

1 Academic Leadership

College Mission, Focus, and Goals

The College mission, "To see and understand, to envision and create" developed from the founding mission of the School of Architecture in 1965: "To see, to draw, to build."

The College focus on "Space, Technology, and Place" resonates with both faculty and alumni. This focus built on past strengths, while unifying broad faculty interests in common themes.

Curriculum: Changes and Innovations

The curriculum of an academic program is an ever-evolving process, balancing national accreditation criteria, professional trends, university requirements, collective faculty beliefs, and individual faculty interpretations of individual courses.

The College curriculum has traditionally combined a design orientation with a strong emphasis in technology.

In 1996, a major curriculum change for the B. Arch. program retained a design emphasis while improving opportunities for students to pursue personal interests. Some key changes included:

- a reduction in the percentage of professional courses.
- an introduction of two required freehand drawing courses and a computer course.
- a significant increase in non-architecture electives, from one to nine.

As a result of the curriculum changes, approximately 15% of a graduating class has pursued minors or majors in other academic disciplines such as:

- Anthropology
- Business
- Engineering
- History
- Languages
- Ornamental Horticulture
- Philosophy
- Sculpture
- Urban Studies

Marleen Kay Davis involvement

In an academic environment, the definition of the mission and curriculum is a faculty effort in which a multitude of voices are heard. Leadership comes through identifying common denominators within the faculty that allow general agreement, while preserving individual faculty initiative and identity.

University of Tennessee College of Architecture and Design

A professional design education that focuses on space, technology and place.

About Our College

Our Mission

To see and understand
To envision and create

The mission of the College of Architecture and Design is the education of future design professionals. A professional education is characterized by integrity and responsibility, and informed by knowledge and orientation.

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

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

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

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

Our Curricular Focus

Building on our understanding of history and theory, design is informed by issues related to space, technology, and place.

SPACE

UNDERSTAND ARCHITECTURE AS THE DESIGN OF SPACE....

More than just a well made construction, architecture and design involves the experience of space, from the scale of the person to the scale of the city. As a defined entity, architectural space has clear properties of form, enriched by considerations such as historical precedent, scale, use (program), materials, and site.

TECHNOLOGY

CRITICALLY EXPLORE TECHNOLOGY AND DESIGN....

Since the Industrial Revolution, rapid changes in technologies have profoundly transformed our understandings of the design, construction, and perception of the built environment. The College has traditionally had a strong commitment to critically explore the design and spatial possibilities of evolving technology.

PLACE

CONSIDER ARCHITECTURE IN ITS CONTEXT....

From the scale of the room to the scale of the city, a sense of place arises from the unique attributes of each specific site, design, use, and culture. Architecture is not simply a good building. Architecture must be considered in its broadest cultural, physical, and historical context. Interior designers develop a strong sensitivity to the human interactions at the micro-scale. Consequently, architects and designers should aspire to a broad based education in the arts and humanities.

Our Programs

B. Arch.	5 year professionally accredited architecture program
M. Arch.	3 year professionally accredited architecture program for students with no prior background in architecture. Students from accredited 4+2 architecture programs are welcome and may receive advance standing in this program.
B.S.I.D.	4 year professionally accredited interior design program, required for license and title as an Interior Designer
For Transfers	Transfer students are welcome into the College programs, during the regular admissions cycle. Advance standing is awarded on a case-by-case basis.

Our Goals

- To be recognized as one of the leading architecture and interior design programs.
- To create an academic community worthy of the faculty's highest aspirations and commitment.
- To continually reassess curriculum and effective methods of learning, promoting an intellectual climate of critical thinking.
- To explore and integrate issues of technology in the curriculum and in faculty research.
- To foster diverse interactions within the University and with communities throughout the state.
- To actively recruit and retain the highest quality student body and faculty.

THE UNIVERSITY OF TENNESSEE SCHOOL OF ARCHITECTURE									
BACHELOR OF ARCHITECTURE									
FIVE-YEAR CURRICULUM - 2001									
	PROFESSIONAL CURRICULUM				LIBERAL ARTS CURRICULUM				
Year	History/Theory	Technical	Design	General Education	Liberal Arts	Liberal Arts	Liberal Arts	Liberal Arts	Liberal Arts
1	FALL 151 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
1	FALL 151 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
2	FALL 212 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
2	FALL 212 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
3	FALL 311 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
3	FALL 311 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
4	FALL 411 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
4	FALL 411 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
5	FALL 511 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
5	FALL 511 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
B. ARCH.	171 cr	32 cr	12 cr	13 cr	12 cr	12 cr	12 cr	12 cr	12 cr
TOTAL	15%	18%	10%	14%	14%	14%	14%	14%	14%
72% PROFESSIONAL				28% LIBERAL ARTS					

THE UNIVERSITY OF TENNESSEE SCHOOL OF ARCHITECTURE									
MASTER OF ARCHITECTURE									
FIRST PROFESSIONAL DESIGN 3-YEAR PROGRAM - 2002									
	PROFESSIONAL CURRICULUM				LIBERAL ARTS CURRICULUM				
Year	History/Theory	Technical	Design	General Education	Liberal Arts	Liberal Arts	Liberal Arts	Liberal Arts	Liberal Arts
1	FALL 151 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
1	FALL 151 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
2	FALL 212 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
2	FALL 212 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
3	FALL 311 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
3	FALL 311 3	211 3	211 3	101 3	101 3	101 3	101 3	101 3	101 3
M. ARCH.	118 cr	27 cr	12 cr	12 cr	12 cr	12 cr	12 cr	12 cr	12 cr
TOTAL	23%	23%	10%	14%	14%	14%	14%	14%	14%
100% PROFESSIONAL				0% LIBERAL ARTS					

2 Academic Leadership

Recruiting: Students, Faculty and Placement of Graduates

A great program depends on great students and faculty: therefore, recruiting was the top priority for Marleen Davis' activities as dean.

Student

Recruiting and Retention

Both architecture and interior design attract the highest quality under-graduates on the campus, with an entering high school GPA of 3.8, a significant increase from 3.3 in 1995.

When corrected for the five year B. Arch. program, the College has the highest retention rates on the campus.

Director of Advising from 1968-1998 Tom Davis deserves great credit for student recruiting and advising, as does his successor, Kathy Proctor.

Faculty

Recruiting and Retention

Dedicated faculty members are the key to the success of the College.

Faculty development has been the top priority in fundraising, with five new endowments since 1995 devoted to faculty development.

The College has had the benefit of 15 tenure-track appointments since 1995, and has been able to competitively recruit high quality faculty members.

Over 75% of the faculty members have professional licenses.

Diversity

Through a sustained effort in recruiting and mentoring, the College has seen a ten-fold increase in African American students. The College supported the formation of a student chapter of NOMA: National Organization of Minority Architects.

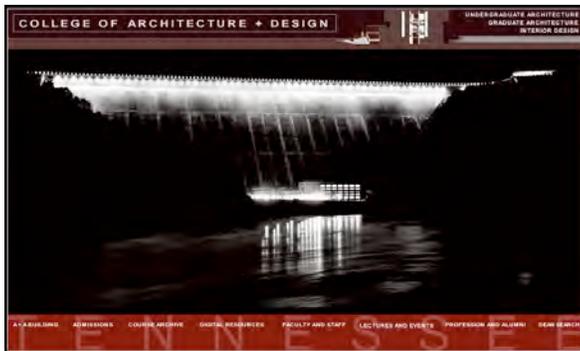
Students need many types of role models, and the College invited diverse individuals to the campus for faculty positions, for visiting lecturers, and for other events.

Placement of Graduates: TAAST Career Days

Working with the university Career Service Office, the College created a highly respected process for career interviews during TAAST: The Annual Architecture Sprint Thing. On some occasions, the number of interviewers has exceeded the number of graduates. Students received extensive advice regarding their resume, portfolio, and interviewing strategy.



NOMA student chapter hosts lecture with Ray Huff and Mario Gooden of Huff and Gooden Architects.



Admissions publications and award winning web site designed by faculty



Faculty after hours



Faculty collaboration in award winning design



Exhibit of Regional Firms during TAAST Career Days. Reception, and the UT contingent at TVS.



