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## Section 4.1.1

# Clemson University School of Architecture Learning Culture Statement

Sustaining a culture, here in the School of Architecture, that embraces learning across the entire range of our collective activities draws on the foundational aspirations of Clemson University and the School of Architecture. The raison d'être of this university and this department is to create a place for learning. The high seminary of learning envisioned by Thomas Green Clemson enfolds all of us, the entire university community, as active learners. We are here to learn. All of us. The goal of our learning is to answer the question, "how do we make a meaningful place for ourselves in the world?"

A rich learning culture is one we all share; every single student, faculty, administrator, and staff member contribute to the establishment and advancement of this adventure. And as learning is everyone's shared objective then teaching is everyone's shared obligation. Expanding knowledge and sharing that knowledge through collaboration, teaching and dissemination is the School of Architecture's mission. And Clemson's role as a mission-driven public land-grant institution is the framework for our efforts to make meaningful contributions to the state and region.

The success of our culture of learning demands that we create and sustain an environment that is grounded in ideas, multi-directional, non-hierarchical, multi-modal, and propelled by a lively spirit of adventure and innovation.

### **Inquiry**

We begin with questions. The School of Architecture's learning culture is built around the continual and insistent questioning of where we are, how we got here, and what we can do to improve how we make our place in the world.

### **Discourse**

If we begin with questions, our culture of learning must create and sustain a setting for all forms of discourse as a critical subsequent to inquiry. Discussion, debate, and critique are vital elements of our work and for that to be fruitful every member of the community must be engaged in the free and lively exchange of ideas. Talking about ideas is omni-directional and involves everyone.

### **Dissemination**

The School is a vast repository of information, knowledge and wisdom. Open inquiry and research expand this knowledge in an on-going manner. We are then responsible for sharing this knowledge through teaching, collaboration, and publication. Our learning culture demands that we also develop a teaching culture. The School's contribution to the field requires a deliberate strategy for dissemination.

### **Diversity**

Open inquiry, critical discourse, and sharing is strengthened immeasurably when the information, knowledge and wisdom produced reflects the extraordinarily diverse experiences of being in the world. Our learning culture must be relentless in exploring the world of ideas that is as wide and exquisitely diverse as our humanity.

### **Stewardship**

Our learning culture here in the School of Architecture has been constructed over a century of operation, but it is neither settled, stable or self-sustaining. It will never be perfect; its successes and shortcomings must be continually examined and developed. The responsibilities delineated in our mission of service (to the state, region, discipline and profession) place the burden of stewardship on our learning community which demands active and ongoing work from students, faculty, staff, and administration.

# CUSoA Studio Culture Statement

In addition to the School's Learning Culture Statement, the SoA has developed a similar statement of principles in respect to the particularity of the studio. The School of Architecture's learning culture is broad and overarching and grows out of the School's full range of activities. Both the graduate M.ARCH and the undergraduate BA in Architecture programs of study are organized around the series of architecture design studios. The architectural design studio's project-based pedagogy and its centrality within the curricula mean it serves as a compounding element in relationship to the larger learning culture. But while it is central to the School's work, it is not the center and while both programs of study are organized around the studio sequence, studio is not the singular focus.

Organizing a studio is itself a design project. The studio head is not, however, the solo designer; designing the studio is a collective project created, managed, and assessed in real time by all the participants - faculty and students. Each studio collective has to work collaboratively to define the goals and objectives and plan the studio workflow in a way that optimizes all the resources and energies. The studio head provides the framework and explains the performance criteria, but a successful studio draws on the strength of the studio's collaborative nature to lay out the work. Reviews of the studio's progress towards its stated objectives should be an on-going project and dovetail with the critique of the student work. And at the end the studio organization itself should be assessed in exactly the same way the student work is assessed.

A healthy studio culture will sustain an environment of free-ranging inquiry, mastery of diverse skill sets, meaningful engagement with the discipline, and the development of critical thinking. A healthy studio culture also supports the continuous growth and development of the faculty right alongside the students.

## **Project-based Pedagogy**

The history of architectural education has been organized around the idea of learning by doing. The design studio here at Clemson is organized similarly; around a question, an issue, a challenge, or a project. The effort is non-hierarchical, non-linear, free-wheeling and open-ended. Project-based learning is built around the work of doing but the experiential aspect also requires a reflective and critical approach. And it requires commitment to the process of learning.

## **Curiosity**

Studios are fueled by the spirit of exploration and driven by curiosity. And curiosity, if it is to be productive, is neither idle or passive, but pro-active. Curiosity produces the opening questions that are usually framed as why? or why not? While curiosity grows out of some mostly inscrutable place deep in the imagination the work to answer the question will quickly move towards models that are open to discourse.

## **Teaching**

Every member of the studio collective - students and faculty - is learning. Every member of the studio collective is then also teaching. Teaching in the studio environment is omni-directional and constantly rebounding. Although faculty, critics, and various experts can bring important resources to the project, students offer vast reserves of information and deep knowledge of their own. Learning flows in many directions and so does the teaching.

## **Collaboration**

The design studio at Clemson is, first and foremost, a collaborative learning environment. Collaboration means that faculty, students, adjuncts, critics and various expert consultants are all joined together in the pursuit of an idea. Inquiry driven by curiosity or need or desire will forge a unique learning environment within which each participant's role is vital. Each studio member has an obligation to support an atmosphere of teamwork and sharing.

## **Respect**

Studios depend upon the willingness of each member to enter into the on-going studio discourse with the expectation that their input will be heard and considered. A successful collective effort demands that absolute and unequivocal respect be extended in every direction and that no one ever feels their active participation is discounted. Ideas are tested through consideration, discussion, and even argument but each point of view gets an airing. Listening is one of the key measures of respect.

## **Engagement**

The pursuit of an idea in a collaborative venture demand that each and every participant be fully engaged with the topic and with the momentum of the studio work. To be engaged requires active participation and a willingness to search, challenge, and critique. To be engaged also demands that all studio members be present and participating fully. Faculty and students are expected to be present and working during the entire studio session.

## **Authority**

The studio's work is grounded in a measured respect for authority. Vernacular traditions, oral history, stories, technical knowledge, specialized skill sets, and experience all have ways of slowly assuming some notion of authority. But the studio's task is to carefully scrutinize claims of authority to determine if these settled views retain relevance. It's perhaps the most difficult paradox of studio culture to both grant some measure of authority to an idea, practice, or notion while at the same time testing it critically for its continued relevance.

## **Critique**

The studio is not a machine for teaching, it is a machine for learning. Learning through inquiry is reliant on continual critical examination and evaluation. The critique is one of the tools by which the question at hand is continually reframed, questioned, and brought back into the work. Critiques and reviews foster critical engagement with work as a way of moving the project forward. The critique is an important moment in the studio pedagogy because the work 'on the wall' has the capacity to open up the studio question through exchange. The objective of the critique is to couple work with discourse about the work to produce something entirely new. It is an exercise that is multi-directional, potent, and absolutely reliant on full engagement by the studio participants. It is the ultimate collaborative studio product.

## **Assessment**

Clemson's Academic Regulations provide clear explanations of the university's course credit and grading systems. A single letter grade will be assigned for the final evaluation of the student's work and the grading scale is described unambiguously in the Academic Regulations. The studio calls on so many diverse skill sets and areas of knowledge that the hyper-reductive grading system, while mandated, is limited in its range of response. Thorough assessment of effort and outcomes should be both broad and deep to capture to be helpful. Feedback is most helpful when it is frequent, supportive, and candid. Assessment is part and parcel of the overall studio discourse and the feedback loop serves all the studio participants.

## **Balance**

Finally, the design studio's significant credit load and its role as a synthesizer of many strands of architectural study mean it has special place within the curriculum. But the studio, while an organizing element, is not the sole focus of the program of study. Knowledge and ideas developed through other courses and experiences fuel the studio inquiry and must be afforded room and energy. A fertile studio learning culture recognizes the need for time devoted to thinking and working across many fronts. And most importantly, a rich studio culture demands that all the participants maintain a healthy balance between the work of the studio and the work of living fully in the world. The well-being of the studio hinges on the well-being of the participants.

## Section 4.1.2

### 2020 PLAN PROGRESS REPORT

#### Purpose

The School of Architecture's 2020 Strategic Plan for 2011-2016 was approved by the faculty on 7 February 2011. This report is a report on progress toward the accomplishment of the plan, as the school prepares to approve its next 5-year plan.

### SCHOOL OF ARCHITECTURE 5-YEAR STRATEGIC PLAN FOR 2011-2016

#### Vision

Clemson University's School of Architecture will be a premier producer of **transformational architectural leadership**, shaping the environment of the 21<sup>st</sup> century for a better future.

#### Mission

Clemson's School of Architecture is an interconnected, geographically distributed community of teachers and learners, dedicated to:

- **Educating future architects**, through rigorous and expansive design education, with local and global understandings of firmness, commodity and delight;
- **Generating knowledge** to address the great challenges of the time, like health care, ecology, and an increasingly digital society, through innovative, interdisciplinary research, practice and scholarship;
- **Advocating** for the improvement of built, natural and social environments, through design activism, public service and public education.

**Values** in support of the mission:

**Excellence:** Supporting and celebrating a culture of high expectations in all processes and products, rewarding innovation, creativity, critical thinking, craft & making, and intellectual curiosity.

**Inclusivity:** Actively seeking and sustaining the participation of people in the school with different places of origin, points of view, and ways of knowing.

**Collegiality:** Cooperatively working independently and collectively, encouraging individual achievement, collaboration, open discourse and shared decision-making.

**Accountability:** Taking responsibility for the consequences of our actions on each other, our many constituents, the planet and the future.

**Legacy:** Designing the future upon an understanding and respect for the past, our unique heritage of peoples and places.

**Connectivity:** Enjoying and optimizing the contributions of all constituents and locations, from students to alumni, faculty to industry partners, Clemson to Genoa and all points in between.

**Goals** to fulfill the mission:

**Fluid Campus:** Fully & uniquely developed

**Design Culture:** The inspirational heart of the school at all locations, at all times, influencing all constituents

**Degree Programs:** Innovative, future-focused, individually strong & mutually enriching

**Distinctive Design-Research Streams:**

Architecture + Health

Design/Build/South

Advanced Materials & Systems

**Space & Resources:** Supportive of a flourishing mission and the realization of the vision

## ACCOMPLISHMENTS

### 2020 GOAL 1: FULLY AND UNIQUELY DEVELOP THE FLUID CAMPUS

- Offered a single Fall 2015 semester of an Irvine, CA-based Fluid Campus offering for the Solar D
- Completed the renovation of a new leased facility in Charleston, the CDC+C at the Cigar Factory, which will accommodate combined and expanded programs, and further develop curricular and fiscal models for its long-term operation.
- Improved/simplified processes for off-campus programs recruiting and assignments.
- Offered the New York summer studio, but do not always have adequate enrollment to offer.
- Increased summer use of the Villa, (Initial offering of the minor in Summer 14, third offering in Summer 16).
- Hosted President Clements and alumni in Genoa in 3/16; Hosted the Provost and others in a March 2015 visit to the Barcelona and Genoa Fluid Campus locations; Celebrated all of the Fluid Campus locations during the school's centennial in 2013.
- Continued to improve "Fluid" curricula, enrich student experience, and advance faculty expertise: Inaugurated and coordinated "Fluid Studios" on the Clemson campus, learning from our off-campus offerings.
- Transitioned undergraduate curriculum to improve preparation for off-campus study, including a revised required studio in the fall of the junior year.
- Transitioned the management and oversight of the off-campus programs to an arrangement in which the School has more responsibilities, the new Associate Chair is more fully engaged.
- Completed the revisions to Silvia Siboldi's Power of Attorney for the CAF's Daniel Center, and initiated changing the task status of the Villa.
- Improved communications with and between off-campus directors, and continued/supported visits to European locations by Clemson faculty and OCP staff for reviews, orientations, etc., and strengthened connections between all locations: The Children's Exhibit project utilized 3 of our 4 locations; Indigo Pine utilized multiple locations.
- Improved/standardized processes for assigning and compensating Genoa Professor-in-residence, and successfully recruited for this position each semester.
- Improved fiscal administration of the Genoa program, with all parties, including the CAF, engaged.
- Improved "Fluid" curricula, through revising course descriptions during the fluid semesters, to better insure equivalent education across locations, strengthen curriculum across-the-board, and take best advantage of unique place-based opportunities.
- Slowly advanced the Fluid Campus development campaign, "Southern Roots + Global Reach"
- Led and supported the Fluid Campus Centennial Events: The Villa at 40, Barcelona at 13, The CAC.C at 25, Architecture + Health at 45
- Completed the Barcelona renegotiations, resulting in a much improved program

