcuts, stained glass windows, and illuminated manuscripts—produced by medieval and Renaissance artists. Curated by Gregor Kalas
- Lecture by art historian James Merle Thomas about his research on representations of and ideas about habitable space during the Cold War, "World Pictures: Outer Space and the Aesthetics of the Habitable" (February 24, 2020), hosted by Gregor Kalas.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach for teaching history and theory are similar for all of these courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester year-level coordination meeting where it is considered and discussed by all faculty teaching in that year, the Undergraduate Chair, and the School Director.
- Throughout the semester, history and theory faculty meet on an as-needed basis, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).

- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 211/217: History/Theory of Architecture I (/ Honors), PC.4 Assessment

- Data to be collected in late Fall 2022.
- In 2022, course modifications made by the instructor to improve student learning include: adding more global content, specifically by introducing new material on Achaemenid, Sasanian, and Indus Valley civilizations. Adding more issues on the sustainable past, some of which derived from Vitruvius, and this focused largely on historic solar orientation and breaking prevailing winds.
- In 2022, the instructor improved learning by having more reflective writing exercises in the exams (vs testing on knowledge about specific buildings). In other words, the tests involved more about reflecting back on the themes in essays written by the students than they had in the past.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Arts and Humanities (AH)*.

ARCH 212/218: History/Theory of Architecture II (/ Honors), PC.4 Assessment

- Data to be collected in late Spring 2023.
- A significant modification of ARCH 212/218 towards the goal of lifelong learning in 2023 is to replace mid-term exams and quizzes with assignments in which students practice relating ideas and spatial form. These assignments will have two parts. First students, working online and in groups, will draft responses and critique each other's work. They will then choose what they consider their best effort for grading by the teaching assistants. The feedback will give them the opportunity (as in studio) to develop their skills before being asked to apply them in the final exam.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Arts and Humanities (AH)*.

ARCH 213/227: Modern Architecture: History and Theories (/ Honors), PC.4 Assessment

- Data to be collected in late Fall 2022
- The modality of this course has shifted in recent years to experiment with alternate modes of teaching students to understand and apply ideas from history and theory of Modernism and beyond. As a curricular experiment, in Fall 2017 and Fall 2018, the course was taught as three separate smaller-format courses with a thematic focus set by the expertise of the three instructors, taking advantage of the excellent faculty we have and as a way to allow students to choose a direction most aligned with their own research interests. From Fall 2019 onward the course was restructured as a singular course with one instructor, though it maintained more of a seminar format. Students meet as a full cohort once a week for lectures, then meet in smaller groups for discussion. We have found this increases student understanding and engagement with the content.
- In Fall 2022, the course instructor spent more time instructing the course TA's/GTA's to improve their readiness for teaching their discussion groups of students.
- ARCH 213/227 has expanded its course content to include more issues of diversity, equity, and inclusion.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:
Our Approach:
Many studio courses and electives teach research methods, require research into topics of architectural innovation, and culminate in designing and at times testing innovative architecture. As with technology, design synthesis, and history/theory, we approach research and innovation at multiple points of the student's design education. Architectural research is a

component of many exercises in early studios—asking students to investigate a cultural subject, historical context, material quality, or technological capability as a precursor to developing an architectural design project, for instance.

All students take a comprehensive applied research studio (ARCH 373: Design V: Applied Research) in the fall of third year, which teaches students to understand the design process through integrated design research. The Applied Research Studio is a showcase of our B.Arch. program. Methodologies include analysis of the site's environment, program, spatial and contextual conditions, user needs, precedent studies, typology, scale, and socio-political and cultural influences. This studio culminates in the execution of a comprehensive research document and design project.

Additionally, in the technology/design implementation sequence, ARCH 363: Design Implementation is designed to prepare the students to engage and participate in architectural research to test and evaluate innovations in the fields of architectural and structural design. This is primarily achieved in the second half of the course when the focus shifts to a more research-driven style designed to incorporate and demonstrate the student's understanding of fundamental structural concepts, form-finding techniques, and structural analysis. The final project works to align the architectural design process with structural technologies as it is designed to mimic the design-based studio culture and learning environment of architecture education.

Research and innovation applied to architectural design is also a feature of most advanced options studios where students choose via lottery to pursue a line of research as articulated by the studio instructor (ARCH 496: Design IX: Provocations, ARCH 499: Design X: Diploma Studio). Research and innovation are also common through the elective Self-Directed Projects sequence, consisting of a research methods seminar (ARCH 478R) and a self-directed thesis studio (ARCH 498R). Because these consist of variable offerings, we point to them as supplemental evidence.

<u>Curricular Structure:</u>
*ARCH 373: Design V: Applied Research (Studio), Fall Semester, Year Three
Understanding the design process through integrated design research. Methodologies include analysis of site, environment, program, spatial and contextual conditions, user needs, precedent studies, typology, scale, socio-political and cultural influences. Culminates in execution of a comprehensive research document and design project. ***Student learning outcomes*** related to PC.5 include:
- To understand the importance and value of research, critical inquiry, analysis, and informed speculation in connection with site, context, program, and cultural considerations.
- To demonstrate (through the research document and design) how research advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.
- To prepare students to engage and participate in architectural research to test and evaluate innovations in the field.

Each student works with the faculty member to develop a comprehensive document by mid-semester demonstrating learning objectives related to predesign and design:
- To provide information regarding the site selection and analysis of site conditions that address both physical and intangible criteria.
- To prepare a program for an architectural project, including an assessment of direct and indirect client and user values and needs as well as an inventory of spatial and functional demands, demonstrating respect for issues of social equity and inclusion.
- To identify and analyze appropriate architectural precedents and broad case studies, for example typologies related to sites, programs, spaces, or forms, in addition to other topics of research and innovation.
- To understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those

Students then work through the second half of the semester to develop a comprehensive design proposal responding to these research questions. Individual studio instructors primarily evaluate student mastery of these learning objectives through individual desk crits and a minimum of two formal presentations. These formal presentations occur at mid-term (presentation of an illustrated and annotated research report) and at the end of the semester (final design presentation). Expectations for evaluation are clearly articulated in the syllabus and feedback is continually shared with each student.

*ARCH 363: Design Implementation, Spring Semester, Year Three
Design and expression with structural archetypes, energy considerations, and material properties related to building systems and their interrelationship. Emphasis on formal ordering systems and essential behaviors, including structure-to-skin relationships. Associated interior and exterior enclosure materials, methods, performance, and high-performance skins. Design guideline sizing and detailed calculations. ***Student learning outcomes*** related to PC.5 include:

- To simulate structural and material behavior through computational and physics engine simulation tools.
- To analyze structural performance through digital tools.
- To experiment with digital and physical form-finding processes in architectural design applications.

Student comprehension of learning objectives related to research and innovation are evaluated through a final project requiring students to select and research one of the following advanced research topics of one major structural system currently involved in ongoing research in Soft Boudanries lab, including thin shell, grid shell, tensile and funicular vault.

Supplemental Experiences:
Student research from all levels of the B.Arch program is frequently honored through EURēCA, the UTK Exhibition of Undergraduate Research and Creative Achievement. Undergraduate students are eligible to win the Aydelott Prize, which supports creative research through travel with a $20,000 award.

The final two studios of the B.Arch curriculum explicitly engage research and innovation through projects that relate to the expertise of specific faculty instructors or that emanate from self-directed research coming from individual students. These rigorous studios are a showcase of our program. The range of methodologies employed for research and innovation across the Provocations Studio, Diploma Studio, or Self-Directed Diploma Studio, and the range of assessment measures employed by each made these more appropriate to reference as supplemental experiences.

ARCH 496:Design IX: Provocations (Studio)
ARCH 499: Design X: Diploma Studio
ARCH 478R: Preparation for the Self-Directed Diploma Studio
ARCH 498R: Design X: Self-Directed Diploma Studio
Additionally, students can engage research for professional elective credit through two paths:
ARCH 465R: Directed Research. With the sponsorship of a faculty member, each student works on a specific topic or project related to that faculty member's area of expertise, research, scholarship, or creative activity.
ARCH 493: Independent Study in Architecture. Student-initiated, individual studies and projects under the direction of a faculty sponsor.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach for teaching research and innovation are similar for these primary courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester year-level coordination meeting where it is considered and discussed by all faculty teaching in that year, the Undergraduate Chair, and the School Director.

- Throughout the semester, faculty teaching in that year-level meet regularly, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 373: Research and Design (Studio), PC.5 Assessment
- Data on student performance in PC.5 to be collected in late Fall 2022.
- Before the ARCH 373 studio is offered each fall, a meeting is held among all instructors for the cohort, including the third-year coordinator to consider and reflect on the specific learning objectives related to design. They review the common syllabus and make edits as needed. Each instructor presents the projects they plan to offer.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester.
- Two significant curricular revisions have been made to ARCH373: Research and Design to improve student learning outcomes in research and innovation. The first is a course name change reflecting our commitment to the importance of research as a diverse and significant subject. The second is a course delivery restructuring. At the time of our last accreditation visit, the third-year fall included a two-part studio sequence consisting of ARCH 370: Architectural Programming (3 CH) and ARCH 371: Architectural Design III, two linked 3-credit-hour studio courses. We have structurally combined the two courses into one 6-credit hour studio, and renamed it Research and Design, to reflect the range of research questions raised in this course that go beyond the connotations of architectural programming, and to recognize instead that the studio seeks to teach students how to produce innovation and new knowledge through deliberate research methodologies.
- Recent course improvements that have been made to improve student learning in research and innovation includes: In Fall 2022 faculty implemented a coordinated formal assessment process through surveys evaluating student knowledge related to how their implementation of pre-design research helps establish design objectives for their project.
- Following the mid-semester assessment in Fall 2022, the faculty and Director note that the outcomes of this course are research skills more than research products. The future of assessment of research should emphasize the mid-review, including talking with other students across the sections, reviewing the making of their research books.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Applied Oral Communication (AOC)*.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the B.Arch Program Learning Outcome 1 (PLO1), Design Communication.

ARCH 363: Design Implementation, PC.5 Assessment
- Data on student performance in PC.5 to be collected in late Spring 2023.
- Recent course improvements that have been made to improve student learning of research and innovation include refining the final project to strengthen the active learning approach to create a tangible opportunity to utilize digital and physical form-finding processes and apply their knowledge of computational and simulation tools. Students research their selected structural system to familiarize themselves with its principles, history, and current publications in the primary literature.

NAAB

PC.6 Leadership and Collaboration—How the program ensures that students understand
approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and
dynamic physical and social contexts, and learn how to apply effective collaboration skills to
solve complex problems.

Program Response:
Our Approach:
Curricularly, leadership and collaboration are fundamental to the instructional mode of critical
courses including ARCH 471 Design VII: Integrations (Studio) and its linked seminar ARCH
461 where students typically work in small groups of two to four students for the entire
semester. This structure helps instructors teach teamwork, communication, and leadership
skills in a mode that emulates architectural project work in a professional environment. Issues
of the architect's ability to act as leaders in their community is directly addressed in ARCH
462|562 Professional Practice, including actions in the office organization, work done on
behalf of the client, and also individual actions through volunteerism, service with professional
organizations, advocacy, and municipal/political office. Similar themes are also addressed in
ARCH 373: Design V: Research and Design (Studio) which addresses the responsibility of the
architect to elicit, understand, and address the needs of society, clients, owners, and users.
And, as is detailed in Section 2, shared values of leadership, collaboration, and community
engagement described earlier in this report, many studio courses and electives directly
incorporate themes of community engagement through design projects, design-build efforts,
and other learning experiences.

The university has established an S- designation for regularly-offered courses that promote
community engagement through their learning objectives. Faculty can offer the advanced
options studio for undergraduate and graduate students as an S- designated course (ARCH
496S), as has been the case for studios with deep community focus, including the Haiti Studio,
Appalachia Studio, and others.

Curricular Structure:
*ARCH 471: Design VII: Integrations (Studio), Fall or Spring Semester, Year Four
Active integration of cultural considerations, programmatic possibilities, and technical
exploration and precision as related to the development of an architectural project.
Consideration of site design, life safety, building structure, environmental systems, and high-
performance building criteria are addressed within the context of ideas of resilience,
regeneration, abundance, and sustainability. *Student learning outcomes* related to PC.6:
● To synthesize and integrate aspects of technical ideas in a design project and to
  understand that these are complimentary.
● To work in ways that emulate architectural project collaboration and leadership in a
  professional environment, which includes working in teams throughout the semester and
  working with professional consultants.
ARCH 373: Design V: Applied Research (Studio), Fall Semester, Year Three
Understanding the design process through integrated design research. Methodologies include
analysis of site, environment, program, spatial and contextual conditions, user needs,
precedent studies, typology, scale, socio-political and cultural influences. Culminates in
execution of a comprehensive research document and design project. *Student learning
outcomes* related to PC.6 include:
● To understand the responsibility of the architect to elicit, understand, and address the
  needs of society, clients, owners, and users.
● To prepare a program for an architectural project, including assessment of direct and
  indirect client and user values and needs as well as an inventory of spatial and functional
  demands, demonstrating respect for issues of social equity and inclusion.
ARCH 462: Professional Practice

Management and organizational theories and practices for delivering professional design services. Included are an assessment of the building industry and its influence on practice; an 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. Leadership and collaboration the context of professional responsibility is conveyed through readings and lectures. ***Student learning outcomes*** for PC.6 include:

- Students will be able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.
- Students will develop a deeper understanding of diverse cultural and social contexts and help them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Supplemental Experiences:
ARCH 496S: Design IX: Provocations–Collaborative Engagement (Studio)
Thematic studio requiring research, critical examination and individual engagement through design speculation of critical positions within the discipline addressing topics outlined by individual instructors. Supports service learning with engaged community partner. Includes purposeful service experience and student reflection.
Also refer to our description of the program's commitment to the shared values of leadership, collaboration, and community engagement in Section 2 of this report for additional supplemental experiences.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to offering to leadership and collaboration are similar for these primary courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester year-level coordination meeting where it is considered and discussed by all faculty teaching in that year, the Undergraduate Chair, and the School Director.
- Throughout the semester, year-level faculty meet regularly to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:
ARCH 471: Design VII: Integrations (Studio), PC.6 Assessment
- Data to be collected in late Fall 2022 and Spring 2023.
- Before the ARCH 461/471 sequence is offered each semester, a meeting is held among all instructors for the cohort including the fourth-year coordinator to consider and reflect on the specific learning objectives. They review the common syllabus and make edits as needed. Each instructor presents the projects they plan to offer.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester.
- Faculty introduced three new student assessment tools in Fall 2022 to improve student learning, including in PC.6. The first is a reflection/review on the studio as a whole in terms of content, structure, and design methodologies after the first review of the semester. The third is a semester-end assessment by UTK faculty concerning the fulfillment of SLO tied

to NAAB Criteria for each project team. The second is a self/team reflection/assessment after the second review of the semester. These were developed with the assistance of the UTK Teaching and Learning Innovation Center.

- Additionally, ARCH 471 undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning as an approved course meeting the *UTK Volunteer Core Curriculum requirements of Engaged Inquiries (EI).*
- Additionally, ARCH 471 undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because along with ARCH 461, it is the course fulfilling the B.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

ARCH 373: Design V: Applied Research (Studio), PC.6 Assessment
- Data on student achievement for PC.6 to be collected in late Fall 2022
- Before ARCH 373 is offered each year, a meeting is held among all instructors for the cohort including the third-year coordinator to consider and reflect on the specific learning objectives. They review the common syllabus and make edits as needed. Each instructor presents the projects they plan to offer.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester.
- Recent course improvements that have been made to improve student learning in leadership and collaboration includes: In Fall 2022 faculty implemented a coordinated formal assessment process through surveys evaluating student knowledge related to how their implementation of pre-design research helps establish design objectives for their project, reinforcing the important leadership offered by architects to their clients.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and by the University for student learning as an approved course meeting the *UTK Volunteer Core Curriculum requirements of Applied Oral Communication (AOC).*
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the B.Arch Program Learning Outcome 1 (PLO1), Design Communication.

ARCH 462: Professional Practice, PC.6 Assessment
- Data on student achievement for PC.6 to be collected in late Spring 2023.
- After reviewing assessment measures from 2020-21, the course instructor implemented several modifications to ARCH 462 related to leadership and community engagement modules. This includes dedicating a full session to community engagement with guest experts. (In 2022: a guest lecture by Jimmie Tucker principal of Self|Tucker Architects, Memphis, an architectural firm with expertise in community engagement. In 2023: a lecture by Prof. Jennifer Akerman on the Beardsley Community Farm design-build engagement project.) She also expanded lectures, readings, and quizzes/tests addressing community engagement, leadership, and advocacy.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the B.Arch Program Learning Outcome 3 (PLO3), Leadership and Practice.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

Our Approach:
Learning and teaching culture is foundational and it is holistically addressed throughout our program. Specifically, the *Studio Culture Policy* is a foundation of all studio education and sets

standards of respect, diversity, work ethic, self-care, and the role of criticism. We're highlighting learning and teaching culture in the two first-year design studios, ARCH 171: Design I: Spatial Order I, and ARCH 172: Design II: Spatial Order II, because these studios serve as the introduction to studio culture. As established in the syllabus, the content of the studio is centered on explicating the role, responsibility, and process, of the designer. The physical first year studio space is shared with no assigned desks and a number of reconfigurable tables to foster a collegial environment.

Beyond required curricular experience, many students directly experience and contribute to the learning and teaching culture through their involvement in shared governance, enrichment activities (lectures, exhibitions, films), student organizations, serving as teaching assistants and research assistants, and through formal and informal mentorship.

<u>Curricular Structure:</u>
*ARCH 171: Design I: Spatial Order I (Studio) Fall Semester, Year One
A beginning transdisciplinary studio that focuses on foundations of spatial composition and design. Key concepts include ideation, form, craft, spatial order, and three-dimensional thinking. ***Student learning outcomes*** related to PC.7 include:
- To establish a studio culture that recognizes design as an essential means to creatively solve vital problems at local, regional and global scales.
- To instill a respect for all disciplines and associated coursework throughout the School, College, and University.
- To understand the collegial nature of problem solving.

*ARCH 172: Design II: Spatial Order II (Studio) Spring Semester, Year One
A transdisciplinary studio that focuses on more advanced spatial composition and design. Key concepts include analytical methods, scale, light and shadow, and experience. ***Student learning outcomes*** related to PC.7 include:
- To understand basic design education objectives: principles stressing both the process and presentation of a design idea. This will include creative and iterative production to test multiple schemes [raw thinking]; a finished product stressing the craft of drawing and model-building [cooked thinking] and how to discuss and verbalize the process [synthetic thinking]- especially as each applies to visual and spatial literacy.
- To reinforce the learning objectives of the first-semester design foundations, including the abilities of: abstraction and synthesis of basic ordering systems, ideation and exploration of design opportunities through multiple iterations, giving and receiving criticism, visualization of both explicit and implicit spatial conditions, and clear representation of design intent with words, drawings, and models.

*Students as Teaching Assistants and **Research Assistants**
Many required courses in the B.Arch program depend on a teaching partnership between the instructors(s) and the student teaching assistants. Of the many courses that rely on TAs and GTAs, key courses including ARCH 102: Visual Design Theory, ARCH 121 and 122: Representation I and II, ARCH 213/227: Modern Architecture, Histories and Theories, ARCH 321: Representation IV, Information Modelling, ARCH 361: Design Research in Technology, and ARCH 362: Schematic Design Technology involve significant instruction by student TAs and GTAs in smaller group sections. This allows TAs and GTAs to develop as instructors, it establishes an alternative teaching and learning environment for the students, and it is a significant opportunity for students to learn about the upper years of the program or graduate programs, depending on the background of their TA/GTA, furthering a healthy cross-program integration.

<u>Supplemental Experiences:</u>
Shared Governance: faculty, student, and staff involvement in School, College, and University committees, Town Halls between students/director
Studio Culture Policy
Students as Research Assistants

Enrichment Activities: Lecture Series, Exhibitions, Film Series, Student Organizations, Field Trips
Aydelott Travelling Fellowship
Student Mentorship

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit.
ARCH 171 Design I: Spatial Order I (Studio) and ARCH 172: Design II: Spatial Order II (Studio), PC.7 Assessment
- Before each studio is offered, a meeting is held among all instructors for the cohort including the first-year coordinator to consider and reflect on the specific learning objectives, including learning and teaching culture. They review the common syllabus and make edits as needed. Each instructor presents the projects they plan to offer. This beginning of the semester first-year coordination meeting also includes other faculty teaching required courses, the Undergraduate Chair, and the School Director.
- Throughout the semester, first-year faculty meet regularly to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. These sessions consist of faculty sharing student work in progress in their studios and coordinating issues of content, calendar, and space. Larger issues are sent on to the Undergraduate Chair and School Director.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester.
- Students offer anonymous reflections on the course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.
- Data on student achievement for PC.7 to be collected in late Fall 2022. This includes an end-of-semester reflective assessment prepared by each section instructor evaluating strengths and areas for improvement, which directly informed revisions made to 172.
- Recent course modifications to improve student learning in PC.7 include pairing studios in ARCH 171 and 172 to provide support for new faculty.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:
Our Approach:
In the undergraduate program, a series of required courses furthers and deepens students' understanding of and commitment to social equity and inclusion in architecture.

Curricular Structure:
ARCH 213/217: Modern Architecture: Histories and Theories, Fall Semester, Year Three
Examines the history and theory of modern and contemporary architecture through broad-based examinations of the questions of modernity and specific case studies of buildings, projects, landscapes and theories. ***Student learning outcomes*** related to PC.8:

- Students will develop their own positions on key topics in architecture, including social, cultural and environmental challenges, professional responsibility, collaboration and community engagement.

ARCH 462: Professional Practice, Spring Semester, Year Five

Management and organizational theories and practices for delivering professional design services. Included are an assessment of the building industry and its influence on practice; an 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. *Student learning outcomes* related to PC.8 include:

- Students will develop a deeper understanding of diverse cultural and social contexts and help them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Many studio instructors also deeply explore topics of diversity, equity, and inclusion in how their assignments work through the course objectives, though it is not adopted as a requirement for any specific semester's studio.

<u>**Supplemental Experiences:**</u>

Many extra-curricular experiences in recent years strengthen our student's learning outcomes based on the importance of social equity and inclusion.

Lectures. Recent lectures by architects and architectural designers who embody the professional responsibilities of diversity, equity, and inclusion include those of Sir David Adjaye, V. Mitch McEwan, Germane Barnes, Emmanuel Admassou, Mitchell Squire, DJ Spooky/Paul D. Miller, Maya Bird-Murphy, Demar Matthews, Anne Marie Duvall Decker, Amanda Loper (David Baker Architects), Felecia Davis, Xiaowei Wang, and Sekou Cooke.

Field Trips. The School of Architecture has long-standing traditions of taking the full cohort of students on field trips teaching them how to be curious explorers of cultures other than their own. It's important to emphasize that these all-cohort trips are pre-paid through College/School financial support, often coming from student differential tuition fees for educational enrichment. Students only need to pay for their meals and to be able to clear their schedules to attend. Significant examples of all-cohort trips include:

- **First-year Trip to Nashville. ARCH 171: Design I, Spatial Order I (Studio), ARCH 101/107: Introduction to the Built Environment, ARCH 121: Representation I.** This day trip to downtown Nashville includes all first-year students in the B.Arch and BSID class, typically occurring within the first eight weeks of their experience at UTK. Faculty lead students on tours of professional offices, museums, and significant works of architecture and design.
- **Second-year Trip to Chicago. ARCH 271: Design III, Territory I (Studio), ARCH 211/271: History and Theory of Architecture I, ARCH 221: Representation III, Digital Workflow, ARCH 261: Tectonics and Sterotomics, ARCH 262: Climatic and Daylight Design.** This four- or five-day trip to Chicago includes all second-year students in the B.Arch and BSID class, and for the first time in Fall 2022 also welcomed all second-year students in the BA in Graphic Design class. The objective is to learn how to explore a city as a curious designer and architect. It includes faculty-led tours of significant historic and contemporary works of architecture, interior design, landscape architecture, and graphic design. It includes tours of significant museums, professional offices, and a comprehensive boat tour synthesizing the history of the city through architecture.

Study Abroad, Required Off-Campus Semester for Cultural Immersion. ARCH 472: Design VIII, Cultural Immersion and other required courses. Term 8 of the B.Arch degree program includes advanced research and design projects examining themes of culture, landscape, and territory through travel and off-campus study. In making an off-campus experience mandatory, student scholarships and financial aid can be used toward tuition and expenses. Established programs include semesters in Helsinki, Krakow, Nashville, Rome, and soon Tokyo.

Aydelott Travelling Fellowship supports creative research of one B.Arch or M.Arch. student per year through travel with a $20,000 award. Those students return and make a public presentation sharing their experience with the full College community.

DEI Workshops and Programs

Studio Offerings

Also refer to our description of the program's approach to the shared values of equity, diversity, and inclusion in Section 2 of this report for additional supplemental experiences.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to offering social equity and inclusion are similar for both of these courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester year-level coordination meeting where it is considered and discussed by all faculty teaching in that year, the Undergraduate Chair, and the School Director.
- Throughout the semester, year-level faculty meet regularly to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 213/217: Modern Architecture: Histories and Theories, PC.8 Assessment

- Data to be collected in late Fall 2022.
- In Fall 2022, the course was modified to ensure that the topic of diversity, equity, and inclusion was central. One week was specifically devoted to the topic of colonialism. The lecture surveyed some of the ways in which colonial mindsets were part of the development of modern architecture. For the seminar in the same week the students read essay critiquing Le Corbusier's attitudes towards women and non-Europeans and were asked to write and discuss their responses. The topic was also part of the lectures and seminars devoted to "housing" and "the human body," which referred to issues such as redlining and the role of women designers.

ARCH 462: Professional Practice, PC.8 Assessment

- Data to be collected in late Spring 2023.
- After reviewing assessment measures from 2020-21, the course instructor implemented several modifications to ARCH 462. The quality of learning modules related to social diversity and inclusion is high (required readings, guest lectures, guest round-table discussions), but there was the opportunity to increase the forms of evaluation of student learning from those modules. She expanded the question bank for test questions to ensure that the full range of learning modules addressed through lectures and readings were evaluated, including issues related to social diversity, equity, and inclusion in architectural practice. She added regular participation quizzes administered at the end of most classes. She ensured that more speakers were from diverse backgrounds, socio-economic, geographic, gender, race, and otherwise.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the B.Arch Program Learning Outcome 3 (PLO3), Leadership and Practice.

NAAB

3A.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

bookmark links: SC.1 SC.2 SC.3 SC.4 SC.5 SC.6

Refer to *UTK B.Arch PC/SC Matrix*

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:
Our Approach:
Students enrolled in the B.Arch program take a number of required professional courses where the many impacts of the built environment on human health, safety, and welfare are addressed. Many technology/design implementation courses address HSW in principle and application. Students apply their knowledge of these factors more clearly in the Design Integrations Sequence (ARCH 461/471) where students are responsible for synthesizing their understanding of HSW principles in the comprehensive design of their architectural project. The professional charge of the architect to protect the health, safety, and welfare of the public is directly addressed through the ARCH 462: Professional Practice both from a regulatory standpoint and also framed as a series of ethical questions for how students might want to practice architecture. Our students will enter the profession in the midst of three global crises: the COVID-19 pandemic which directly threatens human health, the environmental crisis which threatens our welfare, and the call for social justice and racial reckoning that we understand as an ongoing challenge to personal safety and the ability for all to prosper equitably in society. Architecture is at the intersection of all three.

Considerations of health, safety, and welfare are also addressed preliminarily in Performative Design I and II (ARCH 364/365) and several studios including ARCH 373 and ARCH 374.

Curricular Structure:
Health, safety, and welfare in the built environment is demonstrated through student outcomes in the courses outlined below, with primary courses starred.
*ARCH 461: Design Development Integration, Fall or Spring Semester, Year Four
Integration and design development of previously studied building systems from a sustainable design perspective, including energy use, passive systems, active systems, construction, lighting, and materials. Performance modeling for structure and carbon targets. This course supports ARCH472: Design VII: Integrations (Studio). *Student learning outcomes* related to SC.1 include:
- To consider relevant performance criteria in the design of technical systems.
- To integrate technical systems into a proposed design being developed concurrently in the studio.
- To describe the schematic design of structure and ECS
- To apply preliminary sizing techniques to the design of structural and ECS components
- To understand the life cycle and environmental ramifications of design decisions.
- To apply principles of sustainability as defined through multiple lenses.

Measures for assessing student comprehension of SC.1 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.
*ARCH 471: Design VII: Integrations (Studio), Fall or Spring Semester, Year Four
Active integration of cultural considerations, programmatic possibilities, and technical exploration and precision as related to the development of an architectural project. Consideration of site design, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, regeneration, abundance, and sustainability. *Student learning outcomes* related to SC.1 include:

- 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.

Measures for assessing student comprehension of SC.1 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

ARCH 462: Professional Practice, Spring Semester, Year Five

Management and organizational theories and practices for delivering professional design services. Included are assessment of the building industry and its influence on practice; an 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. ***Student learning outcomes*** related to SC.1 include:

- Students will be able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.

Measures for assessing student comprehension of SC.1 learning outcomes include a series of graded quizzes, two graded tests, and two graded projects including one presentation review.

Supplemental Experiences:

Lecture Series. Several public lectures in the Lecture Series and Dialogues Series have brought renowned experts with direct experience in accessibility to share their work with students and the school community. These include:

- Robert Adam, University of Michigan, discussed his work in integrating theory and practice of ability into architectural design, "Disability, Aesthetics, and Alterity" (March 23, 2018)
- David Gissen, California College of the Arts, whose research includes efforts to make historic buildings, archeological sites, and works of art accessible to a larger audience (October 8, 2018)
- Karen Braitmayer, FAIA, of the accessibility consulting firm Studio Pacifica, "You Have the Power," (March 22, 2021)

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to offering health, safety, and welfare in the built environment are similar for the courses teaching HSW:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester year-level coordination meeting where it is considered and discussed by all faculty teaching in that year, the Undergraduate Chair, and the School Director.
- Throughout the semester, year-level faculty meet regularly to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 461: Design Development Integration and ARCH 471: Design VII: Integrations (Studio), SC.1 Assessment

- Data to be collected in late Fall 2022 and Spring 2023.