3 Academic Leadership

Robert B. Church III Lecture Series

Named in honor of a former dean, the Robert B. Church III Memorial Lecture Series Endowment has made a first rate lecture series possible. In many cases, an exhibit has complemented the lecture.

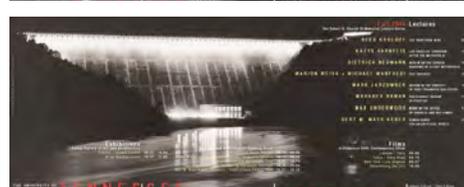
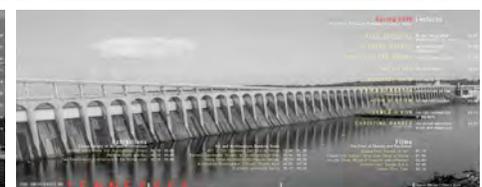
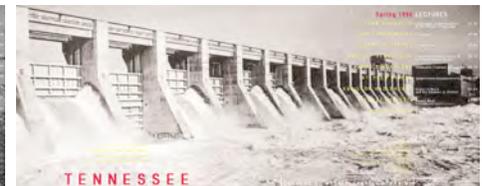
With a diverse range of events, the lecture series has proven to be very valuable to the School of Architecture in a number of ways:

- The lecture series' posters provided a visible index of the intellectual energy at the University of Tennessee.
- Student learning has been enhanced, with broad exposure to contemporary ideas, recent scholarship, interdisciplinary issues, and professional trends.
- Alumni and regional practitioners regularly participated in these events, gaining continuing education credit.
- The lecture series provided the groundwork for expanded networking among architectural educators, ultimately enhancing efforts to recruit new faculty.
- Faculty member Dean Almy designed the poster series, based on provocative images of Tennessee. Distributed nationwide to alumni and other architecture programs, the posters established visibility and identity for the University of Tennessee.

Marleen Kay Davis involvement:

While many faculty were involved in planning the lecture series, this was an important priority for Marleen Kay Davis as dean. She provided many of the lecture introductions and personally hosted most visitors.

Between 1994 and 2003, Professor Thomas K. Davis was indispensable in arranging approximately 200 lectures, 70 film showings, and 70 exhibits. Exhibits were held in the Art + Architecture Building, in the Ewing Gallery or on the "Wall" adjacent to the Commons.



4 Academic Leadership

Exhibitions and Special Events

While the College sponsored many activities and events, two events have national significance as major contributions to scholarship within the discipline.

Exhibit and Catalog *The Architecture of Bruce McCarty: Selected Projects*

This exhibit and catalog documented five decades of significant design work by Bruce McCarty, the highly respected architect in Tennessee.

In 1955, *The Today Show* on ABC invited Bruce McCarty and his wife Elizabeth to discuss his designs for the affordable house of the future, which included standardized construction and components. In addition to his award-winning architectural practice, Bruce McCarty was a driving force in the 1965 creation of the School of Architecture and in the 1972 creation of the East Tennessee Community Design Center, which is one of the oldest such pro-bono design centers in the country.

ACSA Regional Conference *Modern Architecture: An Incomplete Project*

The University of Tennessee hosted this conference, including a national call for papers as well as inviting a wide range of key-note speakers and moderators.

The conference goal was to promote a critical reassessment of modernism, exploring a range of related themes.

The Conference Co-chairs were Jon Coddington and T.K. Davis, who later served as co-chairs for the record-breaking 2003 AIA Tennessee Annual Conference.

Marleen Kay Davis involvement:

In both the conference and in the exhibit, Marleen Kay Davis provided strong intellectual leadership by identifying basic concepts and themes. In both cases, she contributed to the publication with an introduction. She solicited private funds for both events.

Like so many other activities in the College, neither the exhibit nor the conference would have been possible without countless of hours of preparation by many individuals.

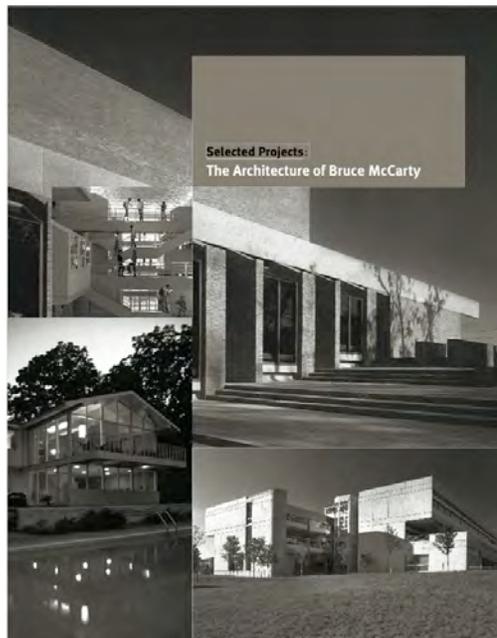
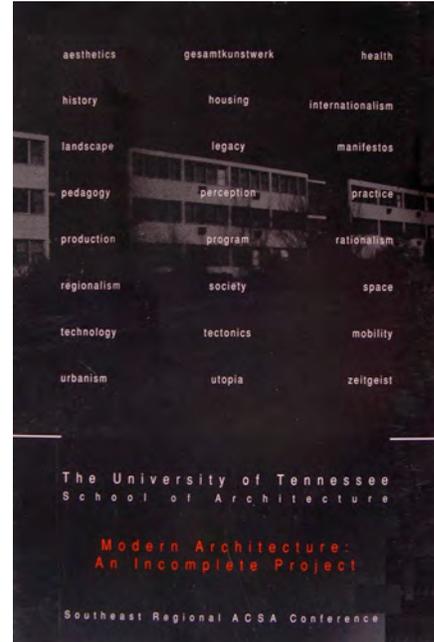


Exhibit Catalog, designed by Professor Diane Fox



Conference Publication



Bruce McCarty Exhibit Opening, with over 250 visitors



Ewing Gallery in the A+A Building



Exhibit of the work of Kieran Timberlake

Creating the College Board of Advisors

Because the University of Tennessee School of Architecture had been founded in 1965, its oldest alumni were barely 50 when Dean Davis was appointed in 1994. The relatively "young" College had few alumni traditions.

In addition to inviting alumni to College events through out the year, Marleen Davis organized a 30th Anniversary and a 35th Anniversary Celebration for the College. These events reconnected alumni to the College, with exhibits, open studios, continuing education seminars, and social events.

The College Board of Advisors first convened in 1999. While the Tennessee architects knew the state architectural community well, they were only one third of the Board members. The Board expanded the state network to include successful alumni in diverse roles and other professionals from around the country.

Although similar in mission to many other college advisory boards, this board proved to be valuable for both the College and the Board Members.

- Board members enjoyed reconnecting with the College, as well as networking with other successful professionals.
- The College faculty, students, and administration received profound benefit from the support of the Board as well as from the many ideas and suggestions.

Board meetings were very well attended and typically included animated discussion, activities with students and faculty, a visiting speaker, an executive session, and social events.

Marleen Kay Davis involvement:

As dean, Marleen Davis was the central person in developing alumni relations and in the creation of the Board of Advisors. She communicated enthusiasm for the program, recruited Board Members, and structured meaningful, and enjoyable, Board meetings.

The College Board of Advisors would not have been possible without the dedicated work of the University development staff. When the College Development Officer Vicki Hall retired, the Board presented her with a gift and collection of sketches, as well as an invitation to join the Board.