### WHAT NEXT?

- Continue to define the Fluid Campus, its "what" and "where"
- Complete a Fluid Campus business case, as necessitated by the expansion opportunities of the CDC, but including all campuses and facilities, current needs and future plans
- Fully develop the Clemson Design Center in Charleston at the Cigar Factory, by: Expanding Architecture enrollments; expanding Architecture + Health enrollments; providing a space for the Endowed Chair in Architecture + Health and collaborations with MUSC; implementing a new Master of Urban Design degree program; Investigating

other dual majors or certificate programs between Architecture and MSHP; and implementing the IPAL program, (including leading a change in the law)

- Minimize the “growing pains” of the expanded CDC: How do we maintain the best of our culture through growth? What is the optimum administrative structure for this new collective,...separate degree programs operating under individual directors under multiple home departments, or something else?
- Evaluate what was learned from the failed China summer proposal, and assess the NYC summer studio, and plan for future multi-disciplinary, off-campus summer opportunities.
- Get more engaged with the town of Clemson through the Fluid Campus, and provide faculty and student advocates and experts for better design in and of the town
- Increase opportunities for collaborative, multi-disciplinary learning and applied research in Fluid Studios and elsewhere, on- and off-campus, with more Landscape Architecture, CSM, Art, Civil Engineering, PRTM, and others
- Implement the Integrated Project Delivery Certificate program with CSM

## **2020 GOAL 2: STRENGTHEN AND CELEBRATE DESIGN CULTURE**

### **Invested in faculty through:**

- Conducted successful international searches for permanent positions as follows:
  - Director of Undergraduate Programs and Associate Professor: Tim Brown
  - Assistant Professor, tenure-track: Andreea Mihalache
  - Assistant Professor, tenure-track: Joseph Choma
  - Professor of Practice, Architecture + Health: Byron Edwards
  - Assistant Professor, tenure-track: Dustin Albright
  - Assistant Professor, tenure-track: David Franco
  - Assistant Professor, tenure-track: Carlos Barrios
  - Assistant Professor, tenure-track: Ufuk Ersoy
  - Associate Dean and tenured professor: Akel Kahera
  - And, welcomed back President Emeritus James Barker
- Conducted successful search for Endowed Chair in Architecture + Health, Anjali Joseph, PhD, who started her position in January 2015.
- Selected and named a Robert Mills Professor for each year
- Selected and named a Mickel Endowed Chair for 2015-2018, Keith Green
- Four successful tenure/promotion cases
- Found and hired short-term faculty to fill vacancies created by leaves and course releases
- Consistently supported faculty professional development and travel, financially and through course releases
- Revised and redefined the leadership team of the school: Associate Chair Ulrike Heine, Graduate Director Peter Laurence and Undergraduate Director Tim Brown
- Faculty awards and recognition, from the local to global levels
- Salary increases and bonuses, including through the process of market Increases
- Initiated brownbag lunches for faculty and students to discuss design topics and culture
- Assigned faculty mentors to all junior faculty

**Invested in students through:**

- Continued to provide an exemplary lecture series of nationally and internationally respected architects and designers, 3+/- lectures per semester.
- Regular engagement and support of the student organizations, AIAS, GASP, and the new NOMAS (National Organization of Minority Architecture Students) chapter, new Women in Architecture Students organization, the new Alpha Rho Chi, and reconstituted Tau Sigma Delta
- Organized and held a very successful Career Expo each year, with broad geographical and professional representation
- Engaged students in shared governance
- Supported student events and student attendance at conferences
- Advanced student work in publications and social media
- Organized and are continuing the Undergraduate Design Prize
- Held a fall convocation each year
- Revised AIA and other fellowships to better support strategic goals and recruitment
- Started accepting Bridge and transfer students to increase diversity and opportunities

**Celebrated and communicated accomplishments:**

- Celebrated the school's centennial through yearlong events, publications, exhibits and promotions, including: The Villa at 40, Barcelona at 13, the CAC.C at 25, A+H at 45, Beaux Arts Ball, Centennial Symposium (The Architecture of Regionalism in the Age of Globalization), exhibit and books (100 Years of Clemson Architecture: Southern Roots + Global Reach, and Proceedings), the centennial lecture series, and inaugural Architecture Alumni Achievement Awards.
- Increased promotion of the school, faculty and student recognition to alumni and the top echelon of the professional community through branding, web communications, print communications, and social networks.
- Celebrated final reviews, coordinating with Landscape Architecture for Lee-wide reviews, and continued the school's awards day
- Designed and published 2 newsletters each year, fall and spring
- Updated of the website and its content, with one outcome being that the school's website receives the largest number of hits of any AAH site.
- Launched and administered a Facebook page for the school and one for the CAF
- Developed undergraduate recruiting video
- Developed web-based advertising via Facebook, Archinect, AIAS, and NOMA
- Shared and promoted the design awards won by Lee III
- Wrote articles for AIASC, collaborated with AIASC in planning and hosting their conferences
- Worked with the Library's Special Collections to help grow the Architecture Archives

**Celebrated alumni and engaged with professionals:**

- The renamed, reorganized and re-staffed CAF, including a new development director focused on Architecture, has increased development, friend-raising and fund-raising
- Co-hosted alumni reception at the AIA convention each year, and in other regional locations
- Selected and awarded 2 years of Architecture Alumni Achievement Awards, and public recognition of those awards
- Hosted Professional Advisory Board meetings, including joint meetings with the CAF Board of Trustees and with the Construction Industry Advisory Board
- Recognized alumni accomplishments in the Centennial Lecture Series, Centennial publications, and exhibits, and newsletters



**WHAT NEXT?**

- Complete and implement an external communications plan
- Continue with twice yearly newsletters
- Create a bound publication of student and faculty work
- Continue much of the activities/accomplishments above.

**2020 GOAL 3: ENRICH AND IMPROVE INNOVATIVE, FUTURE-FOCUSED, INDIVIDUALLY STRONG & MUTUALLY ENRICHING DEGREE PROGRAMS**

- Increased the number and quality of applications to the graduate and undergraduate programs
- Developed and launched "The Art of Architecture" at the Greenville Fine Arts Center
- Stabilized curricula to: Ease students' movements through fluid campus to graduation; Ensure equivalent education across locations; Optimize unique opportunities at each location
- Reviewed and revised the undergraduate program to better prepare students for their fluid semesters, and to provide them with a memorable capstone
- Continued development of multi-disciplinary opportunities, taking advantage of the unique opportunities of the School of Design and Building, including increasing studio collaborations between Arch and LArch, and development of a new graduate certificate program in Integrated Project Delivery with the Department of CSM.
- Supported new fluid/vertical/multi-disciplinary studios on the Clemson campus in the fall and spring semesters
- One of 13 programs in the country selected for "An Integrated Path to Licensure" (IPAL) in response to a request for proposals from the National Architectural Accrediting Board (NCARB)
- Created and offered two new graduate certificate programs (A+CB and A+DE)
- Supported graduate open houses in fall and spring semesters
- Held curricular faculty retreats each semester that resulted in improved curricula and culture
- Supported a reinvigorated interdisciplinary camp for high school students in Clemson
- Improved the BA degree through increased communications with undergraduate students and faculty; Clarified learning outcomes of courses; offered new undergraduate courses in structures and history; a revised 1<sup>st</sup> year
- Summer offerings, including a CR+DC studio, the NYC summer studio
- Successfully offered the Architecture minor
- Improved recruiting of prospective students through improved communications.
- Successfully advocated for changing the SC Practice Act to allow licensure upon graduation

**WHAT NEXT?**

- Investigate the development of an undergraduate minor in Building Science, and/or an undergraduate concentration in Building Technologies
- Complete and implement the Integrated Project Delivery Certificate proposal
- Investigate more shared "foundations" across disciplines in Lee Hall
- Promote and initiate the Integrated Path to Architectural Licensure (IPAL) program in Charleston
- Expand the Architecture + Health program with a goal to graduate up to 12 each year (up from 8) with the expansion sited in Charleston
- Complete the CHE approval process of the Master of Resilient Urban Design and launch the program

- Complete a proposal for a Historic-Preservation focused dual degree or certificate
- Design and implement a great summer day camp for high school students in Charleston, Greenville and/or Columbia, in addition to the camp in Clemson.
- Continue to assess and improved the BA program and the M.Arch programs

**2020 GOAL 4:           GENERATE KNOWLEDGE THROUGH DISTINCTIVE DESIGN-RESEARCH STREAMS, ADDRESSING THE GREAT CHALLENGES OF THE TIME**

- Supported the architecture-led faculty and student team competing in the 2015 DOE Solar Decathlon.
- Completed the hiring of an Endowed Chair in Architecture + Health, and parallel to this the activation of the Center for Health Facilities Design and Testing
- The graduate program in Architecture + Health, under the leadership of professors Allison and Edwards, received the 2014 NCARB award of \$30,000 for their proposal for a spring 2015 studio to help advance the state of the art in a rural, ambulatory, healthcare facility design as a part of a professional-academy-industry collaboration.
- Supported industry partnerships, such as the work of the Pre-Cast Industry Foundation, with faculty and students
- Supported community partnerships, through the work of the Community Research + Design Center
- Restarted the idea of the Clemson Institute for Design, a wide-ranging multi- and cross-disciplinary initiative, (currently stalled)
- Supported academic partnerships, such as the WUD Institute, with the involvement and leadership of Architecture faculty and students
- Supported some of our most productive research faculty with course releases
- Supported PDBE with faculty assignments and student support
- Hired new faculty who each are contributing to the School's Design-Research streams
- Supported 4 faculty sabbaticals
- Conducted successful triennial Center Reviews: Architecture + Health, Community Research + Design Center, CU – Institute for Intelligent Materials, Systems and Environments (CU-iMSE), Daniel Center, and the CAC.C, and will do so again this spring

**WHAT NEXT?**

- Advance intellectual property opportunities and longer-term collaborations of Indigo Pine and SimPLY.
- Charge the faculty to articulate the school's design-research priorities, including multi- and inter-disciplinary priorities.
- Increase the school's participation in university research priorities and sponsored funding, especially in health-related and sustainable design activities
- Charge the design-build and service-learning faculty to develop and document protocols, definitions and template agreements for service-learning projects for the school to share across its multiple locations.
- Continue to advance industry, community and academic partnerships, including with the WUD Institute, the PCI Foundation, and others.

## 2020 GOAL 5: PROVIDE SPACE AND RESOURCES TO SUPPORT A FLOURISHING MISSION AND REALIZATION OF THE SCHOOL'S VISION

*NOTE:* Between FY 2012 and 2015, the school had to administer a 13.82% reduction of our state budget allocation. These university-wide budget reductions were used as divestments to invest in other areas. Those reallocations were partially used to increase faculty salaries to bring them in line with peer salaries. While these reductions were beginning, the school also suffered the loss of the McMahon annual gift of \$250,000 per year. The university's VP for finance provided a permanent new university allocation of that amount, knowing the school could not operate without it. In FY 2013, 4 years ago, the School of Architecture had total expenditures of about \$4 M. In FY16, the combined five fiscal departments of the School of Architecture have a total budget of \$5.8 M, not including sponsored grants, or endowments for the sole purpose of student scholarships, fellowships and travel grants-in-aid.