- Before the ARCH 461/471 sequence is offered each semester, a meeting is held among all instructors for the cohort including the fourth-year coordinator to consider and reflect on the specific learning objectives. They review the common syllabus and make edits as needed. Each instructor presents the projects they plan to offer.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester.
- Recent course modifications to improve student learning include: a dedicated assignment in ARCH 461 that requires students to demonstrate and evaluate the life safety systems they design for the studio course ARCH 471, including a comprehensive code review and egress plan.
- Additionally, the courses ARCH 461 and 471 undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the B.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.
- Additionally, ARCH 461 undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Quantitative and Logical Reasoning (QR)*
- Additionally, ARCH 471 undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Engaged Inquiries (EI).*

ARCH 462: Professional Practice, SC.1 Assessment
- Data to be collected in late Spring 2023.
- Recent course modifications to improve student learning include: Faculty added questions to the graded quizzes that more explicitly evaluate student comprehension of HSW as read in the architect's professional responsibility to address sustainability through design decisions, to address diversity, equity, and inclusion through firm management practices and design decisions, and reinforcing the underlying professional obligations to caring for health safety and welfare of the public through architectural work.
- Additional improvements informed by assessments that are planned for 2022-23 include ensuring that more content from the wide range of modules is assessed through quizzes and using more interactive anonymous surveys during the lectures.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the B.Arch Program Learning Outcome 3 (PLO3), Leadership and Practice.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:
Our Approach:
Students learn about professional ethics, regulatory requirements, and the business of running an architecture practice in various ways throughout the B.Arch curriculum, culminating in the Professional Practice course (ARCH 462), typically taken in the Spring semester of their final year. As with many realms of knowledge, we strive to expose students to these topics through many courses (studio, professional studies, electives) and extra-curricular activities before they begin the primary course delivering that instruction.
For B.Arch students, responsibilities of the professional architect are first addressed in ARCH 101: Introduction to the Built Environment, which they take in their first semester. This is the introduction to issues of paths to licensure, how architectural projects are developed, collaborating with clients and other stakeholders, and firm management. Regulatory

requirements of architectural work are first explored in depth in the third year through ARCH 373:Design V: Applied Research (Studio) and its linked technology/design implementation courses, ARCH 361 and ARCH 362, discussed in SC.3. The comprehensive design process as one would experience in a professional office is also explored through the Integrations studio/seminar sequence (ARCH 461/471), discussed in SC.5 and SC.6.

ARCH 462: Professional Practice frames the many responsibilities and obligations of the architect as a fundamentally ethical question for each student to consider directly. Recognizing that architectural practice continually evolves in response to technology and culture, Professional Practice seeks to prepare students with a wide knowledge base and range of skill sets to both understand the practice as it is and to be prepared to expand and improve the profession through their direct contributions. The course reiterates the professional obligation of the architect to protect the health, safety, and welfare of the public from a regulatory, business, and ethical standpoint. Our students will enter the profession in the midst of three pandemics: the COVID-19 pandemic which directly threatens human health, the environmental crisis which threatens our welfare, and the call for social justice and racial reckoning that we understand as an ongoing challenge to personal safety and the ability for all to prosper equitably in society. Architecture is at the intersection of all three. Through a series of lectures by the instructor and by visiting professionals (twenty-two in 2022), reinforced with readings from *The Architecture Student's Handbook of Professional Practice* and the *AIA Guides for Equitable Practice* (and others), students gain knowledge through a series of learning modules addressing: Forms of Practice; Rethinking Labor; Studio Culture; Paths to Licensure; Career Planning; Leadership, Ethics, and Professional Judgment; Practice Identity and Foundation; Practice Management, Marketing, and Finances; Project Development and Delivery; Legal Responsibilities and Risk Management; Contracts and Agreements; Community and Social Responsibility; Responsibility for Diversity, Equity, and Inclusion in Practice; and Environmental Responsibility.

Curricular Structure:
Professional practice is demonstrated through student outcomes in the courses outlined below, with primary courses starred.
*ARCH 462: Professional Practice, Spring Semester, Year Five
Management and organizational theories and practices for delivering professional design services. Included are an assessment of the building industry and its influence on practice; an 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. ***Student learning outcomes*** related to SC.2 include:
● Students will be able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.
● Students will understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.
● Students will understand the paths to become licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.
● Students will develop a deeper understanding of diverse cultural and social contexts and the course helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.
Measures for assessing student comprehension of SC.2 learning outcomes include a series of graded quizzes, two graded tests, and two graded projects including one presentation review.

The program's delivery of learning outcomes related to professional practice is also assessed annually through UT's regional accreditation process with SACS. ARCH462 contributes to the following Program Learning Outcome for the B.Arch program:

- Graduating students must be able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.

Student achievement in these learning outcomes is directly evaluated through graded quizzes and tests with questions from the readings and lectures, and two graded projects including one presentation review. It is indirectly evaluated through ungraded surveys administered at milestones of the semester.

Supplemental Experiences:

Lecture Series and Exhibitions. As discussed previously, the College brings fascinating architects to campus to share their professional experiences with students through lectures, meetings, and exhibitions. For more information, see the narrative shared in our program's response to the shared value of lifelong learning in Section 2 of this report, and elsewhere.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach for teaching professional practice includes:

ARCH 462: Professional Practice, SC.2 Assessment

- Before the course is offered each year, it is presented by the instructor at the Spring fifth-year coordination meeting where it is considered and discussed by all faculty teaching in the fifth-year curriculum, the Undergraduate Chair, and the School Director.
- Throughout the semester, fifth-year faculty meet regularly to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.
- Students offer anonymous reflections on the course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the B.Arch Program Learning Outcome 3 (PLO3), Leadership and Practice.
- Data on student achievement for SC.2 to be collected in late Spring 2023.
- After reviewing assessment measures from 2020-21, the course instructor implemented several modifications to ARCH 462 including increasing the forms of evaluation of student knowledge. She expanded the question bank for quiz questions to ensure that the full range of learning modules addressed through lectures and readings were evaluated. She added regular ungraded surveys (practice quizzes) administered at the end of most classes. She expanded content related to the practice of architecture, including inviting a guest speaker to address financial management issues. She ensured that more speakers were from diverse backgrounds, socio-economic, geographic, gender, race, and otherwise. She introduced an extra-credit path for students through optional written reading responses.
- Additional improvements informed by assessments that are planned for 2022-23 include ensuring that more content from the wide range of modules is assessed through quizzes and using more interactive anonymous surveys during the lectures.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to

Program Response:
<u>**Our Approach:**</u>
Students in the B.Arch program learn fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites, as well as the evaluative process used to comply with those laws and regulations as part a project in many of the technology/design implementation courses, some of which are linked to design studios, and then culminating in the Design Integrations Seminar/Studio sequence (ARCH 461/471) in year four.

<u>**Curricular Structure:**</u>
Knowledge of the regulatory context is demonstrated through student outcomes in the courses outlined below, with primary courses starred.
*ARCH 361: Design Research & Technology, Fall Semester, Year Three
Input to the architectural design research from a range of technical issues. May include building codes, construction types, cost, fire resistance, area, and bulk, along with comfort parameters, lighting intentions, energy performance targets, energy programming, and schedules, etc. Focus on framing the designer's tasks and the technical support of architectural qualities. Supports technical aspects of program development in ARCH373: Applied Research (Studio). ***Student learning outcomes*** related to SC.3 include:
● To provide an overview of the range of technical knowledge required during the programming and schematic phases of an architectural project.
● To provide an overview of the range of regulatory and life safety considerations necessary during the programming and schematic phases of an architectural project.
● To activate that knowledge in service of program and schematic design development taking place in ARCH 373.
● To understand technology not as something apart from design, but rather as a realm of knowledge that inflects and is inflected by culture; thereby connecting technological knowledge clearly to the creative act of design.
Measures for assessing student comprehension of SC.3 learning outcomes include a series of graded assignments.
 *ARCH 362: Schematic Design Technology, Fall Semester, Year Three
Design concepts, form-making and supporting strategies from a range of technical issues in support of studio class projects. Exploration of the implications of technical aspects of program on schematic design. Focus on early design methods to engage design implications of technical knowledge. Supports technical aspects of program development in ARCH373: Applied Research (Studio). ***Student learning outcomes*** related to SC.3 include:
● To provide an overview of the range of technical knowledge required during the programming and schematic phases of an architectural project.
● To provide an overview of the range of regulatory and life safety considerations necessary during the programming and schematic phases of an architectural project.
● To activate that knowledge in service of program and schematic design development taking place in ARCH 373.
● To understand technology not as something apart from design, but rather as a realm of knowledge that inflects and is inflected by culture; thereby connecting technological knowledge clearly to the creative act of design.
Measures for assessing student comprehension of SC.3 learning outcomes include a series of graded assignments.
ARCH 373: Design V: Applied Research (Studio), Fall Semester, Year Three
Understanding the design process through integrated design research. Methodologies include analysis of site, environment, program, spatial and contextual conditions, user needs, precedent studies, typology, scale, socio-political and cultural influences. Culminates in

execution of a comprehensive research document and design project. ***Student learning outcomes*** related to SC.3 include:

- To provide definition of site selection criteria and analysis of site conditions that address both physical and intangible criteria.
- To review the relevant laws and standards, assessing their implication for a regulatory context that informs a project as well as the values underpinning such practices, laws, and standards.

Measures for assessing student comprehension of SC.3 learning outcomes include a graded submission of the student's research document, and a series of presentation reviews.

*ARCH 461: Design Development Integration, Fall or Spring Semester, Year Four
Integration and design development of previously studied building systems from a sustainable design perspective, including energy use, passive systems, active systems, construction, lighting, and materials. Performance modeling for structure and carbon targets. This course supports ARCH472: Design VII: Integrations (Studio). ***Student learning outcomes*** related to SC.3 include:

- To consider relevant performance criteria in the design of technical systems.
- To integrate technical systems into a proposed design being developed concurrently in the studio
- To apply principles of sustainability as defined through multiple lenses.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.3 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

ARCH 471: Design VII: Integrations (Studio)
Active integration of cultural considerations, programmatic possibilities, and technical exploration and precision as related to the development of an architectural project. Consideration of site-design, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, regeneration, abundance, and sustainability. ***Student learning outcomes*** related to SC.3 include:

- To explore the conceptual design implications of sustainability, structure, materials, environmental controls, acoustics and lighting in an integrated design process.
- To explore and 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.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.3 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

Supplemental Experiences:
Volunteering. The University of Tennessee has a strong emphasis on volunteerism, and it is common for students in the B.Arch program to volunteer their time and abilities by joining construction projects in the community, such as Habitat for Humanity. Our student organizations of AIAS, CSI, and Freedom by Design also directly volunteer small-scale design-build efforts and find regional opportunities to join.
Design-Build Experiences. Students directly experience the regulatory context in architectural design when they take part in design-build studios or seminars. Recent examples (including the Beardsley Community Farm Education Center) are described in the Leadership, Collaboration, and Community Engagement section of the Shared Values Condition in this report.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to teaching students about the regulatory context are similar for these primary courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester year-level coordination meeting where it is considered and discussed by all faculty teaching in that year, the Undergraduate Chair, and the School Director.
- Throughout the semester, year-level faculty meet regularly to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 361: Design Research & Technology, SC.3 Assessment

- Data to be collected in late Fall 2023.
- Recent course modifications to improve student learning include more emphasis on redlining student assignments to aid comprehension and development

ARCH 362: Schematic Design Technology, SC.3 Assessment

- Data to be collected in late Spring 2023.
- Recent course modifications to improve student learning include more emphasis on redlining student assignments to aid comprehension and development

ARCH 461: Design Development Integration, SC.3 Assessment

- Data to be collected in late Fall 2022 and late Spring 2023.
- Faculty introduced three new student assessment tools in Fall 2022 to improve student learning. The first is a reflection/review on the studio as a whole in terms of content, structure, and design methodologies after the first review of the semester. The second is a self/team reflection/assessment after the second review of the semester. The third is a semester-end assessment by UTK faculty concerning the fulfillment of SLO tied to NAAB Criteria for each project team. These were developed with the assistance of the UTK Teaching and Learning Innovation Center.
- Instructor and student assessment data suggests that students may benefit from learning about the regulatory context in additional courses. Faculty are considering how best to emphasize key issues of the regulatory context in ARCH 462: Professional Practice.
- Additionally, the ARCH 461 course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Quantitative and Logical Reasoning (QR).*
- Additionally, ARCH 461, along with ARCH 471, undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the B.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:
<u>**Our Approach:**</u>
The faculty of the School of Architecture implemented a significant change to how we teach technical knowledge, which took effect in Fall 2016. At the time of the previous accreditation visit, technology in the B.Arch. sequence was taught in a series of four independent courses, mostly taught by professional engineers brought in as adjunct faculty. Our current approach, now called Design Implementation, teaches established and emerging systems, technologies, and assemblies of building construction through a rigorous series of two-credit-hour, half-semester modules that are team taught by design faculty. When feasible, the technology/design implementation courses connect directly to design work in the design studio. This sequence prepares students for and culminates in the Design Integrations Seminar/Studio sequence (ARCH 461/471), 9 credit hours taken in fourth year. The new sequence offers a more integrated curriculum, more project-based learning, and more attempts by faculty to teach the building sciences to design students in ways that meet those students where they are. We couldn't be prouder of the fact that this curricular change was awarded a 2019 National AIA Innovation Award, a testament to our hard work, but also to the potential model our curricular development can offer to the broader national conversation.

<u>**Curricular Structure:**</u>
The full sequence of technology courses is outlined below, with primary courses starred.
ARCH 261: Tectonics and Stereometrics, Fall Semester, First Half, Year Two
Design and expression with structural archetypes. Exploration of distinctions between structure and enclosure. Emphasis on formal ordering systems, spatial implications, and structural concepts. Topics include gravity loads, earth-shaping, massive construction and light frames. ***Student learning objectives*** related to SC.4 include:
- As an introduction to the theory, techniques, and aesthetics of architectural technologies, specifically focused on stereotomics (mass) and tectonics (assembly), students will begin to build a working vocabulary based on design thinking.
- To present the praxis of construction methods and materials in a way that locates Architecture at the juncture of spatial strategies and technical means;
- To expand upon the contextual and compositional resources that students may respond to in design, offering contemporary, vernacular, and historic case studies drawn from a global range of cultures, locations, and climates;
- To provide students with the introductory material necessary for them to make thoughtful design decisions that demonstrate an understanding and integration of structural systems, building envelope systems and assemblies, and the measurable outcomes of building performance with a project's conceptual, social, cultural, and aesthetic frameworks.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments.
ARCH 262: Climatic and Daylight Design, Fall Semester, Second Half, Year Two
Introduction to design and expression with climate as a context and form-generator. Emphasis on design guidelines and formal ordering. Analysis of climates, selection of site and building design strategies, design for microclimates and enhancing daylighting. ***Student learning objectives*** related to SC.4 include:
- As an introduction to the theory, techniques, and aesthetics of architectural technologies, specifically focused on climatic and daylight design, students will begin to build a working vocabulary integral with design thinking.
- To provide students with the introductory material necessary for a holistic understanding of the dynamic between the built and natural environment;
- To provide students with the introductory material necessary for the comprehension of sustainable design principles, climate mitigation, resilience, energy and construction technologies, and design strategies;

- To expand the contextual and compositional resources that students may respond to in design, specifically design choices for a regionally expressive and resource-conserving building;
- To equip students to use on-site resources of sun, wind, water, and daylight to reduce energy loads and generate power; and
- To relate architectural design to meaningful human experiences and comfort.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments.

ARCH 263: Design Implementation I: Principles, Spring Semester, First Half, Year Two
Design and expression with structural archetypes, energy considerations, and material properties related to walls, floors, point loads, and enclosures. Emphasis on formal ordering systems and essential behaviors, including lateral bracing and load-tracing. Associated interior and exterior construction materials, methods, performance, and detailing. Enclosure strategies including performance (thermal and moisture) and expression. Schematic detailing. Design guideline sizing. *Student learning objectives* related to SC.4 include:

- To present technical information in a conceptual and relevant way for designers.
- To build on students' design skills and knowledge covered in previous courses, in a reiterative way.
- To integrate complex issues in the design process.
- To align material covered in the technology series with design studio courses.
- To emphasize the interrelationship of spatial ideas, structural archetypes, material principles, aesthetic qualities, and building performance.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments.

ARCH 264: Design Implementation II: Assemblies, Spring Semester, Second Half, Year Two
Design and expression with structural archetypes, energy considerations, and material properties related to frames, trusses, and more complex organizations and assemblies. Emphasis on formal ordering systems and essential behaviors, including structural and thermal performance. Associated interior and exterior light steel, brick, stone and concrete masonry materials, methods, performance, and detailing. Design guideline sizing. *Student learning objectives* related to SC.4 include:

- To present technical information in a conceptual and relevant way for designers.
- To build on students' design skills and knowledge covered in previous courses, in a reiterative way.
- To integrate complex issues in the design process.
- To align material covered in the technology series with design studio courses.
- To emphasize the interrelationship of spatial ideas, structural archetypes, material principles, aesthetic qualities, and building performance.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments, including a capstone project linked to the concurrent design studio 272.

ARCH 321: Representation IV: Information Modeling, Fall Semester, Year Three
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. Content includes the use of building information modeling to predict building performance and to document material properties. *Student learning objectives* related to SC.4 include:

- To develop a fundamental understanding of digital workflows and computational design thinking through the ability to effectively and fluidly utilize generative design techniques, tools for digital design development and representation.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments.

ARCH 361: Design Research in Technology, Fall Semester, First Half, Year Three
Input to the architectural design research from a range of technical issues. May include building codes, construction types, cost, fire resistance, area, and bulk, along with comfort

parameters, lighting intentions, energy performance targets, energy programming and schedules, etc. Focus on framing the designer's tasks and the technical support of architectural qualities. Supports technical aspects of program development in ARCH 373. **Student learning objectives** related to SC.4 include:
- To provide an overview of the range of technical knowledge required during the programming and schematic phases of an architectural project.
- To activate that knowledge in service of program development taking place in ARCH 373.
- To understand technology not as something apart from design, but rather as a realm of knowledge that inflects and is inflected by culture; thereby connecting technological knowledge clearly to the creative act of design.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments.

ARCH 362: Schematic Design Technology, Fall Semester, Second Half, Year Three
Design concepts, form-making and supporting strategies from a range of technical issues in support of studio class projects. Exploration of the implications of technical aspects of program on schematic design. Focus on early design methods to engage design implications of technical knowledge. **Student learning objectives** related to SC.4 include:
- To provide an overview of the range of technical knowledge required during the programming and schematic phases of an architectural project.
- To activate that knowledge in service of program development taking place in ARCH 373
- To understand technology not as something apart from design, but rather as a realm of knowledge that inflects and is inflected by culture; thereby connecting technological knowledge clearly to the creative act of design.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments.

***ARCH 363: Design Implementation III**, Spring Semester, Year Three
Design and expression with structural archetypes, energy considerations, and material properties related to building systems and their interrelationship. Emphasis on formal ordering systems and essential behaviors, including structure-to-skin relationships. Associated interior and exterior enclosure materials, methods, performance, and high-performance skins. Design guideline sizing and detailed calculations. **Student learning outcomes** related to SC.4 include:
- To develop a fundamental understanding of architectural structure systems and materials.
- To demonstrate a conceptual understanding of structural systems.
- To perform calculations of equilibrium, forces, and free body diagrams.
- To implement principles used in the appropriate selection of construction materials.
- To demonstrate a general understanding of stability, statics, the strength of materials, types of stresses, and strains.
- To identify various structural elements of major structural systems.
- To simulate structural and material behavior through computational and physics engine simulation tools.
- To analyze structural performance through digital tools.
- To experiment with digital and physical form-finding processes in architectural design applications.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments. The final project works to align the architectural design process with structural technologies as it is designed to mimic the design-based studio culture and learning environment of architecture education.

ARCH 364: Performative Design I: Passive Systems Design, Spring Semester, Year Three
Design and expression for passive solar heating, natural ventilation, and passive cooling, including collection, storage, distribution, and shading. Introduction to passive systems computer modeling. Supports applications in the design studio of projects with simple HVAC in skin-loaded buildings with few thermal zones. **Student learning objectives** related to SC.4 include:

- To learn the basic strategies and components of passive heating, cooling and daylighting systems.
- To master the basic theory and calculations of heat and moisture flow in buildings
- To understand psychrometrics and the factors affecting thermal comfort
- To be able to size components of passive cooling and heating systems
- To develop proficiency with simple spreadsheet calculation methods
- To be able to set and meet energy and carbon performance targets
- To be able to estimate annual energy use and size on-site energy production to meet net-zero energy performance

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments.

ARCH 365: Performative Design II: Active and Hybrid Systems Design, Spring Semester, Year Three
Design and expression with mechanical heating, ventilation and cooling systems, electric lighting and their integration with passive design. Introduction to active systems computer modeling, carbon performance, and on-site renewable power generation. Supports applications in the design studio of projects with simple HVAC in skin-loaded buildings with few thermal zones. *Student learning objectives* related to SC.4 include:
- Active and passive design strategies and the techniques needed to compute energy use are taught, providing students a tool for judging success in meeting economic and performance goals.
- Daylighting techniques will be reviewed for students to design occupancy space for illuminance levels required for given human activity.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments.

*ARCH 461: Design Development Integrations, Fall or Spring, Year Four
Integration and design development of previously studied building systems from a sustainable design perspective, including energy use, passive systems, active systems, construction, lighting, and materials. Performance modeling for structure and carbon targets. This course supports ARCH472: Design VII: Integrations (Studio). *Student learning outcomes* related to SC.4 include:
- To consider relevant performance criteria in the design of technical systems.
- To integrate technical systems into a proposed design being developed concurrently in the studio
- To describe the schematic design of structure and ECS
- To apply preliminary sizing techniques to the design of structural and ECS components
- To understand life cycle and environmental ramifications of design decisions
- To apply principles of sustainability as defined through multiple lenses.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

*ARCH 471: Design VII: Integrations (Studio), Fall or Spring Semester, Year Four
Active integration of cultural considerations, programmatic possibilities, and technical exploration and precision as related to the development of an architectural project. Consideration of site-design, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, regeneration, abundance, and sustainability. *Student learning objectives* related to SC.4:
- 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.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

Supplemental Experiences:

Lectures and Exhibitions, TAAST. The College hosts dozens of experts in architecture from a range of sub-disciplines, including people with world-renowned technically-oriented practices. This includes lectures and student meetings with: Ron Rael (Rael San Fratello), Billie Faircloth (Kieran Timberlake), Catie Newell (alibi studio), Jeremy Magner, Katie MacDonald/Kyle Schumann (After Architecture), James Carpenter, and Kengo Kuma.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach for teaching students about technical knowledge are similar for these primary courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester year-level coordination meeting where it is considered and discussed by all faculty teaching in that year, the Undergraduate Chair, and the School Director.
- Throughout the semester, year-level faculty meet regularly to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 461: Design Development Integrations, SC.4 Assessment

- Data to be collected in late Fall 2022 and late Spring 2023
- Faculty introduced three new student assessment tools in Fall 2022 to improve student learning. The first is a reflection/review on the studio as a whole in terms of content, structure, and design methodologies after the first review of the semester. The second is a self/team reflection/assessment after the second review of the semester. The third is a semester-end assessment by UTK faculty concerning fulfillment of SLO tied to NAAB Criteria for each project team. These were developed with the assistance of the UTK Teaching and Learning Innovation Center.
- Performance modeling for structure and carbon targets is achieved through preliminary life-cycle analysis. This approach will be reviewed in Fall 2022 and Spring 2023.
- Additionally, the ARCH 461 course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and by the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Quantitative and Logical Reasoning (QR)*.
- Additionally, ARCH 461, along with ARCH 471, undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the B.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

ARCH 363: Design Implementation III, SC.4 Assessment
● Data to be collected in late Spring 2023
● Recent course modifications that have been made to improve student learning of technical knowledge include refining the final project to strengthen the active learning approach to create a tangible opportunity to utilize digital and physical form-finding processes and apply their knowledge of computational and simulation tools.

Moreover, the entire technology sequence is currently undergoing in-depth assessment. Some opportunities for improvement that have been identified include:
● ARCH 364 and ARCH 365, Performative Design I and II, have been offered out of sequence in recent years due to logistical constraints. Assessment data collected from faculty and students suggests that offering them in the intended sequence (Passive Systems, then Active Systems) would improve student learning, and we strive to implement that curricular modification in Spring 2023.
● Assessment data collected from faculty and students shows that there is a great amount of technical content offered in the Spring Semester of Year Three, including ARCH 363, 364, and 365. The faculty and academic leadership are interested in finding ways to restructure this content such that the burden in any given semester is manageable.
● The faculty teaching ARCH 263 and ARCH 264 conducted extensive student surveys at the beginning and end of the semester in Spring 2022 to assess and evaluate student learning. Assessment data suggests that ARCH 263 and ARCH 264, Design Implementation I and II, are not closely aligned with the studio content offered in ARCH 272 due to challenges of the variety of projects being developed across the many studio sections. Faculty teaching all of these courses in Spring 2023 will look for opportunities to better integrate the two.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:
Our Approach:
Students develop the ability to make design decisions within architectural projects while demonstrating synthesis of myriad technical and performative needs through many of their technology/design implementation courses, and several studio courses linked to the technology sequence. This truly culminates in the Design Integration Seminar/Studio sequence (ARCH 461/471) a 9-credit-hour experience actively integrating technical, social, and ecological knowledge in the comprehensive design of an architectural project.

Curricular Structure:
Design synthesis is demonstrated through student outcomes in the courses outlined below, with primary courses starred.
*ARCH 461: Design Development Integration, Fall or Spring Semester, Year Four
Integration and design development of previously studied building systems from a sustainable design perspective, including energy use, passive systems, active systems, construction, lighting, and materials. Performance modeling for structure and carbon targets. This course supports ARCH472: Design VII: Integrations (Studio). *Student learning outcomes* related to SC.5 include:
● To consider relevant performance criteria in the design of technical systems.
● To integrate technical systems into a proposed design being developed concurrently in the studio
● To describe the schematic design of structure and ECS
● To apply preliminary sizing techniques to the design of structural and ECS components
● To understand life cycle and environmental ramifications of design decisions
● To apply principles of sustainability as defined through multiple lenses.

- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.5 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

*ARCH 471: Design VII: Integrations (Studio)

Active integration of cultural considerations, programmatic possibilities, and technical exploration and precision as related to the development of an architectural project. Consideration of site-design, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, regeneration, abundance, and sustainability. *Student learning outcomes* related to SC.5 include:

- 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.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.5 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

Supplemental Experiences:

Design-Build Experiences. Students directly experience all facets of design synthesis in architectural design when they take part in design-build studios or seminars. Recent examples (including the Beardsley Community Farm Education Center and the Exhibit Columbus Filament Tower) are described in the Leadership, Collaboration, and Community Engagement section of the Shared Values Condition in this report.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to teaching students about design synthesis includes:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester year-level coordination meeting where it is considered and discussed by all faculty teaching in that year, the Undergraduate Chair, and the School Director.
- Throughout the semester, year-level faculty meet regularly to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 461: Design Development Integration and ARCH 471: Design VII: Integrations (Studio), SC.5 Assessment

- Data to be collected in late Fall 2022 and Spring 2023.

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- Before the ARCH 461/471 sequence is offered each semester, a meeting is held among all instructors for the cohort including the fourth-year coordinator to consider and reflect on the specific learning objectives. They review the common syllabus and make edits as needed. Each instructor presents the projects they plan to offer.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester.
- Faculty introduced three new student assessment tools in Fall 2022 to improve student learning. The first is a reflection/review on the studio as a whole in terms of content, structure, and design methodologies after the first review of the semester. The second is a self/team reflection/assessment after the second review of the semester. The third is a semester-end assessment by UTK faculty concerning the fulfillment of SLO tied to NAAB Criteria for each project team. These were developed with the assistance of the UTK Teaching and Learning Innovation Center.
- Additionally, the course ARCH 461 undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Quantitative and Logical Reasoning (QR)*.
- Additionally, ARCH 471 undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Engaged Inquiries (EI)*.
- Both ARCH 461 and ARCH 471 undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the B.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:
Our Approach:
Students develop the ability to make design decisions within architectural projects while demonstrating the integration of myriad technical and performative needs through many of their technology/design implementation courses, and several studio courses linked to the technology sequence. This truly culminates in the Design Integration Seminar/Studio sequence (ARCH 461/471) a 9-credit-hour experience actively integrating technical, social, and ecological knowledge in the comprehensive design of an architectural project.

Curricular Structure:
Building integration abilities are demonstrated through student outcomes in the courses outlined below, with primary courses starred.
*ARCH 461: Design Development Integration, Fall or Spring Semester, Year Four
Integration and design development of previously studied building systems from a sustainable design perspective, including energy use, passive systems, active systems, construction, lighting, and materials. Performance modeling for structure and carbon targets. This course supports ARCH472: Design VII: Integrations (Studio). *Student learning outcomes* related to SC.6 include:
- To consider relevant performance criteria in the design of technical systems.
- To integrate technical systems into a proposed design being developed concurrently in the studio
- To describe the schematic design of structure and ECS
- To apply preliminary sizing techniques to the design of structural and ECS components
- To understand life cycle and environmental ramifications of design decisions
- To apply principles of sustainability as defined through multiple lenses.

- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.6 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

*ARCH 471: Design VII: Integrations (Studio)

Active integration of cultural considerations, programmatic possibilities, and technical exploration and precision as related to the development of an architectural project. Consideration of site-design, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, regeneration, abundance, and sustainability. ***Student learning outcomes*** related to SC.6 include:

- 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.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.6 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

Supplemental Experiences:

Design-Build Experiences. Students directly experience all facets of design synthesis in architectural design when they take part in design-build studios or seminars. Recent examples (including the Beardsley Community Farm Education Center and the Exhibit Columbus Filament Tower) are described in the Leadership, Collaboration, and Community Engagement section of the Shared Values Condition in this report.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to teaching students about building integration includes:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester year-level coordination meeting where it is considered and discussed by all faculty teaching in that year, the Undergraduate Chair, and the School Director.
- Throughout the semester, year-level faculty meet regularly to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Undergraduate Chair and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 461: Design Development Integration and ARCH 471: Design VII: Integrations (Studio), SC.6 Assessment

- Data to be collected in late Fall 2022 and Spring 2023.