BOARD OF ADVISORS	UNIVERSITY OF TENNESSEE	COLLEGE OF ARCHITECTURE AND DESIGN
James Bearden '76	President, Gresham, Smith & Partners	Nashville, Tennessee
C. Bruce Case '73	President, Construction Consultants	Chattanooga, Tennessee
Jerry W. Clark '70	President, Clark & Associates, Inc.	Clarksville, Tennessee
H. Allan Cox '77	Vice President, Denark Construction, Inc.	Knoxville, Tennessee
Robin Ellerthorpe, FAIA, '83	Magellan Consulting	Chicago, Illinois
William D. England '72	President, McCulloch England Associates	Charlotte, North Carolina
C. David Fite '70	Chairman, H&M Construction Company	Jackson, Tennessee
Michael A. Fitts, FAIA, '71	State Architect	Nashville, Tennessee
B. Michael Davis '77	Director of International Facilities, Federal Express Inc.	Memphis, Tennessee
Richard Fletcher '79	Partner, Nashville City Center	Nashville, Tennessee
Richard L. Green	President and C.E.O., General Shale Products LLC	Johnson City, Tennessee
Vicki Hall	Former Development Officer for College	Knoxville, Tennessee
James O. Hastings '71	Principal, Hastings Architecture Associates	Nashville, Tennessee
Jeannie R. Hastings, B. Ed. '70	Principal, Hastings Architecture Associates	Nashville, Tennessee
Kim H. Hawkins	Principal, Hawkins Partners [landscape architecture]	Nashville, Tennessee
Kem Hinton, FAIA, '77	Principal, Tuck Hinton Architects	Nashville, Tennessee
Gregory O. Hnedak, FAIA, '72	Vice President, Hnedak Bobo Group	Memphis, Tennessee
Jeffrey H. Holmes '85	President, Hart Freeland Roberts, Inc.	Brentwood, Tennessee
Joseph E. Johnson, Hon AIA	President Emeritus, University of Tennessee	Knoxville, Tennessee
Jeff D. Johnson '76	Vice Pres. Interior Design, McCarty Holsaple McCarty	Knoxville, Tennessee
Pam Jones	Vice Pres. Sales Southeast Division, The Knoll Group	Atlanta, Georgia
Robin Klehr Avia '76 I.D.	Managing Principal, Gensler	New York, New York
Reek Kroloff AIA	Dean, School of Architecture at Tulane	New Orleans, Louisiana
Jennifer L. Martella '75	Director of Marketing & Operations, Urban Design Assoc.	Pittsburgh, Pennsylvania
Douglas McCarty '73	President, McCarty Holsaple McCarty	Knoxville, Tennessee
James L. Musgraves '70	Vice President, Randall-Paulson	Roswell, Georgia
Bruce B. Palmer '88	Principal, FINELINE technology	New York, New York
Kenneth L. Ross, FAIA, '71	Principal, Watkins Hamilton Ross Architects, Inc.	Houston, Texas
S. Reginald Ruff '78	President, SRR and Associates, PC	Chattanooga, Tennessee
W. Darrell Russell	Principal, Looney Ricks Kiss Architects	Memphis, Tennessee
Dorothy Sanders, '58 I.D.	Owner, Dottie Sanders Interior Design	Memphis, Tennessee
Charles Smith '72	Chairman, Bullock Smith & Partners	Knoxville, Tennessee
Randall Stout '81	Principal, Randall Stout Architects, Inc.	Los Angeles, California
W. Vance Travis '70	President, TWH Architects	Chattanooga, Tennessee
Connie Wallace	Executive Director, AIA Tennessee	Nashville, Tennessee
Ann G. Weeks '68 I.D.	President, Ivan Allen Workspace	Chattanooga, Tennessee
Diedra M. Woodring '80	Principal, Perkins & Will, S.E.	Atlanta, Georgia
Barry Yoakum '78	Marketing Consultant	Memphis, Tennessee

6 Academic Leadership

Adding Interior Design

In 1997, the University of Tennessee Interior Design Program transferred to the College of Architecture from the College of Human Ecology.

Nationwide, Interior Design has typically been located in an art department or some type of home economics department.

The University of Tennessee became one of only a dozen colleges nationwide that had both design disciplines in the same college. Improvements included:

- Emphasis on "design" within "Interior Design."
- Recruitment of higher quality students, consistent with the academic profile of the architecture students.
- Development of required courses in Interior Design that are appealing electives for the architecture students, such as furniture design, color theory, and materials.
- Development of an innovative "4+2" curriculum in which qualified Interior Design students receive advance standing in the M. Arch. program, allowing them to receive a B.S. in Interior Design after 4 years, followed by an M. Arch. in 2 years.
- Development of a unified first and second year curriculum for both architecture and interior design students with seven common courses.

Marleen Kay Davis involvement:

Like any reorganization, a number of growing pains accompanied this change. Marleen Davis managed funding issues and expectations. More substantively, she tried to assist the Interior Design faculty in identifying and preserving the autonomy of the program while promoting collaboration with the much larger architecture program.

The College Board of Advisors, with both architects and interior designers, was especially helpful in communicating ideas regarding interior design education. Their insights arose from their awareness of contemporary practice as well as national trends in design education.



Furniture design display



Furniture design class picture and photographs of pieces



THE UNIVERSITY OF TENNESSEE INTERIOR DESIGN PROGRAM						
BACHELOR OF SCIENCE: INTERIOR DESIGN						
FOUR YEAR CURRICULUM: 2002						
TERM	PROFESSIONAL CURRICULUM			LIBERAL ARTS CURRICULUM		
CRSE	HISTORY THEORY	TECHNICAL	PROF.'S ELECTIVES	DESIGN	GENERAL EDUCATION	
1 FALL 16 CH	AC 101 3	ID 141 2		AC 101 DASH 2 AC 171 DESIGN 3	EN 101 3	SOC 3002 ELECTIVE 3
1 SPRING 15 CH				AC 172 DASH 4 ID 171 INT. DES 3	EN 102 3	MATH 119 3
2 FALL 18 CH		A 211 4 AC 100 1 AC 100 2	AC 100 3 AC 100 4	ID 271 DESIGN II MATERIAL 4 ID 171 INT. DES 3	PH 161 3	PH 102 3
2 SPRING 16/17 CH	ID 221 2 THEORY OF COLOR	ID 281 2 MATERIALS FOR ID		ID 272 DESIGN III MATERIAL 4 AC 171 INT. DES 3	PH 161 3 PH 102 3	PH 102 3
3 FALL 16 CH	ID 311 4 HISTORY	MA 225 TOPICS	AC 331 3 HUMAN OBSERV	ID 371 DESIGN IV PROGRAMMING & DESIGN 4	PH 161 3 PH 102 3	PH 102 3
3 SPRING 17 CH	ID 312 2 HISTORY	AC 400 3 GENERAL	AC 340 3 GENERAL	ID 372 DESIGN V 4	PH 161 3 PH 102 3	PH 102 3
SUMMER 3 CH	470 SUMMER INTERNSHIP 3 credit hours					
4 FALL 15 CH		AC 400 3 GENERAL	AC 400 4 GENERAL	ID 471 DESIGN VI 4	PH 161 3 PH 102 3	PH 102 3
4 SPRING 18 CH				ID 472 DESIGN VII 4	PH 161 3 PH 102 3	PH 102 3
B. S. 135 CH TOTAL	13 CH 10 %	TECHNICAL COURSES 26 CH 20 %	PROF.'S ELECTIVES 6 CH 4 %	DESIGN 50 CH 37 %	ELECTIVES 15 CH 11 %	
71 % PROFESSIONAL				29 % ELECTIVE		

Interior Design 4 year curriculum

THE UNIVERSITY OF TENNESSEE						
BACHELOR OF SCIENCE: INTERIOR DESIGN						
MASTERS OF ARCHITECTURE						
TERM	PROFESSIONAL CURRICULUM			LIBERAL ARTS CURRICULUM		
CRSE	HISTORY THEORY	TECHNICAL	PROF.'S ELECTIVES	DESIGN	GENERAL EDUCATION	
1 FALL 18 CH	AC 101 3	ID 141 2		AC 101 DASH 2 AC 171 DESIGN 3	EN 101 3	SOC 3002 ELECTIVE 3
1 SPRING 15 CH				AC 172 DASH 4 ID 171 INT. DES 3	EN 102 3	MATH 119 3
2 FALL 18 CH		A 211 4 AC 100 1 AC 100 2	AC 100 3 AC 100 4	ID 271 DESIGN II MATERIAL 4 ID 171 INT. DES 3	PH 161 3	PH 102 3
2 SPRING 16/17 CH	ID 221 2 THEORY OF COLOR	ID 281 2 MATERIALS FOR ID		ID 272 DESIGN III MATERIAL 4 AC 171 INT. DES 3	PH 161 3 PH 102 3	PH 102 3
3 FALL 18 CH	ID 311 4 HISTORY	MA 225 TOPICS	AC 331 3 HUMAN OBSERV	ID 371 DESIGN IV PROGRAMMING & DESIGN 4	PH 161 3 PH 102 3	PH 102 3
3 SPRING 17 CH	ID 312 2 HISTORY	AC 400 3 GENERAL	AC 340 3 GENERAL	ID 372 DESIGN V 4	PH 161 3 PH 102 3	PH 102 3
SUMMER 3 CH	470 SUMMER INTERNSHIP 3 credit hours					
4 FALL 18 CH		AC 400 3 GENERAL	AC 400 4 GENERAL	ID 471 DESIGN VI 4	PH 161 3 PH 102 3	PH 102 3
4 SPRING 15 CH				ID 472 DESIGN VII 4	PH 161 3 PH 102 3	PH 102 3
B. S. 135 CH TOTAL	13 CH 10 %	TECHNICAL COURSES 26 CH 20 %	PROF.'S ELECTIVES 6 CH 4 %	DESIGN 50 CH 37 %	ELECTIVES 15 CH 11 %	
71 % PROFESSIONAL				29 % ELECTIVE		

"4+2" curriculum.