- Completed the creation and renovation of the Clemson Design Center in Charleston, CDC+C
- Raised soft monies through increased lab fees, graduate tuition tier monies (moved from tier 2 to tier 1) and private development funds.
- "Discovered" and reassigned endowments.
- Reorganized the CAF, (post-Executive Director), hired a new CAF staff position (Kaycee Collins), and took a much more active role in the CAF.
- Increased development activities
- Lee Hall stewardship: Led discussions about space use, classroom assignments, facility rules and renovations
- Renovated the DDS, created a new position and hired a new manager, and supported the expanded use of the improved DDS and Materials Lab for all of Lee Hall, supported by "Infrastructure Funding", and Architecture student lab fees
- Managed generational change in the faculty, with many retirements and new hires
- Hired a new Administrative Assistant for the school
- Participated in strategic conversations to define Lee IV, to be shared by CSM and Architecture, (currently stalled)
- Completed departmental Benchmarks and Performance Ratings, revised Bylaws and TPR Policies
- Reallocated budget to support CAC.C shop facilities
- Invested in two staff members through reclassification

### WHAT NEXT?

- Implement expanded programs at the CDC+C
- Do an internal post-occupancy evaluation of Lee 3, with the goal being to maximize the opportunities for all of Lee Hall's disciplines in the optimum use of our facilities
- Construct at least one true video-conferencing room/facility in Lee Hall
- Continue to increase soft revenues
- Find a more equitable and sustainable method of funding the DDS and Materials Lab
- Continue to update and expand DDS and fabrication facilities
- Find a dependable, functional space for Design-Build and prototyping
- Hold a development workshop for Center Directors
- Charge the fabrication staff and faculty to develop a multi-year equipment plan
- Make use of "maker space" in the Watt Center

## Summary of Accomplishments, i.e., Some of the BIG Things, 2012-2016

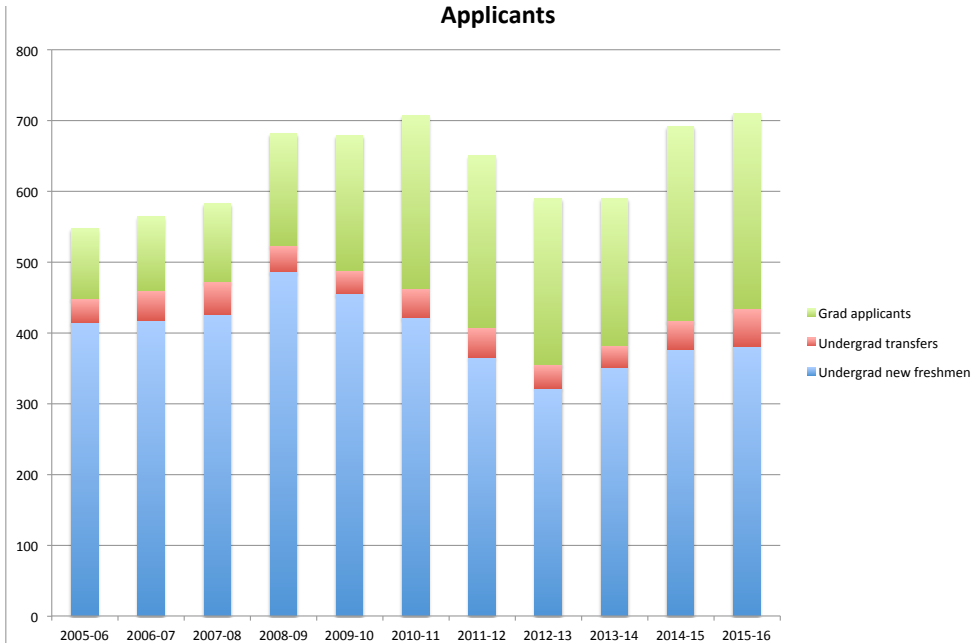
	2012/13	2013/14	2014/15	2015/16	Future
<b>PEOPLE Gained</b>	Akel Kahera Ufuk Ersoy Dustin Albright Nick Ault Brian Leounis John Jacques	James Barker Carlos Barrios Nancy Brown Dana Anderson Donna Carver Kaycee Collins Clarissa Mendez Junichi Satoh	Anjali Joseph (and team) Byron Edwards Joseph Choma David Franco Dustin Albright	Tim Brown Byron Edwards Joseph Choma George Schafer Berrin Terim Joseph Schott LaDan Omidvar Willy Schlein/Jennifer Gosnell	T/TT hires, tbd Lecturer hires, tbd
<b>PEOPLE Lost</b>	Henrique Houayek	Sandy Elgin Lynn Craig Bo Garland	Bob Hogan John Jacques Annemarie Jacques Nick Ault Stephen Verderber Jacob Lindsey Martha Skinner	Armando Montilla Junichi Satoh Akel Kahera	Jim Barker retires 6/17 Dana Anderson retires 6/17
<b>PEOPLE Promoted/tenured</b>		Vincent Blouin David Pastre, Sr. Lect.	Ulrike Heine	Peter Laurence Dan Harding	Wilkerson: Sr. Lecturer Many others....
<b>FLUID CAMPUS</b>	Renegotiated w/BAC CAC.G CAC.C	CAC.B	Provost visit Provost visit SPC Abandoned IPE/Clemson Curricular shift complete Fluid Studios Clemson	Roger Williams joins President visit CDC Lease signed IPW/Irvine Selected for IPAL	Continue Continue CDC, expanded programs Other? Implementation Continue Continue Continue Continue Expand to Charleston
A+H, iMSE, CR+DC	NYC Summer Studio	Architecture Minor offered A+CB + A+DE Certificates Summer Scholars		NYC Summer Studio	Continue Continue
<b>FISCAL</b>	-3.72% -\$250,000 (McMahon)	3.33% Budget Reduction +\$250,000 new allocation Infrastructure grant: \$84,380 Endowment research, transfers and growth	3.97% Budget Reduction Tier 1 Tuition	2.8% Budget Reduction Lab Fees to \$200/ \$130,596 Increased annual and one-time gifts	\$64,450 Continue Continue Continue
<b>EVENTS &amp; ORG's</b>	CAF Lectures The Villa at 40 CAC.B at 13 CAC.C at 25 Career Fair AIAS + GASP Tau Sigma Delta Alpha Rho Chi	Centennial Exhibit(s) Centennial Beaux Arts Ball Centennial Symposium Career Expo	Undergraduate Design Prize NOMAS	WIAS	Continue NAAB Visit Spring 2017 Continue UG Design Prize Continue Career Expo Continue
<b>Publications + External Communications</b>	Various Centennial Publications Fall Newsletter Spring Newsletter	100 Years of Clemson Architecture Branding "complete"	Adv., Archinect and AIAS	100 Years: Proceedings Advertising via NOMA	Publish a student publication Assess/continue Continue Continue Continue Graduate Programs Brochure
<b>RESEARCH + Industry Partnerships</b>		2015 Solar D Proposal	NCARB Award for A+H WUD Institute PCI Foundation Grant	Center for HFD+Testing Solar D Competition	Continue/expand Continue/expand SimPLY continues More sponsored studios
<b>Development + ALUMNI</b>	PAB Meetings (2) CAF Board Meetings and Leadership Alumni Reception(s)	Architecture Alumni Achievement Awards CAF returns to "Architectural"		PAB Meeting (1)	Continue Continue Continue Continue
<b>Design Intelligence</b>	Graduate program ranked Top 20 overall, Top 10 public 30 most admired: Harding Allison		Schwennsen		Continue Add more

# 10-YEAR TRENDS

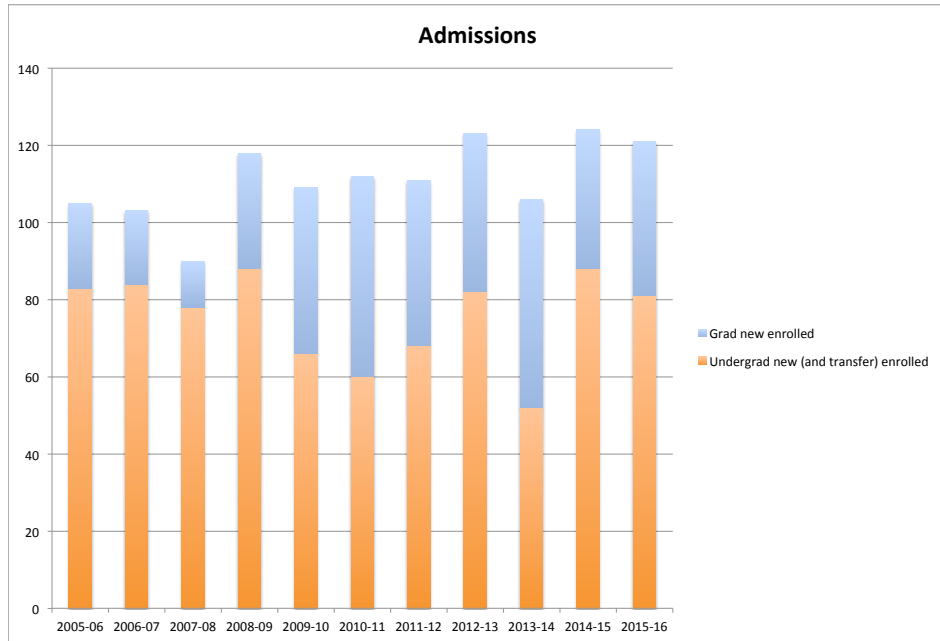
## Clemson School of Architecture

Data from Clemson University Institutional Research Departmental Metrics

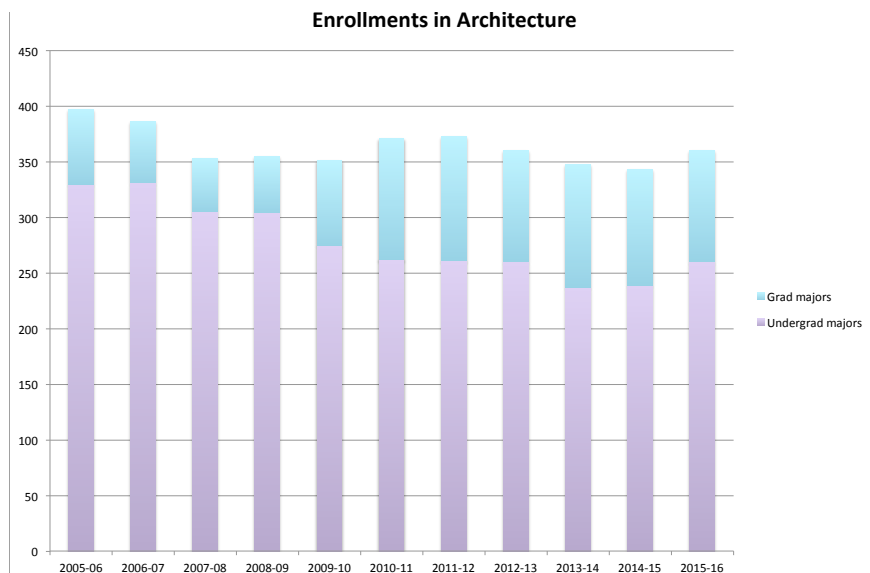
### APPLICATIONS are UP, (esp. Grad)