- Before the ARCH 461/471 sequence is offered each semester, a meeting is held among all instructors for the cohort including the fourth-year coordinator to consider and reflect on the specific learning objectives. They review the common syllabus and make edits as needed. Each instructor presents the projects they plan to offer.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester
- Recent course modifications to improve student learning in building integration include:
  - Faculty introduced three new student assessment tools in Fall 2022 to improve student learning. The first is a reflection/review on the studio as a whole in terms of content, structure, and design methodologies after the first review of the semester. The second is a self/team reflection/assessment after the second review of the semester. The third is a semester-end assessment by UTK faculty concerning the fulfillment of SLO tied to NAAB Criteria for each project team. These were developed with the assistance of the UTK Teaching and Learning Innovation Center.
  - Faculty changed the evaluative methodology students should use to measure the effectiveness of their design's environmental responses away from LEED and to AIA COTE's Framework for Design Excellence.
  - Faculty streamlined the number of seminar assignments from many single, task-based exercises, to fewer, iterative, integrated studies that inform the studio work directly
  - Faculty now require that all "technical" exercises be prefaced with student reflection concerning the implications of the studies and how they are implemented into the studio projects.
  - Faculty developed more "just in time" studies and exercises to reflect and address the development of the studio projects.
- Additionally, the course ARCH 461 undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Quantitative and Logical Reasoning (QR)*.
- Additionally, the course ARCH 471 undergoes ongoing assessment by the faculty, the CoAD Associate Dean, and by the University for student learning because it is an approved course meeting the *UTK Volunteer Core Curriculum requirements of Engaged Inquiries (EI).*
- Both ARCH 461 and ARCH 471 undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the B.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

3B—Program and Student Criteria: M.Arch

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3B.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

bookmark links: PC.1 PC.2 PC.3 PC.4 PC.5 PC.6 PC.7 PC.8

Refer to *UTK M.Arch PC/SC Matrix*

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

NAAB

<u>Our Approach:</u>
The program offers many forms of education regarding the path to licensure, and about the wide range of career opportunities in architecture and related fields. We introduce professional issues to students in required coursework beginning in their first semester on campus through ARCH 501: Introduction to the Built Environment (3G track), and end with more indepth considerations of career paths through ARCH 562: Professional Practice in their final semester. In a supporting way–not the primary course–ARCH 501 is the introductory theory course required of incoming 3G courses frames the design disciplines from an intellectual perspective. The course includes a module and lecture on the topic of "Professionalism, Practice, and Representation." ARCH 562 provides specific lectures, readings, and assignments related to the path to licensure and specific aspects of engaging the profession. Beyond those courses, the many forms of career opportunities available to people with architectural training are introduced through the disciplinary discourse sequence required for both 3G and 2G students, including ARCH 527: Design Tactics, ARCH 528: Design Theories, and ARCH 529: MAP (Master of Architecture Project) Seminar. ARCH 513: Modern Architecture Histories and Theories for 3G students frame the field of architecture broadly, including disciplinary and professional viewpoints.

Students also benefit from the dedicated involvement of our NCARB Licensing Advisor Advisor and Student Advisor through cameo lectures in other courses and through special Career Path NCARB events throughout the year. We also host an impressive Career Day each Spring setting up interviews between students and professionals from around the country.

<u>Curricular Structure:</u>
*ARCH 562: Professional Practice, Spring Semester, Year Three (3G) or Year Two (2G)
Early exposure to ideas about career paths is bookended with ARCH 562: Professional Practice, a required lecture course typically taken in the final semester of the program. This course provides an in-depth exploration of the practice of architecture, including many career opportunities within the profession, and also through related paths in allied disciplines. This includes detailed consideration of the path to licensure, presented by Martin Smith of NCARB along with the school's NCARB Licensing Advisor and Student Licensing Advisor. Three sessions are dedicated to aspects of career planning, including preparation for interviews and our College's Career Day. Numerous guest speakers (twenty-two in 2022) share their direct experiences and insight about their diverse career paths. This has included hearing from design principals, managing principles, in-house legal counsel, mid-career architects, and emerging practitioners sharing their expertise on career paths in design excellence, sustainability, community engagement, adaptive reuse and historic preservation, education, advocacy, and social justice, among others. Students hear from practitioners through guest lectures and also in less formal round-table discussions of several professionals moderated by the instructor. ***Student learning outcomes*** related to Career Paths in ARCH 562 include:
● Being able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.
● Having a fuller understanding of professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.
● Understanding the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.
Graded quizzes assess student comprehension of content related to career paths and licensure as presented in lectures, guest lectures, and required reading. The course has a benchmark target: at least 80% of students answer these questions correctly. Ungraded surveys also assess student comprehension of content related to career paths and licensure explained in readings and lectures.These surveys are to help students prepare for the graded assessments.

ARCH529: MAP Seminar, Fall Semester, Year Three (3G) or Year Two (2G)
Students develop a Master of Architecture Project (MAP) thesis, proposal and document based on their own interests, seminar discussions and faculty advice. Students also identify a MAP advisory committee, which approves the proposal as a basis for ARCH 598 – MAP Studio. *Student learning outcomes* related to Career Paths in ARCH 529 include:
● To apply research methods to find intellectual allies in written scholarship, architecture and design precedents, architectural methodologies, and other fields relevant to the proposed line of research. In this process students find and consider practitioners relevant to the discipline and profession of architecture from disparate career paths.
Students work through the semester to prepare a written research document and public presentation of their proposed research, including a summary of relevant precedents from various career paths. These two products largely determine their grade for the course.

Supplemental Experiences:
Extracurricular events reinforce the importance of career paths for all students in the School of Architecture. This includes:
Lecture Series and Exhibitions. The College of Architecture and Design hosts dozens of public lectures each year to expose students, faculty, and the local professional public on issues at the forefront of architecture and design and highlighting specific career paths within architecture and related fields. This includes the College Lecture Series (funded by the Robert B. Church III Memorial Lecture Fund), the School of Architecture's Dialogues lecture series, General Shale Lectures, AGC Glass Lectures, and other special event lectures throughout the year. We strive to make these as accessible as possible, hosting lectures in-person immediately after studio to encourage attendance by students and local professionals, as well as live-streaming these presentations online, and archiving past lectures through *our YouTube channel*.
The College also curates several exhibits a semester, often focusing on a specific practice or practitioner.
Career Day is an annual event including opportunities for students to interview, meet and network with dozens of firms from across the country, held in the UT Student Center Ballroom. Our Office of Student Services organizes career planning workshops, portfolio reviews, interview advice, and logistical training on how to navigate Career Day. In 2023, 100 firms participated in *Career Day* through student interviews, firm presentations, and other social events connecting to students, faculty, and alumni.
Handshake is an online career portal linking students to job databases, on-campus interviews, internship opportunities, and more. By activating their profile, students can upload resumes and cover letters, submit applications, sign up for on-campus interviews, view dates for employer information sessions, and track job search activities.
NCARB Events. The School of Architecture benefits from advice and guidance on career paths and licensure through direct participation of NCARB Assistant Vice President, Martin Smith, the NCARB Licensing Advisor, Prof. Kevin Stevens, and the NCARB Student Advisor (Aubrey Bader in 2020-21, Kari Essary in 2021-22, Lexi Anderson for 2022-23). These individuals give cameo lectures in ARCH 101/107 and ARCH 462, as well as hosting extra-curricular events such as APX Workshops.
Also refer to our description of the program's commitment to the shared values of lifelong learning in Section 2 of this report for additional holistic experiences we offer our students to help them gain awareness of and appreciation for many career paths their education will prepare them to pursue.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach for teaching career paths are similar for these primary courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.
- Throughout the semester, faculty meet with the Graduate Chair as needed to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Graduate Program Committee and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 562: Professional Practice, PC.1 Assessment
- Data on student achievement for PC.1 to be collected in late Spring 2023.
- After reviewing assessment measures from 2020-21, the course instructor implemented several modifications to ARCH 462 related to career planning. Additional modules were added in Spring 2022 on how people might design their career path, including consideration of studio culture, many forms of compensation, and job satisfaction. A survey assessing student engagement with Career Day was added. The instructor also made sure to maintain a diverse offering of guest lectures and roundtable discussions to expose students to many forms a career in architecture might take.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning related to career paths because it is the course fulfilling the M.Arch Program Learning Outcome 3 (PLO3), Leadership and Practice.

ARCH 529: MAP Seminar, PC.1 Assessment
- Data on student achievement for PC.1 to be collected in late Fall 2022.
- After reviewing assessment measures from 2021-22, the course instructor made several modifications related to career planning. This includes ensuring that student discussion with the instructor during the seminar emphasizes the student's precedent search for intellectual allies, and a direct discussion of the types of work and careers that are relevant to their research interests. The instructor also dedicated class time to talking about professors in the school and their varied career paths in architecture.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the M.Arch Program Learning Outcome 1 (PLO1), Design Communication.

Career Day, PC.1 Assessment
- Before the annual Career Day event, goals for firm and student participation are set by the Director of Student Success in coordination with the College Dean and greater administrative leadership.
- After the annual Career Day is held each spring, the Director for Student Success assesses the event as a whole through feedback from participating firms and students.
- A significant recent improvement to Career Day was being able to hold the event in-person in Spring 2022 after moving online in 2021 due to the pandemic. This greatly improved the number of firms and students participating and resulted in a better experience overall.
- Additional modifications made to Career Day to improve student learning include: ARCH 501: Introduction to the Built Environment and ARCH 562: Professional Practice all encourage students to participate in Career Day as a way of learning about career paths.

- Though it is difficult to know with certainty, anecdotally the Director of Student Services estimates that somewhere between 35-50% of the graduating B.Arch/M.Arch class has received a job offer before graduation. Assessment measures here are bolstered by surveys conducted by the University's Career Development which administers a First Destination Survey asking students where they will go after graduation. As part of our ongoing assessment plan, the College of Architecture and Design will develop a survey in a very similar vein, but asking more specifically where they hope to be next year. We seek to contextualize the career placement figures produced (% of students who found a professional job when considered against the number of students who were seeking a professional job) and to separately account for and consider students going on to another graduate program or on to other endeavors)

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:
<u>Our Approach:</u>
We are fundamentally a design-focused architecture program. We encourage innovative thinkers who can transform the lives of others through creative, sustainable architectural design. The value of design is integral to all courses and supplemental experiences offered in the M.Arch. program and the architectural design studio is the core of the full curriculum. Graduate students take a total of eight linked design studio and charrette experiences.

The **first-year design sequence** for 3G students starts with creative ideation, form-finding, conceptual generators, early spatial organizations, and representational tactics. The summer studio and representation course are frequently co-taught and focus on more abstract concept-generating and formal exercises in an effort to help students shed preconceptions. The summer studio/representation sequence also introduces the basics of studio culture and beginning to think like an architect in a conceptual and exploratory way. The fall studio is in some ways a continuation of this mode of thinking and designing, working experimentally, though with the introduction of materials and site. *Student learning outcomes* in the summer include: To begin learning how to think like an architect by being introduced to significant ideas, including context, human experience, purpose, construction, and ecological literacy as the basis of design; to developing the ability to design through elements of form, space, and place in compositions, simple structures, and site designs; and to develop the ability to engage and apply representational and theoretical skills and knowledge in the design process. *Student learning outcomes* in the fall include: gaining familiarity with multiple methods of creative exploration for generating approaches to design; experimenting with materials, physically and representationally, and gaining experience in making decisions about material expression in the service of architectural ideation and production; and exploring formal and performative aspects of designing structure, enclosure, atmosphere, and experience. This summer-to-fall sequence relies on faculty adept in open-ended ideation, beginning design, and representation (including Mark Stanley, Micah Rutenberg, and Jennifer Akerman), then transitions to a faculty member who excels in intermediate and applied architectural design (including Kevin Stevens or James Rose) for the spring semester of the first year. Spring also welcomes advanced-placement Interior Architecture students into the 3G cohort. The spring semester studio asks students to apply conceptual thinking to design proposals that respond specifically to a site and program. The goal for the spring studio is a full project that has good schematic development and begins to address materiality and structural systems. *Student learning outcomes* include: generating and evaluating alternative ideas; analyzing and assessing issues of site context and program; exploring structural systems and materials of construction; analyzing related precedents; and developing design ideas related to the formal, functional, and spatial implications of structure, sustainability, materials, and construction). The 3G first year ends with a three-week long mini-term design charrette (typically taught by

Dean Jason Young) which includes a week-long off-campus cultural design immersion in an extraordinary American landscape and/or city, often focused on Marfa, Texas, including exploration of The Chinati Foundation, founded by Donald Judd. This mini-term experience blends history and theory with applied architectural design, and it also is a significant bonding experience concluding the first year.

The **second-year design studios** (for 3G, first-year for 2G students) are more about strengthening core competencies, developing confidence with complex building programs, understanding structure, material, enclosure, and introductory building systems, and in recent years have been taught by faculty with strong advanced architectural and structural expertise (Maged Guerguis)*. Student learning outcomes* include: developing a full, large-scale, urban architectural project, learning to design at larger scales, and to begin integrating building sciences. The fall studio combines theory and research, programming area needs and spatial relationships, and structural integration. It's often based in a complex city, such as Chicago. The second-year spring (for 3G, first-year for 2G students) includes the Design Integrations Studio (ARCH 572) and its linked Integrations Seminar (ARCH 560) where students design a fully-developed architectural project including well-integrated building systems. This studio/seminar experience is a showcase of our M.Arch. program. *Student learning outcome objectives* include the active integration of cultural considerations, programmatic possibilities, and technical exploration and precision as related to the development of an architectural project. Consideration of site design, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, regeneration, abundance, and sustainability. This Integrations Studio/Seminar experience brings together and expands upon the previous years' design, building technology, and representation education. Students work in teams, which helps them develop leadership and communication skills. The building program in recent years has been large, multi-family housing and mixed-use projects in an urban environment with a strong emphasis on sustainability. Design Integrations studio is often taught by excellent design instructors who are also practitioners (including Ted Shelton and Tricia Stuth), who also teach the related Design Integration seminar course.

The **third-year studio sequence** includes rigorous faculty-led research options studio (co-taught with fourth- and fifth-year B.Arch), which is a critical moment for students to choose an instructor and research focus that aligns with their interests. *Student learning outcomes* include research-based design speculation of critical positions within the discipline addressing topics outlined by individual instructors (ARCH 58X: Advanced Architectural Design). Third-year students also conduct a graduate design thesis, the Master of Architecture Project (MAP), as a required preparation seminar in the fall and a strongly encouraged studio directed by an advisor and committee in the Spring. The caliber of the MAP sequence has increased in recent years, and most students choose to complete their professional degree with the MAP studio in the spring semester. *Student learning outcomes* of the MAP include in-depth work on thematic issues as defined by the student with faculty oversight expanding on the design proposal, research, and documentation undertaken in a previous seminar. A few students opt out of this path and are allowed to take a Diploma Studio (co-taught with fifth-year B.Arch) instead, which is a similarly rigorous faculty-led research options studio, with additional *student learning outcomes* including the development of a position and reflection on consequences in advanced architectural design appropriate for the final culminating design studio experience for the Master of Architecture professional degree.

These myriad student learning outcomes contribute to a holistic appreciation and nuanced understanding of the value of design and produce students who excel at designing complex and elegant works of architecture that respond to considerations of site, culture, environment, and program with a rich synthesis of technological possibilities. Individual studio instructors primarily evaluate student mastery of their specific learning objectives through individual desk

crits and public reviews of student work, with expectations clearly articulated in the syllabus and with continual feedback shared with each student.

Curricular Structure:
ARCH 538: Design I: Design Foundations (Studio), Summer Semester, Year One (3G)—*2G students have placed out*
Foundations of spatial composition and design. Key concepts include ideation, spatial order, form, scale, craft, and three-dimen-sional thinking.
ARCH 541: Design II: Architectural Design I (Studio), Fall Semester, Year One (3G)—*2G students have placed out*
Formal determinants in architectural design. Key concepts include creative exploration, material expression, structure, and performance.
ARCH 542: Design III: Architectural Design II (Studio), Spring Semester, Year One (3G)—*2G students have placed out*
Contextual determinants in architectural design. Key concepts include analytical methods, development of alternative design strategies, territorial identity, institutions, and agency.
ARCH 543: Design Charrette, Summer Mini-Term, Year Two (3G)—*2G students have placed out*
Field trip followed by fast-paced intense design activity. Key concepts include spatial tension, seriality, hierarchy, repetition and site specificity.
* ARCH 571: Design IV: Architecture and Urbanism (Studio), Fall Semester, Year Two (3G) or Year One (2G) by advising
Architectural design and urban complexity. Key concepts include: programming with emphasis on social and cultural interactions, public and civic space, interiority and experience, urban morphology and formal derivation.
ARCH 572: Design V: Design Integration (Studio), Spring Semester, Year Two (3G) or Year One (2G)
Active integration of cultural consid-erations, programmatic possibility, and technical exploration and precision as related to the development of the architectural project. Considerations of site, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, abundance, and sustainability.
ARCH 58X/590: Design VI: Advanced Architectural Design (Options Studio), Fall Semester, Year Three (3G) or Year Two (2G)
A thematic studio requiring research, critical examination and individual engagement through design speculation of critical positions within the discipline addressing topics outlined by individual instructors.
ARCH 598: Design VII: MAP Studio (Independent Master's Thesis) or **ARCH 599: Design VII: Diploma Studio,** Spring Semester, Year Three (3G) or Year Two (2G)
Students develop their thesis independently in consultation with their Master of Architecture Project (MAP) committee, which reviews the work on a systematic basis. Students present the work publicly and prepare documentation for archive in the UTK libraries. The Committee Chair serves as the primary critic and is responsible to confirm that the requirements of the MAP are met. OR: Final culminating design studio experience for the MArch professional degree. In-depth, instructor-led themes, with significant options for student interpretation in project development. Required graphic and written products.

Supplemental Experiences:
Mini-Term Offerings are three-week-long travel experiences focused on design through cultural immersion. Several mini-term experiences are offered each year in our college, most often during the summer, though beginning in 2022 a winter-mini term has been added to the academic calendar. Some of our recent mini-term trips have included: Florence, Japan, Portugal, Rome, Spain, Sweden, Greece, and the United Kingdom.
Lecture Series and Exhibitions The College of Architecture and Design hosts dozens of public lectures each year to inform students, faculty, and the local professional public about

issues at the forefront of architecture and design and highlighting specific career paths within architecture and related fields. This includes the College Lecture Series (funded by the Robert B. Church III Memorial Lecture Fund), the School of Architecture's Dialogues lecture series, General Shale Lectures, AGC Glass Lectures, and other special event lectures throughout the year. We strive to make these as accessible as possible, hosting lectures in-person immediately after studio to encourage attendance by students and local professionals, as well as live-streaming these presentations online, and archiving past lectures through *our YouTube channel*. The College also curates several exhibits a semester, often focusing on a specific practice or practitioner.

TAAST Week (The Annual All-College Spring Thing), a long-standing student-run special event celebrating architecture and design typically includes lectures, workshops, a kick-ball tournament, creative fund-raisers to support student organizations, and a Beaux-Arts Ball.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The design sequence in particular undergoes regular and continual assessment by the faculty and administrative leadership of the program. Some specific forms of regular assessment are outlined below, including internal course review and program-level review of each studio within the curricular context, as well as some key curricular modifications made in response to that assessment.

Design Studio Sequence, PC.2 Assessment
- Before each studio is offered each semester, it is presented by the instructor at the beginning-of-the-semester graduate curriculum coordination meeting where it is considered and discussed by all faculty teaching in the graduate curriculum, the Undergraduate/Graduate Chair, and the School Director. This is a key opportunity for critical faculty to consider and reflect on the specific learning objectives related to design. Each studio instructor presents the projects they plan to offer. The Director may present at this meeting aggregate analysis of the prior year or semester course evaluations by students.
- Throughout the semester, faculty meet with the Graduate Chair as needed to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Graduate Program Committee and School Director.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester.
- Students offer anonymous reflections on the course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- Additionally, the School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Beyond continual improvements that are made through this regular process, significant curricular modifications were made to the full design studio sequence based on persistent concerns revealed by our assessment process. Some notable improvements include:
- All studio course catalog descriptions were reviewed, assessed, and edited in the 2019-20 academic year to ensure the entire sequence is coordinated and to adjust based on informal changes that had been made to each course.
- When Prof. Mage Guerguis was hired as a tenure-track professor with strong design and structural capabilities, he assumed a key role teaching an urban design studio in the second-year which is foundational to the design sequence. His ability to address urban

conditions, architectural design and program, and building technology has elevated the course (ARCH 571) and improved student comprehension of more comprehensive design.
- Then-Director Jason Young and Graduate Chair Avigail Sachs headed an effort to strengthen the MAP sequence which concludes the M.Arch degree program. Following their recommendations, in AY 2017-18 the faculty adopted the addition of three required courses in disciplinary discourse (ARCH 527, 528, and 529) to ensure that all students receive a baseline of history/theory linked to contemporary questions framed in ways that build on the diverse backgrounds of our graduate students. This curricular shift, along with encouragement to pursue the MAP as a culminating studio experience, has resulted in more students completing the MAP, has created stronger final design work, and now includes public reviews with outside jurors. We read these outcomes as clear improvement in our delivery of the design curriculum to graduate students.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:
Our Approach:
In the graduate program, a series of linked courses from the technology sequence, design studio, history theory and professional practice emphasizes environmental stewardship and professional responsibility, culminating in the Design Integration Sequence (ARCH 560/572) which requires students to apply ecological knowledge in the comprehensive design of a complex building. The Materials and Methods course (ARCH 558) holistically addresses sustainability of materials as students are asked to consider upstream and downstream impacts of various material choices, including extraction, production, transportation, and post-demolition conditions. The Building Systems course (ARCH 559) also introduces students to primary considerations of sustainable design as they learn principles and applications of the design of mechanical, plumbing, enclosure, and lighting systems, as informed by building codes, energy codes, and other sustainability metrics. Modern Architecture: History and Theories (ARCH 513) positions ecological questions within a historical context including a module on "Modernism and the Environment."

In the design studio sequence, faculty will periodically offer an advanced architectural design options studio with a sustainability focus, ARCH 586: Design VI: Advanced Architectural Design, Sustainable Design (Options Studio). This thematic studio requires research, critical examination and individual engagement through design speculation of critical positions within the discipline addressing concern for the environment, consideration of energy conservation techniques, and use of renewable resources. This studio meets the requirements of the Sustainable Design M.Arch Degree Concentration. Recent examples include the options studio offered by visiting professor Billie Faircloth, principal and head of research at Kieran Timberlake and the 2018 BarberMcMurry Professor at UTK Architecture. Similarly, Ryan Jones of Lake|Flato is the 2022 BarberMcMurry Professor and is offering an advanced options studio meeting the objectives of the Sustainable Design Concentration. Because ARCH 586 is an elective offering, we point to it as supplemental evidence.

Curricular Structure:
ARCH 558: Materials and Methods in Architecture, Spring Semester, Year One (3G) or Year Two (2G)
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. Incorporates

seminar sessions exploring a broader culture of technology. Includes a workshop/lab component. ***Student learning outcomes*** related to PC.3 include:
- To gain an introductory knowledge of the fundamentals of materials and methods as they relate to a progressive agenda for energy in architecture, beginning with the premise that matter is but captured energy.
- To gain a more robust, sophisticated grasp of energy, including its definition and methods of measuring and controlling energy. This includes gaining knowledge of material strategies that address and move beyond the limitations of contemporary "energy efficiency" value propositions towards maximization of "energy efficiency"—maximizing the power of architecture in creating abundant, spectacular futures.
- To learn about contemporary discourse of climate change, environmental politics, and sustainability in architecture in order to gain the ability to discern and synthesize a critical agenda for energy in the means of production of architecture.
- To more fully understand the ecological impacts of extraction and politics of labor specific to four major material categories of architectural systems—lithic/earthen, metals, wood/biogenic, and composites—throughout modern history.
- To learn tools for measuring and accounting for energy in materials and assemblies (carbon calculators, Life Cycle Assessment software, energy modeling software) which students will use to evaluate material systems against the performance criteria for a progressive energy agenda. This includes understanding how technical methods of measurement, accounting, and simulation operate within a context of energy regulation and legislation in the United States and their bearing upon design and construction.

ARCH 559: Building Systems in Architecture, Fall Semester, Year Two (3G) or Year One (2G)

Design and expression with mechanical heating, ventilation, and cooling systems, solar energy, plumbing systems, electric lighting, daylighting, acoustics, and electrical systems in buildings. Incorporates seminar sessions exploring a broader culture of technology. ***Student learning outcomes*** related to PC.3 include:
- To introduce students to building systems within architecture as well as those that are considered separate engineering disciplines. These systems will be studied individually as well as considered together for synergy with the finished building.
- To understand building plumbing systems and water conservation, including sizing water lines and drainage for design.
- To understand the building envelope as a heat transfer and vapor barrier system. Air and moisture psychrometrics are reviewed at a high, but assertive level. Upon completion, the student should understand the basic theories of heat and moisture flows and should be able to predict building heat gains and losses.
- To understand heating, ventilation, and air-conditioning systems (HVAC), including system characteristics and general sizing methods, and the provision and maintenance of indoor air quality.
- To understand lighting systems, including natural daylighting for students to design illuminance levels required for occupant activity.

*ARCH 560: Seminar in Design Integration, Spring Semester, Year Two (3G) or Year One (2G)

Building simulation and design development of technical aspects of structures, environmental controls, and construction methods supporting sustainability, experience, use, contextual fit, meaning and expression. ***Student learning outcomes*** related to PC.3 include:
- To integrate technical systems into a proposed design being developed concurrently in the studio
- To understand life cycle and environmental ramifications of design decisions
- To apply principles of sustainability as defined through multiple lenses

*ARCH 572: Design V: Design Integration (Studio), Spring Semester, Year Two (3G) or Year One (2G)

Active integration of cultural consid-erations, programmatic possibility, and technical exploration and precision as related to the development of the architectural project. Considerations of site, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, abundance, and sustainability. ***Student learning outcomes*** related to PC.3 include:

- 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.

ARCH 513: Modern Architecture: History and Theories, Fall Semester, Year Two (3G)— *2G students have placed out*
Examines the history and theory of modern and contemporary architecture through broad-based examinations of the questions of modernity and specific case studies of buildings, projects, landscapes and theories. ***Student learning outcomes*** related to PC.3 include:

- To develop independent positions on key topics in architecture, including social, cultural and environmental challenges, professional responsibility, collaboration and community engagement.
- The course includes a one-week module on "Modernism and the Environment."

ARCH 562: Professional Practice, Spring Semester, Year Three (3G) or Year Two (2G)
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. ***Student learning outcomes*** related to PC.3 include:

- Students will be able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.
- The course includes a module on "Environmental Responsibility," with required readings and a guest lecture by the design director of an internationally recognized firm in sustainable design, Jose Atienza of William McDonough and Partners.

Each course has specific measures to assess student comprehension of content related to ecological knowledge and professional responsibility, which is outlined in each course's syllabus. Typically it would take the form of graded assignments, quizzes, and exams. Ecological content in ARCH560/5721 is also evaluated through the student's comprehensive design projects, which are evaluated through juried reviews and the instructor's comprehensive evaluation of the student's work.

Supplemental Experiences:
ARCH 586: Design VI: Advanced Architectural Design, Sustainable Design (Studio), when offered would occur in Fall Semester, Year Three (3G) or Year Two (2G)
A thematic studio requiring research, critical examination and individual engagement through design speculation of critical positions within the discipline addressing concern for the environment, consideration of energy conservation techniques, and use of renewable resources.
Lecture Series. Recent lectures by architects who embody the professional responsibilities of environmental stewardship include those of Sir David Adjaye, Kengo Kuma, Anne Marie Duvall Decker, Katie MacDonald/Kyle Schumann (After Architecture), Amanda Loper (David Baker Architects), Billie Faircloth (Keiran Timberlake), Jeffrey Huber (Brooks and Scarpa Architects), and Ryan Jones (Lake Flato Architects). Also refer to our description of the program's commitment to the shared values of environmental stewardship and professional responsibility in Section 2 of this report for additional supplemental experiences.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of

our last accreditation visit. The processes of assessing the program's approach for teaching ecological knowledge and responsibility are similar for these primary courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.
- Throughout the semester, faculty meet with the Graduate Chair as needed to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Graduate Program Committee and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 558: Materials and Methods in Architecture, PC.3 Assessment
- Data to be collected in late Fall 2023.
- The course instructor in Spring 2023 is implementing course modifications to improve student learning by reframing the course around ethical imperatives of environmental and social justice.

ARCH 559: Building Systems in Architecture, PC.3 Assessment
- Data to be collected in late Fall 2023.
- Recent course modifications to improve student learning include a significant course restructuring in Fall 2022 to emphasize teaching principles and applications of technical knowledge, directly emphasizing ecological knowledge and responsibility.

ARCH 560: Seminar in Design Integration and ARCH 572: Design V: Design Integration (Studio), PC.3 Assessment
- Data to be collected in late Spring 2023.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester. To support the ecological knowledge learning objectives of 560/572, the faculty also invites a number of outside reviewers, including professional architects and consultants.
- Direct assessment of student learning in 560/572 happens after each developmental milestone review throughout the semester and at the end of the semester in the form of student surveys administered by Canvas. Students assess their own work and that of their teammates based on the quantity and quality of the work as well as additional comments. Feedback and any needed redirections by the instructor are handled through soft measures (one-on-one conversation) in the spirit of collaboration and similarly to how such corrective measures might be addressed in a professional office.
- In ARCH 560, a daily assessment measure includes making a written description of the topics learned in class, photographing that list each day, and having a concluding conversation each day. When students indicate that a topic remains unclear, the instructor explains it further before moving on to the next topic.
- In Spring 2023 the 560/572 project focus is the University of Tennessee's Knoxville Campus which allows an emphasis on stormwater strategies and other ecological impacts that can be adeptly addressed when designing buildings collectively for a campus.
- Additionally, these courses undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the M.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

NAAB

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:
Our Approach:
History and theory as integral to architectural education is a core strength of our program. Our full-time faculty currently includes four PhD-holding historians, many of whom also teach in the design studio, serve as thesis advisors, and are essential studio review critics.

The M.Arch program features four required courses in history and theory, plus three additional courses in disciplinary discourse exploring questions relevant to contemporary architecture which were added in 2017-18. All graduate architecture students, 2G and 3G are required to take the three disciplinary discourse seminars, culminating in their own Master of Architecture Project (MAP), our equivalent of a graduate thesis.

Curricular Structure:
*ARCH 511: History and Theory of Architecture I, Fall Semester, Year One(3G)—*2G students have placed out*
Architecture and ideas of building and community form in major world cultures from the prehistoric era to about 1750 CE. This course has several critical objectives related to history and theory including: To gain familiarity with the history and theory of architecture and urban form; to contextualize architectural history in the culturally rich distinctions among various global societies; to examine historical approaches to social equity in the designed environment; to understand how cities and structures provide opportunities for diversity, equity, and inclusion; to historicize ecological practices; to sharpen critical skills by taking up theoretical paradigms and discussing research practices; to encourage innovation in architectural research; and to inspire a lasting curiosity in the architecture of the past. ***Student learning outcomes*** related to PC.4 include:
- Students will demonstrate the ability to identify and describe prominent architectural examples.
- Students will demonstrate the ability to describe the cultural and historical significance of prominent architectural examples.
- Students will demonstrate the ability to critically interpret prominent works in the history of architecture and urban form.
- Students will gain insights into historical practices that we now identify as ecological.
- Students will understand the research methods of architectural history by discussing current approaches.