7 Teaching Mission

Promoting Learning

Faculty and students alike work extremely hard, with great dedication.

Over the course of a year, hundreds of regional professionals participate in student classes for presentations, field trips, discussions, and/or reviews.

Marleen Kay Davis involvement:

Within the Art + Architecture Building, and especially at the end of each semester, Marleen Kay Davis tried to create an atmosphere of energy, celebration, and professionalism.

- She provided a modest stipend to promote the invitation of regional professionals and educators as guests.
- She secured a number of jury spaces for the public display of final designs.
- She made it a point to visit each final review and to join the jury for a short period.
- She effected many facility improvements for better working environments and display areas.

Digital technology has been completely transformed since the arrival of Dean Davis in 1994, when the nearest copy machine was across the campus in the library. Generous funding was secured for hardware and software, as well as for an indispensable Coordinator of Computing. In 1996, the College was the first program in the state to require a laptop.

Rather than emphasizing a "paperless" approach to design through computing, the College secured funding for an extensive "Image Center" that has had a dramatic effect in the visual communication of information, from student presentations to portfolios.

Managing the Image Center funding, equipment, student workers, payment for services, and policies has been an administrative challenge and success story in the College.

The addition of graphic design electives for architecture students has proven to promote collateral learning and to set high standards for presentations in the College.

It should be noted that at the same time that the College was increasing its digital services, it also changed its curriculum to add freehand drawing courses.



5th year final presentation: Brad Burns, Matt Johnson team project: NYC Waterfront



Urban architecture studio: GSA Courthouse



2nd year final presentation in computing



3rd year design studio presentation



3rd year team studio presentation



Faculty – student collaboration



Student collaboration



Promoting Learning Off - Campus

Each year since its founding in 1965, the School of Architecture has offered an international study program for its students. Fourth-year students are strongly encouraged to study off campus in different programs sponsored by the College or in any number of programs with other institutions. As a clear indicator of program quality, approximately 60 – 75% of the fourth year students participate in an off-campus course of study.

International Programs

Since 1988, the UT College of Architecture and Design has sponsored a design studio exchange in Eastern Europe, with the University of Krakow, with an average annual participation of 25 students. Other semester off campus study arrangements include the Denmark International Studio and the International Integrated Architectures Studio at the Bauhaus University Weimar in Germany. In addition, students participate in the National Student Exchange Service program.

Faculty-led Summer "Grand Tour" Programs

Each year, different faculty members in the College have planned fascinating summer courses of study, typically open to students in all three degree programs in the College. In the last five years, students have attended any one of the following short summer programs with College faculty:

- Florence, lead by Diane Fox,
- Rome, lead by Brian Ambroziak
- The Work of Le Corbusier in France, lead by Barbara Klinkhammer
- International Urban Design Workshop in Berlin, led by Sigismund Sliwinski
- Netherlands Architecture of the 20th Century, with Maia Small and Andrew Thurlow
- Florence Architecture, lead by Adam Drisin and Andrew Thurlow
- Berlin, City of Scars: Interdisciplinary Program, with Edgar Stach and Peter Hoeyng.

Faculty-led Field Trips

Each year, faculty members plan ambitious field trips to any variety of locations such as New York , Los Angeles, or Chicago, Las Vegas, Washington D.C., Charleston, Seaside, or Selma Alabama, to name a few.

Marleen Kay Davis involvement:

Faculty clearly took initiative in planning meaningful off-campus trips. As dean, Marleen Davis oversaw the logistics and financing of these activities.



Berlin, City of Scars: Interdisciplinary Program, 2003: Professors Matt Altwickler, Peter Hoernig, Edgar Stach



Graduate Students in Germany: Professor S. Sliwinski



5th Year class in New York City with Professor E. Stach



3rd Year class in Los Angeles, Prof. Maia Small



3rd Yr at Gwathmey Siegel in New York, Prof. M. Small



Rome with Professor Brian Ambroziak



2nd Year class in Chicago with Professor Brian Ambroziak

8a Teaching Mission

Special Events and Activities

The College of Architecture and Design is committed to providing a variety of meaningful learning experiences and opportunities beyond the basic professional core program. Local practicing architects participate in many school activities and courses. In addition, the school has provided a number of funded continuing education opportunities for the regional profession



Traditionally, the largest event of the year, AIA East Tennessee hosts a February review for the graduating class.

TAAST: The Annual Architecture Spring Thing

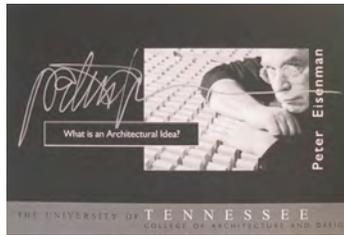
Every week in the spring, students plan a series of events including activities for elementary students, contests, lectures, a product show, a kickball tournament, and the annual Beaux Arts Ball. Career days bring approximately 30 firms to the campus for interviews with graduating students.



Exhibition catalogs and invitations

Continuing Education

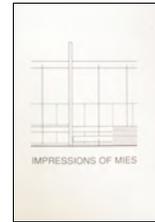
With the exception of the AIA components, The University of Tennessee is the only AIA Continuing Education Provider in the state. The college was able to secure continuing education credit for the lecture series and other events open to the public. In addition, the college received funding to sponsor well attended continuing education programs.



3rd Year class in Los Angeles, Prof. Maia Small



3rd Yr at Gwathmey Siegel in New York, Prof. M. Small



Communication

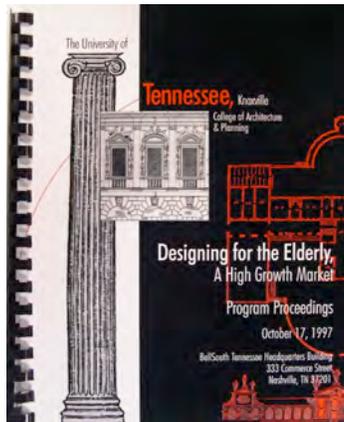
Posters, invitations, postcards, and newsletters promote a sense of community.



Rome with Professor Brian Ambroziak



No ris Dam



9 Teaching Mission

Promoting Excellence In Student Work: Awards

Tau Sigma Delta Awards

The annual Tau Sigma Delta Award is given to an outstanding fifth year student, as selected by an invited jury that reviews final design projects.

Shown at right is the 2004 winning project by Amanda Shadowens, a Transit Center for Knoxville. Marleen Kay Davis served as the major advisor for the project.

National Design Awards

Architecture students from the University of Tennessee have received a number of national design awards for work usually completed in the 3rd or 4th year studio courses.