# ADMISSION Numbers are recovering



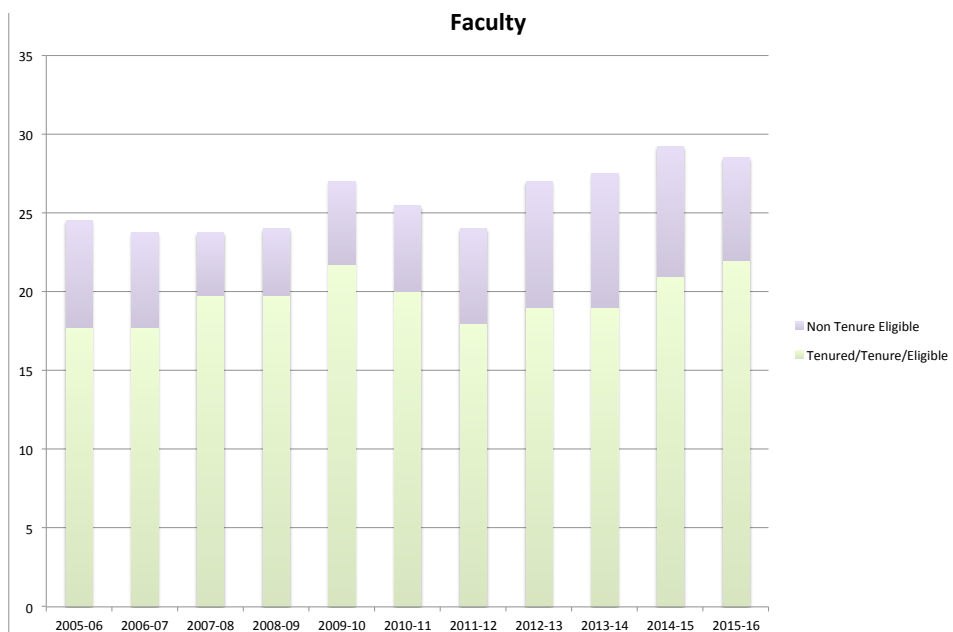
# ENROLLMENT is fairly steady overall



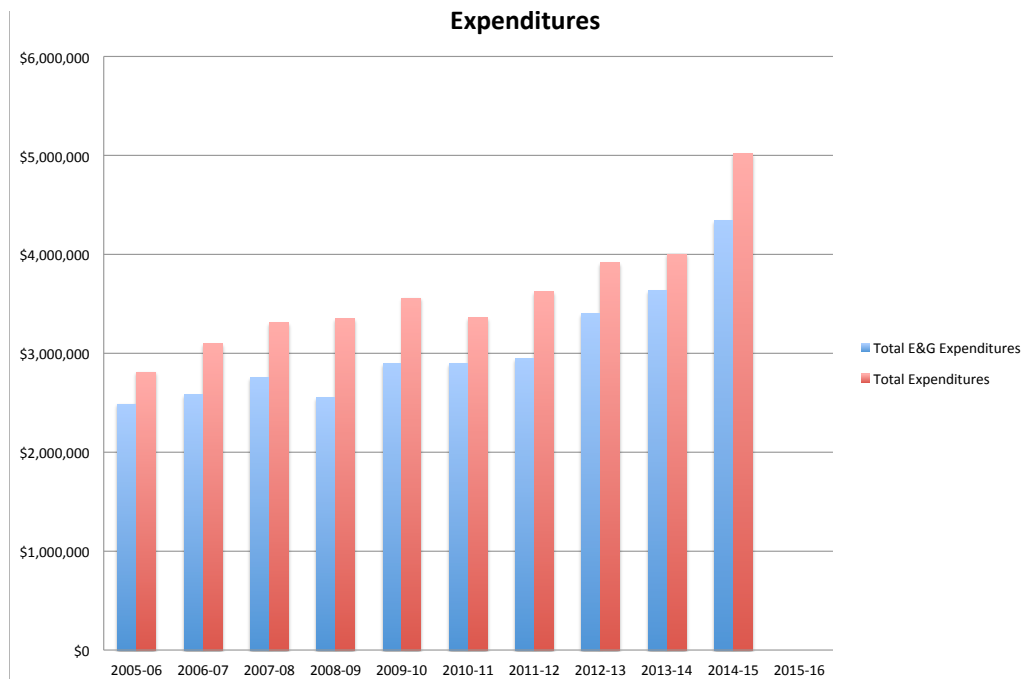
# Non-Resident ENROLLMENT is UP



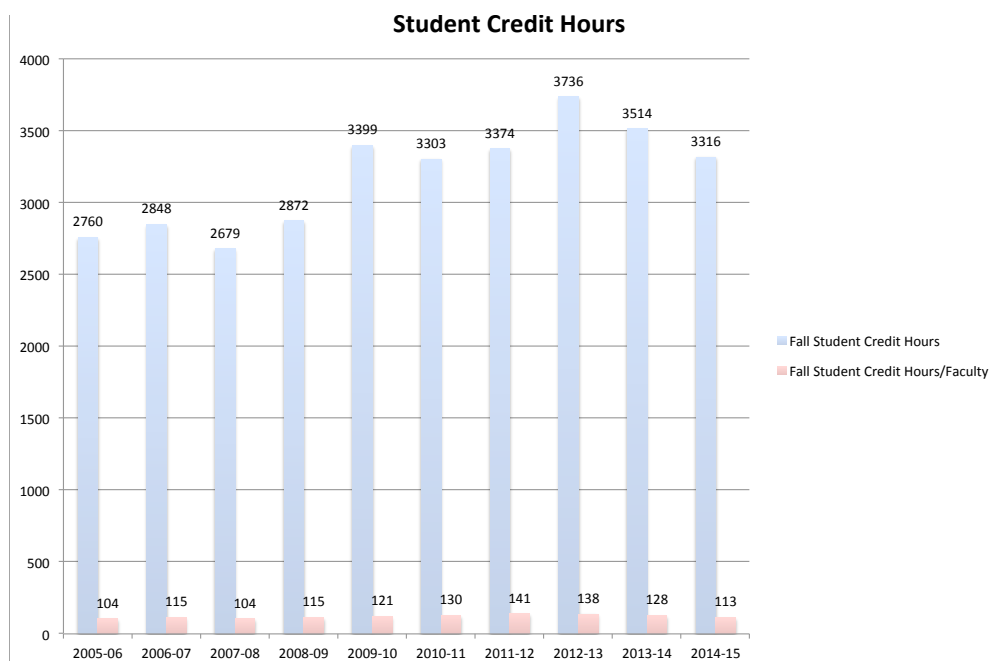
# FACULTY has increased



# EXPENDITURES have increased



# OUTPUT has increased and leveled





**1. Do you consent to taking this survey?**

#	Answer	Response	%
1	Yes, I would like to continue with the survey	109	99%
2	No, I do not wish to take the survey	1	1%
	Total	110	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.01
Variance	0.01
Standard Deviation	0.10
Total Responses	110

**2. Please select the semester you most recently graduated or are graduating.**

#	Answer	Response	%
1	December 2011	1	1%
2	May 2012	15	14%
3	August 2012	0	0%
4	December 2012	0	0%
5	May 2013	13	12%
6	August 2013	1	1%
7	December 2013	0	0%
8	May 2014	26	25%
9	August 2014	1	1%
10	December 2014	0	0%
11	May 2015	27	25%
12	August 2015	0	0%
13	December 2015	2	2%
14	May 2016	18	17%
15	Other	2	2%
	Total	106	100%

Statistic	Value
Min Value	1
Max Value	15
Mean	8.72
Variance	16.15
Standard Deviation	4.02
Total Responses	106

**3. Which degree did you most recently receive or are you about to receive?**

#	Answer	Response	%
1	BA Architecture	50	47%
2	M.Arch	52	49%
3	M.S. Architecture	2	2%
4	Ph.D. in Planning, Design and Built Environment	0	0%
5	Other, please specify	2	2%
	Total	106	100%

Other, please specify
M.S. Packaging Science
MArch + Health

Statistic	Value
Min Value	1
Max Value	5
Mean	1.60
Variance	0.51
Standard Deviation	0.71
Total Responses	106

**4. What was your resident status as a student for your most recent degree received or about to receive?**

#	Answer	Response	%
1	In-state student	62	59%
2	Out-of-state student	39	37%
3	International student	4	4%
	Total	105	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.45
Variance	0.33
Standard Deviation	0.57
Total Responses	105

**5. If, M.Arch, were you a part of a concentration or certificate program in the School of Architecture? If so, which one?**

#	Answer	Response	%
1	Architecture + Health Concentration	4	8%
2	Architecture + Community Build Certificate	8	16%
3	Digital Ecologies Certificate	6	12%
4	I was not part of a concentration or certificate program	33	65%
	Total	51	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.33
Variance	1.03
Standard Deviation	1.01
Total Responses	51

**6. While you were a Clemson student, how many service learning projects did you participate in with the community?(Service learning projects involve community or client engagement)**

#	Answer	Response	%
1	None	26	25%
2	One	29	28%
3	Two	25	24%
4	Three or More	25	24%
	Total	105	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.47
Variance	1.23
Standard Deviation	1.11
Total Responses	105

**7. While you were a Clemson student, which of the following off-campus experiences did you participate in?(Check all that apply)**

#	Answer	Response	%
1	School of Architecture's Fluid Campus: Barcelona	23	22%
2	School of Architecture's Fluid Campus: Charleston	38	36%
3	Study Abroad (please specify the city and country where you studied abroad)	6	6%
4	Internship (please specify the city, state and country where you had your internship)	39	37%
5	Other off-campus experience (please specify the city, state and country where you had your experience)	12	11%
6	I didn't have an off-campus experience.	8	8%
7	School of Architecture's Fluid Campus: Genoa	44	42%

Study Abroad (please specify the city and country where you studied abroad)	Internship (please specify the city, state and country where you had your internship)	Other off-campus experience (please specify the city, state and country where you had your experience)
	Charleston, SC and Greenville, SC	
	UWPD Architecture myrtle beach, sc	
	Charleston, SC US	
	Colorado Springs, Colorado	
	Atlanta, GA USA	
	Charleston, SC, USA	
	Charleston	
	Charleston, South Carolina	
	Spartanburg, SC 29631	
	Charleston, SC, US	
	Greenville, SC	
	Orlando, FL	
	Charleston, SC, USA	
	TX	
	Seattle, Washington	
	Memphis, TN	
	Charleston, SC	
New York, NY, USA	Charleston, SC, USA	
	Middlebury, VT	
	Charleston SC USA	
	Cincinnati, OH	
	Richard Meier, NYC	
	Atlanta, GA	
	Charleston, SC, USA	
	Columbia, SC	Orange County, CA
	Middlebury, VT	
Paris France	Dublin Ireland	
	charleston, sc	wilmington, nc
	Columbia, SC	
	Charleston, SC	Travelled to Irvine for Solar Decathlon
	Summer of 12 and 13, Columbia SC USA	
	Fuller Consulting Engineers Greenville, SC & AJH Renovations, LLC Greenville, SC	
	Charleston, SC	
Charleston	aj architects	
	McMillan Pazdan Smith - Greenville, SC United States	
	Greenville, SC, USA	
Genoa, Italy	Columbia, South Carolina	
		NYC, LA, Atlanta
		Ashville Design Build (Asheville, NC)
Barcelona, Spain		Spartanburg, SC
		Greenville, SC
		California
		New York, California
		Asheville, NC, USA (Design/Build)
		Solar Decathlon, California
New York City		Irvine, CA

**Architectural Alumni Survey Initial Report - 2016** (Last Modified 5/3/2016)

Statistic	Value
Min Value	1
Max Value	7
Total Responses	105

**8. Do you intend to become a licensed architect?**

#	Answer	Response	%
1	I am currently a licensed architect	5	5%
2	I am in an Intern Development Program (IDP) and plan on becoming a licensed architect	76	72%
3	I am not in an IDP program but do plan on becoming a licensed architect	4	4%
4	I am not planning on becoming a licensed architect	20	19%
	Total	105	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.37
Variance	0.72
Standard Deviation	0.85
Total Responses	105

**9. Have you been working in a job related to architecture since graduation?**

#	Answer	Response	%
1	Entire time	66	63%
2	Some of the time	27	26%
3	Not working in the field of architecture	12	11%
	Total	105	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.49
Variance	0.48
Standard Deviation	0.69
Total Responses	105

**10. Which of the following BEST describes your CURRENT EMPLOYMENT STATUS, or anticipated status after your upcoming graduation? Please select only ONE of the following categories:**

#	Answer	Response	%
1	Employed full time (on average 30 hours or more per week)	79	75%
2	Employed part time (on average less than 30 hours per week)	0	0%
3	Participating in a volunteer or service program (e.g., Peace Corps)	2	2%
4	Serving in the United States Uniformed Services or United States Armed Forces	0	0%
5	Enrolled in graduate school, professional school, or continuing education	19	18%
6	Seeking employment	5	5%
7	Planning to continue education but not yet enrolled	0	0%
8	Not seeking employment or continuing education at this time	0	0%
	Total	105	100%

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Statistic	Value
Min Value	1
Max Value	6
Mean	2.00
Variance	3.19
Standard Deviation	1.79
Total Responses	105

**11. If your PRIMARY status is employed full time OR employed part time, please select the category which BEST describes your employment:**