Measures for assessing student comprehension of PC.4 learning outcomes include weekly written reading responses, a written exam, and a term paper including scholarly references.
*ARCH 512: History and Theory of Architecture II, Spring Semester, Year One(3G)—*2G students have placed out*
Architecture and ideas of building and community form in major world cultures from 1750 CE to the late-20th century. ***Student learning outcomes*** related to PC.4 include:
- Students will learn to identify prominent works of architecture, landscape architecture, and urban design while acquiring knowledge about the major architects, designers, and planners.
- Students will learn the value of engaging with the history and theory of architecture as part of the design process and of professional practice. Specifically, the course showcases the power of historical analyses to disrupt our long-held assumptions about buildings and places and open the door to new, creative responses.
- Students will gain the ability to practice critical analysis of prominent works of global architecture, including the ability to describe their cultural and historical significance.
- Students learn to apply critical analysis to their historical knowledge in support of equity, diversity, and inclusion and for responsible stewardship of the environment. Current

societal attitudes towards both these topics have their roots in the historic conditions in which modern architecture developed, specifically worldwide colonialism and a mechanist attitude towards nature. The course tracks these two themes (among others), highlighting how these attitudes were "baked" into architectural production.

Measures for assessing student comprehension of PC.4 learning outcomes include a series of graded assignments and exams, as well as reading responses or other assignments due for the section meetings.

*ARCH 513: Modern Architecture: History and Theories, Fall Semester, Year Two (3G)—*2G students have placed out*

Examines the history and theory of modern and contemporary architecture through broad-based examinations of the questions of modernity and specific case studies of buildings, projects, landscapes and theories. ***Student learning outcomes*** related to PC.4 include:

- To further develop knowledge of modern architecture history and theory.
- To develop an understanding of disciplinary and professional issues in architecture.
- To develop the critical skills necessary to recognize, read and discuss architectural theory.
- To develop the ability to engage in the complex debate on the philosophy of architecture, the nature of architectural knowledge, and the role of the architect in society.
- To develop independent positions on key topics in architecture, including social, cultural and environmental challenges, professional responsibility, collaboration and community engagement.

Measures for assessing student comprehension of these learning outcomes include reading, writing and especially conversation about architectural theory, with a focus on 20th-century and early 21st-century ideas.

*ARCH 528: Design Theories, Spring Semester, Year Two (3G) or Year One (2G)

Exploration of architectural theory in the early 21st and late 20th centuries, with an emphasis on the connection between theory and architectural practice. The course will also explore theory in allied forms of cultural production. ***Student learning outcomes*** related to PC.4 include:

- To understand and apply theories of architecture, urbanism, and the built and natural environment both within recent history and across a range of periods, cultures, and geographies.
- Topics include architecture and: the city, vision and control, the body, gender and sexuality, race, equity and placemaking, spectacle/the generic, territory, critical regionalism, the everyday, landscape, sustainability, and resilience
- To gain an intellectual and theoretical foundation for the study and design of architecture through thematically organized readings and discussions such that students can frame questions on the How? and Why? of architectural practice. This course questions the canon of design history and theory in light of equity, diversity, professional responsibility.
- Through readings, discussions, group presentations, response essays, workshops, and an individual research paper and presentation, students will actively engage the practice of architectural theory.
- Paying particular attention to how the history and theory of architecture has (and has not) addressed diversity, equity, and inclusion, students will engage topics such as the modern city, the body, gender and sexuality, race, the notion of territory, the local and the distant, nature as landscape and nature at risk (the Anthropocene), and the power of placemaking.
- To develop the ability to write critical essays that address the weekly reading topic.
- To lead a discussion presentation: each student will frame the weekly readings and guide the class for a 25 to 50-minute discussion. These presentations are meant to be a creative way to engage the material and relate it to each student's specific interests and concerns.
- To develop an individual research paper and presentation over the course of the semester on a topic of their choice.

Measures for assessing student comprehension of these learning outcomes include participation in class discussions, a series of written essays, participation in a discussion team, presentation of individual research, and a final paper including scholarly references.

Supplemental Experiences:
Lectures and Exhibitions. While many lectures and exhibitions feature contemporary practices, we also benefit from the expertise of historians and scholars who share their research into the history and theory of architecture. Recent examples include:
- *"Learning from Piranesi,"* (January 20-February 17, 2021), an exhibition in the A+A Ewing Gallery in celebration of the 300th birth anniversary of Giovanni Battista Piranesi. Curated by George Dodds.
- *"Regional Globalism in the Tennessee Valley" symposium and publication* (April 1, 2022 and November 3, 2022), organized by Prof. Micah Rutenberg with Dean Jason Young with invited lectures from historians and speculative designers including Avigail Sachs, Sarah Rovang, Ken Wise, Daniel S. Pierce, Lindsey A. Freeman, and Mark Stanley.
- *"Visions of the End, 1000-1600,"* (January 31-May 10, 2020), an exhibition in the UTK McClung Museum of Natural History and Culture featuring creative expressions of the Apocalypse—carvings, metalwork, woodcuts, stained glass windows, and illuminated manuscripts—produced by medieval and Renaissance artists. Curated by Gregor Kalas
- Lecture by art historian James Merle Thomas about his research on representations of and ideas about habitable space during the Cold War, "World Pictures: Outer Space and the Aesthetics of the Habitable" (February 24, 2020), hosted by Gregor Kalas.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to teaching history and theory are similar for these primary courses:
- Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.
- Throughout the semester, history and theory faculty meet with one another or meet directly with the Graduate Chair on an as-needed basis, identifying and potentially addressing concerns that can be resolved in the moment.Larger issues are sent on to the Graduate Program Committee and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.
Additional assessments and improvements include:
ARCH 511: History/Theory of Architecture I, PC.4 Assessment
- Data to be collected in late Fall 2022.
- The teaching modality of ARCH 511 was changed in 2018 to improve the student learning experience. The course had previously been taught with ARCH 211, the lecture-format undergraduate history/theory survey. As a commitment to graduate education, our faculty shifted the graduate cohort out of the "meets-with" modality and instead offered an introductory history/theory seminar that has been co-taught with incoming graduate landscape students (LAR 581). In Fall 2022 this course was offered as joint instruction with the undergraduates as the number of students does not warrant a stand-alone ARCH 511, but with additional requirements and opportunities for the graduate students. Our commitment is to teach graduate students only in future years.
- In 2022, course modifications made by the instructor to improve student learning include: adding more global content, specifically by introducing new material on Achaemenid, Sasanian, and Indus Valley civilizations. Adding more issues on the sustainable past,

some of which derived from Vitruvius, and focused largely on historic solar orientation and breaking prevailing winds.

- In 2022, the instructor improved learning by having more reflective writing exercises in the exams (vs testing on knowledge about specific buildings). In other words, the tests involved more about reflecting back on the themes in essays written by the students than they had in the past.

ARCH 512: History/Theory of Architecture II, PC.4 Assessment

- Data to be collected in late Spring 2023.
- A significant modification of ARCH 512 towards the goal of lifelong learning in 2023 is to replace mid-term exams and quizzes with assignments in which students practice relating ideas and spatial form. These assignments will have two parts. First students, working online and in groups, will draft responses and critique each other's work. They will then choose what they consider their best effort for grading by the teaching assistants. The feedback will give them the opportunity (as in studio) to develop their skills before being asked to apply them in the final exam.
- The teaching modality of ARCH 512 was changed in 2018 to improve the student learning experience. The course had previously been taught with ARCH 212, the lecture-format undergraduate history/theory survey. As a commitment to graduate education, our faculty shifted the graduate cohort out of the "meets-with" modality and instead offered a history/theory seminar for graduate architecture students only. In Spring 2018, 2019, and 2021, we offered a joint Architecture/Landscape Architecture course (ARCH 512/LAR 582). In Spring 2022, ARCH 512 was a standalone course for architecture graduate students only. This coming spring (2023) we will be back to joint instruction with the undergraduates as the number of students does not warrant a stand-alone ARCH 512, but with additional requirements and opportunities for the graduate students. Our commitment is to teach graduate students only in future years.

ARCH 513: Modern Architecture: History and Theories, PC.4 Assessment

- Data to be collected in late Fall 2022
- Recent course modifications to improve student learning include expanding the course content to include more issues of diversity, equity, and inclusion. The course modality has also shifted to emphasize a seminar format requiring students to give presentations on the theme each week.

ARCH 528: Design Theories, PC.4 Assessment

- Data to be collected in late Spring 2023.
- The creation of this course in AY 2017-18 as a required part of the disciplinary discourse sequence represents a course modification to improve student learning in history and theory.
- The instructor for ARCH 528 attends and participates in the MAP (thesis) proposal presentations that conclude ARCH 529: MAP Preparation Seminar. In this way, the instructor hones a better understanding of emerging topics of relevance to the students and add content for the following cohort. Because of that assessment, in Spring 2022 and 2023 the course added discussion sections on equity and placemaking and on labor--from that of the architect to the builder. In Spring 2023 the course added a reading on gender and sexuality to address issues specific to queer architecture.
- As part of the instructor's pedagogical approach, the discussion team format allows students to focus on any aspect of the readings of interest to them, and the instructor follows with a discussion of topics or arguments that they have not addressed. This is an example of immediate course improvement in response to the instructor's real-time assessment of student comprehension and focus.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:
Our Approach:

Many studio courses and electives teach research methods, require research into topics of architectural innovation, and culminate in designing and at times testing innovative architecture. As with technology, design synthesis, and history/theory, we approach research and innovation in multiple points of the student's design education. Architectural research is a component of many exercises in early studios—asking students to investigate a cultural subject, historical context, material quality, or technological capability as a precursor to developing an architectural design project, for instance.

All M.Arch students take the disciplinary discourse sequence consisting of three seminars with a theory/research emphasis. These include ARCH527 Design Tactics, ARCH 528: Design Theories, and ARCH 529: MAP Seminar. This final course, the MAP Seminar focuses on research methodologies teaching students to understand the design process through integrated design research. This seminar culminates in the execution of a comprehensive research document which is followed through as a research-focused design project in the subsequent ARCH 598: Design VII: MAP Studio (Independent Master's Thesis). All graduate students take ARCH 529: MAP Seminar and the vast majority elect to follow that through in ARCH 598: MAP Studio as their final culminating studio course.

Additionally, in the technology sequence, ARCH 557: Structural Principles in Architecture is designed to prepare the students to engage and participate in architectural research to test and evaluate innovations in the fields of architectural and structural design.This is primarily achieved in the second half of the course when the focus shifts to a more research-driven style designed to incorporate and demonstrate the student's understanding of fundamental structural concepts, form-finding techniques, and structural analysis. The final project works to align the architectural design process with structural technologies as it is designed to mimic the design-based studio culture and learning environment of architecture education.

Research and innovation applied to architectural design is also a feature of most advanced options studios where students choose via lottery to pursue a line of research as articulated by the studio instructor (ARCH 58X: Design VI: Advanced Architectural Design, ARCH 599: Design VII: Diploma Studio). Because these consist of variable offerings, we point to them as supplemental evidence.

Curricular Structure:
*ARCH 529: MAP Seminar, Fall Semester, Year Three (3G) or Year Two (2G)
Students develop a Master of Architecture Project (MAP) thesis, proposal and document based on their own interests, seminar discussions and faculty advice. Students also identify a MAP advisory committee, which approves the proposal as a basis for ARCH 598 – MAP Studio. **Student learning outcomes** related to PC.5 include:
● To develop a design proposal based on research into the nature and extent of knowledge in architecture, its production, and its dissemination.
● To further develop student design and research abilities, and to instill confidence in the individual's design decision-making process based on broad themes and specific design applications.
● To explore these issues and the project through the selection of appropriate environmental context, site, project typology and/or use; and the search for relevant data to be applied through critical analysis, programming, and conceptual synthesis in preparation for design.
● To develop an understanding of the orderly and logical decision-making process that underlies a thoughtfully directed practice of design.
● To synthesize previous courses in design, representation, history, culture, ethics, structure, environmental influences and controls, materials, and construction.
● To demonstrate the ability to communicate effectively, using a range of skills that may include writing, speaking, drawing, and/or modeling to convey architectural ideas.
Student comprehension of this learning objective is based on evaluation of their MAP pamphlet which identifies the scope, discourse, proposal, site, and program of a MAP project.
*ARCH 557: Structural Principles in Architecture, Fall Semester, Year One (3G)—*2G students have placed out*

Design and expression with structural archetypes of timber frames, light wood, steel frames, masonry, and reinforced concrete construction, and combinations thereof. Emphasis on formal ordering systems and essential behaviors, including lateral bracing and load-tracing. Schematic detailing. Design guideline sizing. Incorporates seminar sessions exploring a broader culture of technology. Includes a workshop/lab component. **Student learning outcomes** related to PC.5 include:
- To simulate structural and material behavior through computational and physics engine simulation tools.
- To analyze structural performance through digital tools.
- To experiment with digital and physical form-finding processes in architectural design applications.

Student comprehension of learning objectives related to research and innovation are evaluated through a final project requiring students to select and research one of the following advanced research topics of one major structural system currently involved in ongoing research in Soft Boundaries lab, including thin shell, grid shell, tensile and funicular vault.

ARCH 598: Design VII: MAP Studio (Independent Master's Thesis) or
Students develop their thesis independently in consultation with their Master of Architecture Project (MAP) committee, which reviews the work on a systematic basis. Students present the work publicly and prepare documentation for archiving in the UTK libraries. The Committee Chair serves as the primary critic and is responsible to confirm that the requirements of the MAP are met. **Student learning outcomes** related to PC.5 include:
- To develop a design project based on research into the nature and extent of knowledge in architecture, its production, and its dissemination, following the methodologies developed in ARCH 529: MAP Seminar.

ARCH 599: Design VII: Diploma Studio, Spring Semester, Year Three (3G) or Year Two (2G)
Final culminating design studio experience for the MArch professional degree. In-depth, instructor-led themes, with significant options for student interpretation in project development. Required graphic and written products. **Student learning outcomes** related to PC.5 include:
- To develop a position and reflection on consequences in advanced architectural design appropriate for the final culminating design studio experience for the Master of Architecture professional degree.

Supplemental Experiences:
Elective offerings. A benefit of the size of our graduate program is that the Graduate Chair offers curricular advising to each M.Arch student annually. By the spring of Year Two (3G) or Year One (2G), the chair is able to directly recommend elective offerings linked to each student's developing research interests. This includes professional electives in our College taught by faculty who align with the student's interests, electives in other Colleges, or even recommendations for studio instructors offering Options Studios (ARCH 58X: Advanced Architectural Design) to be taken in the Fall of their final year.
Students are encouraged to share their creative research developed through the ARCH 529/598 MAP Sequence through extracurricular events including the Three-Minute Thesis and UNCC's Critical Mass.
Graduate students are eligible to win the Aydelott Prize, which supports creative research through travel with a $20,000 award.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach for teaching research and innovation are similar for these primary courses:
- Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.

- Throughout the semester, faculty meet directly with the Graduate Chair on an as-needed basis, identifying and potentially addressing concerns that can be resolved in the moment.Larger issues are sent on to the Graduate Program Committee and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 529: MAP Seminar, PC.5 Assessment

- Data to be collected in late Fall 2022.
- Recent course modifications to improve student learning include greater emphasis on a wide range of forms that research and innovation can take in architecture.
- In Fall 2022 the course was restructured to include more in-depth individual critique of student work in progress (individual meetings with the instructor), as well as frequent peer-to-peer meetings encouraging students to consider the approaches of their classmates. These measures contribute to a positive studio culture through the cohort in what can be an isolating process.
- In Fall 2022 the faculty instructor implemented a mid-semester self- and peer-assessment process asking students to reflect on their process and the clarity of their stated research objectives on the work in development. Mid-semester evaluation is critical because it can explore the research process more directly.
- Student learning outcomes in research and innovation as evidenced in the MAP Seminar and MAP Studio have also improved by the recent curricular addition of required courses in disciplinary discourse (ARCH 527, 528, and 529). These required courses address contemporary theoretical questions relevant to the profession and discourse and give students a common footing for beginning to address research in their own thesis work should they choose to pursue ARCH 599: MAP Studio.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the M.Arch Program Learning Outcome 1 (PLO1), Design Communication.

ARCH 557: Structural Principles in Architecture, PC.5 Assessment

- Data to be collected in late Fall 2022.
- When Prof. Maged Guerguis joined the architectural design faculty and became the lead instructor for this course, structural themes were able to be taught in a better framework emphasizing principles and application. (The course had previously been taught by a structural engineer adjunct faculty member.) Faculty and student assessment data indicates that this staffing and content shift has increased student learning.
- Recent course improvements that have been made to improve student learning of research and innovation include refining the final project to strengthen the active learning approach to create a tangible opportunity to utilize digital and physical form-finding processes and apply their knowledge of computational and simulation tools. Students research their selected structural system to familiarize themselves with its principles, history, and current publications in the primary literature.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:
Our Approach:
Curricularly, leadership and collaboration are fundamental to the instructional mode of critical courses including ARCH 572: Design V: Design Integration (Studio) and its linked seminar ARCH 560 where students work in small groups of two to four students for the entire semester. This structure helps instructors teach teamwork, communication, and leadership skills in a mode that in some ways emulates architectural project work in a professional environment. In addition to using the courses to help students synthesize technical knowledge through comprehensive architectural design, the subject matter foregrounds design projects involving broader issues that should be addressed collaboratively, including public housing 2020-2022 (honored with a 2023 ACSA Housing Award), and now the University's Campus Master Plan, complex issues that go beyond the building's architectural development to teach students the ways architects serve as leaders in larger matters. In Spring 2023, the students are designing speculative buildings, new and renovated, on the Knoxville campus and surrounding areas. They have met with the Chancellor of the University, and the Vice Chancellor for Facilities among other stakeholders and decision-makers, modeling professional practice.

The architect's ability to act as a leader in their community is directly addressed in ARCH 562 Professional Practice, including participation in the office leadership and organization, work done on behalf of the client, and also individual actions through volunteerism, service with professional organizations, advocacy, and municipal/political office.

Additionally, as is detailed in Section 2, shared values of leadership, collaboration, and community engagement described earlier in this report, many studio courses and electives directly incorporate themes of community engagement through design projects, design-build efforts, and other learning experiences.

The university has established an S- designation for regularly-offered courses that promote community engagement through their learning objectives. Faculty can offer the advanced options studio for undergraduate and graduate students as an S- designated course (ARCH 496S), as has been the case for studios with deep community focus, including the Haiti Studio, Appalachia Studio, and others. In the graduate program, the comparable studio is ARCH587 Advanced Architectural Design: Conservation and Stewardship, an advanced options studio that requires research, critical examination and individual engagement through design speculation addressing the roles cultural artifacts play in understandings public policies and other sustained responses stemming from the shared concern for the plight of built and natural environments. ARCH 587 meets the criteria for the Conservation and Stewardship graduate concentration. These two studios (ARCH496S and ARCH587) are often co-taught. Because ARCH 587 is an elective offering, we point to it as supplemental evidence.

In the graduate program, community engagement is also addressed through the Conservation and Stewardship concentration, an optional 12-credit hour set of course offerings available to all M.Arch students. Broadly based in the arts and the sciences, the Conservation and Stewardship Concentration explores the processes and systems that affect both local and global responses to contemporary issues of public policy and the growing global concern for sustainable and regenerative responses, equity, and diversity.

Curricular Structure:
ARCH 572: Design V: Design Integration (Studio), Spring Semester, Year Two (3G) or Year One (2G)
Active integration of cultural consid-erations, programmatic possibility, and technical exploration and precision as related to the development of the architectural project. Considerations of site, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, abundance, and sustainability. *Student learning outcomes* related to PC.6 include:
● To synthesize and integrate aspects of technical ideas in a design project and to understand that these are complimentary.

● To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

ARCH 562: Professional Practice, Spring Semester, Year Three (3G) or Year Two (2G)
Management and organizational theories and practices for delivering professional design services. Included are an assessment of the building industry and its influence on practice; an 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. Leadership and collaboration the context of professional responsibility is conveyed through readings and lectures. *Student learning outcomes* for PC.6 include:
● Students will be able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.
● Students will develop a deeper understanding of diverse cultural and social contexts and help them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Supplemental Experiences:
ARCH587 Advanced Architectural Design: Conservation and Stewardship (Studio), Fall Semester, Year Two (3G) or Year One (2G) when offered
A thematic studio requiring research, critical examination and individual engagement through design speculation of critical positions within the discipline addressing the roles cultural artifacts play in understanding public policies and other sustained responses stemming from the shared concern for the plight of built and natural environments.
Also refer to our description of the program's commitment to the shared values of leadership, collaboration, and community engagement in Section 2 of this report for additional supplemental experiences.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach for teaching leadership and collaboration are similar for these primary courses:
● Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.
● Throughout the semester, faculty meet directly with the Graduate Chair on an as-needed basis, identifying and potentially addressing concerns that can be resolved in the moment.Larger issues are sent on to the Graduate Program Committee and School Director.
● Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
● After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
● The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.
Additional assessments and improvements include:
ARCH 572: Design V: Design Integration (Studio), PC.6 Assessment
● Data to be collected in late Spring 2023.
● School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester. To support the ecological knowledge learning objectives of 560/572, the faculty also invites a number of outside reviewers, including professional architects and consultants.

- Building on lessons learned in previous years, in Spring 2023 the specific makeup of student teams in 560/572 was made by the students rather than by instructors or administrators.
- Direct assessment of student learning specific to collaboration in 560/572 happens after each developmental milestone review throughout the semester and at the end of the semester in the form of student surveys administered by Canvas. Students assess their own work and that of their teammates based on the quantity and quality of the work as well as additional comments. Feedback and any needed redirections by the instructor are handled through soft measures (one-on-one conversation) in the spirit of collaboration and similarly to how such corrective measures might be addressed in a professional office.
- In Spring 2023 the 560/572 project focus is the University of Tennessee's Knoxville Campus, and the students have met with members of campus leadership multiple times.
- Additionally, ARCH 560/572 undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the M.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

ARCH 562: Professional Practice, PC.6 Assessment
- Data to be collected in late Spring 2023.
- After reviewing assessment measures from 2020-21, the course instructor implemented several modifications to ARCH 562 related to leadership and community engagement modules. This includes dedicating a full session to community engagement with guest experts. (In 2022: a guest lecture by Jimmie Tucker principal of Self|Tucker Architects, Memphis, an architectural firm with expertise in community engagement. In 2023: a lecture by Prof. Jennifer Akerman on the Beardsley Community Farm design-build engagement project.) She also expanded lectures, readings, and quizzes/tests addressing community engagement, leadership, and advocacy.
- ARCH 562: Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the M.Arch Program Learning Outcome 3 (PLO3), Leadership and Practice.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:
Our Approach:
Learning and teaching culture is foundational and it is holistically addressed throughout our program. Specifically, the *Studio Culture Policy* is a foundation of all studio education and sets standards of respect, diversity, work ethic, self-care, and the role of criticism. We're highlighting learning and teaching culture in the beginning design studios, ARCH 538: Design I: Design Foundations (Studio) and ARCH 541: Design II: Architectural Design I (Studio), because this is a pivotal time in the curriculum introducing students from diverse disciplinary backgrounds to fundamentals of design education.

Beyond required curricular experience, many students directly experience and contribute to the learning and teaching culture through their involvement in shared governance, enrichment activities (lectures, exhibitions, films), student organizations, serving as teaching assistants and research assistants, and through formal and informal mentorship.

Curricular Structure:
ARCH 538: Design I: Design Foundations (Studio), Summer Semester, Year One (3G)—
2G students have placed out

Foundations of spatial composition and design. Key concepts include ideation, spatial order, form, scale, craft, and three-dimen-sional thinking. **Student learning outcomes** related to PC.7 include:
- To begin learning how to think like an architect by being introduced to significant ideas, including context, human experience, purpose, construction, and ecological literacy as the basis of design.
- To develop the ability to design through elements of form, space, and place in compositions, simple structures, and site designs.
- To develop the ability to engage and apply representational and theoretical skills and knowledge in the design process

ARCH 541: Design II: Architectural Design I (Studio), Fall Semester, Year One (3G)—*2G students have placed out*
Formal determinants in architectural design. Key concepts include creative exploration, material expression, structure, and performance.**Student learning outcomes** related to PC.7 include:
- To gain familiarity with multiple methods of creative exploration for generating approaches to design
- As a beginning design studio, this is the first time students experience being in a full six-credit hour studio in the building with other students from across the College and when many vibrant events are happening. The studio instructor encourages students to participate in the life of the College as best as they can, attending lectures, exhibitions, and design reviews in the interest of learning how to be a curious lifelong learner.

*Students as Graduate Teaching Assistants
Most graduate students in our M.Arch program have the opportunity to serve as GTAs. Many required courses in the B.Arch program depend on a teaching partnership between the instructors(s) and the student teaching assistants. Of the many courses that rely on TAs and GTAs, key courses including ARCH 102: Visual Design Theory, ARCH 121 and 122: Representation I and II, ARCH 213/227: Modern Architecture, Histories and Theories, ARCH 321: Representation IV, Information Modelling, ARCH 361: Design Research in Technology, and ARCH 362: Schematic Design Technology involve significant instruction by student TAs and GTAs in smaller group sections. This allows TAs and GTAs to develop as instructors, it establishes an alternative teaching and learning environment for the students, and it is a significant opportunity for students to learn about the upper years of the program or graduate programs, depending on the background of their TA/GTA, furthering a healthy cross-program integration.

Supplemental Experiences:
Shared Governance: faculty, student, and staff involvement in School, College, and University committees
Studio Culture Policy
Enrichment Activities: Lecture Series, Exhibitions, Film Series, Student Organizations, Field Trips
Students as Graduate Graduate Research Assistants
Student Advising
Aydelott Travelling Fellowship

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The design sequence in particular undergoes regular and continual assessment by the faculty and administrative leadership of the program. Some specific forms of regular assessment are outlined below, including internal course review and program-level review of each studio within the curricular context, as well as some key curricular modifications made in response to that assessment.

- Before each studio is offered each semester, it is presented by the instructor at the beginning-of-the-semester graduate curriculum coordination meeting where it is considered and discussed by all faculty teaching in the graduate curriculum, the Graduate Chair, and the School Director. This is a key opportunity for critical faculty to consider and reflect on the specific learning objectives related to design. Each studio instructor presents the projects they plan to offer.
- Throughout the semester, faculty meet with the Graduate Chair as needed to discuss how all courses are going, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Graduate Program Committee and School Director.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester.
- Students offer anonymous reflections on the course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 538: Design I: Design Foundations (Studio), PC.7 Assessment
- Data to be collected in late Summer 2022.
- Recent course modifications to improve student learning include teaching this course along with the co-requisite representation course (ARCH 518) such that the students benefit from having two instructors present for both courses. This helps the instructors to model studio culture in a more collaborative setting.

ARCH 541: Design II: Architectural Design I (Studio), PC.7 Assessment
- Data to be collected in late Fall 2022.
- Recent course modifications to improve student learning include an increased emphasis on collaborative learning time. The instructor typically meets with a group of three students at the table as a fundamental part of the teaching and learning culture of the studio allowing students to reflect on others' work and to learn through a teacher talking about someone else work.
- Recent instructors have also made sure to incorporate a student visit and tour of site contexts in the immediate Knoxville area. (Such as a visit and tour of the Loghaven Artist's Residency in Knoxville, Tennessee in Fall 2021. This is an AIA National Honor Award-winning work of architecture, and their program is similar to the final project designed by each student.) Student and faculty assessment data supports that taking a trip together and experiencing architecture in person was valued.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:
Our Approach:
In the graduate program, a series of required courses furthers and deepens students' understanding of and commitment to social equity and inclusion in architecture.

Curricular Structure:
ARCH 513: Modern Architecture: Histories and Theories, Fall Semester, Year Two (3G)—*2G students have placed out*

Examines the history and theory of modern and contemporary architecture through broad-based examinations of the questions of modernity and specific case studies of buildings, projects, landscapes, and theories. A series of interconnected learning modules present ideas related to social equity and inclusion, including those on housing, colonialism, the human body, and globalization. *Student learning outcomes* related to PC.8:
- To develop an understanding of disciplinary and professional issues in architecture.
- To develop the ability to engage in the complex debate on the philosophy of architecture, the nature of architectural knowledge, and the role of the architect in society.
- Students will develop their own positions on key topics in architecture, including social, cultural, and environmental challenges, professional responsibility, collaboration, and community engagement.

*ARCH 528: Design Theories, Spring Semester, Year Two (3G) or Year One (2G)
Exploration of architectural theory in the early 21st and late 20th centuries, with an emphasis on the connection between theory and architectural practice. The course will also explore theory in allied forms of cultural production. *Student learning outcomes* related to PC.8:
- To gain an intellectual and theoretical foundation for the study and design of architecture through thematically organized readings and discussions such that students can frame questions on the How? and Why? of architectural practice. This course questions the canon of design history and theory in light of equity, diversity, professional responsibility.
- Paying particular attention to how the history and theory of architecture has (and has not) addressed diversity, equity, and inclusion, students will engage topics such as the modern city, the body, gender and sexuality, race, the notion of territory, the local and the distant, nature as landscape and nature at risk (the Anthropocene), and the power of placemaking.

ARCH 562: Professional Practice, Spring Semester, Year Three (3G) or Year Two (2G)
Management and organizational theories and practices for delivering professional design services. Included are an assessment of the building industry and its influence on practice; an 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. *Student learning outcomes* related to PC.8:
- Students will develop a deeper understanding of diverse cultural and social contexts and help them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Many studio instructors also deeply explore topics of diversity, equity, and inclusion in how their assignments work through the course objectives, though it is not adopted as a requirement for any specific semester's studio.

<u>**Supplemental Experiences:**</u>
Many extra-curricular experiences in recent years strengthen our student's learning outcomes based on the importance of social equity and inclusion.

Lectures. Recent and upcoming lectures by architects and architectural designers who embody the professional responsibilities of diversity, equity, and inclusion include those of Sir David Adjaye, V. Mitch McEwan, Germane Barnes, Emmanuel Admassou, Mitchell Squire, DJ Spooky/Paul D. Miller, Maya Bird-Murphy, Demar Matthews, Anne Marie Duvall Decker, Amanda Loper (David Baker Architects), Felecia Davis, Xiaowei Wang, and Sekou Cooke.
ARCH 543: Design Charrette, Summer Mini-Term, Year Two (3G)—*2G students have placed out.* The 3G first year ends with a three-week long mini-term design charrette (typically taught by Dean Jason Young) which includes a week-long off-campus cultural design immersion in an extraordinary American landscape and/or city, often focused on Marfa, Texas, including exploration of The Chinati Foundation, founded by Donald Judd. This mini-term travel experience blends history and theory with applied architectural design, and it also is a significant bonding experience concluding the first year.