Innovation in Steel, 2001

ACSA AISC Design Competition
Community Fitness Center

- 3rd Place Award: Trevor Lee
 - Hon. Mention: Pawel Kochanek
- 269 entries, from 30 programs
Faculty sponsor: T.K. Davis

Sustainable Design, 2001

Leading Edge Student Competition
Instructional Facility in California

- 2nd Place: Dominik Starzycki
 - Merit Award: Iwona Czerwinska
 - Merit Award: Mario Piccolo
- Faculty sponsor: Mark DeKay

ACSA /Wood Products Council
Student Competition 2002

- Arboretum Visitor Center
- Hon. Mention: Talyor Wells
- 120 entries, from 24 programs
Faculty Sponsor: William Martella

Innovation in Steel, 2003

ACSA AISC Design Competition
Performing Arts Center

- Hon. Mention: Lance Champion
- Faculty Sponsor: Andrew Thurlow
- Hon. Mention: Jon Reynolds
- Faculty Sponsor: T.K. Davis
- 279 entries, from 45 programs

Monterey Housing Concepts Competition,
Student Division, 2003

- 1st Place Award: Eric Hawkins
- Faculty Sponsor: William Martella
- Hon Mention: Stacey Shepard
- Faculty Sponsor: Scott Kinzy
- Hon Mention: Michael Ochoa
 - Hon Mention: Joshua Spence
- Faculty Sponsor: William Martella

Innovation in Steel, 2004

ACSA AISC Design Competition
Student Union Building

- Hon. Mention: Robert Tait
- 410 entries, from 40 programs
Faculty sponsor: William Martella



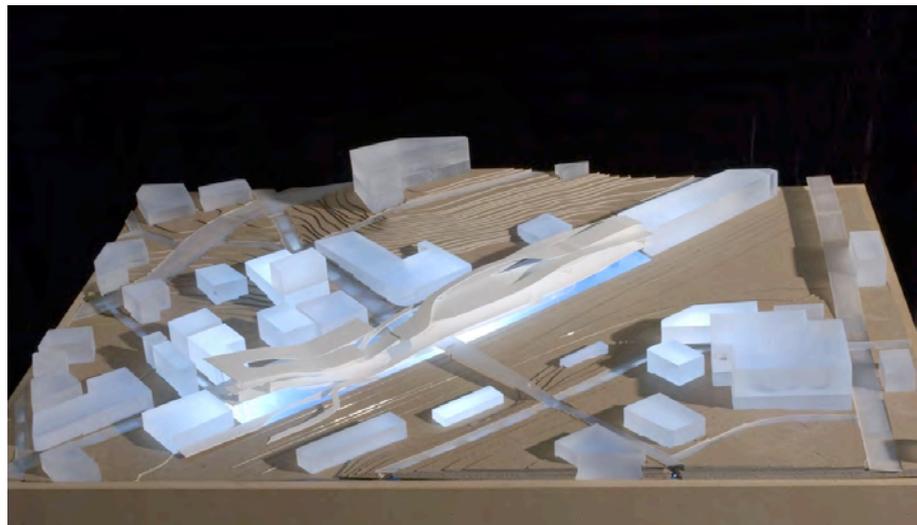
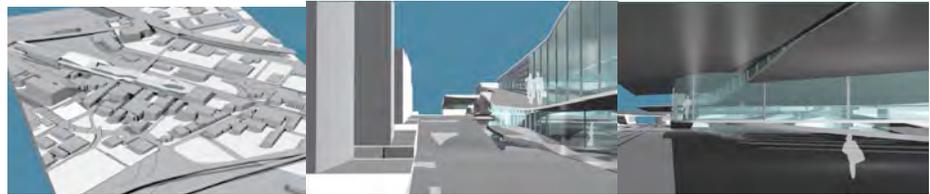
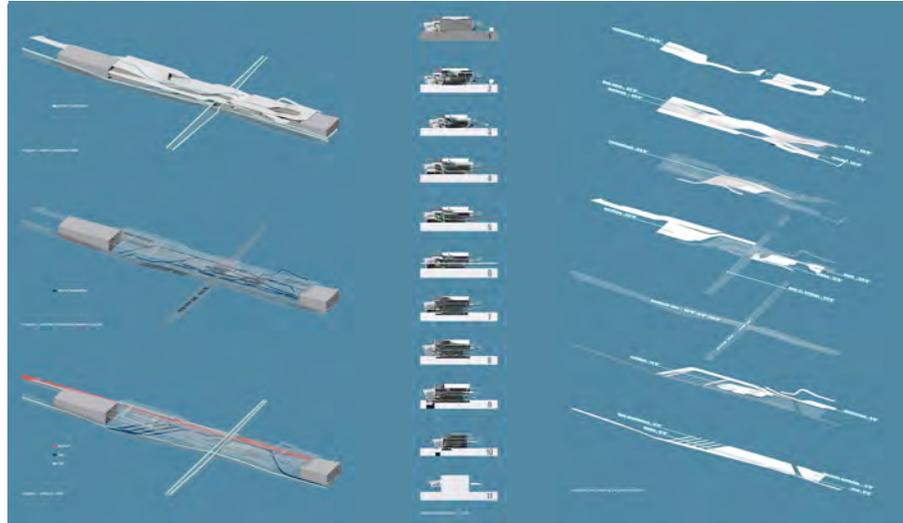
Tau Sigma Delta Awards: 2003



2004



2005



Transit Center for Knoxville, Amanda Shadowens, 2004 Tau Sigma Delta Award, Marleen Davis faculty advisor

10 Teaching Mission

Personal Teaching in the Studio and Arc 101

While Marleen Davis has taught design studio at all levels, she is especially dedicated to working with beginning students.

The projects shown on this page are a small representative of her design studio teaching from Syracuse University. In 1992, she received the prestigious Syracuse University Scholar Teacher of the Year Award, given to the single faculty member who exemplifies a unification of teaching with scholarship and creative activity.

In the design studio, Marleen Davis structured assignments in order to promote analytical and creative thinking. She understands that students learn in different ways and respond to different types of challenges.

As first year coordinator, Marleen Davis outlined course objectives, schedules, readings, and lectures, while giving latitude to individual interpretation by the different faculty members. At the end of each year, she assembled a course book with a record of all assignments and student work. These booklets have assisted many new faculty members as an important resource.

Arc 101

As dean, Marleen Davis has consistently taught the introductory lecture course for all 120 freshmen, Arc 101, An Introduction to Architecture. She has taught some version of this course to more than 2500 students.

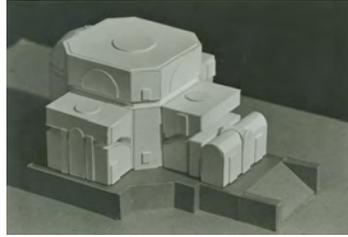
In Arc 101, Marleen Davis attempts to answer the question, "What Distinguishes Architecture from Building?" by focusing on ideas in architecture. In order to be consistent with the curricular focus of the University of Tennessee, she structured the course around architectural ideas in three broad themes:

- Space
- Technology
- Place.

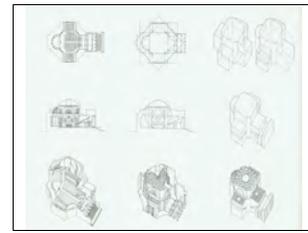
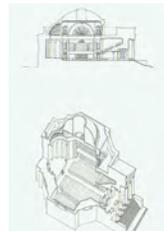
The final two weeks of the course outlines issues related to the profession:

- Becoming an Architect
- Building a Project
- Working with Clients
- Running a Firm

She has developed a course web site and received a University award for an innovative web-based assignment.



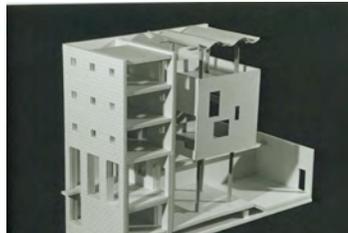
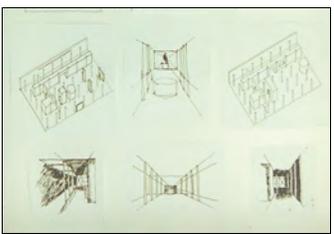
1st YEAR: Analysis of Hendricks Chapel on Syracuse University campus



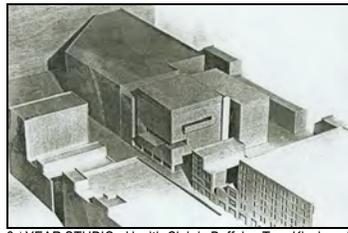
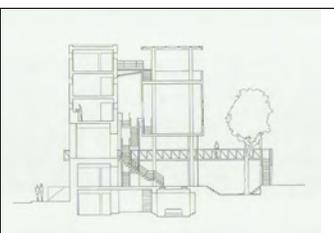
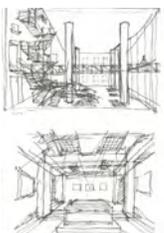
1st YEAR FALL: "Class City of Courtyard Houses" and House by Bill Neburka, Architect, New Haven