#	Answer	Response	%
1	Employed as a full-time employee	71	95%
2	Employed in a postgraduate fellowship	0	0%
3	Employed in a temporary/contract work assignment	0	0%
4	Employed as an entrepreneur (i.e. building a business)	2	3%
5	Employed freelance (i.e. independent consultant)	0	0%
6	Employed in a faculty position	0	0%
7	Employed in another work category not listed above. If so, please specify	2	3%
	Total	75	100%

Employed in another work category not listed above. If so, please specify

Art Teacher  
Organizational Leadership

Statistic	Value
Min Value	1
Max Value	7
Mean	1.24
Variance	1.16
Standard Deviation	1.08
Total Responses	75

**12. If your PRIMARY status is participating in a volunteer or service program, please provide the name of the organization.**

Text Response

Johnson Service Corps  
Fellowship of Catholic University Students

Statistic	Value
Total Responses	2

**13. If your PRIMARY status is serving with the United States Uniformed Services or United States Armed Forces, please provide the name of your service branch.**

Text Response

Statistic	Value
Total Responses	0

**14. If your PRIMARY status is enrolling in graduate school, professional school, or continuing education, what is the name of the institution you're attending?**

Text Response
Illinois institute of technology
Clemson University
University of Georgia
University of Texas at Austin
Clemson University
North Carolina State Universtiy
University of Tennessee - Knoxville
University of California Los Angeles
University of Florida
Clemson University
Clemson University
The University of Texas at Austin
University of Tennessee
Clemson University
Clemson University
UNCC
university of Oregon
University of Georgia College of Veterinary Medicine
Clemson University (Go Tigers)

Statistic	Value
Total Responses	19

**15. What degree are you pursuing?**

#	Answer	Response	%
1	M.Arch.	15	79%
2	Masters (e.g., M.A./M.S./M.B.A./M.Ed.)	1	5%
3	Other Professional masters (e.g., M.A.T./M.Engr.)	0	0%
4	Professional doctorate (e.g., Ed.D./M.D./J.D./D.D.S./D.M.D.)	1	5%
5	Ph.D.	0	0%
6	Other (please specify)	2	11%
	Total	19	100%

Other (please specify)
B. Arch.
M. Arch & M. UD

Statistic	Value
Min Value	1
Max Value	6
Mean	1.74
Variance	2.76
Standard Deviation	1.66
Total Responses	19

**16. What is the name of the organization where you are currently employed or will be working after graduation?**

Text Response
Design Collaborative, Inc.
Cornell University Communications / Marketing
HGA Architects and Engineers
LS3P Architects, Charlotte
Wright Design LLC
GSC Architects
McMillan Pazdan Smith
LS3P
Lemon and the Sea
Caveney Architecture & Construction
Rule Joy Trammell Rubio
LS3P
EIS Studio
Garvin Design Group
The Boudreaux Group
BB+M Architecture
Miller Hull Partnership
Cooper Carry
DLR Group
Little
Housing Studio
WJA - Design Collaborative
EYP, Inc.
University of South Carolina
Liollo Architecture
Situ Fabrication
Bonstra Haresign Architects
Nike
LS3P
HKS inc
n/a
The Beck Group
Nissan
Wakefield Beasley & Associates
Hacker
Spartanburg School District 6
ZGF Architects LLP
Jumper Carter Sease Architects
Jumper Carter Sease Architects
Handel Architects
ZGF Architects LLP
STEPHANIEGOTO
ZGF
Chapman Design Group
The American Institute of Architecture Students
Adams & Associates Architecture
Alphin Design Build
CallisonRTKL Inc.
Bello Garris Architects
Stacy Norman Architects
DLR Group
Meadors Inc
Vanguard Packaging, display and packaging solutions
Incorporated Architecture & Design
tsdesign
Dwell Design Studio
Pavilion Development Company
VAg Inc
Menil Foundation
Kersting Architecture
Aerotek
Hall Architects, PA
LS3P
HKS Inc.
Mcmillan Pazdan Smith
The Miller Hull Partnership
Kaas Wilson Architects

## Architectural Alumni Survey Initial Report - 2016 (Last Modified 5/3/2016)

Northlight Architects, LLC, and Turn Collaborative, LLC  
 Lauren Sanchez Design  
 Liollo  
 Timber Block  
 Studio 3 Design Group  
 McMillan Pazdan Smith  
 The Beck Group  
 HDR

Statistic	Value
Total Responses	75

### 17. How long have you worked at this organization?

#	Answer	Response	%
1	Still in school but plan on working at this organization after I graduate	8	11%
2	Less than six months	16	21%
3	Six months to a year	23	31%
4	One to two years	19	25%
5	Two to three years	5	7%
6	More than three years	4	5%
	Total	75	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	3.12
Variance	1.65
Standard Deviation	1.28
Total Responses	75

### 18. What is your current job title?

#	Answer	Response	%
1	Senior Principal/Partner	1	1%
2	Mid-level Principal/Partner	0	0%
3	Junior Principal/Partner	0	0%
4	Department Head/Senior Manager	0	0%
5	Project Manager	5	7%
6	Architect Designer III	0	0%
7	Architect Designer II	5	7%
8	Architect Designer I	7	9%
9	Third Year Intern	4	5%
10	Second Year Intern	7	9%
11	First Year Intern	14	19%
12	CAD Manager	1	1%
13	Other (please specify)	31	41%
	Total	75	100%



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Other (please specify)
Web Designer
Architectural Intern
Owner and Designer
Associate
Architectural intern
Dean's Advisor and Adjunct Faculty
Project Designer
Fabricator
Designer
Intern (unofficially)
Project Coordinator
Packaging Engineer
Art Teacher
Graphic Designer
Project Manager and Architect
Senior graphic designer
Vice President
Designer
Designer
Jr Structural Designer
Architectural Designer
Project Coordinator
Site Planning & Architectural Design
Paper Conservation Technician
designer/ project manager
Associate
Intern Architect
Intern Architect
Designer/Architectural Intern
Interior Designer
Project coordinator

Statistic	Value
Min Value	1
Max Value	13
Mean	10.56
Variance	7.52
Standard Deviation	2.74
Total Responses	75

**19. If employed full-time, what is your annual salary or salary offer in U.S. dollars?**

#	Answer	Response	%
1	Less than \$20,000	1	1%
2	\$20,000 - \$29,000	0	0%
3	\$30,000 - \$39,000	9	12%
4	\$40,000 - \$49,000	35	47%
5	\$50,000 - \$59,000	17	23%
6	\$60,000 - \$69,000	10	13%
7	\$70,000 - \$79,000	1	1%
8	\$80,000 - \$89,000	2	3%
9	\$90,000 - \$99,000	0	0%
10	\$100,000 or more	0	0%
	Total	75	100%

Statistic	Value
Min Value	1
Max Value	8
Mean	4.48
Variance	1.33
Standard Deviation	1.16
Total Responses	75

**20. If employed part time, please list your current hourly pay rate and average number of hours you work each week.**

Hourly pay rate:	Average number of hours worked each week:

**Architectural Alumni Survey Initial Report - 2016** (Last Modified 5/3/2016)

Statistic	Value
Total Responses	0

**21. How did you search for or find out about your current employment opportunity?**

#	Answer	Response	%
1	Clemson Architecture Career Fair	16	21%
2	Clemson University's Center for Career and Professional Development's Career Fair(s)	0	0%
3	Faculty contacts/Professor told me about it	7	9%
4	Print or online newspaper classifieds	1	1%
5	Online classifieds (e.g., Craigslist)	3	4%
6	General web job board (e.g., Monster.com, HotJobs.com)	4	5%
7	A professional organization/association	5	7%
8	Friend told me about it	14	19%
9	Online social network sites (e.g., Facebook, LinkedIn)	3	4%
10	Professional networking with industry contacts	19	25%
11	Websites for individual companies/organizations	16	21%
12	Other source (please specify)	16	21%

**Other source (please specify)**

Personal Relationship
A+H Alumni
Built My Own Business
AIA SC
family connections in Columbia
previous internship
AIA Seattle Jobs Website
Archinect
Receiving Fellowship
referred by former coworker
District Art Director
a Clemson alumni
Job was not posted. Sent my resume and work sample to firm, and they responded to set up an interview.
Alumini

Statistic	Value
Min Value	1
Max Value	12
Total Responses	75

**22. Where is your job located?**

#	Answer	Response	%
1	Alabama	1	1%
2	Alaska	0	0%
3	Arizona	0	0%
4	Arkansas	0	0%
5	California	2	3%
6	Colorado	1	1%
7	Connecticut	0	0%
8	Delaware	0	0%
9	Florida	1	1%
10	Georgia	7	9%
11	Hawaii	0	0%
12	Idaho	0	0%
13	Illinois	1	1%
14	Indiana	1	1%
15	Iowa	0	0%
16	Kansas	0	0%
17	Kentucky	0	0%
18	Louisiana	0	0%
19	Maine	0	0%
20	Maryland	0	0%
21	Massachusetts	3	4%
22	Michigan	0	0%
23	Minnesota	2	3%
24	Mississippi	0	0%
25	Missouri	1	1%
26	Montana	0	0%
27	Nebraska	0	0%
28	Nevada	0	0%
29	New Hampshire	0	0%
30	New Jersey	0	0%
31	New Mexico	0	0%
32	New York	5	7%
33	North Carolina	10	13%
34	North Dakota	0	0%
35	Ohio	0	0%
36	Oklahoma	0	0%
37	Oregon	3	4%
38	Pennsylvania	0	0%
39	Rhode Island	0	0%
40	South Carolina	20	27%
41	South Dakota	0	0%
42	Tennessee	1	1%
43	Texas	4	5%
44	Utah	0	0%
45	Vermont	0	0%
46	Virginia	2	3%
47	Washington	5	7%
48	Washington, D.C.	5	7%
49	West Virginia	0	0%
50	Wisconsin	0	0%
51	Guam	0	0%
52	Northern Mariana Islands	0	0%
53	Puerto Rico	0	0%
54	US Virgin Islands	0	0%
55	International	0	0%
	<b>Total</b>	<b>75</b>	<b>100%</b>

Statistic	Value
Min Value	1
Max Value	48
Mean	32.52
Variance	175.63
Standard Deviation	13.25
Total Responses	75

**23. Please specify the city and country where you are employed or have an offer.**

Text Response

Statistic	Value
Total Responses	0

**24. Please specify the city, zip code and country where you are employed.**

City:	Zip Code:	Country
Fort Wayne	IN	46804
Ithaca	14850	USA
Minneapolis	55401	USA
Charlotte	28202	United States of America
Greenville	29601	USA
Austin	78746	United States
Greenville	29601	United States
Greenville	29601	USA
Midlothian	23112	USA
Lowell	01852	USA
Atlanta	30339	USA
COLUMBIA	29201	UNITED STATES
Los Angeles	90003	United States
Columbia	29201	USA
Columbia	29201	United States
Charlotte	28211	USA
Seattle	98104	USA
Atlanta	30303	USA
Houston	77002	USA
Charlotte	28217	Usa
Charlotte	28202	USA
Seattle	98104	USA
Boston	02210	USA
Columbia	29208	US
Charleston	29412	United States
Brooklyn	11205	USA
Washington DC	20009	USA
Beaverton	97006	USA
Greenville	29601	United States
Washington DC	20005	USA
Beverly	01915	USA
Dallas	75201	USA
Smyrna	37167	USA
alpharetta	30009	usa
Portland	97210	USA
Spartanburg	29376	United States
Portland	97210	USA
West Columbia	29169	USA
Columbia	29169	United States
New York City	10016	USA
Seattle	98102	United States
New York	10003	USA
Seattle	98104	USA
anderson	29626	usa
Washington, DC	20006	USA
Mooreville	28115	USA
Raleigh	27603	USA
Washington, D.C.	20037	USA
Charleston	29403	United States
Auburn	36830	USA
Santa Monica	90403	United States
North Charleston	29405	USA
Maryland Heights	63146	USA
New York	10003	USA
Atlanta	30309	US
Alpharetta	30022	USA
Charlotte	28209	United States
Edwards	81633	US
Houston	77006	USA
wilmington	28403	usa
Salisbury	28147	USA
Sarasota	34236	USA
Greenville	29601	United States
Washington	20005	USA
Greenville	29601	USA
Seattle	98104	USA
Minneapolis	55410	United States
Chicago	60613	USA