Study Abroad (optional). The program supports graduate students seeking to participate in the many study abroad and off-campus semester offerings which are required for our B.Arch students. See section 3A.1.8 for more information.
Studio Field Trips
TAAST Week
DEI Workshops and Programs
Aydelott Travelling Fellowship supports creative research of one B.Arch or M.Arch. student per year through travel with a $20,000 award. Those students return and make a public presentation sharing their experience with the full College community.
Studio Offerings
Also refer to our description of the program's approach to the shared values of equity, diversity, and inclusion in Section 2 of this report for additional supplemental experiences.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to teaching social equity and inclusion are similar for these primary courses:
- Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.
- Throughout the semester, faculty meet directly with the Graduate Chair on an as-needed basis, identifying and potentially addressing concerns that can be resolved in the moment.Larger issues are sent on to the Graduate Program Committee and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:
ARCH 513: Modern Architecture: Histories and Theories, PC.8 Assessment
- Data to be collected in late Fall 2022.
- In Fall 2022, the course was modified to ensure that the topic of diversity, equity, and inclusion was central. One week was specifically devoted to the topic of colonialism. The lecture surveyed some of the ways in which colonial mindsets were part of the development of modern architecture. For the seminar in the same week, the students read an essay critiquing Le Corbusier's attitudes towards women and non-Europeans and were asked to write and discuss their responses. The topic was also part of the lectures and seminars devoted to "housing" and "the human body," which referred to issues such as redlining and the role of women designers.

ARCH 528: Design Theories, PC.8 Assessment
- Data to be collected in late Spring 2023.
- This course was created in AY 2017-18 as a required part of the disciplinary discourse sequence represents to improve student learning in history and theory.
- The instructor for ARCH 528 attends and participates in the MAP (thesis) proposal presentations that conclude ARCH 529: MAP Preparation Seminar. In this way, the instructor hones a better understanding of emerging topics of relevance to the students and adds content for the following cohort. Because of that assessment, in Spring 2022 and 2023 the course added discussion sections on equity and placemaking and on labor—from that of the architect to the builder. In Spring 2023 the course added a reading on gender and sexuality to address issues specific to queer architecture.

- As part of the instructor's pedagogical approach, the discussion team format allows students to focus on any aspect of the readings of interest to them, and the instructor follows with a discussion of topics or arguments that they have not addressed. This is an example of immediate course improvement in response to the instructor's real-time assessment of student comprehension and focus.

ARCH 562: Professional Practice, PC.8 Assessment

- Data to be collected in late Spring 2023.
- After reviewing assessment measures from 2020-21, the course instructor implemented several modifications to ARCH 562. The quality of learning modules related to social diversity and inclusion is high (required readings, guest lectures, guest round-table discussions), but there was the opportunity to increase the forms of evaluation of student learning from those modules. She expanded the question bank for test questions to ensure that the full range of learning modules addressed through lectures and readings were evaluated, including issues related to social diversity, equity, and inclusion in architectural practice. She added regular participation quizzes administered at the end of most classes. She ensured that more speakers were from diverse backgrounds, socio-economic, geographic, gender, race, and otherwise.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the M.Arch Program Learning Outcome 3 (PLO3), Leadership and Practice.

3B.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

bookmark links: *SC.1 SC.2 SC.3 SC.4 SC.5 SC.6*

Refer to *UTK M.Arch PC/SC Matrix*

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:
Our Approach:
Students enrolled in the M.Arch program take a number of required professional courses where the many impacts of the built environment on human health, safety, and welfare are addressed. All technology courses address HSW in principle and application. Students apply their knowledge of these factors in the Design Integrations Sequence (ARCH 560/572) where students are responsible for synthesizing their understanding of HSW principles in the comprehensive design of their architectural project. The professional charge of the architect to protect the health, safety, and welfare of the public is directly addressed through the ARCH 562: Professional Practice both from a regulatory standpoint and also framed as a series of ethical questions for how students might want to practice architecture. Our students will enter the profession in the midst of three global crises: the COVID-19 pandemic which directly threatens human health, the environmental crisis which threatens our welfare, and the call for social justice and racial reckoning that we understand as an ongoing challenge to personal safety and the ability for all to prosper equitably in society. Architecture is at the intersection of all three.

Curricular Structure:
Health, safety, and welfare in the built environment is demonstrated through student outcomes in the courses outlined below, with primary courses starred.
*ARCH 559: Building Systems in Architecture, Fall Semester, Year Two (3G) or Year One (2G)

Design and expression with mechanical heating, ventilation, and cooling systems, solar energy, plumbing systems, electric lighting, daylighting, acoustics, and electrical systems in buildings. Incorporates seminar sessions exploring a broader culture of technology. Includes a workshop/lab component.

Student learning outcomes related to SC.1 include:
- To introduce students to building systems within architecture as well as those that are considered separate engineering disciplines. These systems will be studied individually as well as considered together for synergy with the finished building.
- To understand building codes and fire protection systems, including code-compliant travel-to-exit distances, building fire alarm systems, and fire suppression systems (sprinklers and otherwise).
- To understand building plumbing systems and water conservation, including sizing water lines, fixture counts, and drainage for design.
- To understand heating, ventilation, and air-conditioning systems (HVAC), including system characteristics and general sizing methods, and the provision and maintenance of indoor air quality.
- To understand lighting systems, including natural daylighting for students to design illuminance levels required for occupant activity.

Measures for assessing student comprehension of SC.1 learning outcomes include a series of graded assignments and tests.

*ARCH 560: Design Integration Seminar, Spring Semester, Year Two (3G) or Year One (2G)

Building simulation and design development of technical aspects of structures, environmental controls, and construction methods supporting sustainability, experience, use, contextual fit, meaning, and expression.

Student learning outcomes related to SC.1 include:
- To consider relevant performance criteria in the design of technical systems.
- To integrate technical systems into a proposed design being developed concurrently in the studio.
- To describe the schematic design of structure and ECS
- To apply preliminary sizing techniques to the design of structural and ECS components
- To understand the life cycle and environmental ramifications of design decisions.
- To apply principles of sustainability as defined through multiple lenses.

Measures for assessing student comprehension of SC.1 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

*ARCH 572: Design V: Design Integration (Studio), Spring Semester, Year Two (3G) or Year One (2G)

Active integration of cultural consid-erations, programmatic possibility, and technical exploration and precision as related to the development of the architectural project. Considerations of site, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, abundance, and sustainability.

Student learning outcomes related to SC.1 include:
- 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.

Measures for assessing student comprehension of SC.1 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

ARCH 562: Professional Practice, Spring Semester, Year Three (3G) or Year Two (2G)

Management and organizational theories and practices for delivering professional design services. Included are an assessment of the building industry and its influence on practice; an 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. ***Student learning outcomes*** related to SC.1 include:

● Students will be able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.

Measures for assessing student comprehension of SC.1 learning outcomes include a series of graded quizzes, two graded tests, and two graded projects including one presentation review.

Supplemental Experiences:
Lecture Series. Several public lectures in the Lecture Series and Dialogues Series have brought renowned experts with direct experience in accessibility to share their work with students and the school community. These include:

● Robert Adam, University of Michigan, discussed his work in integrating theory and practice of ability into architectural design, "Disability, Aesthetics, and Alterity" (March 23, 2018)
● David Gissen, California College of the Arts, whose research includes efforts to make historic buildings, archeological sites, and works of art accessible to a larger audience (October 8, 2018)
● Karen Braitmayer, FAIA, of the accessibility consulting firm Studio Pacifica, "You Have the Power," (March 22, 2021)

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to teaching health, safety, and welfare in the built environment are similar for these primary courses:

● Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.
● Throughout the semester, faculty meet directly with the Graduate Chair on an as-needed basis, identifying and potentially addressing concerns that can be resolved in the moment.Larger issues are sent on to the Graduate Program Committee and School Director.
● Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
● After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
● The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:
ARCH 559: Building Systems in Architecture, SC.1 Assessment
● Data to be collected in late Fall 2022 and Spring 2023
● Recent course modifications to improve student learning include a significant course restructuring in Fall 2022 to emphasize teaching principles and applications of technical knowledge, directly emphasizing HSW content.
ARCH 560: Design Integration Seminar and ARCH 572: Design V: Design Integration (Studio), SC.1 Assessment
● Data to be collected in late Spring 2023.
● School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester. To support the HSW learning objectives of 560/572, the faculty also invites a number of outside reviewers, including professional architects and consultants.
● Direct assessment of student learning in 560/572 happens after each developmental milestone review throughout the semester and at the end of the semester in the form of

student surveys administered by Canvas. Students assess their own work and that of their teammates based on the quantity and quality of the work as well as additional comments. Feedback and any needed redirections by the instructor are handled through soft measures (one-on-one conversation) in the spirit of collaboration and similarly to how such corrective measures might be addressed in a professional office.

- In ARCH 560, a daily assessment measure includes making a written description of the topics learned in class, photographing that list each day, and having a concluding conversation each day. When students indicate that a topic remains unclear, the instructor explains it further before moving on to the next topic.
- Additionally, ARCH 560/572 undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the M.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

ARCH 562: Professional Practice, SC.1 Assessment

- Data to be collected in late Spring 2023.
- Recent course modifications to improve student learning include: Faculty added questions to the graded quizzes that more explicitly evaluate student comprehension of HSW as read in the architect's professional responsibility to address sustainability through design decisions, to address diversity, equity, and inclusion through firm management practices and design decisions, and reinforcing the underlying professional obligations to caring for health safety and welfare of the public through architectural work.
- Additional improvements informed by assessments implemented in 2022-23 include ensuring that more content from the wide range of modules is assessed through quizzes and tests and using more interactive anonymous surveys during the lectures.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because it is the course fulfilling the M.Arch Program Learning Outcome 3 (PLO3), Leadership and Practice.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:
Our Approach:
Students learn about professional ethics, regulatory requirements, and the business of running an architecture practice in various ways throughout the M.Arch curriculum, culminating in the Professional Practice course (ARCH 562), typically taken in the Spring semester of their final year. As with many realms of knowledge, we strive to expose students to these topics through many courses (studio, professional studies, electives) and extra-curricular activities before they begin the primary course delivering that instruction. For M.Arch students, responsibilities of the professional architect are addressed and the comprehensive design process as one would experience in a professional office is explored through the Integrations studio/seminar sequence (ARCH 560/572), discussed in SC.5 and SC.6.

ARCH 562: Professional Practice frames the many responsibilities and obligations of the architect as a fundamentally ethical question for each student to consider directly. Recognizing that architectural practice continually evolves in response to technology and culture, Professional Practice seeks to prepare students with a wide knowledge base and range of skill sets to both understand the practice as it is and to be prepared to expand and improve the profession through their direct contributions. The course reiterates the professional obligation of the architect to protect the health, safety, and welfare of the public from a regulatiry, business, and ethical standpoint. Our students will enter the profession in the midst of three pandemics: the COVID-19 pandemic which directly threatens human health, the

environmental crisis which threatens our welfare, and the call for social justice and racial reckoning that we understand as an ongoing challenge to personal safety and the ability for all to prosper equitably in society. Architecture is at the intersection of all three. Through a series of lectures by the instructor and by visiting professionals (twenty-two in 2022), reinforced with readings from *The Architecture Student's Handbook of Professional Practice* and the *AIA Guides for Equitable Practice* (and others), students gain knowledge through a series of learning modules addressing: Forms of Practice; Rethinking Labor; Studio Culture; Paths to Licensure; Career Planning; Leadership, Ethics, and Professional Judgment; Practice Identity and Foundation; Practice Management, Marketing, and Finances; Project Development and Delivery; Legal Responsibilities and Risk Management; Contracts and Agreements; Community and Social Responsibility; Responsibility for Diversity, Equity, and Inclusion in Practice; and Environmental Responsibility.

Curricular Structure:
*ARCH 562: Professional Practice, Spring Semester, Year Three (3G) or Year Two (2G) Management and organizational theories and practices for delivering professional design services. Included are an assessment of the building industry and its influence on practice; an 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. ***Student learning outcomes*** related to SC.2 include:
● Students will be able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.
● Students will understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.
● Students will understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.•
● Students will develop a deeper understanding of diverse cultural and social contexts and the course helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.
Measures for assessing student comprehension of SC.2 learning outcomes include a series of graded quizzes, two graded tests, and two graded projects including one presentation review.

The program's delivery of learning outcomes related to professional practice is also assessed annually through UT's regional accreditation process with SACS. ARCH562 contributes to the following Program Learning Outcome for the M.Arch program:
● Graduating students must be able to apply fundamental principles of the professional practice of architecture, including managing and advocating for legal, ethical, and critical action for the good of the client, society, and the public.
Student achievement in these learning outcomes is directly evaluated through graded quizzes and tests with questions from the readings and lectures, and two graded projects including one presentation review. It is indirectly evaluated through ungraded surveys administered at milestones of the semester.

Supplemental Experiences:
Lecture Series and Exhibitions. As discussed previously, the College brings fascinating architects to campus to share their professional experiences with students through lectures, meetings, and exhibitions. For more information, see the narrative shared in our program's response to the shared value of lifelong learning in Section 2 of this report, and elsewhere.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of

our last accreditation visit. The processes of assessing the program's approach to teaching professional practice includes:

ARCH 562: Professional Practice, SC.2 Assessment

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.
- Throughout the semester, faculty meet directly with the Graduate Chair on an as-needed basis, identifying and potentially addressing concerns that can be resolved in the moment.Larger issues are sent on to the Graduate Program Committee and School Director.
- Students offer anonymous reflections on the course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.
- Additionally, this course undergoes ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning outcomes related to professional practice because it is the course fulfilling the B.Arch Program Learning Outcome 3 (PLO3), Leadership and Practice.
- Data on student achievement for SC.2 to be collected in late Spring 2023.
- After reviewing assessment measures from 2020-21, the course instructor implemented several modifications to ARCH 562 including increasing the forms of evaluation of student knowledge. She expanded the question bank for test questions to ensure that sufficient learning modules were evaluated. She added regular participation quizzes administered at the end of most classes. She expanded content related to the practice of architecture, including inviting a guest speaker to address financial management issues. She ensured that more speakers were from diverse backgrounds, socio-economic, geographic, gender, race, and otherwise.
- Additional improvements informed by assessments that are planned for 2022-23 include ensuring that more content from the wide range of modules is assessed through tests and using more interactive anonymous surveys during the lectures.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

Our Approach:

Students in the M.Arch program learn fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites, as well as the evaluative process used to comply with those laws and regulations as part a project in all of their technology courses, some of which are linked to design studios, and then culminating in the Design Integrations Seminar/Studio sequence (ARCH 560/572) in year two.

Curricular Structure:

Knowledge of the regulatory context is demonstrated through student outcomes in the courses outlined below, with primary courses starred.

*ARCH 559: Building Systems in Architecture, Fall Semester, Year Two (3G) or Year One (2G)

Design and expression with mechanical heating, ventilation, and cooling systems, solar energy, plumbing systems, electric lighting, daylighting, acoustics, and electrical systems in

buildings. Incorporates seminar sessions exploring a broader culture of technology. Includes a workshop/lab component.

Student learning outcomes related to SC.3 include:

- To introduce students to building systems within architecture as well as those that are considered separate engineering disciplines. These systems will be studied individually as well as considered together for synergy with the finished building.
- To understand building codes and fire protection systems, including code-compliant travel-to-exit distances, building fire alarm systems, and fire suppression systems (sprinklers and otherwise).
- To understand building plumbing systems and water conservation, including sizing water lines and drainage for design.
- To understand the building envelope as a heat transfer and vapor barrier system. Air and moisture psychrometrics are reviewed at a high, but assertive level. Upon completion, the student should understand the basic theories of heat and moisture flows and should be able to predict building heat gains and losses.
- To understand heating, ventilation, and air-conditioning systems (HVAC), including system characteristics and general sizing methods, and the provision and maintenance of indoor air quality
- To understand lighting systems, including natural daylighting for students to design illuminance levels required for occupant activity.

Measures for assessing student comprehension of SC.3 learning outcomes include a series of graded assignments and tests

*ARCH 560: Design Integration Seminar, Spring Semester, Year Two (3G) or Year One (2G)

Building simulation and design development of technical aspects of structures, environmental controls, and construction methods supporting sustainability, experience, use, contextual fit, meaning, and expression.

Student learning outcomes related to SC.3 include:

- To consider relevant performance criteria in the design of technical systems.
- To integrate technical systems into a proposed design being developed concurrently in the studio
- To apply principles of sustainability as defined through multiple lenses.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.3 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

ARCH 572: Design V: Design Integration (Studio), Spring Semester, Year Two (3G) or Year One (2G)

Active integration of cultural consid-erations, programmatic possibility, and technical exploration and precision as related to the development of the architectural project. Considerations of site, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, abundance, and sustainability.

Student learning outcomes related to SC.3 include:

- To explore the conceptual design implications of sustainability, structure, materials, environmental controls, acoustics and lighting in an integrated design process.
- To explore and 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.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.3 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

Supplemental Experiences:

Volunteering on Construction Projects. The University of Tennessee has a strong emphasis on volunteerism, and it is common for students in the B.Arch program to volunteer their time and abilities by joining construction projects in the community, such as Habitat for Humanity. Our student organizations of AIAS, CSI, and Freedom by Design also directly volunteer small-scale design-build efforts and find regional opportunities to join.

Design-Build Experiences. Students directly experience the regulatory context in architectural design when they take part in design-build studios or seminars. Recent examples (including the Beardsley Community Farm Education Center) are described in the Leadership, Collaboration, and Community Engagement section of the Shared Values Condition in this report.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to teaching students about the regulatory context are similar for these primary courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.
- Throughout the semester, faculty meet directly with the Graduate Chair on an as-needed basis, identifying and potentially addressing concerns that can be resolved in the moment.Larger issues are sent on to the Graduate Program Committee and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 560: Design Integration Seminar and ARCH 572: Design Integration (Studio), SC.3 Assessment

- Data to be collected in late Spring 2023.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester. To support the regulatory context learning objectives of 560/572, the faculty also invites a number of outside reviewers, including professional architects and consultants.
- Direct assessment of student learning in 560/572 happens after each developmental milestone review throughout the semester and at the end of the semester in the form of student surveys administered by Canvas. Students assess their own work and that of their teammates based on the quantity and quality of the work as well as additional comments. Feedback and any needed redirections by the instructor are handled through soft measures (one-on-one conversation) in the spirit of collaboration and similarly to how such corrective measures might be addressed in a professional office.
- In ARCH 560, a daily assessment measure includes making a written description of the topics learned in class, photographing that list each day, and having a concluding conversation each day. When students indicate that a topic remains unclear, the instructor explains it further before moving on to the next topic.

- Recent course modifications to improve student learning in ARCH 560/572 include a greater emphasis on redlining student work in progress.
- Instructor and student assessment data suggests that students may benefit from learning about the regulatory context in additional courses. Faculty are considering emphasizing the role of the regulatory context in practice in ARCH 562: Professional Practice.
- Additionally, these courses undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the M.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:
Our Approach:
Students in the M.Arch program initially take a sequence of three, four-credit-hour technology courses that teach them aspects of the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. This sequence prepares students for and culminates in the Design Integrations Seminar/ Studio sequence (ARCH 560/572), 9 credit hours taken in the spring of the second year. The sequence allows students to demonstrate and apply a high level of technical knowledge through the comprehensive design implementation of fully designing a building and its requisite systems. The instructors invite consultants and professional architects to periodically review the work or hold workshops, including Mary French and Maged Guerguis for structural engineering, Gary Burgeron and Jack Hooper for mechanical, electrical, plumbing, and fire protection, and Dianna Osickey for lighting.
All technology courses for graduate students are dedicated to graduate students only and emphasize teaching principles and design applications in projects. When feasible, the technology courses connect directly to design work happening in the design studio.

Curricular Structure:
Technical knowledge is demonstrated through student outcomes in the following courses, with primary courses starred:
*ARCH 557: Structural Principles in Architecture, Fall Semester, Year One (3G)—*2G students have placed out*
Design and expression with structural archetypes of timber frames, light wood, steel frames, masonry, and reinforced concrete construction, and combinations thereof. Emphasis on formal ordering systems and essential behaviors, including lateral bracing and load-tracing. Schematic detailing. Design guideline sizing. Incorporates seminar sessions exploring a broader culture of technology. Includes a workshop/lab component. *Student learning outcomes* related to SC.4 include:
- To develop a fundamental understanding of architectural structure systems and materials.
- To demonstrate a conceptual understanding of structural systems.
- To perform calculations of equilibrium, forces, and free body diagrams.
- To implement principles used in the appropriate selection of construction materials.
- To demonstrate a general understanding of stability, statics, the strength of materials, types of stresses, and strains.
- To identify various structural elements of major structural systems.
- To simulate structural and material behavior through computational and physics
- engine simulation tools.
- To analyze structural performance through digital tools.

- To experiment with digital and physical form-finding processes in architectural design applications.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded quizzes, assignments, midterm project, and final project. The final project works to align the architectural design process with structural technologies as it is designed to mimic the design-based studio culture and learning environment of architecture education.

*ARCH 558: Materials and Methods in Architecture, Spring Semester, Year One (3G)—*2G students have placed out*

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. Incorporates seminar sessions exploring a broader culture of technology. Includes a workshop/lab component. **Student learning outcomes** related to SC.4 include:

- To gain an introductory knowledge of the fundamentals of materials and methods as they relate to a progressive agenda for energy in architecture, beginning with the premise that matter is but captured energy.
- To gain a more robust, sophisticated grasp of energy, including its definition and methods of measuring and controlling energy
- To gain an introductory knowledge of universal energy principles in order to be able to analyze and compare the efficiency and efficacy afforded by material categories. This includes gaining knowledge of material strategies that address and move beyond the limitations of contemporary "energy efficiency" value propositions towards maximization of "energy efficiency"—maximizing the power of architecture in creating abundant, spectacular futures.
- To learn about contemporary discourse of climate change, environmental politics, and sustainability in architecture in order to gain the ability to discern and synthesize a critical agenda for energy in the means of production of architecture.
- To more fully understand the ecological impacts of extraction and politics of labor specific to four major material categories of architectural systems—lithic/earthen, metals, wood/biogenic, and composites—throughout modern history.
- To learn tools for measuring and accounting for energy in materials and assemblies (carbon calculators, Life Cycle Assessment software, energy modeling software) which students will use to evaluate material systems against the performance criteria for a progressive energy agenda. This includes understanding how technical methods of measurement, accounting, and simulation operate within the context of energy regulation and legislation in the United States and their bearing on design and construction.
- To craft comparative case studies illustrating their understanding of the integration of a progressive energy agenda into the production of architecture.
- To apply measuring and accounting tools as well as conventions of drawing and mapping to illustrate the entanglement of finite projects within expanded system boundaries and hierarchies of energy systems.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments.

*ARCH 559: Building Systems in Architecture, Fall Semester, Year Two (3G)—*2G students have placed out*

Design and expression with mechanical heating, ventilation, and cooling systems, solar energy, plumbing systems, electric lighting, daylighting, acoustics, and electrical systems in buildings. Incorporates seminar sessions exploring a broader culture of technology. Includes a workshop/lab component. **Student learning outcomes** related to SC.4 include:

- To introduce students to building systems within architecture as well as those that are considered separate engineering disciplines. These systems will be studied individually as well as considered together for synergy with the finished building.

- To understand building codes and fire protection systems, including code-compliant travel-to-exit distances, building fire alarm systems, and fire suppression systems (sprinklers and otherwise).
- To understand building plumbing systems and water conservation, including sizing water lines and drainage for design.
- To understand the building envelope as a heat transfer and vapor barrier system. Air and moisture psychrometrics are reviewed at a high, but assertive level. Upon completion, the student should understand the basic theories of heat and moisture flows and should be able to predict building heat gains and losses.
- To understand heating, ventilation, and air-conditioning systems (HVAC), including system characteristics and general sizing methods, and the provision and maintenance of indoor air quality
- To understand lighting systems, including natural daylighting for students to design illuminance levels required for occupant activity.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments and tests.

*ARCH 560: Design Integration Seminar, Spring Semester, Year Two (3G) or Year One (2G)

Building simulation and design development of technical aspects of structures, environmental controls, and construction methods supporting sustainability, experience, use, contextual fit, meaning, and expression. *Student learning outcomes* related to SC.4 include:

- To provide an overview of the range of technical knowledge required during the development of an architectural project, including relevant performance criteria.
- To activate that knowledge in service of work taking place in ARC 572.
- To understand technology not as something apart from design, but rather as a realm of knowledge that inflects and is inflected by culture; thereby connecting technological knowledge clearly to the creative act of design.
- To integrate technical systems into a proposed design being developed concurrently in the studio
- To describe the schematic design of structure and ECS
- To apply preliminary sizing techniques to the design of structural and ECS components
- To understand the life cycle and environmental ramifications of design decisions
- To apply principles of sustainability as defined through multiple lenses.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

ARCH 572: Design Integration (Studio), Spring Semester, Year Two (3G) or Year One (2G)

Active integration of cultural consid-erations, programmatic possibility, and technical exploration and precision as related to the development of the architectural project. Considerations of site, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, abundance, and sustainability.*Student learning outcomes* related to SC.4 include:

- To explore the conceptual design implications of sustainability, structure, materials, environmental controls, acoustics and lighting in an integrated design process.
- To explore and 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.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.4 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

Supplemental Experiences:

Lectures and Exhibitions, TAAST. The College hosts dozens of experts in architecture from a range of sub-disciplines, including people with world-renowned technically-oriented practices. This includes lectures and student meetings with: Ron Rael (Rael San Fratello), Billie Faircloth (Kieran Timberlake), Catie Newell (alibi studio), Jeremy Magner, Katie MacDonald/Kyle Schumann (After Architecture), James Carpenter, and Kengo Kuma.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach to teaching technical knowledge are similar for these primary courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.
- Throughout the semester, faculty meet directly with the Graduate Chair on an as-needed basis, identifying and potentially addressing concerns that can be resolved in the moment. Larger issues are sent on to the Graduate Program Committee and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 557: Structural Principles in Architecture, SC.4 Assessment
- Data to be collected in late Fall 2022.
- Recent course modifications that have been made to improve student learning of technical knowledge include refining the final project to strengthen the active learning approach to create a tangible opportunity to utilize digital and physical form-finding processes and apply their knowledge of computational and simulation tools.

ARCH 558: Materials and Methods in Architecture, SC.4 Assessment
- Data to be collected in late Spring 2023.
- The course instructor in Spring 2023 is implementing course modifications to improve student learning by reframing the course primarily through an energy agenda by connecting construction types to their origins in landscapes and politics of labor with a focus on measurement. This will include teaching students methods and tools for measuring embodied energy in the major material systems of construction and introducing them to carbon calculators and Life Cycle Assessment tools. This should improve learning in "the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects." (SC.4)

ARCH 559: Building Systems in Architecture, SC.4 Assessment
- Data to be collected in late Fall 2022.
- Recent course modifications to improve student learning include a significant course restructuring in Fall 2022 to emphasize teaching principles and applications of technical knowledge.

ARCH 560: Design Integration Seminar and ARCH 572: Design Integration (Studio), SC.3 Assessment
- Data to be collected in late Spring 2023.

- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester. To support the technical learning objectives of 560/572, the faculty also invites a number of outside reviewers, including professional architects and consultants.
- Direct assessment of student learning in 560/572 happens after each developmental milestone review throughout the semester and at the end of the semester in the form of student surveys administered by Canvas. Students assess their own work and that of their teammates based on the quantity and quality of the work as well as additional comments. Feedback and any needed redirections by the instructor are handled through soft measures (one-on-one conversation) in the spirit of collaboration and similarly to how such corrective measures might be addressed in a professional office.
- In ARCH 560, a daily assessment measure includes making a written description of the topics learned in class, photographing that list each day, and having a concluding conversation each day. When students indicate that a topic remains unclear, the instructor explains it further before moving on to the next topic.
- Recent course modifications to improve student learning in ARCH 560/572 include a greater emphasis on redlining student work in progress.
- Additionally, ARCH 560/572 undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the M.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:
Our Approach:
Students develop the ability to make design decisions within architectural projects while demonstrating the synthesis of myriad technical and performative needs through many of their technology courses, and several studio courses linked to the technology sequence. This truly culminates in the Design Integration Seminar/Studio sequence (ARCH 560/572) a 9-credit-hour experience actively integrating technical, social, and ecological knowledge in the comprehensive design of an architectural project. In addition to using this sequence to help students synthesize technical knowledge through comprehensive architectural design, the subject matter has been designed to address complex issues affected by architecture, including social justice in public housing and the ecological and social impacts of decisions made by universities in their pursuit of campus expansion. The sequence helps students learn to contextualize big questions through architectural applications and to prioritize design decisions accordingly. This approach of teaching students to be leaders in thinking through complex implications of architecture distinguishes this graduate-level experience from the comparable sequence taken by our B.Arch students (ARCH 461|471).

Curricular Structure:
Design synthesis is demonstrated through student outcomes in the courses outlined below, with primary courses starred.
*ARCH 560: Design Integration Seminar, Spring Semester, Year Two (3G) or Year One (2G)
Building simulation and design development of technical aspects of structures, environmental controls, and construction methods supporting sustainability, experience, use, contextual fit, meaning, and expression. *Student learning outcomes* related to SC.5 include:
- To provide an overview of the range of technical knowledge required during the development of an architectural project, including relevant performance criteria.
- To activate that knowledge in service of work taking place in ARC 572.

- To understand technology not as something apart from design, but rather as a realm of knowledge that inflects and is inflected by culture; thereby connecting technological knowledge clearly to the creative act of design.
- To integrate technical systems into a proposed design being developed concurrently in the studio
- To describe the schematic design of structure and ECS
- To apply preliminary sizing techniques to the design of structural and ECS components
- To understand the life cycle and environmental ramifications of design decisions
- To apply principles of sustainability as defined through multiple lenses.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.5 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

*ARCH 572: Design Integration (Studio), Spring Semester, Year Two (3G) or Year One (2G) Active integration of cultural consid-erations, programmatic possibility, and technical exploration and precision as related to the development of the architectural project. Considerations of site, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, abundance, and sustainability.*Student learning outcomes* related to SC.5 include:

- To explore the conceptual design implications of sustainability, structure, materials, environmental controls, acoustics and lighting in an integrated design process.
- To explore and 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.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.5 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

Supplemental Experiences:
Design-Build Experiences. Students directly experience all facets of design synthesis in architectural design when they take part in design-build studios or seminars. Recent examples (including the Beardsley Community Farm Education Center and the Exhibit Columbus Filament Tower) are described in the Leadership, Collaboration, and Community Engagement section of the Shared Values Condition in this report.