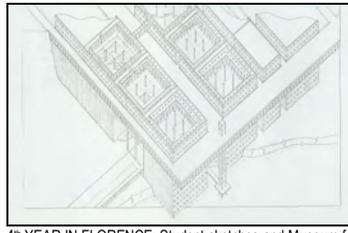
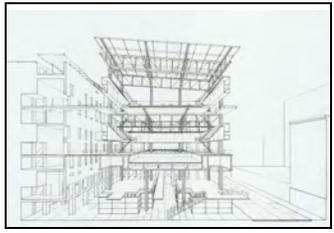
1st YEAR SPRING: Free Plan Analysis and Design of Advertising Agency in a Loft Space



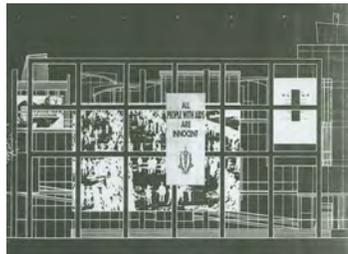
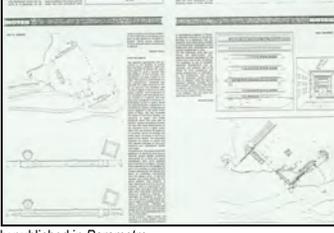
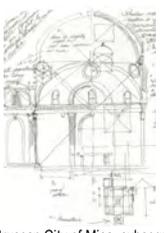
1st YEAR SPRING: Town House in Urban Site: John Spencer, Architect, New York City



3rd YEAR STUDIO: Health Club in Buffalo: Tom Kinslow, Architect, Boston



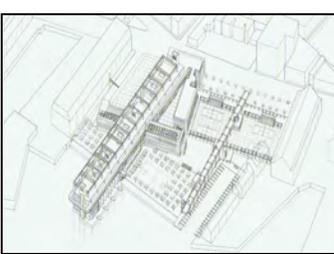
4th YEAR IN FLORENCE: Student sketches and Museum for Etruscan City of Misa, subsequently published in *Parametro*



5th YEAR THESIS PROJECTS:
AIDS Center, New York City,
Robert Finger '89, Architect, New York



Scranton Rail Museum
Brenda Law '86
Architect, Syracuse



Health Club at Boston Harbor
Amy Coburn '85
Architect, San Francisco

Urban Design Center in Chattanooga
Professor Stroud Watson
1982 - present

Using Chattanooga as a laboratory for design ideas since 1982, Professor Stroud Watson's student projects for the city have provoked speculation and change.

Professor Stroud Watson has been an indispensable factor in the entire "success story" of Chattanooga, now internationally recognized as a model city. By insisting on the importance of public spaces and public participation in the urban design process, Professor Watson has earned the trust and respect of citizens and leaders in Chattanooga.

Marleen Kay Davis involvement:

Since arriving as dean in 1994, Marleen Davis sought greater visibility for the Chattanooga Urban Design Studio, so that the success in Chattanooga could serve as a model elsewhere.

Marleen Davis played a key role in securing the following awards:

- A.I.A. Jefferson Award for Stroud Watson, 2000
- A.C.S.A. Distinguished Professor Award for Stroud Watson
- Tennessee Higher Education Commission Service Award for Stroud Watson

During her tenure as dean, the national significance of the Chattanooga experience was celebrated in the following major media efforts:

- "Back from the Brink" video featuring Chattanooga as one of three cities where design has made a difference. This was funded by the American Architecture Foundation.
- Parade magazine cover story from 1999.

Throughout Tennessee, Marleen Davis worked with different communities that desired to involve the College of Architecture and Design in something "similar to, but different than, Chattanooga."

Responding to the unique needs and conditions of each community, she helped to develop different college outreach efforts in different cities: Knoxville, Kingsport, Memphis, and Nashville.



1983 public forum



Urban Design Studio in Award Winning Miller Building



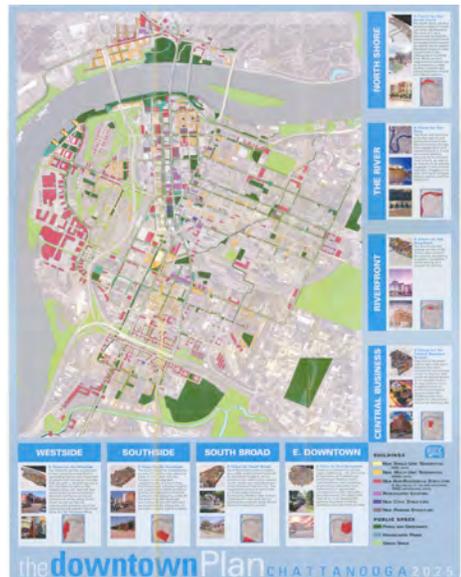
Student plans from 1983, showing design of public spaces of street and riverfront, inspiring city development



National publicity, with comments from Stroud Watson



Student projects for public spaces and streets



2004 for Chattanooga developed by Urban Design Center, incorporating faculty research in sustainable design



**Faculty Outreach in Nashville
1992-1999**

A variety of faculty activities ultimately led to the creation of the Nashville Civic Design Center, established in 2000. [see exhibit 16]

Professor Jon Coddington

Working with the Office of the State Architect, Professor Jon Coddington contributed design vision in all phases of the award winning Bicentennial Mall in Nashville, collaborating with professional colleagues and alumni throughout the state.



Professor Jon Coddington overlooking Bicentennial Mall and with students

With his students, Professor Coddington also developed master plan concepts for this sector of the city. Using this student work as a foundation, Professor Coddington worked with consultants in the development of the final master plan for the area.

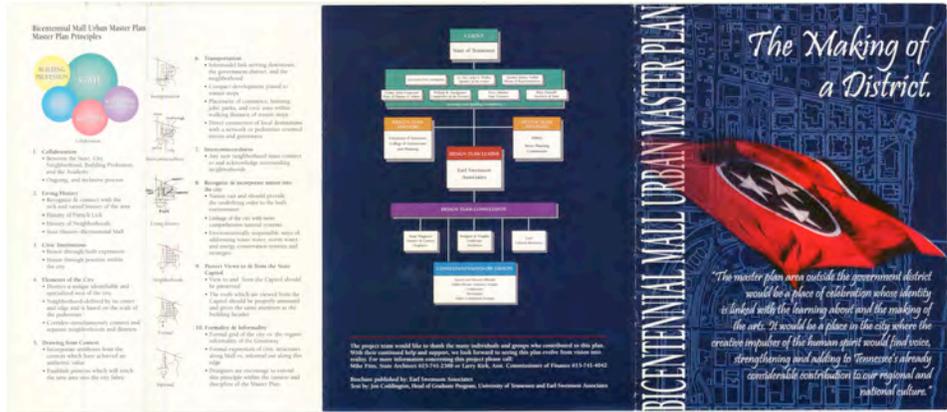
Professor Mark Schimmenti

Since 1996, Professor Mark Schimmenti has worked closely with the Urban Design Forum of Nashville, by establishing courses, workshops, charrettes, and symposia. A major charrette for "SoBro" the area south of Broadway, involved many faculty and local professionals.

Marleen Kay Davis involvement:

Marleen Davis assisted both faculty members in funding issues.

Marleen Davis was a full participant in the design team involved in the So Bro charrette.



Flyer explaining master plan for Bicentennial Mall district



The Plan for SoBro publication and urban design team picture, with UT Professors Stroud Watson, Dean Almy, Marleen Davis, Thomas K. Davis, Mark Schimmenti, and Jon Coddington.

Kingsport Regional Studio
Professor Thomas K. Davis
1995 - 2001

This sponsored design studio gave undergraduates the opportunity to address actual design problems of the region as part of their regular required coursework.

Designed by John Nolen, Kingsport is the largest planned city built in the United States between 1910-1968. Working within the historic plan, Professor Davis and his students addressed compelling contemporary urban issues such as declining commercial activity, the lack of residential opportunities, the role of public spaces, and the challenge of the automobile.

In Bristol, where Main Street is the state line between Tennessee and Virginia, Professor Davis teamed with faculty and students from the University of Virginia, integrating efforts in historic preservation, planning and landscape architecture.