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Charleston	29403	United States
Charleston	29412	United States
Shelby	28152	US
Augusta	30901	Usa
Greenville	29601	USA
Atanta	30326	USA
Arlington	22201	U.S

Statistic	Value
Total Responses	75

**25. Please rate your degree of satisfaction with how Clemson University's School of Architecture prepared you for the workforce.**

#	Answer	Response	%
1	Very satisfied	41	41%
2	Somewhat satisfied	39	39%
3	Neutral	11	11%
4	Somewhat dissatisfied	8	8%
5	Very dissatisfied	2	2%
	Total	101	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.92
Variance	1.01
Standard Deviation	1.01
Total Responses	101

**26. If satisfied, please tell us what you were most satisfied with during your architectural studies at Clemson.**

**Text Response**

Networking opportunities within the A+H department to allow me to discover new interests in architecture.  
 Learning how develop an abstract conceptual idea into something that is functional and sustainable.  
 I feel Clemson focused on polishing the master students to be ready for the work force.  
 The variety of professors and experiences with them  
 Real world experience with projects, creating networking opportunities to expand our reach & connection with Clemson Alumni  
 THE RIGOR OF THE CIRRICULUM AND THE OFF-CAMPUS EXPERIENCES. THEY LED MY PERSPECTIVE OF THE PROFESSION AND YET SET FOUNDATIONS ABOUT DESIGN THAT HAS HELPED ME THROUGH MY INTERNSHIP.  
 My fluid studio project my senior year. We completed a semester long comprehensive building which helped me to connect the dots between conceptual design and creating a real building.  
 Hands-on experience and client relation experience through the design build studios  
 XXX is the only reason I am satisfied with my Graduate Education. Clemson needs to hire more professors like him and less IV league flakes that are completely out of touch with reality.  
 The professors and travel opportunities  
 Clemson does a great job teaching students how to approach problems, think about them analytically, and produce solutions that are both innovative/creative as well as practical.  
 Great professors and studio culture that created an excellent and stimulating positive environment for learning. Also, getting to participate in hands-on real world design and construction experience through engaging design-build project in the local communities.  
 Well rounded curriculum and professors with professional experience  
 Rigor of studio schedule  
 Development of critical thinking, communication, and leadership skills through team projects  
 The balance of study between theoretical and practical  
 Fluid Campus in Charleston, Lecture Series, Opportunity to take Grad-level courses in Undergrad, Solar Decathlon  
 Clemson welcomed creativity more than other programs that I was familiar with.  
 Network and the program itself  
 Good design skills, extensive knowledge in design programs, unique study abroad experiences  
 work ethic mostly; grad school is all fluff and nothing can possibly prepare you for the work environment. i don't feel that projects so focused on design really helped me at all. i wish it was more learning building systems and how to put a building together, code, technical information.  
 The faculty.  
 Design thought process / Critical Thinking  
 Curriculum  
 I was satisfied with the study abroad program. The opportunity of having an internship opened many doors for my future. I loved helping the community in my design/build projects.  
 The education's rigor and breadth  
 I learned and honed a critical design process with the freedom to define what that meant without a larger school wide agenda. My technical and practical abilities at graduation far outweighed my peers from other schools as evidenced during my first few years of working.  
 Focus on strength in conceptual design and how to think/analyze  
 I enjoyed that the education at Clemson prepared students to be well-rounded members in the work force.  
 The network, faculty, and studio culture/environment  
 Excellent design concepts, methods and general presentation skills that are used in the real work force.  
 Selectivity, Intensity, Rigor, Design, Construction, Craft, Detail, Self-Reliance, Competence, Initiative, Leadership  
 I learned design thinking, which I can then apply to various problems and details  
 Studying abroad in Barcelona and Charleston as well as the two design build studios I took.  
 Professors challenged us to think critically and apply concepts/theory. Plus everything about Genoa!  
 The exposure to many different views of others about the field.  
 The Comprehensive Studio  
 Clemson did an excellent job of ensuring that our architecture education was forming us to be well rounded and capable of thinking critically.  
 Studying architecture is much more about just gaining an education, it is about forming the entire person.  
 The fluid campus/study abroad experience, the design/build community projects, the teaching of design philosophies, developing a creative process, honing presentation skills, and wide application of skills & knowledge in other disciplines. I loved time in Clemson Arch.  
 Ability to study abroad during academic year  
 How the program is well-rounded  
 Study Abroad  
 one on one work with talented professors as well as design build experience.  
 The professors, and the relationship we as students could build with them.  
 Team-based cooperation skills, enough working technical skills to be immediately useful to my employer, professionalism in the school translated into a benchmark for my professional conduct.  
 The quality and dedication of the teaching faculty.  
 Professors  
 The teachers and the variety of project/studio types  
 Rigorous curriculum helped me develop the skills needed to pursue my current program. Content of study was personally enriching.  
 I think Clemson's curriculum is very closely related to actually working in the field while also allowing us full design freedom if we seek it.  
 creative thinking  
 I think Clemson's undergraduate architecture program prepared me well in terms of design and the design process. I feel very comfortable beginning and completing any form of design project, knowing that I will be able to produce a high quality and informed final product.  
 Clemson taught me how to think about design and greatly helped me develop my own design sense, instinct, and style.  
 Study abroad  
 I was most satisfied with the study abroad component being a part of our curriculum; however, I do have some dissatisfaction with the fact that

**Architectural Alumni Survey Initial Report - 2016** (Last Modified 5/3/2016)

in the workforce, we are expected to know Revit, yet Clemson School of Architecture does next to nothing in teaching us this software. Learning and understanding design and the design process, and developing personally as a designer  
 Breadth of information learned.  
 I am very satisfied from Healthcare program. Professor XXX is one of the dedicated/influential teacher I have ever seen in my life...

Statistic	Value
Total Responses	58

**27. If dissatisfied, please tell us how we could improve.**

**Text Response**  
 Revit. It's very clear that right now, sending a student out that doesn't know how to Revit is like sending out a student who couldn't draft 50 years ago.  
 Theoretical rigor and building systems/construction knowledge  
 more technical and material class. More practice drawing wall sections  
 Teach the computer programs the workforce is using. Teach the practical information needed to be a practicing architect--not the hypothetical or theoretical.  
 In general, I believe a re-evaluation of the architecture curriculum is needed for our students and industry. I was in school during a tough time in our country and I believe my particular years spent in school were affected. Regardless, I think I was very unprepared for the realities of the architecture workforce.  
 More technical classes need to be implemented into Clemson's undergraduate program  
 Teach methods that are actually used in the workplace. I've learned more in two months with this job than I ever did at three and a half years with Clemson.  
 Structures was almost useless. I do not know how buildings really go together and rely on my current employer to teach me.  
 Multiple classes were not learning environments at all and lacked any instruction from the professors. Those classes were mostly being taught by XXX and YYY. It is not a class when every day we came in to a presentation by a guest lecturer who gave us generic presentation that were useless and then we were expected to use the information in studio. This time consisted of us having to teach ourselves what they were supposed to teach us and then use it. I am embarrassed at how little they do and still are allowed to waste students time.

Statistic	Value
Total Responses	9



## **School of Architecture 2020FORWARD** Strategic Plan 2016-2020

The following draft is built on the school's 2020 Plan, approved by the faculty in 2011, and coordinated with the 2020Forward Plan of the College of AAH and Clemson University.

*Approved by the faculty, 26 August 2016*

### **2020FORWARD Vision**

Clemson University's School of Architecture will be a premier producer of transformational architectural leadership, shaping the environment of the 21<sup>st</sup> century for a better future.

**VALUES** in support of the mission:

- *Excellence:* Supporting and celebrating a culture of high expectations in all processes and products, rewarding innovation, creativity, critical thinking, craft & making, and intellectual curiosity.
- *Inclusivity:* Actively seeking and sustaining the participation of people in the school with different places of origin, points of view, and ways of knowing.
- *Collegiality:* Cooperatively working independently and collectively, encouraging individual achievement, collaboration, open discourse and shared decision-making.
- *Accountability:* Taking responsibility for the consequences of our actions on each other, our many constituents, the planet and the future.
- *Legacy:* Designing the future upon an understanding and respect for the past, our unique heritage of peoples and places.
- *Connectivity:* Enjoying and optimizing the contributions of all constituents and locations, from students to alumni, faculty to industry partners, Clemson to Genoa and all points in between.

### **MISSION + GOALS**

Clemson's School of Architecture is an interconnected, geographically distributed community of teachers and learners, dedicated to:

#### **Goal 1: Research**

**Generating knowledge** to address the great challenges of the time, like health care, ecology, and an increasingly digital society, through innovative, interdisciplinary research, practice and scholarship.

#### **Goal 2: Engagement**

**Advocating** for the improvement of built, natural and social environments, through design activism, public service and public education.

#### **Goal 3: Academic Core**

**Educating future architects**, through rigorous and expansive design education, with local and global understandings of firmness, commodity and delight.

#### **Goal 4: Living**

To meet the demands of strategic priorities and to support high-quality university, college and school programs and initiatives, the School of Architecture will acquire adequate resources.

**OBJECTIVES** in support of these goals follow.

## GOAL 1: **R**esearch

**Generating knowledge** to address the great challenges of the time, like health care, ecology, and an increasingly digital society, through innovative, interdisciplinary research, practice and scholarship.

1. Support and grow distinctive, innovative and future-focused research and creative activities.
  - a. Offer some upper level studio projects to align with the research and work being conducted at the WUD Institute.
  - b. Expand the activities of the Center for Health Facilities Design + Testing
  - c. Strengthen connections with the profession, and gain intelligence on the future of the profession, its needs, and questions of supply and demand
  - d. Grow CR+DC's projects and constituents by 25%
  - e. SimPLY: Advance the IP and get it patented, integrate into PSA
  - f. Advance another area of systems expertise, such as precast, building on the PCI Foundation work
2. Advance and promote a culture of collaborative research and education relating to healthy places, civic cultures and communities.
  - a. Build on the Clemson University School of Health Research [CUSHR] relationship with GHS through collaborative teaching, learning and research projects.
  - b. Build on the research collaboration between the School of Architecture's A+H program and MUSC.
  - c. Develop and document service-learning protocols, definition and template agreements for the school to share across its multiple locations
  - d. Become active in the AIA's national health initiative

## GOAL 2: **E**ngagement

**Advocating** for the improvement of built, natural and social environments, through design activism, public service and public education.

1. Champion and promote architecture as an integral component of Clemson University's mandate to be a "high seminary of learning."
  - a. Engage Architecture faculty and students in University campus planning and capital projects committees to contribute expertise to an institutional appreciation of very high-quality design of the built environment, and to help improve the culture of facility procurement, design and construction.
  - b. Continue to offer a strong minor in Architecture
  - c. Share/lead studio learning/teaching as a model for other Clemson disciplines and degree programs outside of Lee Hall, and participate with the College of Engineering in design pedagogy discussions
2. Advocate for and participate in the application of sustainable practices for healthy places, civic cultures and communities.
  - a. Expand Architecture's outreach and collaboration outside of Lee Hall, including establishing a supportive design relationship with the City of Clemson, engaging faculty in city design decisions, as well as campus design decisions
  - b. Fully articulate our thinking about the Citizen Architect and leadership, and how that relates to the undergraduate and graduate programs
  - c. Organize a Architecture + Community BUILD conference in Spring 2018 in Charleston
  - d. Continue to host and participate in annual Architecture+Health Chattaqua
3. Promote, articulate and explore the role of architecture in furthering sustainability, global change and smart growth initiatives.
  - a. Expand on already existing community engagement activities in Clemson, Charleston, Genoa and Barcelona

- b. Organize a multi-disciplinary symposium on this topic as a launch for the MRUD degree program
- 4. Raise awareness and increase appreciation for the achievements of architecture's faculty, staff and students.
  - a. Continue to offer current local-level awards and named professorships, etc. to faculty and staff, and increase nominations of faculty for university, state, regional, national and international recognitions
  - b. Implement outcomes of marketing and communication plan
  - c. Increase participation of Architecture faculty on college and university committees
  - d. Continue to recognize the accomplishments of alumni through awards and publications
  - e. Create and disseminate a publication of student work
- e) Add three new ARCH electives (grad and undergrad) and faculty devoted to advanced building technologies and systems with an emphasis on sustainability and resiliency, environmental systems, and complex buildings
- f) Investigate a joint M.Arch/MSHP and/or a graduate certificate program in Historic Preservation
- g) Balance focus areas in healthcare architecture and design-build in the graduate program with greater emphasis on other dominant areas of professional practice.
- h) Emphasize critical thinking in undergraduate and graduate programs, and increase the intellectual discourse of the school
- i) Successfully achieve an 8-year reaccreditation in 2017
- j) Investigate additional post-professional degree opportunities and means to support them.