Reflection and Assessment:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach for teaching design synthesis are similar for these primary courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.
- Throughout the semester, faculty meet directly with the Graduate Chair on an as-needed basis, identifying and potentially addressing concerns that can be resolved in the moment.Larger issues are sent on to the Graduate Program Committee and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.

- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 560: Design Integration Seminar and ARCH 572: Design Integration (Studio), SC.5 Assessment

- Data to be collected in late Spring 2023.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester. To support the design synthesis learning objectives of 560/572, the faculty also invites a number of outside reviewers, including professional architects and consultants.
- Direct assessment of student learning in 560/572 happens after each developmental milestone review throughout the semester and at the end of the semester in the form of student surveys administered by Canvas. Students assess their own work and that of their teammates based on the quantity and quality of the work as well as additional comments. Feedback and any needed redirections by the instructor are handled through soft measures (one-on-one conversation) in the spirit of collaboration and similarly to how such corrective measures might be addressed in a professional office.
- In ARCH 560, a daily assessment measure includes making a written description of the topics learned in class, photographing that list each day, and having a concluding conversation each day. When students indicate that a topic remains unclear, the instructor explains it further before moving on to the next topic.
- Additionally, ARCH 560/572 undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the M.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:
Our Approach:
Students develop the ability to make design decisions within architectural projects while demonstrating the integration of myriad technical and performative needs through all of their technology courses, and several studio courses linked to the technology sequence. This truly culminates in the Design Integration Seminar/Studio sequence (ARCH 560/572) a 9-credit-hour experience actively integrating technical, social, and ecological knowledge in the comprehensive design of an architectural project. In addition to using this sequence to help students synthesize technical knowledge through comprehensive architectural design, the subject matter has been designed to address complex issues affected by architecture, including social justice in public housing and the ecological and social impacts of decisions made by universities in their pursuit of campus expansion. The sequence helps students learn to contextualize big questions through architectural applications and to prioritize design decisions accordingly. This approach of teaching students to be leaders in thinking through complex implications of architecture distinguishes this graduate-level experience from the comparable sequence taken by our B.Arch students (ARCH 461|471).

Curricular Structure:
Building integration abilities are demonstrated through student outcomes in the courses outlined below, with primary courses starred.

*ARCH 560: Design Integration Seminar, Spring Semester, Year Two (3G) or Year One (2G)

Building simulation and design development of technical aspects of structures, environmental controls, and construction methods supporting sustainability, experience, use, contextual fit, meaning and expression. *Student learning outcomes* related to SC.6 include:

- To provide an overview of the range of technical knowledge required during the development of an architectural project, including relevant performance criteria.
- To activate that knowledge in service of work taking place in ARC 572.
- To understand technology not as something apart from design, but rather as a realm of knowledge that inflects and is inflected by culture; thereby connecting technological knowledge clearly to the creative act of design.
- To integrate technical systems into a proposed design being developed concurrently in the studio
- To describe the schematic design of structure and ECS
- To apply preliminary sizing techniques to the design of structural and ECS components
- To understand the life cycle and environmental ramifications of design decisions
- To apply principles of sustainability as defined through multiple lenses.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.6 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

*ARCH 572: Design Integration (Studio), Spring Semester, Year Two (3G) or Year One (2G)

Active integration of cultural consid-erations, programmatic possibility, and technical exploration and precision as related to the development of the architectural project. Considerations of site, life safety, building structure, environmental systems, and high-performance building criteria are addressed within the context of ideas of resilience, abundance, and sustainability.*Student learning outcomes* related to SC.6 include:

- To explore the conceptual design implications of sustainability, structure, materials, environmental controls, acoustics and lighting in an integrated design process.
- To explore and 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.
- To work in ways that emulate architectural project collaboration and leadership in a professional environment, which includes working in teams throughout the semester and working with professional consultants.

Measures for assessing student comprehension of SC.6 learning outcomes include a series of graded assignments and evaluation of project development at milestone presentation reviews.

Supplemental Experiences:

Design-Build Experiences. Students directly experience all facets of design synthesis in architectural design when they take part in design-build studios or seminars. Recent examples (including the Beardsley Community Farm Education Center and the Exhibit Columbus Filament Tower) are described in the Leadership, Collaboration, and Community Engagement section of the Shared Values Condition in this report.

Reflection and Assessment:

The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. The processes of assessing the program's approach for teaching building integration are similar for these primary courses:

- Before the course is offered each year, it is presented by the instructor at the beginning of the semester graduate coordination meeting where it is considered and discussed by all faculty teaching in the program, the Graduate Chair, and the School Director.
- Throughout the semester, faculty meet directly with the Graduate Chair on an as-needed basis, identifying and potentially addressing concerns that can be resolved in the moment.Larger issues are sent on to the Graduate Program Committee and School Director.
- Students offer anonymous reflections on each course through an online course evaluation system, TNVoice. The course instructor, School Director, and College Dean can review the student assessment after the course is completed.
- After the course is taught each year, the instructor and School Director have the opportunity to reflect on and assess the course through the faculty member's Annual Performance and Planning Review (APPR).
- The School will periodically perform a departmental-level review of courses contributing to core NAAB criteria and for VolCore courses.

Additional assessments and improvements include:

ARCH 560: Design Integration Seminar and ARCH 572: Design Integration (Studio), SC.5 Assessment

- Data to be collected in late Spring 2023.
- School-wide general evaluation of the studio sequence stems from a vibrant and open review culture throughout the semester and especially at the end of each semester. To support the building integration learning objectives of 560/572, the faculty also invites a number of outside reviewers, including professional architects and consultants.
- Direct assessment of student learning in 560/572 happens after each developmental milestone review throughout the semester and at the end of the semester in the form of student surveys administered by Canvas. Students assess their own work and that of their teammates based on the quantity and quality of the work as well as additional comments. Feedback and any needed redirections by the instructor are handled through soft measures (one-on-one conversation) in the spirit of collaboration and similarly to how such corrective measures might be addressed in a professional office.
- In ARCH 560, a daily assessment measure includes making a written description of the topics learned in class, photographing that list each day, and having a concluding conversation each day. When students indicate that a topic remains unclear, the instructor explains it further before moving on to the next topic.
- Additionally, ARCH 560/572 undergo ongoing assessment by the faculty, the CoAD Associate Dean, the University, and by our regional accreditation organization SACSCOC for student learning because they are the courses fulfilling the M.Arch Program Learning Outcome 2 (PLO2), Integrated Building Practices, Technical Skills and Knowledge.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:
As part of an on-going commitment meeting the highest standards of academic excellence and providing, the University of Tennessee formally participates in the 10-year accreditation cycle administered by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The accreditation process asks the University to holistically assess institutional effectiveness, providing a data-driven means to measure our institutional development over time,

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setting standards for evolution and improvement. Further information on the university's accreditation can be found *here*.

The University of Tennessee's SACSCOC accreditation was reaffirmed by letter in 2016, and our next accreditation reaffirmation visit will occur in 2025. In addition, UTK submitted its QEP (Quality Enhancement Plan) in 2015, and its 5-Year Interim Report in March, 2021. The SACS letter reaffirming accreditation can be found *here*.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: 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 optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.
Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:
Requirements for architectural professional studies coursework are published on our School of Architecture curricular matrixes as well as the University Catalogs:
- *B.Arch. Program Full Curriculum*
- *UTK 2022-23 Undergraduate Catalog*
- *M.Arch 3G Program Full Curriculum*
- *M.Arch 2G Program Full Curriculum*
- *UTK 2022-23 Graduate Catalog*

Also, see 4.2.4 and 4.2.5 below for a complete list of required courses and credit hours.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.
Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

Requirements for general studies coursework are published on our School of Architecture curricular matrixes as well as the University Catalogs:
- *B.Arch. Program Full Curriculum*
- *UTK 2022-23 Undergraduate Catalog*
- *M.Arch 3G Program Full Curriculum*

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- *M.Arch 2G Program Full Curriculum*
- *UTK 2022-23 Graduate Catalog*

Effective Fall 2022, the undergraduate B.Arch programs general education requirements are structured through the Volunteer Core process, reviewed by the Undergraduate Council. The current *Volunteer Core requirements are published in the UTK Undergraduate Catalog*. B.Arch students must take a minimum of 31 credit hours for general education meeting specific requirements set by the School of Architecture and by the University of Tennessee's Volunteer Core program.

General education requirements set by our institutional regional accreditor, SACSCOC, can be found *here*, including a minimum of 30 credit hours for baccalaureate programs.

Also, see 4.2.4 and 4.2.5 below for a complete list of required courses and credit hours.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.
The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
Requirements for optional studies coursework are published on our School of Architecture curricular matrixes as well as the University Catalogs.
- *B.Arch. Program Full Curriculum*
- *UTK 2022-23 Undergraduate Catalog*
- *M.Arch 3G Program Full Curriculum*
- *M.Arch 2G Program Full Curriculum*
- *UTK 2022-23 Graduate Catalog*
Specific offerings are published to students each semester. See a collection of recent offerings *here*. Also, see 4.2.4 and 4.2.5 below for a complete list of required courses and credit hours.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.
Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
Degree programs offered by the UTK School of Architecture:
- Bachelor of Architecture (B.Arch)
- Master of Architecture (M.Arch)
- Master of Architecture / Master of Landscape Architecture Dual Degree (M.Arch/MLA), co-offered with the UTK School of Landscape Architecture
- Bachelor of Interior Architecture / Master of Architecture Dual Degree (BSIA/M.Arch), co-offered with the UTK School of Interior Architecture

For both dual degree programs, the course requirements and credit hours to earn either the B.Arch or M.Arch degree is unchanged from the typical program. Our partner schools for the dual degree programs are departments housed within the College of Architecture and Design.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

B.ARCH REQUIRED COURSE WORK (163 CREDIT HOURS TOTAL):
REQUIRED PROFESSIONAL COURSES (101 Credit Hours Total, distributed as follows)
    STUDIO (55 Credit Hours Total):
    ARCH 171 - Design I: Spatial Order I (3CH)
    ARCH 172 - Design II: Spatial Order II (4CH)
    ARCH 271 - Design III: Territory I (6CH)
    ARCH 272 - Design IV: Territory II (6CH)
    ARCH 373 - Design V: Applied Research (6CH)
    ARCH 374 - Design VI: Systems and Atmospheres (6CH)
    ARCH 471 - Design VII: Integrations (6CH)
    ARCH 472 - Design VIII: Cultural Immersion (6CH)
    And two of the following (12 hours total)
    ARCH 496 - Design IX: Provocations (6CH)
    ARCH 496S - Design IX: Provocations – Collaborative Engagement (6CH)
    ARCH 497 - Independent Study – Advanced Architectural Design Studio (6CH)
    ARCH 498R - Design X: Consequences – Self-Directed Diploma Studio (6CH)
    ARCH 499 - Design X: Consequences – Diploma Studio (6CH)

    VISUAL REPRESENTATION (8 Credit Hours Total):
    ARCH 121 - Representation I: Visual Logic and Perception (2CH)
    ARCH 122 - Representation II: Intention and Communication (2CH)
    ARCH 221 - Representation III: Digital Workflow (2CH)
    ARCH 321 - Representation IV: Information Modeling (2CH)

    DESIGN IMPLEMENTATION (21 Credit Hours Total):
    ARCH 261 - Tectonics and Stereotomics (2CH)
    ARCH 262 - Climatic and Daylight Design (2CH)
    ARCH 263 - Design Implementation I: Principles (2CH)
    ARCH 264 - Design Implementation II: Assemblies (2CH)
    ARCH 361 - Design Research in Technology (2CH)
    ARCH 362 - Schematic Design Technology (2CH)
    ARCH 363 - Design Implementation III: Systems (2CH)
    ARCH 364 - Performative Design I: Passive Systems Design (2CH)
    ARCH 365 - Performative Design II: Active and Hybrid Systems Design (2CH)
    ARCH 461 - Design Development Integrations (3CH)

    HISTORY/THEORY (14 Credit Hours Total):
    ARCH 101/107 - Introduction to the Built Environment (3CH)
    ARCH 102 - Visual Design Theory (2CH)
    ARCH 211/217 - History and Theory of Architecture I (3CH)

ARCH 212/218 - History and Theory of Architecture II (3CH)
ARCH 213/227 - Modern Architecture: History of Architecture II (3CH)

PROFESSIONAL PRACTICE (3 Credit Hours Total):
ARCH 462 - Professional Practice (3CH)

REQUIRED PROFESSIONAL ELECTIVE COURSES (12 Credit Hours Total. Four courses from the following):
ARCH 422 - Special Topics in Urban Design (3CH)
ARCH 423 - Special Topics in Interior Architecture (3CH)
ARCH 424 - Special Topics in Landscape Architecture (3CH)
ARCH 425 - Special Topics in Architecture (3CH)
ARCH 450 - Special Topics in History, Theory, and Criticism (3CH)
ARCH 451 - Special Topics in Representation (3CH)
ARCH 452 - Special Topics in Sustainable Design (3CH)
ARCH 454 - Special Topics in Materials and Construction (3CH)
ARCH 455 - Special Topics in Digital Fabrication (3CH)

REQUIRED GENERAL EDUCATION COURSES (31 Credit Hours Total):
ENGL 101/118 - English Composition I (3CH)
ENGL 102 - English Composition II
MATH 113 - Mathematical Reasoning or MATH 125 - Basc Calculus (3CH)
PHYS 161 - Elements of Physics for Architects and Interior Design Students (3CH)
Oral Communications Elective (3CH)
Written Communications Elective (3CH)
Global Citizenship – US Elective (3CH)
Social Sciences Elective (3CH)
Natural Sciences with Lab Elective (4CH)
Engaged Inquiries Elective (3CH)

ELECTIVE STUDIES COURSES (19 Credit Hours Total):
19 credit hours total including at least 9 non-architecture credits.

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

M.ARCH 3G REQUIRED COURSE WORK (102 Credit Hours Total):
PREPARATORY COURSES FROM UNDERGRADUATE DEGREE
    REQUIRED PREPARATORY PROFESSIONAL COURSES
    None Required

    REQUIRED PREPARATORY GENERAL ELECTIVE COURSES
    Humanities (12CH)
    Physics (1 course)
    Pre-calculus (1 course)

    REQUIRED PREPARATORY PROFESSIONAL ELECTIVE COURSES

None Required

REQUIRED PROFESSIONAL COURSES (84 Credit Hours Total, distributed as follows)
STUDIO (42 Credit Hours Total):
ARCH 538 - Design Foundations (3CH)
ARCH 541 - Architectural Design I (6CH)
ARCH 542 - Architectural Design II (6CH)
ARCH 543 - Design Charette (3CH)
ARCH 571 - Architecture and Urbanism (6CH)
ARCH 572 - Design Integration (6CH)
ARCH 58x - Advanced Architectural Design (6CH)
ARCH 598 - Master of Architecture (MAP) Studio (6CH)
or ARCH 599 Diploma Thematic Studio (6C)

VISUAL REPRESENTATION (4 Credit Hours Total):
ARCH 518 - Representation I (2CH)
ARCH 519 - Representation II (2CH)

TECHNOLOGY AND PROFESSIONAL PRACTICE (18 Credit Hours Total):
ARCH 557 - Structural Principles in Architecture (4CH)
ARCH 558 - Materials and Methods in Architecture (4CH)
ARCH 559 - Building Systems in Architecture (4CH)
ARCH 560 - Seminar in Design Integration (3CH)
ARCH 562 - Professional Practice (3CH)

HISTORY/THEORY/RESEARCH (11 Credit Hours Total):
ARCH 501 - Introduction to the Built Environment (2CH)
ARCH 511 - History/Theory of Architecture I (3CH)
ARCH 512 - History/Theory of Architecture II (3CH)
ARCH 513 - Modern Architecture: Histories and Theories (3CH)

DISCIPLINARY DISCOURSE (9 Credit Hours Total):
ARCH 527 - Design Tactics (3CH)
ARCH 528 - Design Theories (3CH)
ARCH 529 - MAP Seminar (3CH)

REQUIRED PROFESSIONAL ELECTIVE COURSES (18 Credit Hours Total):
18 credit hours total

REQUIRED GENERAL EDUCATION COURSES (0 Credit Hours Total):
None required

M.ARCH 2G REQUIRED COURSE WORK (60 Credit Hours Total)
PREPARATORY COURSES FROM UNDERGRADUATE DEGREE
REQUIRED PREPARATORY PROFESSIONAL COURSES
A degree from a school with a NAAB-accredited M.Arch and a structured pre-professional program. During admissions, we identify what preparatory professional coursework has been completed and require a student-specific course of study accordingly. Regardless, to be considered for this program students must demonstrate completion of:
Design Studio (24CH)

REQUIRED PREPARATORY GENERAL ELECTIVE COURSES
Humanities (12CH)
Physics (1 course)

Pre-calculus (1 course)

REQUIRED PREPARATORY PROFESSIONAL ELECTIVE COURSES
None Required

REQUIRED PROFESSIONAL COURSES (39 Credit Hours Total, distributed as follows)
    STUDIO (24 Credit Hours Total):
    ARCH 572 - Design Integration (6CH)
    ARCH 58x - Advanced Architectural Design (6CH)
    ARCH 58x - Advanced Architectural Design (6CH)
    ARCH 598 - Master of Architecture Project (MAP) Studio (6CH)
    or ARCH 599 Diploma Thematic Studio (6C)

    DISCIPLINARY DISCOURSE (9 Credit Hours Total):
    ARCH 527 - Design Tactics (3CH)
    ARCH 528 - Design Theories (3CH)
    ARCH 529 - MAP Seminar (3CH)

    TECHNOLOGY AND PROFESSIONAL PRACTICE (6 Credit Hours Total):
    ARCH 560 - Seminar in Design Integration (3CH)
    ARCH 562 - Professional Practice (3CH)

REQUIRED PROFESSIONAL ELECTIVE COURSES (21 Credit Hours Total):
21 credit hours total

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
Not Applicable.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
See also Condition 6.5

Program Response:
Other than incoming freshman applicants, UTK Architecture has four principal types of applicants to the various degree programs: intramural and extramural undergraduate transfer applicants, and students entering the M.Arch program with degrees in fields unrelated to

architecture (M.Arch 3G) or students with undergraduate degrees in architecture or in closely related fields (M.Arch 2G).

B.Arch, Internal Transfer
All students transferring into the B.Arch program from within UTK typically have no standing in the program, unless they have taken specific introductory courses offered by the school that will provide credit. Until the onset of Covid-19, accepted transfer students matriculated into the fall semester of the second year of the B.Arch program after completing the intensive Summer Transfer Program (STP), which equates to our first-year curriculum. Beginning in the summer of 2020, we have not offered the STP, due in part to Covid protocols, and in part due to a lack of available space in the rising second-year cohorts. Consequently, internal transfer students have been admitted to the fall first-year cohort.

Internal transfers are reviewed separately by both the Director of Architecture and the Chair of Undergraduate Architecture to determine whether the applicant meets standards for academic performance (2.5 GPA minimum) and is placed either in the First or Second Year cohort depending on whether they have taken the STP.

B.Arch, External Transfer
External transfer applicants to UT's B.Arch program are required to provide documentation of their architectural coursework and experience from their previous institution. This may include, but is not limited to, a transcript from their previous institution showing all completed coursework and grades, syllabi, letters of recommendation as appropriate, and examples of work from courses they intend to use as evidence for credit for a comparable level of coursework within the B.Arch program. This includes all work from applicable courses in history, technology, studio, and professional electives.

The work is again reviewed separately by the Director of Architecture and Undergraduate Chair to determine where the applicant should be placed in the curriculum based on the information provided. These assessments are based on whether or not the work provided demonstrates a reciprocal equivalency to coursework within the B.Arch curriculum that meets area assessment criteria from NAAB. The two make independent assessments of the applicant's previous work, meet, and discuss. Any question regarding the student's standing in an applicant's coursework is then forwarded to an expert on our faculty for a third assessment as to whether credit will be granted. Student placement within the curriculum depends on this evaluation, and the Office of Student Development assists in keeping each student on track, particularly when students have to meet coursework requirements that are remedial in the context of the normal curriculum.

M.Arch Candidate Assessment
All students entering the M.Arch program with a degree in a discipline unrelated to architecture are required to enter the three-and-a-half-year M.Arch program (M.Arch 3G) which is currently accredited by NAAB. The Master of Architecture 3G program is designed to accommodate students who come from a variety of backgrounds, including those with no previous formal study in architecture or a degree from a non-accredited architecture program. Pre-requisites: Humanities (12 Hours) Physics (1 course) Pre-calculus (1 course).

In the M.Arch program, there are two paths for students with previous professional coursework in architecture or a closely-related discipline, called the 2G. The first path typically brings in students from a NAAB accredited 4+2 architecture program in which students apply after having received one of a number of appropriate undergraduate pre-professional degrees. All such students are assessed by the Architecture Graduate Studies Chair and the four-member Graduate Architecture Admissions Committee. In order for applicants to receive full credit from previous degree coursework, the student must have completed each course with a "C" or better, which is the same standard applied to students in our B.Arch program. If necessary,

the committee reviews course syllabi and content to confirm that course equivalency in scope and content is clearly met or exceeded by the applicant's coursework. Students who have not received a pre-professional degree from a NAAB accredited program are required to enroll in the M.Arch 3G program.

The second path to the M.Arch 2G program is internal, merging students from Interior Architecture's 4+2 program, offered jointly by the School of Interior Architecture and the School of Architecture. Students in this program take coursework in the CIDA-accredited Interior Architecture program for the first three years and complete their final two semesters in the hybrid transitional coursework in both disciplines. All IARC students complete the same ARCH 171/172 (studio) and ARCH 121/122 (representation) coursework as students in the B.Arch program with no distinction made between students in either degree.

In this final year of the B.IARC curriculum, students get a course in architectural history and theory, one course in structural technology and another in materials and methods, and their first graduate architecture studio. Like the other 4+2 M.Arch degree candidates, their applications are reviewed by the Architecture Graduate Studies Chair.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

Program Response:
See the B.Arch External Transfer process explained above in section 4.3.1.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:
See the M.Arch Candidate Assessment process explained above in section 4.3.1.
Admission requirements for applicants to the M.Arch programs are articulated on the College websites:
M.Arch 3G *here*
M.Arch 2G *here*
Additionally, policies and procedures that govern the evaluation of applicants for admission to the B.Arch. and M.Arch. Programs are articulated online at the following sites:
Undergraduate Architecture Admissions
UTK Undergraduate Academic Catalog 2022-23, CoAD B.Arch. Admissions
UTK Undergraduate Academic Catalog 2022-23, CoAD B.Arch. Advising
Master of Architecture Admissions
UTK Graduate Academic Catalog 2021-22, CoAD M.Arch. Admissions

5—Resources

5.1 Structure and Governance
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:
The University of Tennessee is a public, land-grant institution founded in 1794. The University of Tennessee, Knoxville is the flagship campus of the University of Tennessee system. There are five component campuses of the UT system, which are governed by a 12-member Board of Trustees.

University of Tennessee Campuses
>University of Tennessee, Knoxville—flagship campus
>University of Tennessee at Chattanooga
>University of Tennessee at Martin
>University of Tennessee at Southern
>University of Tennessee Health Science Center at Memphis

Overseeing day-to-day operations of the university system is the President and Chief Executive Officer of the University of Tennessee system. The President's staff and chief unit officers make up the President's Administrative Council, which meets regularly with the President on key System-based projects and priorities. The current university president is Randy Boyd, who was appointed in 2020. *UT System Organizational Chart*

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 Institute of Agriculture at Knoxville
>University of Tennessee Institute for Public Service at Knoxville
>University of Tennessee Space Institute at Tullahoma
>University of Tennessee/Oak Ridge Innovation Institute
>National Institute for STEM Evaluation and Research (Knoxville)
>Center for Environmental Biotechnology (Knoxville)
>Joint Institute for Advanced Materials (Knoxville)
>Joint Institute for Computational Sciences (Knoxville)
>National Institute for Computational Sciences (Knoxville)
>National Institute for Nuclear Physics and Applications (ORNL)
>Shull Wollan Center — a Joint Institute for Neutron Sciences (ORNL)

University of Tennessee, Knoxville
The Knoxville campus is led by a Chancellor in combination with an executive committee composed of a number of Vice-Chancellors who are tasked with responsibility for a wide range of areas of strategic focus. *UTK Organizational Chart*

Chancellor
>Dr. Donde Plowman, Chancellor and Chief Operating Officer of the Knoxville campus
Vice-Chancellors
>Dr. John Zomchick, Provost and Senior Vice Chancellor
>Carrie Castille, Senior Vice Chancellor and Senior VP for Agriculture
>Allen Bolten, Interim Senior Vice Chancellor for Finance and Administration
>Tisha Benton, Vice Chancellor of Communications
>Chip Bryant, Vice Chancellor of Advancement
>Deborah Crawford, Vice Chancellor for Research
>Frank Cuevas, Vice Chancellor of Student Life
>Matthew Scoggins, Chief of Staff, Chancellor's Office
>Tyvi Small, Vice Chancellor of Diversity and Engagement
>Daniel White, Vice Chancellor and Director of Athletics
Colleges
>Herbert College of Agriculture
>College of Architecture and Design

College of Arts and Sciences
Haslam College of Business
College of Communication and Information
College of Education, Health, and Human Sciences
Tickle College of Engineering
College of Law
College of Nursing
College of Social Work
College of Veterinary Medicine

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:
The School of Architecture is one of four academic units housed within the College of Architecture and Design. The School of Architecture is responsible for the NAAB-accredited degree programs in architecture (B.Arch. and M.Arch.), programs in architecture, and research, scholarship, service, and outreach activities in architecture. The other three CoAD academic units include the School of Interior Architecture, the School of Design, and the School of Landscape Architecture. *College of Architecture and Design Organizational Chart*

Within the College, specific administrative positions and responsibilities will vary, depending on personnel, program needs, and budgetary constraints. In meeting the mission of both the 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 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 on the structure current at the time of this writing. Additional information on administrative duties within the College is described in the *Bylaws of the College of Architecture and Design.*

Dean, College of Architecture and Design
Jason Young, since 2021
Scott Poole, FAIA, 2011-2021
The Dean of the CoAD is the chief administrative officer responsible to the Provost or, if appropriate, through the Chancellor to the President of the University for the wellbeing of the College. The Dean has responsibility for providing visionary leadership and management of budget allocations, physical facilities, and personnel within the College. The Dean provides reports and other communications to the University Administration about College priorities and resource allocations, including personnel, physical facilities, and monies, that enhance and maintain the academic programs and the infrastructure needed by the College.
Associate Dean of Research and Academic Affairs
Katherine Ambroziak, since 2016
Lisa Mullikin, 2015-16 academic year
George Dodds, 2011-2014
Administers curricular development, research activities, study abroad programs, student professional and academic organizations, and admissions and enrollment activities of the college.
Director, School of Architecture

Carl Lostritto, since 2022
Scott Wall, 2021-22 Interim Director
Jason Young, 2014-2021
The Director of the SoA is the chief administrative officer responsible to the Dean for the wellbeing of the School. The Director is responsible for providing visionary leadership and management of budget allocations, physical facilities, and personnel within the School. The Director provides reports and other communications to the Dean and School about priorities and resource allocations, including personnel, physical facilities, and monies, that enhance and maintain the academic programs and the infrastructure needed by the School.

Graduate Studies Chair, School of Architecture
Avigail Sachs, since 2017
The Director, in consultation with faculty, may appoint a Graduate Studies Chair and an Undergraduate Studies Chair to assist in the administration of the School. The Graduate Studies Chair serves as chair of both the Graduate Curriculum Committee and the Graduate Admissions Committee.

Undergraduate Studies Chair, School of Architecture
Brian Ambroziak, since 2017
The Director, in consultation with faculty, may appoint a Graduate Studies Chair and an Undergraduate Studies Chair to assist in the administration of the School. The Undergraduate Studies Chair serves as chair of both the Undergraduate Curriculum Committee and the Undergraduate Admissions Committee.

Chair, Graduate Architecture Program–*structurally changed in 2017*
George Dodds, 2011-2015
Coordinates the curriculum of all graduate programs in the School; 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.

Director, School of Interior Design
Milagros Zingoni Phielipp since 2021
David Matthews, 2010-2021
Chief academic officer of the SoIA; serves as Chair of the School's undergraduate program; provides academic leadership and coordinates the program's needs and requirements.

Director, School of Landscape Architecture
Gale Fulton, since 2013
Chief academic officer of the SoLA; provides academic leadership and coordination of all aspects of the School'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, School of Design
Sarah Lowe, since 2020 (Interim Director, 2019)
Chief academic officer of the SoD; serves as Chair of the School's undergraduate program; provides academic leadership and coordinates the program's needs and requirements.

Director of Advancement
Pamela Cannella Treacy, since 2016
Development; sets fundraising priorities; serves as chief contact for alumni relations; liaison to the Board of Advisors.

Director of Finance and Administration
Matt O'Mara, since 2022
Florence Graves, 2010-2021
Provides guidance on UT fiscal policies and procedures; 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.

Financial Data Analyst
New position, unfilled since 2021

Director of the Center for Student Development
Julie Beckman, since 2014

Advising undergraduate students; undergraduate recruiting; retention and graduation-on-time initiatives; College liaison to CoAD student organizations with the School Directors; coordinates student events.

Director of Communications
Amanda Johnson, since 2015
Lead developer for branding, public relations, communications, trend analysis, market research, and marketing; edits, curates, and creates content for College print and digital media; manages, maintains, and develops College website.

Director of Diversity Relations (DDR)
Milagros Zingoni Phielipp, since 2021
Assists in the administration of the college's commitment to diversity, equity, and inclusion. The DDR is responsible for reporting and compliance between the college and the university administration in consultation with the dean.

Director of Facilities
Kevin Stevens, since 2021
David Matthews, 2012-2020 (as Associate Dean for Facilities and Technology)
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 of Information Technology
Jeff Wilkinson, since 2000
Coordinates all computing efforts; network management; manages the computing budget.

Fab Lab Digital Supervisor
Craig Gillam, since 2015
Manages and organizes all aspects of the construction shop in the design/build Fab Lab.

Woodshop Supervisor
Jeremy Hammond, since 2014 and Nancy Sayavong, since 2023
Manages and organizes all aspects of the construction wood shop in the A+A.

Beyond the administrative positions described here, faculty, staff, and students contribute heavily to shared governance through their active participation in faculty meetings, serving on committees at the School, College, and University levels, serving as faculty mentors to others in the College, participating in faculty and administrative searches, advising student organizations, and many other rights and responsibilities as described in the *Bylaws of the College of Architecture and Design* and in the *UTK Faculty Handbook*. Specific processes for curricular development and assessment are described in Section 5.3 of this report.