Since 1995, approximately 150 students have generated individual design ideas for over twenty different sites in the Kingsport region. In addition to working with the students, Professor Davis has assisted the area by organizing exhibitions, presentations workshops, and visits to other regional cities. Other faculty members have also offered studios in conjunction with this effort.

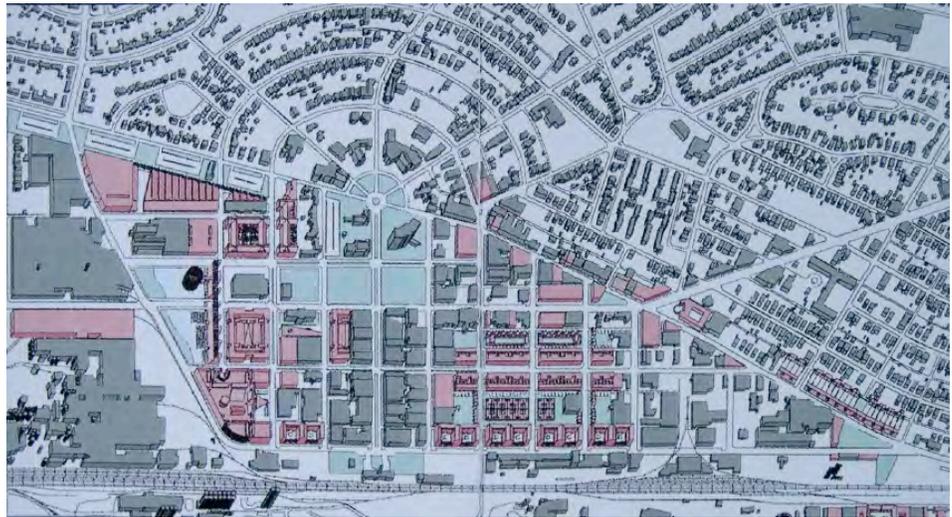
Professor Davis prepared a Plan for Kingsport which was published as a 11 page insert in the Sunday Edition of the Kingsport Times newspaper.

Professor Davis has presented work from his Kingsport Regional Studio at a number of ACSA Conferences. In 2003, he received "The Keys to the City" from the Tennessee and Virginia Mayors of Bristol.

Marleen Kay Davis involvement:

In the fall of 1994, local leaders and architects from the Kingsport area asked Dean Davis to help form "something like Chattanooga" in their community.

Marleen Davis was involved with the original conceptualization of the Design Studio and its funding. Throughout the six year period in which it was active, she provided encouragement, advice, and assistance.



T.K. Davis' master plan for Kingsport reinforces spaces inherent in the 1910 design for Kingsport by John Nolen



A sample of media coverage



Studio classes were held in Knoxville, with frequent visits and presentations in Northeast Tennessee



Field trip to Kingsport.

**Memphis Center for Architecture
with Coleman Coker
1996 - 2000**

The Memphis Center for Architecture was a spring semester course of study for advanced design students in architecture, landscape architecture, and interior design.

The Memphis Center took advantage of the unique attributes and creative heritage of Memphis and its region. Students were immersed in the rich and vibrant context of the area, exploring the interrelationship of regional identity and tectonics, under the leadership of the nationally known Memphis architect and artist, Coleman Coker.

Each year, the Memphis Center hosted a regional design charette, related to urban issues in Memphis. This four day event typically attracted 50 – 70 students and faculty from 7-10 regional schools. In addition, the Center hosted a popular annual Open House for regional professionals.

The curriculum at the Memphis Center involved courses devoted to the culture of Memphis, philosophy, and studio explorations related to materials in Memphis.

Marleen Kay Davis involvement:

Working with Coleman Coker in establishing the Memphis Center for Architecture was one of the most gratifying accomplishments of Marleen Davis' tenure as dean. Coleman Coker provided a profound learning experience for the participating students.

Within the bureaucracy of the participating universities, funding the Memphis Center proved to be a serious challenge. Marleen Davis was able to structure student fees to support rent, equipment, salaries, course credit, and transfer applications for visiting students,

Dan Bennett, Dean of the University of Arkansas at the time, was invaluable in supporting the program and in providing students.

Although Marleen Davis developed a strategy to recruit students from other public and private universities, recruiting visiting students from other institutions was difficult. Ultimately, the program had difficulty securing enough students to "break even" because both Arkansas and Tennessee also offered competing off-campus programs in Rome, Krakow, Chattanooga, Mexico City, Germany, and Copenhagen.



Study in materials and tectonics



Events at Memphis Center for Architecture: Open House and annual design charette



**Studio in Sustainability
in Chattanooga
Professor David Fox
1997 - present**

Since 1997, Professor David Fox has led students in a three-part program in which they design, detail, and eventually construct a low cost, energy efficient house in an inner city neighborhood of Chattanooga.

Typically, the design phase takes place during the studio sequence, when students work closely with a range of experts and representatives from Chattanooga Neighborhood Enterprises, the development corporation that finances the construction. Construction takes place during the summer, when students form the construction crew.

In 2001, this program expanded to include students from an inner city high school. Six houses have been completed and sold, while additional work continues each summer.

This initiative has received federal and local funding. Professor Fox is seeking to develop this model in Knoxville.

National significance:

The Studio in Sustainability received a national award from the United States Department of Housing and Urban Development.

Marleen Kay Davis involvement:

While this was a series of faculty-driven courses and projects, Marleen Kay Davis assisted with encouragement, advice, and assistance in managing funds.

Special administrative challenges for this program included grant writing, funding, code-compliance, and liability issues for student construction workers.



Senator Bill Frist on tour of construction site at invitation of Chattanooga Mayor Bob Corker



Student construction teams



House under construction

**Nashville
Civic Design Center**
Prof. Mark Schimmenti
Professor Thomas K. Davis
2000 - present

Following a campaign promise, Mayor Bill Purcell created a Task Force that researched different models for a design center, developed a proposal, and assembled a series of funding commitments from public and private entities. In December 2000, the Mayor announced the formation of the Nashville Civic Design Center, with Professor Mark Schimmenti as the Director of Design and Vanderbilt University's James Sanlin as Director of Operations.

According to Mayor Purcell, "The Nashville Civic Design Center will provide a means for the public to participate in issues that relate to the planning and physical growth of our city. And, for all of us, both public servants and private citizens, it will raise our consciousness—and our expectations—about what our urban environment can, and should, look like." The Center has benefited from the involvement of a blue ribbon Board of Directors who gave guidance and support.

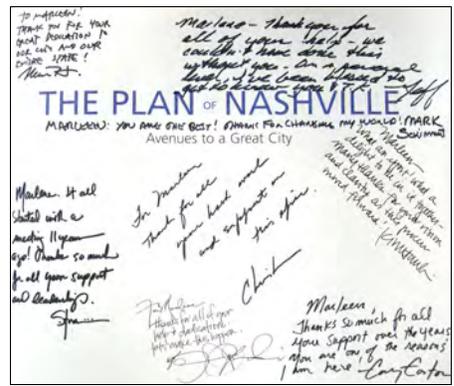
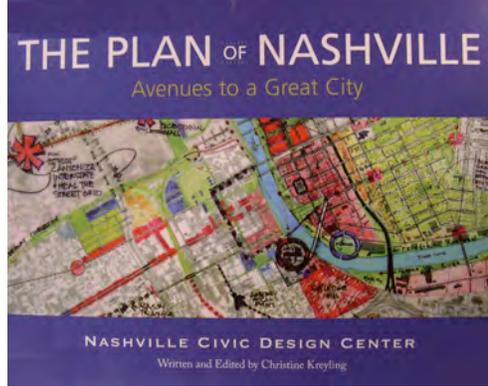
The Plan of Nashville

Inspired by Burnham's Plan of Chicago, the Nashville Civic Design Center developed a long-term visionary plan for Nashville, involving more than 800 citizens in 47 different public meetings over a two year period. The Plan identified Ten Guiding Principles, as well as comprehensive visions for neighborhoods and districts adjacent to the downtown. .

The plan was published in a book entitled *The Plan of Nashville: Avenues to a Great City*. Nashville writer Christine Kreyling wrote the text, while the Design Center staff coordinated hundreds of illustrations.