### GOAL 3: **A**cademic Core

**Educating future architects**, through rigorous and expansive design education, with local and global understandings of firmness, commodity and delight.

- 1. Offer distinctive, innovative and future-focused programs that prepare students for professional employment or further studies.
  - a) Implement the Integrated Project Delivery graduate Certificate Program and investigate a related minor (building science) for undergraduates
  - b) Implement a successful collaborative component into the freshman curriculum with Landscape Architecture and Construction Science and Management (in process)
  - c) Continue to offer two graduate certificate programs in Architecture + CommunityBUILD and Digital Ecologies, and add a third, this one in History/Theory
  - d) Implement the Integrated Path to Architectural Licensure (IPAL) Program in Charleston, with an initial cohort of 5 students
- 2. Attract, develop and retain students, faculty and staff who are exceptionally productive and diverse and who contribute to the unique missions of the school, college and the university.
  - a) Complete a marketing and communications plan
  - b) Better communicate to our undergraduates the value of a minor and better mentor them to choose an appropriate minor.
  - c) Continue to foster and understand how we can communicate the value of a broad undergraduate education to prospective students.
  - d) Increase the ethnic diversity of our students and faculty by 15% by 2020
  - e) Better identify our prospective student audience, undergrads and grads, and widen our domestic "catch-basin" for undergrads and grads, (geographic representation) by 10% by 2020
  - f) Evaluate the success of undergraduate advising, and make any necessary modifications
  - g) Increase named/endowed professorships by 1.
  - h) Expand Summer Scholars offerings to Charleston and other locations for student recruitment

- i) Make best use of opportunities to hire faculty to support these strategic goals, including focusing on university priorities as appropriate
  - j) Diversify faculty ranks, adding new titles as appropriate, including a Research Professor
  - k) Improve faculty recruitment
  - l) Improve faculty mentoring
  - m) Update the school's learning and studio culture policies
3. Champion and promote innovative collaborations and content delivery through the college's unique structure, learning centers and studios.
    - a. Expand MS in Architecture enrollment to support and engage research
    - b. Fully develop the Clemson Design Center in Charleston at the Cigar Factory, by: Expanding Architecture enrollments; expanding Architecture + Health enrollments; providing a space for the Endowed Chair in Architecture + Health and collaborations with MUSC; implementing a new Master of Urban Design degree program; Investigating other dual majors or certificate programs between Architecture and MSHP; and implementing the IPAL program, (including leading a change in the law)
    - c. Strengthen and expand CR+DC collaborations
    - d. Increase/expand Fluid Studios on- and off-campus to engage more disciplines beyond Architecture and Landscape Architecture, to include CSM, Art, Civil Engineering, PRTM, and others.
    - e. Learn from the Solar D experience to offer other interdisciplinary experiences for our students and faculty
  4. Support and grow study abroad and international programs.
    - a. Broaden our fluid campus geography from the U.S and Europe to establish a new summer, semester-long or traveling program in Mexico, South America, Africa or Asia
    - b. Implement the A+H summer study abroad program in Europe in collaboration with Genoa and Barcelona and other resources in Europe.
- c. Reboot the relationship with the university's OGE
  - d. Continue to refine and improve our in-house recruiting and orientation/pre-departure programs, including better calibrating timing/calendars
  - e. Create and offer some summer certificate programs for international students and professionals to come to Clemson/Charleston, (corporate education)
  - f. Continue to define the Fluid Campus, and that it's unique importance is more about the what than the where
5. Expand academic content and research relating to healthy places, civic cultures and communities.
    - a. Implement the Master of Resilient Urban Design degree
    - b. Expand and enrich Architecture + Health: Add a faculty member and increase enrollment of the A+H program by 50%, supporting a cohort of students in Charleston without compromising the strengths of the existing program.
    - c. Grow Design/Build offerings, students, faculty and facilities, including regular offerings to undergraduates
    - d. Develop one of our undergraduate studios, ARCH 3500 or ARCH 3520, to include sustainable design learning outcomes
    - e. Expand resilient/sustainable design education and research by 10%

#### **GOAL 4: Living**

To meet the demands of strategic priorities and to support high-quality university, college and school programs and initiatives, the School of Architecture will acquire adequate resources.

1. Increase internal financial resources to meet and anticipate college needs.
  - a. Determine how to best financially support digital fabrication equipment and services for all of Lee Hall: Complete a mid- and long-range plan about output facilities, supplies and services, revenues and costs, and off-site access to services

- b. Investigate differential tuition
  - c. Investigate/implement a program fee for the CAC.C
  - d. Investigate other fee models that would eliminate lab fees and incorporate them into a program fee or differential tuition
2. Increase external financial resources to meet and anticipate college needs.
- a. Offer some fee-based courses or services, such as continuing education courses
  - b. Increase sponsored research funding by 10%
  - c. Increase CUF/CAF funding by 10%
  - d. Increase funding of/by PSA-type work by 10%
  - e. Investigate a Design Extension program, to strengthen community design efforts and professional ties
  - f. Investigate online education opportunities
3. Secure new, renovated, and expanded facilities to meet and anticipate college needs.
- a. Build/secure a new fabrication facility for all large-scale, full-scale mock-up, and prototyping School of Architecture endeavors.
  - b. Redesign and equip the existing ARCH wood shop for better studio and class work support. (part of other discussion)
  - c. Make more learning spaces state of the art in terms of digital and virtual exchange technologies to promote and support virtual collaboration in education and research.
  - d. Complete a video-conferencing room/facility in Lee Hall.
  - e. Complete and move in to expanded facilities in Charleston
  - f. Genoa: Replace the roof
  - g. Replace glazing in Lee I and improve HVAC system
  - h. Continue to be good stewards of Lee Hall's facilities and culture: Re-establish the stewardship committee
  - i. Administer a post-occupancy evaluation of Lee 3 and make any use modifications to optimize its potential as a "building that teaches"
4. Increase support for students.
- a. Develop "retention" scholarships for our undergraduates to keep very talented students as well as those that do not have the funds
  - b. Establish/grow (and fund) an endowment or annual gift commitment to support domestic travel (fieldtrips) for classes or studios.
  - c. Increase funding for Graduate Assistantships and Scholarships to attract the top 10% of applicants to graduate programs.
  - d. Increase support for student orgs, AIAS, GASP, NOMAS, WIAS.
  - e. Develop strategies and means of strengthening and sustaining student leadership
5. Increase support for faculty and staff.
- a. Reduce the bureaucratic burden of the institution on faculty, including redundant reporting and non-productive activities that distract from teaching and research productivity, and prevent faculty from having adequate time/support to document their previous work and propose new work.
  - b. Hire a grant writer to write proposals, (pre-proposal period)
  - c. Better communicate the school's accomplishments with prospective and new faculty/staff
  - d. Reward and re-classify staff as appropriate to their increasing responsibilities
  - e. Financially support professional development and education for staff

Appendix: internal **SWOT**

**STRENGTHS**

- Faculty diversity
- Pluralism
- Collaboration/collegiality
- Diversity of opportunities for the students
- Facilities
- Fluid Campus
- Support from the wider university
- Staff/Administration
- Links to practice
- Alumni support and engagement
- CAF
- Integration of research and teaching
- Service Learning
- Outreach/Community Engagement
- Graduate tuition (low)
- Graduate Assistantships (A+H)
- Internships in Charleston
- Hands-on-learning
- Learning by making
- Certificate programs and concentrations
- Library
- Research Centers and institutes
- Website/communications/brand
- Location's recreational opportunities
- Ideas of relationship between Architecture and place, phenomenology
- Representation heritage and still present
- Multi-disciplinary collaboration
- External lecturers
- Student organizations

**THREATS**

- Changes in the university's fiscal strategies and systems and budgeting process
- University HR and business and global engagement systems
- Changes in the dean's office
- Lack of understanding at the university level of what we do
- Work load and burn out of faculty
- Doing too much: Keeping all the planes in the air
- External competition

**OPPORTUNITIES**

- Assistantships, numbers and assignments
- PhD students as teaching assistants
- Development and promotion of junior faculty
- Fluid Campus opportunities/opening for non-Clemson faculty
- Research: Various
- MS expansion
- Multi-disciplinary collaborations, various
- External lecturers (collaborating with other institutions)
- Continuing education seminars
- CDC+C facility and the city, many and various opportunities for new degrees, new programs, new collaborations, summer HS programs
- Expand communications with and opportunities for HS students
- Disseminating what we do, communicating, marketing
- Better dialogues with others in the university and with industry

**WEAKNESSES**

- Equipment, DDS, access to equipment, (laser-lens costs, reinvestments)
- Printing/plotting: hours, quality, access
- No environmental technology courses in BA
- Bureaucratic burden
- Dearth of senior faculty
- Sometimes weak studio spirit, school culture, student socializing
- Access to classrooms
- Virtual/video communications and abilities
- Technology and theory in UG program
- Shortage of outside guest critics
- Design review culture could be improved, more celebratory
- Poor job in displaying student work
- Fabrication space and technology, messy space
- Rural location
- Architectural autonomy, (in contrast to diversity of approaches)
- Lack of strong visiting professor program
- HR and business systems (at university and college levels)

College of Architecture,  
Arts and Humanities

Five-Year Strategic Plan  
2016-2021

*Approved June 15, 2016*



## **VISION**

In support of the ClemsonForward strategic plan, the College of Architecture, Arts and Humanities will further our national distinction in creativity, critical thinking, collaboration and cultural awareness through engaged learning, research and teaching.

## **MISSION**

Through leadership in the arts, design/building, and the humanities, we are creating a diverse, inclusive and resilient community that anticipates and addresses the challenges of evolving local, state, national and global priorities.

## **GOALS**

- Goal 1: To prepare talent for the evolving economy and help drive innovation, the College of Architecture, Arts and Humanities will emphasize creativity and cultural literacy through teaching, research and service.
  
- Goal 2: To serve the public good and prepare citizens for informed participation, the College of Architecture, Arts and Humanities will study, understand and create sustainable healthy places, and civic cultures and communities.
  
- Goal 3: To meet the demands of strategic priorities and to support high-quality university and college programs and initiatives, the College of Architecture, Arts and Humanities will acquire adequate resources.



**Goal 1: To prepare talent for the evolving economy and help drive innovation, the College of Architecture, Arts and Humanities will emphasize creativity and cultural literacy through teaching, scholarship and service.**

1. Champion and promote the arts, design and building, and the humanities as integral components of Clemson University’s mandate to be a “high seminary of learning.”

**R**ESearch

- Standardize teaching loads commensurate with R1 universities.
- Renovate the RCID and PDBE Ph.D. programs as necessary to support Clemson’s R1 status.

**E**NGAGEMENT

- Lead multi-disciplinary, multi-collegiate engaged studio research/teaching/learning with campus and local communities, emphasizing design and building issues related to university priorities.
- Expand the focus of college programs to include global engagement through academic and experiential opportunities such as study abroad, student, faculty; visiting scholar exchange programs and on-campus internationalization projects.

**A**CADEMIC CORE

- Sustain strong major programs by ensuring tenured/tenure-track faculty in key areas and maintenance of a 14:1 student-faculty ratio.
- Increase the number of students competing for nationally recognized scholarships and fellowships such as Rhodes, John Jay, Fulbright, Marshall and Truman scholarships.
- Participate, and play a leading role in a restructured general education plan.
- Increase faculty as needed to sustain and promote educational excellence.
- Grow majors in parallel with anticipated university growth.