5.2 Planning and Assessment
The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:
The immediate and multi-year strategic objectives for the program are developed by the School of Architecture Director in consultation with the school faculty and the full school and college administrative leadership, including the Dean of the College of Architecture and Design. Strategic planning objectives—including student learning objectives—are developed and operationalized through school standing committees, whose membership and charge are articulated in the *school's bylaws* and operate as subcommittees to the regular faculty meeting. A culture of assessment and collaboration informs these processes. Both grad and undergrad curriculum committees, for example, have developed an agenda for the 22-23 academic year in collaboration with the Director and Chairs to access specific portions of our curriculum based on strategic frames articulated during prior curricular revisions. Another

standing committee, the Director's Advisory Committee, serves an operational role in hiring while also providing the Director with strategic input. When a strategic issue, question, or opportunity arises that can't productively be addressed within the standing governance structures, working groups are formed. These small groups of faculty work to address a specific issue. Working groups operate with respect to a specific charge and within a discrete time frame. One example of a working group is the Grading and Evaluation Working Group, which convened and completed its mission to assess grading and evaluation cultures and trends in the school during Fall 2022. A working group with a longer duration is the Master of Science program working group, which is charged with the strategic plan of a new post-professional program.

Additionally, the faculty at large, students, and staff collaborate and communicate with the Director through formal meetings, Town Hall meetings (Director's listening sessions with each cohort of students), annual faculty evaluations, an Annual Retreat of the College Dean and Directors, an Annual Retreat of the College Dean and staff, and other conversations throughout the year. Since the time of the last accreditation, the Director has shared these one-year and multi-year strategic objectives with faculty at the annual State of the School faculty meeting, typically held in the May exam period. Traditionally, the first faculty meeting of each academic year is devoted to a strategic assessment of school goals and priorities.

A strategic report for the college is published annually in physical and *digital format*, including the *2021-22 Annual Report "IMPACT."* When Director Young assumed the position of Dean of the College of Architecture and Design in Fall 2021, he continued sharing immediate and multi-year objectives with the faculty through State of the College Meetings. It should be noted that the School of Architecture's B.Arch and M.Arch programs comprise the largest academic units of the College, and all academic units in our College are close-knit and well-coordinated. Strategic planning objectives for the College and the School are often directly linked and co-dependent. It should also be noted that the past three years have seen major leadership changes and numerous challenges which the School and College have met admirably with respect for continuity and openness to collaborative change. Jason Young, who served as Director of the School of Architecture, assumed the role of Dean of the College of Architecture in July 2021. Scott Wall, the former Director of the School of Architecture, assumed the role of Interim Director of the School of Architecture for July 2021-July 2022. Carl Lostritto joined the University as Director of the School of Architecture in July 2022. Matt O'Mara joined the College as Director of Finance in Fall 2022, filling a position that had been held by interim staff for six months. The University is transitioning to a Responsibility Center Management (RCM) budgeting model under which Colleges are predominantly responsible for managing their own revenues and expenditures. The UTK approach to this system is called the Budget Allocation Model (BAM). It will profoundly change the nature of leadership, transparency, and financial capabilities in our College with significant and positive implications for our strategic planning at the College and School levels. The global pandemic began having major impacts on our University in March 2020, and its effects are ongoing. Through these changes, the School and the College have shown remarkable resilience due to the capabilities of its administrative leadership, faculty, and staff. Some strategic planning protocols will continue to be refined in the next two years.

Here is a summary of strategic planning efforts from the past two years:
2020-21 State of the School: Strategic Objectives, May 12, 2021, Director Young
- **Budget Report**. Director Young gave a detailed accounting of our annual budget and how it was spent. Our annual operating budget has seen a 15.7% increase over the past 7 years, averaging 2.24% annual increase. Over the past seven years, teaching costs have increased by 19.8%, 2.83% annual increase. A Dean's "top-off" fund of $20,000 was used to support faculty research and travel. The difference between our operating budget and the teaching costs was approximately $55,000 or 2.1%. Director Young sees this as "money to build culture," and uses it to support key faculty initiatives, inviting outside

guests for final review week, and inviting special guests and lecturers throughout the semester beyond those who are part of the College Lecture Series. The annual "money to build culture" has increased by 75% since 2014-15.

- **Enrollment**. Director Young prioritized recruiting and retaining diverse and competitive students for the B.Arch. and M.Arch incoming class each year of his leadership. He shared a detailed outline of the size and demographics of the incoming class, and our projected total school enrollment. We anticipate a 44% (130-person) increase in the SoA. student population since 2014-15. While we celebrate that the caliber of these students is also increasing, we note that until the new Budget Allocation Model is implemented, (AY '23) our operating budget and available teaching space is not directly tied to enrollment.
- **Budget Strategy.** As the University shifts to the RCM-based "Budget Allocation Model," we must be increasingly resourceful and strategic with our budget, which incentivizes offering courses to non-program students and reduced attrition. Credit hours generated by CoAD students will generate additional tuition and differential tuition revenue which we can recoup. Credit hours generated by non-Architecture students are also an important way for us to impact the campus with regards to the power of design and the built environment, thus the emphasis on proposing and offering new Vol Core offerings. Likewise, expenditures previously outside the CoAD are now considered part of our budget. This includes consalaries, benefits, assistantships and service costs to other campus units.
- **NAAB Accreditation Visit.** The upcoming visit is a strategic priority
- **COVID-19.**
- **SoA Faculty Lines.** We have a need for more tenure-track faculty, and an ongoing effort to have searches authorized. The new Budget Allocation Model should bring more agency to the Dean to authorize searches and hires tied to strategic initiatives.
- **College as a Project.** Director Young is transitioning to Dean of the College of Architecture and Design. We are heading into a transition phase under the leadership of Interim Director Scott Wall while a Director Search takes place. Director Young sees strategic opportunities for improvements that will benefit all Schools in the College

2021-22 State of the College (mid-year): Strategic Objectives, December 10, 2021
Dean Young's Report of the first six months:
- Dean Young has a monthly regime of internal meetings with the various members of the College academic and administrative leadership.
- Campus engagement meetings
- Alumni engagement meetings, including Dean's Advocacy Board, firm visits across TN
Dean Young's Look-Ahead for the next six months:
- Creative Use of Facilities, "Building as Platform" need to audit our building use and adopt creative solutions to space limitations along with asking the University for more space. Might affect course time-table, sharing studio spaces, alternative layouts with shared worktables. Admin suite and faculty offices also require creative solutions as we grow.
- Dean Young also outlined a set of initiatives for the coming year that he plans to articulate to Chancellor Plowman by July 1, 2022 as a set of specific goals and performance indicators for our college. These address strategic interests in advancement planning, construction explorations, experimental publishing, global engagement, sustainability and resiliency, supporting faculty research, building as platform, new media in design, diverse partnerships, and transparency in fund allocation. See our response to 5.2.2 below for more details.

2021-22 State of the College: Strategic Objectives, May 16, 2022, Dean Young
- **Enrollment Update**
- **Making Design Education as Vivid as Possible**
  - **Building as Platform for 21st Century Design Education**
  - **Robust Research Initiative Program**
  - **Lowering Financial Barriers, increasing Accessibility**

2022-23 School of Architecture: Strategic Objectives Faculty Retreat, August 2022, Director Lostritto began his directorship by reaffirming School and College ongoing tradition of

collaborative and strategic planning and assessment. This kickoff meeting proposed that interrelated actions—**Create, Grow, Edit, Exist, Value**—could inform an academy defined by celebratory critical reflection. Director Lostritto's proposed key performance indicators are discussed in Section 5.2.2 below.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:
In July 2022, Dean Young articulated a set of key performance indicators for the College (including School of Architecture programs) in a report to the Chancellor. These indicators include:
- **Comprehensive Advancement Plan**, working with Pamela Treacy, CoAD Director of Advancement, strategically growing scholarships and endowments
- **Construction Explorations**, more fully utilizing the advanced fabrication capacities of our FabLab, allowing greater use by students through coursework and by faculty in support of research. This has been hindered by staffing shortages and other challenges.
- **Global Engagement**, goal of having more students experience study abroad through their curricula, whether in a full semester or mini-terms. We seek to reduce the extent to which students make study abroad decisions based on finances alone, and to expand the range of cultural experiences for our students beyond Europe.
- **Leadership in Sustainability and Resilience**, Goal of being considered a regional expert and resource for leadership in sustainability and resilience through architecture and design through faculty research, teaching, symposia, and other projects.
- **Faculty Research Support**, Goal of being able to offer more funding to support faculty research, with several new initiatives announced targeting faculty at all ranks. The ongoing effort to have our programs designated as STEM in our CIP code would also benefit research opportunities for faculty and their student research assistants.
- **Building as Platform**, see above in 5.2.1
- **New Media in Design**, developing a lab space dedicated to Augmented Reality, Virtual Reality, Film, and other emerging technologies to support teaching and research
- **Diverse Partnerships**, Including funded studios and other opportunities
- **Transparency of Funding Allocation**, critically important as we transition to the new Budget Allocation Model.

In August 2022, the new Director of the School of Architecture, Carl Lostritto articulated to the School of Architecture his desire to develop with them progress on the following key performance indicators by August 2023:
- **A Clearly Articulated 4-Year Plan**
- **Hosting a Successful NAAB Accreditation Visit**
- **Announcing New Initiatives**, to be developed with the faculty. These might include: new Master of Science Program, amplifying the MArch program. publication projects, hosting symposia, hosting academic conferences)
- **Bolstering the Director's Advisory Committee,** is also a critical part of ongoing strategic planning and improvement.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

- Leadership transitions: With Director Young's transition to the Dean role, the successful search for a new School Director was completed on the planned timeline with Lostritto assuming the position of School Director on July 1, 2022.
- Enrollment: The school's enrollment grew as anticipated and is now at maximum capacity. M.Arch applications dropped during COVID-19 and were slow to recover, the number of applicants this year (entering Summer and Fall '24) are on track to be higher than any of the past five years. B.Arch applications are the highest in decades, with applications

numbering over 1,100. Our high selectivity (<20% acceptance rate) and high yield (35-40% commit after acceptance) suggest that significant student growth is warranted given our mission to support the state's demand. Our enrollment and admissions data suggests that the B.Arch program could planfully and healthfully grow by 10-15% if space, faculty and staff grew accordingly.

- Global engagement: Our new abroad program in Tokyo is set to launch its pilot semester in Fall 2024. At the college level, a capital campaign is being developed to specifically focus on travel scholarships for students.
- Temporarily expanding facilities: The AY 24 budget, which is in the development phase now, proposes a ten-year expansion into a downtown facility near our Fab Lab. If approved, a student and faculty growth plan could be implemented beginning Fall 2025.
- Existing facilities: in response to the goals articulated above, the CoAD re-launched the Photo Studio in Fall 2023 and simultaneously launched the Digital Futures Lab the same semester.
- Faculty growth: regardless of enrollment growth, modest faculty growth is necessary to maintain our traditionally healthy faculty to student ratio.
- Staff growth and staff restructuring: staff growth now allows one dedicated administrative specialist to serve the School. The same is now true for all the schools in the college. This parity increases administrative collaboration. Unique responsibilities for each specialist reduce redundancy and increases collaboration and uniform workflows across schools.
- The STEM CIP code change has been submitted for approval by the University Administration, who can then recommend it to the state board.
- Diverse Partnerships: the three-cities initiative is an emerging goal within the School of Architecture and CoAD to have embedded studios in Nashville (well established), Chattanooga (some test cases recently) and Memphis (in early development). These three cities are profoundly different in their challenges and opportunities. Diversity, sustainability/resiliency, and construction/development intersect differently in each. The School and College acknowledge that we can serve and learn from each of these major cities in our state.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

The School of Architecture and the College of Architecture and Design are committed to and regularly demonstrate a healthy culture of curricular and cultural assessment. The school and college exhibit a culture of change. There are systems in place for this change, and we are confident that we can grow with purpose and stability. To that end, the recent leadership transitions, curricular evolutions, and COVID response have been catalysts for robust debate and collective collaborative action. We agree that in terms of diversity and equity, we need to expand and grow the range of our faculty. Our most significant challenges lie in the contradiction between 1. our need to sustainably grow in support of our mission and 2. the resource constraints that inhibit that growth. The transition to BAM, which is still unfolding, rewards innovation and entrepreneurship. We are therefore hopeful that our resource challenge is a growth opportunity.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:
The College Dean and School director have formalized methods of soliciting feedback from others. This includes a series of monthly meetings the Dean takes with the Chancellor, the Provost, and other Deans across the university. It includes bi-annual meetings of the Dean with the Dean's Advisory board comprised of outside professionals with a vested interest in the success of the University of Tennessee's College of Architecture and Design and School

of Architecture. It includes bi-monthly meetings of the Dean with his executive administrative team of all school Directors and key leadership personnel of the College. The College Dean and School Director also solicit outside input from others, including practitioners through alumni events, involvement with AIA, and other engagement opportunities such as Career Day, the lecture series, TAAST-week events, and invited guests for reviews. Feedback received from practitioners and others has led us to prioritize our admissions process to improve the caliber of the student body.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:
There are two major cycles of self-assessment and change/adjustment. The first sees faculty and the Director distilling and analyzing various forms of course assessment (evaluation of learning outcomes, rubric-based grading, assessment exercises, student surveys, student evaluations, guest critic feedback, and awards jury feedback, for example) and bringing that insight into coordination meetings, where syllabi are discussed and proposed changes made. The Director designates a coordinator of each studio to spearhead this effort. In this cycle, the learning outcomes for each course tend to stay constant (except for adjustments in framing or description of those outcomes) while the methods, projects, formats and resource allocations are adjusted based on our prior successes and failures relative to those outcomes. The second major cycle allows for the redesign of what learning outcomes occur in which course and the curricular structure of course names, goals and descriptions. Here, faculty and/or the director identify issues, opportunities, or patterns from self-assessments and distill them into matters for consideration by one of the school curriculum committee. Occasionally, an issue will arise that warrants the formation of a working group outside a curriculum committee. In either case, the committee or working group is charged by the Director and reviews the information gleaned from the assessment, conducts research, and designs a curricular proposal. The process by which such a proposal is approved is articulated and diagrammed in section 5.3.2.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.
Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:
The School of Architecture has adopted a spirit of continual curricular assessment and improvement, and regular modifications to the curriculum have been common since the time of our last accreditation visit. In terms of both curricular structure and content, change within the school is a result of inputs from all participants in this coursework. A culture of assessment is interwoven with a creative culture. We seek to make assessment vivid to students and a generator of new ideas, theories and knowledge.

The full B.Arch and M.Arch curricula undergo regular and continual assessment by the faculty and administrative leadership of the programs. This assessment includes input from students through both course evaluations and regular Dean and Director "town hall" meetings with each student year cohort. These are listening sessions as much as they are educational. There is always broad faculty participation in dialogue about the expectations and standards set for the

design curriculum each semester. Pre- and post-semester meetings are organized by School administration and in a focused manner address issues and opportunities across courses. This process continues with year-level coordination led by the faculty teaching each semester. The Director participates in these meanings with the aim of identifying opportunities that may influence their charge to the curricular committees of each program. In the graduate program, the same processes are in play, though instead of year-level coordination, program-wide coordination is directed by the Graduate Chair and Director working with each studio instructor and also through the Graduate Program Committee. As noted throughout sections 3A and 3B of this report, many courses linked to program criteria and student criteria are further assessed through regular reporting and external review of assessment criteria formatted for our university's VolCore requirements and regional accreditation by SACSCOC. Normal adjustments are made year-by-year based on this continual assessment process.

In response to the new NAAB criteria published in 2021, as well as our institution's continual push for teaching assessment, the School of Architecture has researched and deeply considered specific assessment measures that support our curriculum, desired student learning outcomes, and the diverse pedagogical approaches of our faculty. This involves working closely with the University's Teaching and Learning Initiative whose experts have met with us to develop and launch assessment trials in critical courses. (See, for instance, mid-semester assessment workshop in ARCH 471: Design VII: Integrations (Studio) and ARCH 461: Design Development Integration, as well as the meta-reviews that are foundational to ARCH 271: Design III: Territory I and ARCH 272: Design IV: Territory II the second-year studios in the B.Arch program). These approaches involve emphasizing student metacognition of their design process using formal and informal methods to engage their awareness about what they're doing and why it's important, striving to get beyond the hustle of working from deadline to deadline.

Significant curricular changes have been made in response to these assessments in both the undergraduate and graduate studio sequences as well as in technology/design implementation, representation, and history theory in recognition of incremental changes that had been taking place throughout our pedagogy as well as in the interest of improving student learning outcomes. We adopt an open attitude in support of curricular change. A summary of curricular modifications made, the rationale for changes, and the assessment processes used to evaluate these changes is found throughout Section 3A for the B.Arch program and Section 3B for the M.Arch programs. These changes have brought about improved clarity for expectations of learning outcomes year-by-year in each program, and further improvements will continue to be implemented semester-by-semester.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:
Curricular matters and the development of academic programs are a shared responsibility of the faculty and School Directors. In the School of Architecture, the Director is a member of the faculty who has been assigned the special duty of administering the program with guidance from a variety of official documents that include the *University Faculty Handbook*, *Undergraduate/Graduate Catalogs*, *Hilltopics*, as well as the *School of Architecture Bylaws*. Responsibilities of Directors include, but are not necessarily limited to:
● Administration of academic programs in relation to the comprehensive academic mission of the University, and Provision of input to the College of Architecture and Design administration regarding the matters of infrastructure necessary to support departmental academic programs, including budgetary needs, physical facilities, and personnel issues under their jurisdiction.

- School Directors shall seek recommendations from faculty in setting priorities for budgetary, personnel, and physical facility allocations that enhance and support academic programs.

Currently, in the School of Architecture, the Director, in consultation with faculty, has appointed a Graduate Studies Chair and an Undergraduate Studies Chair to assist in the administration of the School. The Undergraduate Studies Chair serves as chair of both the Undergraduate Curriculum Committee and the Undergraduate Admissions Committee. The Graduate Studies Chair serves as chair of both the Graduate Curriculum Committee and the Graduate Admissions Committee.

Curricular agendas and initiatives typically emerge from the School of Architecture Undergraduate Curriculum Committee, the Graduate Curriculum Committee, the Director, or the faculty at large. Larger initiatives are often explored first by an ad hoc committee of the faculty charged by the Director to study and make recommendations about that topic to the appropriate curricular committee. *UT SoA Curricular Development and Assessment Chart*

Specific duties of the standing School and College Curricular Committees include:
Undergraduate Curriculum Committee, School of Architecture
- The committee consists of four faculty members, three-year terms staggered, three elected and one appointed by the Director that also serves as Undergraduate Studies Chair if applicable. One student representative.
- The Committee prepares recommendations to the faculty regarding changes in the curriculum of the Bachelor of Architecture program. Proposals for changes in the curriculum including supplemental course descriptions may be initiated by the faculty or the committee. The committee shall respond to all proposals and present the proposals to the faculty in a timely fashion; generally, in the same semester the proposal was initiated. All changes shall go through a first reading prior to final passage by the faculty. If significant changes are made as a result of the first reading, the material must go through a subsequent reading prior to final vote. The committee shall expedite curriculum changes through proper University channels.

Graduate Curriculum Committee, School of Architecture
- The Committee consists of four faculty members, three-year terms staggered, three elected and one appointed by the Director that also serves as Graduate Studies Chair if applicable. One student representative.
- The Committee prepares recommendations to the faculty regarding changes in the curriculum of the Master of Architecture program. Proposals for changes in the curriculum including supplemental course descriptions may be initiated by the faculty or the committee. The committee shall respond to all proposals and present the proposals to the faculty in a timely fashion; generally, in the same semester the proposal was initiated. All changes shall go through a first reading prior to final passage by the faculty. If significant changes are made as a result of the first reading, the material must go through a subsequent reading prior to final vote. The committee shall expedite curriculum changes through proper University channels.

College Curriculum Committee, College of Architecture and Design
- This Committee consists of four members appointed by the Dean serving for staggered, three-year terms with at least one member rotating off of the committee each year. The Associate Dean for Academic Affairs will serve as an ex-officio member.
- The Committee will review proposed changes made by the School Curriculum Committees that affect the College as a whole. The committee makes general recommendations with regard to curricular integration across the College.

Academic Standards Committee, School of Architecture
- The Committee consists of three faculty members, three-year staggered terms, appointed by the Director.
- The committee interprets academic policy and advises the Director and faculty about academic issues which merit wider faculty attention. To review student academic petitions,

substitutions, and transfer credit. To review progression standards. To consult with appropriate faculty, when necessary. To inform students of all decisions. All actions are subject to final review by the Director. Any special problems related to requests that suggest revisions in curriculum will be forwarded to the Undergraduate Curriculum Committee or the Graduate Curriculum Committee for further consideration.

AdHoc Faculty Discussions on Curricular Matters, School of Architecture
These are formed as needed to address special matters. Select examples include:
- Workshop on the Design Implementation Sequence in our B.Arch program (Fall 2022), asking faculty to reflect on how the revised DI sequence is playing out, identifying aspects to celebrate as well as barriers or points of friction.
- Working Group on Grading, Evaluation, and Assessment (Fall 2022)
- Working Group on a potential Master of Science in Architecture Program (2022-2023)

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

Refer to section 5.1.2 for a description of the governance structure of the College of Architecture and Design, which includes titles and responsibilities of the Dean's Executive Committee, consisting of School Directors, Chairs, Associate Deans, and Administrative Leaders.

Refer to the attached *one-page resumes* of all full-time instructional faculty.

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:
Tenured, tenure-track faculty and non-tenure-track faculty follow the guidelines contained in the *UT Faculty Handbook.* for faculty development, review, and evaluation. Faculty workload consists of a combination of teaching, advising, research / scholarship / creative activity, and institutional and/or public service. The individual mix of these responsibilities is determined annually by the department head, in consultation with each faculty member, with review and approval of the dean and chief academic officer. The university requires that each member of the faculty perform a reasonable and equitable amount of work each year.

In the School of Architecture, new faculty appointment letters (especially for non-tenure track faculty) articulate the balance of teaching, research / scholarship / creative activity, and institutional and/or public service by percentage.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
Distinguished Lecturer Kevin Stevens, AIA, is currently serving as the program's NCARB Licensing Advisor and has maintained contact with and coordinated events with both the State of Tennessee NCARB Licensing Advisor and the University of Tennessee School of Architecture Student Licensing Advisor.

Recent attendance at events related to training and educational opportunities include:
- August 5-7, 2021 attended the NCARB Licensing Advisor Summit. Miami, FL.

- February 18-19, 2022 attended the Southern Conference NCARB 2022 Educators and Practitioners Conference. Birmingham, AL.

Recent events related to providing students access to information and resources related to NCARB, Licensure, and professional development opportunities include:
- February 3, 2022, helped organize and participated in an ARCH 462/ARCH 562 ProPrac Presentation by NCARB Nation Representatives including the Assistant Vice President of Experience and Education at NCARB, State of Tennessee National Licensing Advisor, and the University of Tennessee School of Architecture Student Licensing Advisor. 115 Student Attendees.
- April 6, 2022, organized an in-person NCARB Information Session for students (18 attendees) by NCARB National Reps including Assistant Vice President of Experience and Education at NCARB. Additionally organized individual meetings between NCARB reps and the Dean of the College of Architecture and Design, the Director of the School of Architecture, and the State of Tennessee and the University of Tennessee School of Architecture Student Licensing Advisor.
- Maintains open dialogue with the AIAS, CSIS, and local NCARB Licensing Advisors.

See also our response on PC.1 Career Planning in Sections 3A and 3B of this report.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:
The Director of the School of Architecture is responsible for the administration of academic programs in relation to the comprehensive academic mission of the University, and the provision of input to the College of Architecture and Design administration regarding the matters of infrastructure necessary to support departmental academic programs, including budgetary needs, physical facilities, and personnel issues under their jurisdiction.

Recent examples of administrative support to help faculty and staff to pursue professional development contributing to program improvement include:
- Financial support for faculty travel for research, scholarship, and creative work.
- Financial support of faculty research, scholarship, creative work, and engagement in the form of Faculty Research Development Grants and Faculty Recharge Grants.
- James Johnson Dudley Faculty Scholar which supports faculty research for two years.
- The Associate Dean for Academic Affairs and Research issues a regular update to the faculty outlining many research opportunities, including specific grants, fellowships, competitions, and awards programs that may align with faculty research.
- UTK's Office of Research, Innovation, and Economic Development publishes a Newsletter on Arts and Design, and specialist Hannah Schmidt specifically looks for funding opportunities that may align with faculty research.,
- Financial support for the faculty mentor to our annual Ayedelott scholar.

Specific faculty accomplishments made possible by ongoing institutional support are noted in the *one-page resumes*, as well as in our collective contributions to the Shared Value of Knowledge and Innovation as outlined in Section 2 of this report.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:
The *College of Architecture and Design's Center for Student Development* provides important services that help students explore and engage with the college, university, community, and

world as each becomes a lifelong learner, confident decision maker, and contributor to the global society. This center serves a critical component of students' educational experience and success by supporting students through
- Academic advising and progression
- Honors programs
- Study abroad advising
- *Design Living/Learning Community*
- Internship opportunities
- Career placement
- Career Day
- Recruiting
- And student celebrations, like Welcome (Back) Day and Graduation Celebration

Within the College culture, students are also supported through informal and formal mentorships with upper-class students and faculty through diverse Student Organizations, engagement with professionals including the local American Institute of Architects chapter, students participating in the College's Digital Tutoring Center, and faculty who are invested in their success and well being.

Students are also supported by the *University's Division for Student Success*, which offers additional resources to help students maximize their individual strengths and understand how their strengths contribute to academic dreams, career paths, and personal well-being. This includes access to tutoring in math and writing as well as specialized academic workshops.

Additionally, the *University's Student Health Center* has a wide range of clinics and services for students. Our goal is to provide students with quality healthcare and assist in maintaining a healthy lifestyle to support success.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

Human Resources. The University offers benefits and accommodations that support social equity, diversity, and inclusion among current and prospective faculty, staff, and students including:
- *The Office of Equity and Diversity.* The department, part of the Division of Diversity and Engagement, fulfills an important compliance function by working with various legal mandates by the state and federal governments and university policies related to civil rights, equal employment, and affirmative action. OED also provides leadership and services that promote the institution's mission of creating and sustaining a learning environment that is welcoming to all and hostile to none.
    - Investigates complaints of discrimination filed based on race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, genetic information, veteran status, parental status.
    - Monitors and provides orientation training and/or direction on searches for faculty, executive administrative, and exempt staff positions to all campuses we serve.
    - Serves as an ex-officio member of campus commissions (UT Inclusion, Diversity and Engagement (UT IDE), Commission for Women, Commission for Blacks, Commission for LGBT, Commission for Disabilities, and Exempt Staff Council) and related committees (Stop Bias and Veteran Student Services) providing

services to the various diverse segments of our campus workforce and student body.
  - ○ Provides workshops and training for faculty, staff, and students on issues related to diversity in teaching and learning.
  - ○ Serves as the campus Title VI and ADA Coordinators for the Knoxville Area Units
- **Family and Medical Leave** is offered to eligible faculty and staff, (recently expanded to support non-tenure track faculty, who had previously been excluded) *policy link*
  - ○ Serious health condition of the employee
  - ○ Serious health condition of the employee's family member
  - ○ To provide care for a family member injured while on active military duty
  - ○ Qualifying exigent circumstances arising from a family member's military service
  - ○ Childbirth
  - ○ Adoption
  - ○ Foster care placement
- **Alternate Work Schedules** can be authorized
- **Educational Assistance** for employees attending UT, employees attending Tennessee Board of Regents institutions, and for spouse and/or eligible children attending UT of TBR institutions
- *Multicultural Student Life* creates a welcoming and inclusive campus environment by providing academic support, multicultural education, identity exploration, leadership development, and innovative programming
- *Bias Education and Referral Service*

Financial Resources The University provides financial support to further social equity, diversity, and inclusion benefitting current and future students, faculty, and staff including: including

- **Sponsorship and Funding for Faculty/Staff**. The *Division of Diversity and Engagement provides several funding opportunities for UTK faculty and staff*. Competitive funding is rooted and awarded based on data-driven potential to support the volunteer spirit, encourage discovery, and create impact.
- **Student Scholarships.** The *Office of Multicultural Student Life offers scholarship support to students* during their time at UT.
  Many other scholarships are available to support students from underrepresented groups. Our school of Architecture's Scholarships and Awards Committee determines scholarships each spring, which are awarded for the following school year, based on the terms specified by the donors, who make the scholarships possible. The number of scholarships and the size of the financial awards varies.

Physical Resources. The University has undertaken facility upgrades to support social equity, diversity, and inclusion benefitting current and future students, faculty, and staff including:

- Addition of Lactation Rooms
- Toilet Room Upgrades to address contemporary accessibility standards
- Addition of Gender Inclusive Restrooms
- Upgrading egress stairs to provide Areas of Refuge
- See as well our response to Section 5.5.5 for a description of resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:
Please refer to the program response in Section 2 for the Shared Value of Equity, Diversity, and Inclusion for a holistic narrative about our multi-pronged approach for enriching the lives

NAAB

of all members of the college community by pursuing a clear program focused on highlighting the importance of diversity, equity, and inclusion.

Maintaining and increasing the diversity of our faculty and staff remains a critical priority that informs teaching appointments, faculty and administrator searches, and invitations to guests for final reviews, lectures, exhibitions, and other special events.

- A significant part of our diversity plan is inviting a wide range of visitors to the school for lectures, exhibitions, workshops, and final reviews. These external voices have been critical in broadening the professional and creative perspectives of students and faculty alike. They have supplemented the School's faculty on final reviews allowing the Director to provide more diversity (gender, race, ethnicity, nationality, discipline, academic culture) in the review panels for most students' final reviews. They have also allowed students to connect with potential mentors or people whose careers might be aspirational, especially through lectures such as those by Sir David Adjaye, V. Mitch McEwan, Germane Barnes, Emmanuel Admassou, Mitchell Squire, DJ Spooky/Paul D. Miller, Maya Bird-Murphy, Demar Matthews, Felecia Davis, Xiaowei Wang, and Sekou Cooke, among others.
- A critical objective of the diversity plan is to recruit diverse candidates in administrator and faculty searches. The pool of shortlisted candidates for our recent searches for Tennessee Fellows, tenure-track faculty, Director, and Dean have been significantly diverse.
- Since the time of the last accreditation visit, the School of Architecture has only been able to run one tenure-track faculty search. This search, explicitly seeking architectural designers with technical expertise resulted in two exceptional educators joining the faculty: Maged Guerguis and Marshall Prado, one of whom is Latino.
- Comparing faculty demographics over the past eight years, at the time of the last accreditation we had 23 full-time faculty, eight were women, and one was of racial or ethnic diversity. In 2022-23 we have 27 full-time faculty, eight are women, and two are of racial/ethnic diversity.
- Diversity is far better among our part-time and visiting faculty, though we are not always able to retain and support them on a long-term basis. Mitchell Squire, Curry Hackett, Nate Imai, Joseph Cole, DeMaury Mumphrey, and Jenny Wu have all expanded the racial diversity of our faculty. In addition to Mumphry and Wu, we've had other women visiting faculty including Anne Duvall Decker, Billie Faircloth, Katie MacDonald, Cayce Anthony, Lauren Buntemeyer, and Lindsay Clark.
- Our administrative leadership for the College includes a Dean, Associate Dean, and four School Directors. Half are women and one is Hispanic/Latino. The administrative staff has a strong majority of women.