Marleen Kay Davis involvement:
 Behind the scenes, Marleen Davis was involved in developing the overall structure. In a time of tight academic budgets, she secured funding for the Center from the Office of the President at the University of Tennessee.

Marleen Davis was also part of the editorial team for the *Plan of Nashville* book.



Sharing Expertise

"Civic Design: Seven Case Studies from Tennessee"

Because of the number and diversity of the community design structures at the University of Tennessee, Marleen Davis has made four national presentations regarding different models. She compares the various community design initiatives based on mission, structure, and funding. She also identifies three key factors for success, as well as potential conflicts of interest.

Invited presentations have been made at both AIA and ACSA events.

UT Campus Master Plan

In 2000, UT President Wade Gilley announced a moratorium on all building until a Campus Master Plan was in place and named Marleen Davis as chair for this effort. The committee included trustees and the Vice Presidents for Research, Operations, Athletics, Student Affairs, and Academic Affairs. This diverse group unified behind the goal of a "Pedestrian Friendly Campus" with ten principles. All future public spaces and building sites were identified, as were priorities and funding.

Ultimately, Marleen Davis made over 20 presentations regarding the Master Plan. For the first time, significant state funding had been targeted for two important exterior spaces, setting higher standards of quality for the campus environment.

Civic Vision for Knoxville

Working with a Task Force of 25, Marleen Davis served as the co-chair of a three year effort to develop a Civic Vision for Downtown Knoxville. Because of city and county elections, the Task Force worked with four mayors, as well as with 500 participants in seven public meetings.

In a national search, the Task Force secured the expert consulting services of Crandall-Arambula from Portland. The principles and recommendations from the Civic Vision are guiding downtown development in Knoxville.

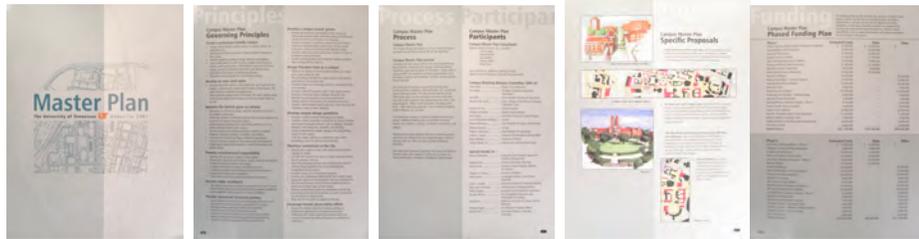
Webb School of Knoxville Campus Master Plan

Marleen Davis was instrumental in convincing school trustees to embark on a campus master plan and competitive interview process before starting work on a Science Center.

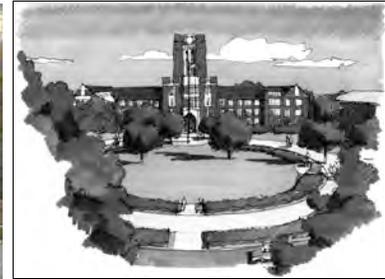
As a result, the school is now in a capital campaign for a comprehensive design that will relocate roads and parking in order to create a central Commons with a Science Center.



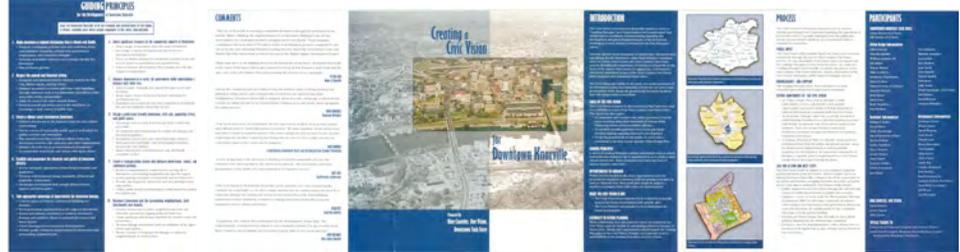
"Pedestrian Friendly Campus" Master Plan, showing public space and major east-west pedestrian spine



Selected information from flyer and brochure: Principles, Process, Participants and Phasing Campus Master Plan by Bullock Smith and Partners, with Ayers Saint Gross as consultants



AIA Tennessee award winning design by Ross Fowler PC for University Mall, replacing a street, and "Oval" at historic center of campus, replacing a parking lot, under construction



Creating a Civic Vision for Downtown Knoxville: initial flyer with principles and opportunities.

Profile as ACSA President, 2008 - 2009

Association of Collegiate Schools of Architecture

The elected position as President of the Association of Collegiate Schools of Architecture is a three year service commitment, as President-Elect, President, and Past President. The President works with the ACSA Board and ACSA Staff in service to the schools of architecture.

Major activities and key Issues faced by ACSA in 2008 - 2009 include:

Planning for the 100th Anniversary of ACSA in 2012.

Continuing ACSA support for the newly created National Academy of Environmental Design.

Promoting diversity in partnership with the AIA in its Gateway Commitment.

Developing the ACSA position regarding the revision of NAAB accreditation standards.

Working with AIA, NAAB, NCARB, and AIAS to propose an "Education Analysis" a cross-collateral study of what an architect needs to know and when.

Creation of the College of Distinguished Professors.

Indexing past ACSA publications and conference proceedings.

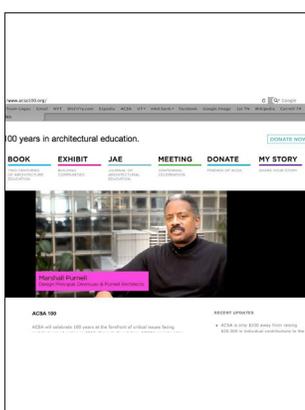
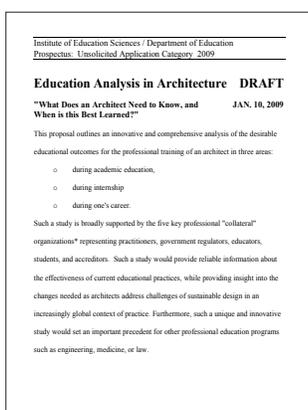
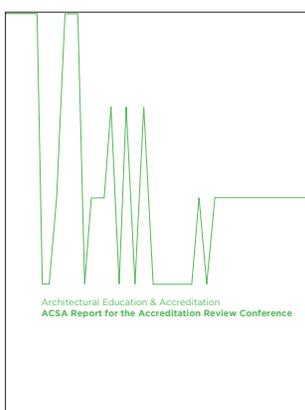
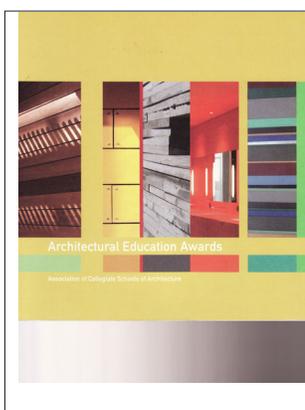
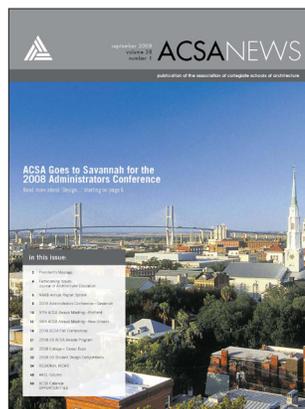
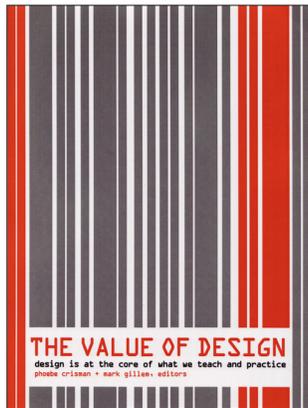
"Design...in the Economy, in the University, and in the Curriculum" as the theme for the ACSA Administrators Conference in Savannah.

"The Value of Design" as the theme of the ACSA Annual Meeting in Portland, with over 400 attendees.

Weekly ACSA Updates with a short message and three key issues.

Monthly "Letters from the President" addressing the following themes:

- Design Educator
- Committing to Diversity in Education
- The Evolution of Accreditation
- Environmental Responsibility
- Research and Peer Recognition
- Developing a "Plan B" for Graduates
- Reflections on Leadership



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