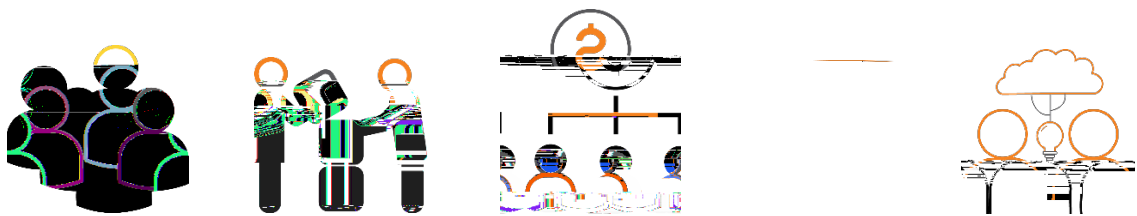


1<sup>st</sup> year class with 59 students (average GPA 3.98).

- 3- Our applications were the largest yet, with 423 applications, and more than 200 students had GPAs above 4.0.
- 4- We provided a summer transfer opportunity for those students who missed this option the year before due to COVID-19. This resulted in increasing the 2<sup>nd</sup> year class to 56 students.
- 5- Between these two large cohorts and the work of my predecessor Professor Matthews, our  
)
- 11- Papers about empathy authored by students Ariani Harrison and Kathryn Hopkins were accepted to EDULEARN 2021 International Conference.
- 12- We were able to give \$58K in students scholarships.
- 13- We organized and leveraged studios to “go above the noise.” This matrix represents the type of student.



Competitions

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

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



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