More work remains to be done in expanding the diversity of our faculty and administration. These efforts have been hampered by the lack of tenure-track searches available to our School. The College administration prioritized tenure-track searches in other schools, which have greatly expanded the racial and ethnic diversity of the College faculty as a whole. We are happy to report that the School of Architecture has two searches underway this academic year: to hire up to two tenure-track faculty as well as a new Tennessee Fellow (two-year lecturer). All searches are prefaced with Diversity, Equity, and Inclusion training for all committee members through STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence), a University initiative to support efforts to hire and retain a diverse faculty by using peer-to-peer instruction about academic research on bias and diversity. Retention of diverse faculty is also aided by University-level professional development for faculty in best practices for broadening participation in our research such as the *Broader Impacts Toolbox* to promote research including traditionally underrepresented populations,

The student body is increasingly diverse and female year after year. Based on the 2021 Annual Statistical Report, our B.Arch full-time student population is 54% female / 46% male, and 80% white / 7% Hispanic/Latino, 4% Asian, 4% Black or African American / 3% multiracial / 1 % Native American. Our M.Arch full-time student population is 67% female / 33% male, and 79% white / 10% Black or African American / 8% Hispanic or Latino / 4% multiracial.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:
The plan for maintaining or increasing the diversity of students since the last accreditation cycle has involved a concerted effort among leadership, faculty, and students of the School of Architecture to enrich the lives of all members of the college community by pursuing a clear program focused on highlighting the importance of diversity, equity, and inclusion. These have been direct and indirect efforts to build a more culturally aware and healthy teaching, learning, and working environment for all. Fundamental to this plan is the role of recruiting and mentoring students from diverse backgrounds as we build a more inclusive and welcoming culture.

- The undergraduate admissions committee has a clear mandate to look beyond the grade point average and test scores to seek candidates for admission who bring diverse life experiences to our programs.The admissions policy for the B.Arch program also made the portfolio submission optional instead of required to remove potential barriers to entry. The University has begun accepting the Common Application for undergraduate admissions, also increasing our applicant pool. These efforts have resulted in a steady percentage rise in students with diverse cultural, racial, and ethnic backgrounds.
- We have become more actively involved with ACE Mentorship reaching out to high school students from diverse backgrounds to help them imagine a future career in architecture.
- Our Design Matters Summer Camp for high school students also actively recruits students from diverse backgrounds and offers scholarships to incentivize their participation.
- Many College Scholarships are in place specifically to support students from diverse backgrounds and to help reduce financial burdens that might impact their academic success.
- In 2022, the formation of the DEI Action Committee at the college level allowed us to begin a more broadly-based conversation about Learning and Teaching culture, supported by the university's Center for Teaching and Learning (CTL). This was articulated by both the National AIA supplement "Equity in Architectural Education" and AIAS' "Learning and Teaching Culture Policy Project," model proposals in support of a balanced roadmap to creating an accepting and equitable environment for design education.
- The DEI Committee has held preliminary meetings on the matter involving students, staff, and faculty. While in progress, our effort focuses on the development of a clear policy, and a set of best practices in teaching and learning (on both sides of student-teacher course relationships) that can be applied across all undergraduate and graduate programs in the college.
- In 2021, students in the College and the School of Art, with whom we share the Art and Architecture Building, planned a celebration of culture for Black History Month. Through this, they were establishing a new culture to unite all disciplines in the A+A, elevate the contributions of Black designers in the curriculum, and honor creators of color in February and beyond.
- One of our student organizations, the National Organization of Minority Architects Students (NOMAS), is dedicated to cultural pluralism and seeks to provide a collective voice for underrepresented students by building a sense of community.
- And through our active student exchange program, we host close to 20 international students each year, adding another layer of diversity to the studios.

As described in 5.5.3, the architecture student body is increasingly diverse and female year after year. Based on the *2021 Annual Statistical Report*, our B.Arch full-time student population is 54% female / 46% male, and 80% white / 7% Hispanic/Latino, 4% Asian, 4% Black or African American / 3% multiracial / 1 % Native American. Our M.Arch full-time

student population is 67% female / 33% male, and 79% white / 10% Black or African American / 8% Hispanic or Latino / 4% multiracial.

These demographics generally align with those of the full student population of the University. UTK full-time undergraduate population in 2022 is 55% female / 45% male, 78% white / 11% American Indian or Alaska Native / 6% Hispanic or Latino / 5% Black or African American / 5% multiracial / 4% Asian or Pacific Islander / 2% international. The UTK 2022 full-time graduate population is 58% female / 42% male, 70% white / 5% Black or African American / 5% Hispanic or Latino / 3% Asian or Pacific Islander / 3% multiracial / 14% International.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:
Many social equity, diversity, and inclusion initiatives and policies at UT Knoxville guide and represent efforts at the School of Architecture, the College of Architecture and Design, and the University as a whole. These initiatives and policies undergo continual review and scrutiny by the students, the faculty, the academic leadership, and the upper administration. These include work done by the following groups:

> **UTK CoAD Director of Diversity Relations (DDR)**, Milagros Zingoni Phielipp
> **UTK CoAD Council of Diversity, Equity, and Inclusion**
> **UTK CoAD NOMAS Chapter, National Organization of Minority Architecture Students**
> **UTK CoAD Women in Design Student Organization**
> **UTK CoAD Center for Student Development**

Current statements of resources and guidelines can be found online at the following links:

> *UTK CoAD Diversity and Inclusion Information*
> *UTK CoAD Allyship and Antiracism Resources*
> *UTK CoAD Annual Diversity Action Priorities 2022*
> *UTK Division of Diversity and Engagement*

The University's Office of Equity and Diversity publishes current information about non-discrimination policies, including specific language of the University of Tennessee Knoxville, Non-Discrimination Statement EEO/AA statement. This statement must be included in any hiring announcements, in any material used for recruiting students, faculty, or staff, and in publications that contain general information for the public, including alumni/ae, faculty, staff, students, or other participants or beneficiaries of university programs.

> *UTK EEO/AA Statement on Non-Discrimination*

The University's STRIDE initiative (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) is a faculty-led committee to increase excellence and diversity by improving faculty hiring processes that seek to attract and retain the best possible candidates. They offer peer-to-peer instruction to faculty members serving on search committees through training workshops about academic research on bias and diversity.

> *UTK STRIDE*

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:
The University and College collectively provide many resources for faculty, staff, and students with different physical and/or mental abilities. Students are asked to document with the *University's Office of Student Disability Services* any conditions they have that may limit their

ability to successfully complete the requirements of their coursework and to request reasonable accommodations. Student Disability Services (SDS) is committed to partnering with the UT community to ensure an accessible university experience for students with disabilities by removing or minimizing barriers. They facilitate disability education, advance the concepts of universal design, and promote disability as a component of diversity to increase inclusion on campus.SDS communicates with appropriate faculty and staff who can facilitate student accommodations which might include: note takers attending class, recording class by Zoom to make it available with closed captioning, allowing absences or flexible attendance for medical needs, allowing students additional time to complete timed assignments, and others. Academic advisors and tutors are also available to assist students with special needs.

Instructional space within the Art and Architecture Building including studios with student workstations as well as review galleries, seminar spaces, and lecture halls are all outfitted with equipment and technology to assist students and faculty with different physical and/or mental abilities. This includes adjustable height desks, chairs of different sizes, inclusive spaces for wheelchairs and service animals, and a full range of televisual communication devices and software applications for recording and sharing classes.

Additionally, the *University makes ADA accommodations* for faculty, staff, and visitors and is committed to its role in providing equal opportunity and access to employment and education for persons with disabilities. The university provides reasonable accommodations to otherwise qualified faculty and staff who are disabled or become disabled and need assistance performing the essential functions of their positions.

5.6 Physical Resources
The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:
Art and 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. Architecture students have access to workspaces in the building 24 hours, seven days a week. 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 among students, faculty, artists, and architects. With its exposed concrete structure and open-trussed roof, massive mechanical systems, and elegant joint details, the building was designed as a literal exemplar of a learning environment for its architecture students.

Fab Lab, (20,000 sq ft). The College of Architecture and Design purchased and renovated the historic Jewel building in downtown Knoxville to house studio spaces, seminar space, advanced fabrication facilities for design-build explorations and material research, and administrative support. *The FabLab* is staffed by two full-time supervisors and trained student workers. The

fabrication equipment available to students and faculty housed here includes CNC routers, water-jet cutters, 3D printers, laser cutters, digital and manual milling machines, 4-axis and 9-axis robots, as well as the facilities and tools comprising a full wood shop and full metal shop.

Over the last several years a significant investment in the physical resources in the school has been made to respond to changing modes of working, including remote and virtual, and to encourage opportunities for collaboration and exploration. Many of these creative innovations have supported our curricular approach, however, some approaches outlined here are a direct result of an expanding student population without support from the university for additional instructional space. The College is exploring an option to acquire additional instructional space at a satellite location Downtown, which could be available as early as Fall of 2024. We are embracing creative solutions to space constraints. Within the A+A, we have:
- Studio spaces: permanent, individual desks for all students has been the norm for most of the history of the school. For the 2022-2023 academic year eight studio spaces have been redesigned and reconfigured to emphasize shared resources for collaborative work and to accommodate space constraints. The effectiveness of shared desking will be reviewed with faculty and students over the course of the year and the model will be refined. QR codes linked to surveys have been posted throughout the building to engage our community and several discussion groups will meet to review as the academic year progresses.
- High-speed wired and wireless access to the College server, software, and printers.
  - Cloud services - Google, Microsoft, Adobe Suite, and Mural.
- A+A Wood Shop (3,000 sq ft), staffed by a full-time supervisor and trained student workers. With conventional power tools, laser printers (2), and a CNC-milling machine
- Experimental Construction Platform.
- Digital Print Center: printing and reproduction facilities
  - Self-service large format plotters distributed throughout the buildings
  - Self-service color and black and white laser printers
  - 3D printers
- Vol Shop, a material supply store located in the A+A
- Ewing Gallery (3,000 sq ft). Begun in 1981, the Ewing Gallery of Art + Architecture is a professionally managed university gallery, funded by the School of Art and the College of Architecture and Design. The Ewing coordinates exhibitions that illustrate both historical and current attitudes in art and architecture and support the academic goals of these respective areas. As a shared resource, the Ewing has held a significant role in supporting the B.Arch and M.Arch curricula having served as the location for studio final reviews, design awards and scholarship reviews, and hosting symposia and exhibitions directly supporting studio learning.
- Photography Lab with 4 model photography stations and including professional quality still and video cameras, backdrops, and lighting resources. The photo studio was significantly redesigned for the 2022-2023 academic year to make the space and equipment more accessible to a greater number of students for greater periods of time.
- Materials Resource Library, curated material samples and catalogs, audio-visual equipment available for check.
- A new dedicated Design Futures Lab including space for VR and AR design work and dedicated space and equipment for the recording of lecture material and presentations has been established for the 2022-2023 academic year.
- Einsteins Bagels, a cafe run by the University.
- Starlink Robots, a fleet of autonomous food-delivery robots were introduced to campus in Fall 2022, delivering food from partner restaurants and on-campus providers to students, faculty, and staff at various locations, including the A+A Building.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

Beyond those listed in 5.6.1, spaces to support and encourage didactic and interactive learning within the A+A Building include:
● Reading Room for juries, classes, and exhibitions, with exterior courtyards.
● Clerestory Room for reviews and classes, with projector and multiple monitor display and teleconferencing capabilities
● Technology-enabled Lecture Halls (3) and Classrooms that include traditional digital projection systems, Cynap resources, and provisions for remote collaboration.
● Central atrium space that variably serves as exhibition space, presentation space, and casual meeting spaces throughout the semester.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:
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 mailroom with copier, scanners, and printers
● Copy stand and photography equipment
● Conference Rooms
● Individual workstations and laptops for all faculty.
● iPads, interactive pen tablets, high-quality teleconferencing headsets, and external monitors for all faculty use in studios, classrooms, and for remote instruction.
● High-resolution video cameras and teleconferencing audio devices.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:
● Access to all printers, plotters, technology, etc. arranged through online reservation systems that provide access to students around the clock.
● Remote access to 3D printing.
● Student Digital Tutoring Center to encourage and develop a culture of mentoring.
● YouTube and other online resources to assist students with specific software capabilities.
● Use of course management software including Canvas, Microsoft Teams, and Zoom.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:
The shift to online teaching necessitated by the recent pandemic has brought about a significant change in the way that physical resources are utilized and considered. While these changes were initially undertaken largely as emergency stop-gap measures, they have come to be seen as having a beneficial effect on the curriculum and have helped identify new opportunities.
● A handful of studios are currently offered with an online instructional component and most are now adept at hybridizing in-person/online modalities allowing for a greater variety of national and international critics to participate in our School as guest lecturers, visiting critics for reviews, and as studio critics.
● All online studios have been and will be provided with dedicated workspace within the Art and Architecture building to maintain a physical presence in the school and to foster studio culture.
Another result of the shift to online instruction has been an increase in the prevalence of digital presentation techniques instead of analog print. This has required that the school increase the number of large high-definition monitors and large-scale projection screens available. This has also lowered the printing costs of various courses thereby helping with access for many students.

NAAB

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

The BAM system imposes significant changes to the structure and allocation of funding. As a result, revenues and expenditures are shifting into the College's budget and in turn into School's. For example, student TA wages were previously budgeted at the College level, but beginning FY '24, they will be budgeted at the School level. During the transition to this model, the actual allocation of funds to the operational aspects of our school's research support, student support, and faculty support has steadily and moderately increased. It's also important to note that BAM affects funding distribution at the college level, Schools within the College are not in competition with each other for enrollment-based resources. Budgets for the School are set by the CoAD Dean and the Director of Finance and Administration. Our '23 budget and '24 budget (not yet finalized), are *provided as an appendix*. While there is pressure to grow (to ensure that we remain competitive relative to other colleges on campus), and contribute to increased funding at the College level, differential tuition programs and the transparency of the BAM formulas allow us to predict with confidence that we will have the appropriate financial support for the foreseeable future. Relatedly, we are confident in our capacity to generate new revenue to fuel new research initiatives, experimental coursework, and enhance our support of students through scholarship.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

The *University of Tennessee Libraries* serves the flagship campus of Tennessee's premier public research university. The University of Tennessee holds the Carnegie Foundation Research 1 designation granted to doctoral universities with very high research activity. The UT Libraries supports the teaching, research, and service mission of the university and enhances the academic experience of each student at the Knoxville campus through print and electronic collections, reference and instructional services, and facilities and technological resources. The print and electronic collections include books, journals, newspapers, government documents, video, music, UT Archival materials, and more.

The John C. Hodges Library in the heart of campus houses the majority of the UT Libraries' collections and many unique services. Research assistance and technology services are available almost all hours of the week in the student-centric Commons—a popular venue for both studying and socializing. Technology-rich facilities and services include a multimedia digital production Studio and ever-expanding virtual resources that are easily discoverable. Unique historical documents and images from the Betsey B. Creekmore Special Collections and University Archives are available as digital collections. Two branch libraries offer specialized collections and services: the Webster C. Pendergrass Agriculture and Veterinary Medicine Library, and George F. DeVine Music Library.

The UT Libraries is a national leader in digital collections; in support of open access through our digital repository, Trace; and through a rich history of designing innovative spaces and building key partnerships that enhance the teaching/learning enterprise. The UT Libraries is a member of the Association of Research Libraries, the Association of Southeastern Research Libraries, HathiTrust, the Library Publishing Coalition, LYRASIS, and the Center for Research Libraries. The UT Libraries collaborates actively at the state level with the other University of Tennessee System libraries as well as the libraries in the Tennessee Board of Regents system.

NAAB

The University of Tennessee is committed to creating a welcoming environment and the UT Libraries champions diversity in collections and staffing. More information about how we put our principles of civility and community into action is available on the Diversity Committee webpage.

> Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

Specific to architecture, the UT Libraries provides *digital access to dozens of scholarly journals in architecture, architectural history, interior architecture, landscape architecture, and urbanism*.

Additionally, UT Libraries provides access to the *Avery Index of Architectural Periodicals*. Compiled at Columbia University's Avery Architectural & Fine Arts Library, the database indexes over 2,000 periodicals published worldwide. Coverage is from the 1930s to the present with selective indexing dating back to the 1860s.

Paris Whalon is the Subject Librarian for Architecture and Design based in Hodges Library. She provides direct student and faculty support for teaching and research. She leads a library systems orientation to first-year B.Arch. students and incoming graduate students. She also maintains the *Subject Guide in Architecture and Design* which curates a range of discipline-relevant resources.

In addition to resources provided through the UT Libraries, the College of Architecture and Design maintains a range of materials and equipment resources relevant to the B.Arch and M.Arch programs including:
- **Digital Futures Lab,** AAB 341: Virtual Reality (VR) and Augmented Reality (AR) equipment and resources for recording digital content for lectures and supporting digital production.
- **Photo Studio,** AAB 235: range of photography and film equipment including DSLR cameras, and tripods. dimmable and color-controlled light stands, backdrops, and tables.
- **Material Library**, AAB 313: material samples and product specifications.
- **Digital Print Center (DPC)**, AAB 313: printing and scanning services are available via digital upload. Students also have access to large-scale plotters and small-scale printers throughout the A+A and Fab Lab.
- **3D Printers**, AAB 313 and more: Students can access cloud-based 3D-printing services, directly print at 3D printer stations, and check out 3D printers for use in studio.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

NAAB

The Statement on NAAB-Accredited Degrees as published in the NAAB Conditions for Accreditation, 2020 Edition, is available on the College's Accreditation website under the heading "The National Architectural Accrediting Board (NAAB) / Statement":

>   **CoAD Accreditation:** *Accreditation - UTK College of Architecture and Design*

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:
   a)   Conditions for Accreditation, 2020 Edition
   b)   Conditions for Accreditation in effect at the time of the last visit, 2009 Edition
   c)   Procedures for Accreditation, 2020 Edition
   d)   Procedures for Accreditation in effect at the time of the last visit, 2012 Edition

Program Response:
All required NAAB Conditions and Procedures are available on the College Accreditation website under the heading "Access to NAAB Conditions and Procedures":

>   **CoAD Accreditation:** *Accreditation - UTK College of Architecture and Design*

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:
Career Development resources are available on the College's Accreditation website under the heading "Access to Career Development Information":

>   **CoAD Accreditation:** *Accreditation - UTK College of Architecture and Design*

Additional Career Development Information is available, including:

- *Career Day* is an annual event including opportunities for students to interview, meet and network with dozens of firms from across the country, held in the UT Student Center Ballroom. Our Office of Student Services organizes career planning workshops, portfolio reviews, interview advice, and logistical training on how to navigate Career Day. In 2023, 100 firms participated in Career Day through student interviews, firm presentations, and other social events connecting to students, faculty, and alumni.
- **Handshake** is an online career portal linking students to job databases, on-campus interviews, internship opportunities, and more. By activating their profile, students can upload resumes and cover letters, submit applications, sign up for on-campus interviews, view dates for employer information sessions, and track job search activities.
- **NCARB Events.** The School of Architecture benefits from advice and guidance on career paths and licensure through the direct participation of NCARB Assistant Vice President Martin Smith, the NCARB Licensing Advisor, Prof. Kevin Stevens, and the NCARB Student Advisor (Aubrey Bader in 2020-21, Kari Essary in 2021-22, Lexi Anderson for 2022-23). These individuals give cameo lectures in ARCH 101/107 and ARCH 462, as well as hosting extra-curricular events such as APX Workshops.
- Additional Career Planning resources are offered through the Professional Practice course (ARCH 462/562)

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:
   a)   All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
   b)   All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit

c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

All required accreditation reports and related documentation, access to NCARB ARE pass rates, statements and policies on learning and teaching culture, and statements and policies on diversity, equity, and inclusion are available on the College's Accreditation website under the heading "Public Access to Accreditation Reports and Related Documents":

    CoAD Accreditation: *Accreditation - UTK College of Architecture and Design*

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:
a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

Policies and procedures that govern the evaluation of applicants for admission to the B.Arch. and M.Arch. Programs are available online through the following links:

    Undergraduate Architecture Admissions
    UTK Undergraduate Academic Catalog 2022-23, CoAD B.Arch. Admissions
    UTK Undergraduate Academic Catalog 2022-23, CoAD B.Arch. Advising
    Master of Architecture Admissions
    UTK Graduate Academic Catalog 2021-22, CoAD M.Arch. Admissions

These links are also available on the College's Accreditation website under the heading "Admissions and Advising":

    CoAD Accreditation: *CoAD Accreditation*

Of note related to diversity goals, the admissions policy for our B.Arch program articulates that the portfolio requirement is now optional. For the M.Arch program, the GRE has been made optional. This was a decision made by the faculty to reduce barriers for entry that might disproportionately affect students from underrepresented groups. We conduct a holistic review of each applicant.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

Students have access to current resources and advice for making decisions about financial aid through the College's website:

Tuition and Aid - UTK College of Architecture and Design

This site also directs students to the University's One Stop Student Services website, which includes resources for financial aid and scholarships:

About Financial Aid | One Stop Student Services
Scholarships | One Stop Student Services

These links are also available on the College's Accreditation website under the heading "Student Financial Information" :

CoAD Accreditation: *Accreditation - UTK College of Architecture and Design*

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:
The College's website on Tuition and Aid summarizes the costs students should anticipate over the time of their degree program. It also directs students to a series of resources for financial information including the University's OneStop administrative site, the applicable tuition and fees, the Financial Aid Office, a cost calculator, specifications and cost estimate for the required computer purchase, and a statement on financial aid options.

Tuition and Aid - UTK College of Architecture and Design
Cost of Attending UT | One Stop Student Services
Personal Cost Estimate | One Stop Student Services
Computer Resources and Requirements - UTK College of Architecture and Design

These links are also available on the College's Accreditation website under the heading "Student Financial Information":

CoAD Accreditation: *Accreditation - UTK College of Architecture and Design*

Architecture Program Report Amendment

University of Tennessee, Knoxville

Jul 15, 2023

NAAB

National
Architectural
Accrediting
Board, Inc.

NAAB

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:
Please refer to the program response in Section 2 for the Shared Value of Equity, Diversity, and Inclusion for a holistic narrative about our multi-pronged approach for enriching the lives of all members of the college community by pursuing a clear program focused on highlighting the importance of diversity, equity, and inclusion.

Maintaining and increasing the diversity of our faculty and staff remains a critical priority that informs teaching appointments, faculty and administrator searches, and invitations to guests for final reviews, lectures, exhibitions, and other special events.
- A significant part of our diversity plan is inviting a wide range of visitors to the school for lectures, exhibitions, workshops, and final reviews. These external voices have been critical in broadening the professional and creative perspectives of students and faculty alike. They have supplemented the School's faculty on final reviews allowing the Director to provide more diversity (gender, race, ethnicity, nationality, discipline, academic culture) in the review panels for most students' final reviews. They have also allowed students to connect with potential mentors or people whose careers might be aspirational, especially through lectures such as those by Sir David Adjaye, V. Mitch McEwan, Germane Barnes, Emmanuel Admassou, Mitchell Squire, DJ Spooky/Paul D. Miller, Maya Bird-Murphy, Demar Matthews, Felecia Davis, Xiaowei Wang, and Sekou Cooke, among others.
- A critical objective of the diversity plan is to recruit diverse candidates in administrator and faculty searches. The pool of shortlisted candidates for our recent searches for Tennessee Fellows, tenure-track faculty, Director, and Dean have been significantly diverse.
- Since the time of the last accreditation visit, the School of Architecture has only been able to run one tenure-track faculty search. This search, explicitly seeking architectural designers with technical expertise resulted in two exceptional educators joining the faculty: Maged Guerguis and Marshall Prado, one of whom is Latino.
- Comparing faculty demographics over the past eight years, at the time of the last accreditation we had 23 full-time faculty, eight were women, and one was of racial or ethnic diversity. In 2022-23 we have 27 full-time faculty, eight are women, and two are of racial/ethnic diversity.
- Diversity is far better among our part-time and visiting faculty, though we are not always able to retain and support them on a long-term basis. Mitchell Squire, Curry Hackett, Nate Imai, Joseph Cole, DeMaury Mumphrey, and Jenny Wu have all expanded the racial diversity of our faculty. In addition to Mumphry and Wu, we've had other women visiting faculty including Anne Duvall Decker, Billie Faircloth, Katie MacDonald, Cayce Anthony, Lauren Buntemeyer, and Lindsay Clark.
- Our administrative leadership for the College includes a Dean, Associate Dean, and four School Directors. Half are women and one is Hispanic/Latino. The administrative staff has a strong majority of women.

More work remains to be done in expanding the diversity of our faculty and administration. These efforts have been hampered by the lack of tenure-track searches available to our School. The College administration prioritized tenure-track searches in other schools, which have greatly expanded the racial and ethnic diversity of the College faculty as a whole. We are happy to report that the School of Architecture has two searches underway this academic year: to hire up to two tenure-track faculty as well as a new Tennessee Fellow (two-year lecturer). All searches are prefaced with Diversity, Equity, and Inclusion training for all committee members through STRIDE (Strategies and Tactics for Recruiting to Improve

Diversity and Excellence), a University initiative to support efforts to hire and retain a diverse faculty by using peer-to-peer instruction about academic research on bias and diversity. Retention of diverse faculty is also aided by University-level professional development for faculty in best practices for broadening participation in our research such as the *Broader Impacts Toolbox* to promote research including traditionally underrepresented populations,

The student body is increasingly diverse and female year after year. Based on the 2021 Annual Statistical Report, our B.Arch full-time student population is 54% female / 46% male, and 80% white / 7% Hispanic/Latino, 4% Asian, 4% Black or African American / 3% multiracial / 1 % Native American. Our M.Arch full-time student population is 67% female / 33% male, and 79% white / 10% Black or African American / 8% Hispanic or Latino / 4% multiracial.

> **5.5.3** Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:
The plan for maintaining or increasing the diversity of students since the last accreditation cycle has involved a concerted effort among leadership, faculty, and students of the School of Architecture to enrich the lives of all members of the college community by pursuing a clear program focused on highlighting the importance of diversity, equity, and inclusion. These have been direct and indirect efforts to build a more culturally aware and healthy teaching, learning, and working environment for all. Fundamental to this plan is the role of recruiting and mentoring students from diverse backgrounds as we build a more inclusive and welcoming culture.
- The undergraduate admissions committee has a clear mandate to look beyond the grade point average and test scores to seek candidates for admission who bring diverse life experiences to our programs. The admissions policy for the B.Arch program also made the portfolio submission optional instead of required to remove potential barriers to entry. The University has begun accepting the Common Application for undergraduate admissions, also increasing our applicant pool. These efforts have resulted in a steady percentage rise in students with diverse cultural, racial, and ethnic backgrounds.
- We have become more actively involved with ACE Mentorship reaching out to high school students from diverse backgrounds to help them imagine a future career in architecture.
- Our Design Matters Summer Camp for high school students also actively recruits students from diverse backgrounds and offers scholarships to incentivize their participation.
- Many College Scholarships are in place specifically to support students from diverse backgrounds and to help reduce financial burdens that might impact their academic success.
- In 2022, the formation of the DEI Action Committee at the college level allowed us to begin a more broadly-based conversation about Learning and Teaching culture, supported by the university's Center for Teaching and Learning (CTL). This was articulated by both the National AIA supplement "Equity in Architectural Education" and AIAS' "Learning and Teaching Culture Policy Project," model proposals in support of a balanced roadmap to creating an accepting and equitable environment for design education.
- The DEI Committee has held preliminary meetings on the matter involving students, staff, and faculty. While in progress, our effort focuses on the development of a clear policy, and a set of best practices in teaching and learning (on both sides of student-teacher course relationships) that can be applied across all undergraduate and graduate programs in the college.
- In 2021, students in the College and the School of Art, with whom we share the Art and Architecture Building, planned a celebration of culture for Black History Month. Through

this, they were establishing a new culture to unite all disciplines in the A+A, elevate the contributions of Black designers in the curriculum, and honor creators of color in February and beyond.

- One of our student organizations, the National Organization of Minority Architects Students (NOMAS), is dedicated to cultural pluralism and seeks to provide a collective voice for underrepresented students by building a sense of community.
- And through our active student exchange program, we host close to 20 international students each year, adding another layer of diversity to the studios.

As described in 5.5.3, the architecture student body is increasingly diverse and female year after year. Based on the *2021 Annual Statistical Report*, our B.Arch full-time student population is 54% female / 46% male, and 80% white / 7% Hispanic/Latino, 4% Asian, 4% Black or African American / 3% multiracial / 1 % Native American. Our M.Arch full-time student population is 67% female / 33% male, and 79% white / 10% Black or African American / 8% Hispanic or Latino / 4% multiracial.

These demographics generally align with those of the full student population of the University. UTK full-time undergraduate population in 2022 is 55% female / 45% male, 78% white / 11% American Indian or Alaska Native / 6% Hispanic or Latino / 5% Black or African American / 5% multiracial / 4% Asian or Pacific Islander / 2% international. The UTK 2022 full-time graduate population is 58% female / 42% male, 70% white / 5% Black or African American / 5% Hispanic or Latino / 3% Asian or Pacific Islander / 3% multiracial / 14% International.

Student diversity has increased since our last accreditation report. For the most part, this increase is consistent with or exceeds increases in university population. Major indicators are noted based on changes from 2013 report to the 2022 report:
(though because of smaller population, M.Arch numbers fluctuate more, and the change is best reflected in multi-year data, which is attached)

- Increase in the ratio of women to men, up from 50% to 55% in the B.Arch and 39% to 69% in the M.Arch
- Increase in students who identify as Hispanic men of any race from 4% to 8% in the B.Arch and 0% to 8% in the M.Arch.
- Increase in students who identify as Hispanic women of any race from 3% to 7% in the B.Arch and 0% to 3% in the M.Arch.
- Students who identify as Black or African American have stayed relatively consistent in the B.arch and have consistently reflected a 1-3% more students, as a percent of the total population, compared the portion of Black or African American students in the university population.
- Students who identify has Black or African American or as two or more races has increased in our M.Arch, though our relatively small total population makes leads to that indicator fluctuate year over year. (See attached charts)