**L**IVING

- Continue to offer professional, high quality and diverse arts programming.
- Continue to create and promote opportunities for all students to attend and participate in cultural arts activities.
- Engage AAH faculty in university campus planning and capital projects to contribute expertise and foster an institutional appreciation of high-quality design in the built environment and public art and help improve the culture of procurement, design and construction of university facility projects.
- Launch and offer programs for the CREATE/STEAM Living Learning Community.

## 2. Offer distinctive, innovative and future-focused programs that prepare students for professional employment or further studies.

### RESEARCH

- Increase graduate applications by at least 10%.

### ENGAGEMENT

- Create relevant entrepreneurship and leadership experiences through curricular revisions.
- Achieve 100% internship participation for students in college interdisciplinary majors and in selected majors, including Language and International Health, Language and International Trade, and Production Studies in Performing Arts (Audio).
- Increase student exposure to, and engagement with, successful alumni by 50% through presentations, mentorship programs, board service and speaking engagements.
- Increase intellectual discourse opportunities through integrated and coordinated lecture series and other enrichment programs across the college:
  - i. Coordinated activities and outreach in the humanities through a new Humanities Hub.
  - ii. Integrated engagement opportunities with visiting artists, lectures by scholars and practicing professionals.

### ACADEMIC CORE

- Secure permanent funding for existing Ph.D. programs.
- Nurture existing interdisciplinary programs through faculty leadership, staff support and operating budgets.
- Maintain overall college percentage of classes under 20.
- Achieve maximum-term reaccreditations for all professional and pre-professional programs.
- Emphasize critical thinking in undergraduate and graduate classes, and increase number of faculty trained in CT<sup>2</sup>.
- Continue high success rate in placing graduates in prestigious graduate programs and appropriate professional employment opportunities.
- Incorporate leadership education through appropriate curricular revisions and certificate programs.
  - i. Explore, create and implement new degree programs, minors and certificates in response to emerging societal and market needs pertaining to creativity, community design, public art and resilience.
- Implement new degree programs and make modifications to existing programs and certificates as needed, including:
  - i. Master of Resilient Urban Design for delivery in Charleston.
  - ii. Integrated Project Delivery Graduate Certificate Program (hybrid delivery).
  - iii. Collaborative freshman curriculum with relevant D + B programs.
  - iv. Integrated Path to Architectural Licensure (IPAL) Program in Charleston.
- Explore and develop, as appropriate, new degree programs and minors, including:
  - i. Masters/Ph.D. in Digital Humanities
  - ii. Medical Humanities
  - iii. Building Science minor for undergraduates
  - iv. Immersive English program
  - v. Dual MLA/MFA in Art and Landscape Design
  - vi. Build specializations within the Master of Landscape Architecture program, such as:
    1. Healthy Landscapes
    2. Executive Master of Landscape Architecture program

- vii. Interdisciplinary Ph.D. in Southern Studies
- viii. Master of Architecture + Historic Preservation
- ix. Master of Landscape Architecture + Master of City and Regional Planning
- x. Joint degrees and graduate-level certificates, including:
  1. Master of Business Administration + International Trade
  2. Bachelor of International Business Engineering
  3. Master of International Public Health
  4. MLA/MCRP and/or a graduate certificate program in American landscape studies and/or city and regional planning

## LIVING

- Achieve 100% employment or graduate school entrance at graduation for all final-year majors actively seeking employment or advanced studies.
- Use summer sessions and minimesters to expose students to new experiences in the arts, including Audio Boot Camp, Art Portfolio Preparation and study abroad

## 3. Support and grow distinctive, innovative and future-focused research and creative activities.

## RESEARCH

- Increase externally funded research by at least 25%.
- Maintain average departmental research productivity at a minimum of the 50<sup>th</sup> percentile of Research Very High public universities (as measured by Academic Analytics).
- Encourage and support entrepreneurial-funded faculty and student research projects through seed grants and fellowships.
- Build on faculty networks and connections for collaborative research and creative activities with other universities (national and international).
- Expand student scholarships and fellowships to support national areas of research excellence, especially health and STEAM.
- Expand activities and publications of the Center for Health Facilities Design + Testing.
- Strengthen existing and build new interdisciplinary relationships pertaining to
  - i. Conservation, planning and management
  - ii. Design/industrial design
  - iii. Constructed and natural environments in collaboration with PRTM, Public Health, Education, Horticulture and Civil Engineering
- Increase faculty performance and exhibition participation in peer-reviewed national venues.

## ENGAGEMENT

- Increase faculty, student and alumni participation in regional and national professional organizations.
- Strengthen connections with the professions and anticipate future educational needs to meet market demand.
- Grow collaborative community scholarship and engagement activities including the Community Research + Design Center, a.LINE.ments Studio (Landscape Architecture) and Planning, Development and Preservation community development.

## ACADEMIC CORE

- Increase number of students involved in Creative Inquiry (pending funding).

## LIVING

- Initiate and fund artist-in-residence program.

4. Attract, develop and retain students, faculty and staff who are exceptionally productive and diverse and who contribute to the unique missions of the college and the university.

## RESEARCH

- Assist the library in identifying and securing digital humanities archives such as Early English Books Online, ProQuest and other digitized scholarship databases.
- Fund one new named or endowed professorship in each school

## ENGAGEMENT

- Complete a marketing and communications plan for prospective students, prospective faculty, prospective employers, and alumni.

## ACADEMIC CORE

- Lead the university in increasing the percentage of under-represented minority faculty.
- Budget for annual raises to address salary compression.
- Offer competitive stipends to recruit high quality graduate students.
- Increase lecturer salaries to national market norms.
- Provide training for the recruitment and retention of under-represented minority faculty.
- Create four humanities post-doc positions to support general education teaching.
- Increase out-of-state/international enrollments by 10%
- Conduct an assessment of college-wide undergraduate student advising and make necessary modifications.
- Expand recruiting scholarships and grants-in-aid to increase student enrollment yield.

## LIVING

- Support a university plan to implement a nationally competitive salary structure for faculty & staff.
- Expand Summer Scholars and other pre-collegiate offerings, especially in Charleston, for student recruitment.
- Support collaborative spousal hires as appropriate and affordable.

5. Champion and promote innovative collaborations and content delivery through the college's unique structure, learning centers and studios.

## RESEARCH

- Examine curricula and directed research to strengthen and support collaboration and intersections with other Clemson University programs:
  - i. Planning, Design and the Built Environment
  - ii. Rhetorics, Communication, and Information Design
  - iii. Digital Humanities
  - iv. Undergraduate BA in Digital Production Arts
  - v. School of Education
  - vi. College of Engineering/STEAM
  - vii. Entrepreneurship
- Expand graduate enrollments to support engaged research opportunities.
- Build upon Indigo Pine project to offer new interdisciplinary experiences for students and faculty.

## ENGAGEMENT

- Develop mechanisms for collaborative educational opportunities, to include theses projects, classes, creative inquiry, and experiential learning.
- Support investments in the Clemson University Press in collaboration with the Center for Electronic and Digital Publishing.
- Cross-schedule classes, both interdepartmentally and thematically (e.g., Race and the University, Clemson Colloquium on Race & Ethnicity, Sustainability, Pre-law, etc.).
- Strengthen collaborations and expand activities of centers and institutes:
  - i. Community Research + Design Green Crescent project
  - ii. Center for Health Facilities Design and Testing
  - iii. Art exhibitions in the Brooks Center lobby and other satellite galleries with guest speakers
  - iv. Set, costume and property design

## ACADEMIC CORE

- Occupy and fully develop the Clemson Design Center in Charleston.

## LIVING

- Expand Fluid Campus concept to arts and humanities students.

6. Support and grow study abroad and international programs.

## ENGAGEMENT

- Increase student participation in global engagement by at least 20%.
- Involve more departments in the Fluid Campus.
  - i. Broaden the Fluid Campus from the U.S and Europe to include Mexico, South America, Asia, Middle East, Africa and Australia
- Enhance student off-campus opportunities at American universities and craft campuses such as Penland, Arrowmont, and Pilchuck

## ACADEMIC CORE

- Strengthen the college's relationship with the university's Office of Global Engagement.

## LIVING

- Streamline and facilitate study abroad and visa application processes.
- Create and offer summer certificate programs for international students and professionals:
  - i. Explore teacher recertification program in the arts in Charleston
  - ii. Develop Intensive English Language program

**Goal 2: To serve the public good and prepare citizens for informed participation, the College of Architecture, Arts and Humanities will study, understand and create sustainable healthy places, civic cultures and communities.**

1. Expand academic content and research relating to healthy places, civic cultures and communities.

## RESEARCH

- Promote collaborative humanities research through a new Clemson Humanities Center.
- Pursue new Creative Inquiry project dedicated to research on women, adolescents and poverty in the developing world.

## ENGAGEMENT

- Create an endowed Clemson Humanities Hub/Center, to coordinate, publicize, and administer existing and new humanities outreach activities.

## ACADEMIC CORE

- Develop engaged humanities opportunities that capitalize on and contribute to Clemson's existing strengths [in architecture and science], such as an environmental humanities focus area.
- Take advantage of Special Topics and Creative Inquiry courses to investigate active living, healthy places, such as "Public Art as Place-making" and STEAM.
- Implement the Master of Resilient Urban Design degree.
- Encourage students and faculty to become LEED certified.

## LIVING

- Nurture and promote outreach activities, including:
  - i. Clemson Literary Festival (Litfest)
  - ii. Race and the University
  - iii. Clemson Colloquium on Race & Ethnicity
  - iv. Zeitgeist Poetry Series
  - v. Community Research + Design
  - vi. Atelier InSite Public Art

- vii. Passport to the Arts
- viii. K-12 Tri-Arts Program
- ix. Department of Languages Declamation Contest

## 2. Advocate for and participate in the application of sustainable practices for healthy places, civic cultures and communities.

### RESEARCH

- Further develop the Public Service Assistantship (PSA) program beyond the School of Design + Building, and to new public and private national and international research partners.

### ENGAGEMENT

- Develop and expand programs, such as Race and the University, with a richer emphasis on collaborative courses that engage students more deeply with diversity, inclusiveness, critical race theory, and regional histories

### ACADEMIC CORE

- Take advantage of Special Topics and Creative Inquiry courses to investigate active living, healthy places, etc.

### LIVING

- Nurture outreach activities to continue to offer and expand high quality, professional exhibitions, performances and educational programs through the Brooks Center for the Performing Arts and the Lee Hall (and satellite) Galleries.
- Expand Design + Building outreach and collaborations outside of Lee Hall through:
  - i. Clemson University Master Planning
  - ii. City of Clemson
  - iii. City of Charleston and North Charleston

## 3. Advance and promote a culture of collaborative research and education relating to healthy places, civic cultures and communities.

### RESEARCH

- Build on the research collaboration in Architecture + Health between the School of Architecture and the Medical University of South Carolina.
  - i. Explore new programs with the Greenville Health System, such as Theatre + Medical Training and Landscape + wellness

### ENGAGEMENT

- Develop and document service-learning protocols, definitions and template agreements for the college to share across its multiple locations and disciplines.

## ACADEMIC CORE

- Build on the Clemson University School of Health Research [CUSHR] relationship with the Greenville Hospital System through collaborative teaching, learning and research projects.

## LIVING

- Explore feasibility of centralized production support for university events.

4. Explore, promote, and articulate the role of the arts, design and building, and the humanities in furthering sustainability, global change and smart growth initiatives.

## ENGAGEMENT

- Expand on existing community engagement activities in Clemson, Charleston, Genoa, Barcelona, Cordoba (Argentina) and other locations.
- Organize a multi-disciplinary symposium as a launch for the Master of Resilient Urban Design degree program in Charleston.

## ACADEMIC CORE

- Highlight activities that promote and celebrate the unique ability of art and artists to evoke new modes of expression, combine the unexpected, and stimulate new ideas that lead to deeper understandings of our global connectivity such as Global Fest (i.e., Creole Carnival) and international committee events and programs.

## LIVING

- Engage with stakeholders locally, across the state and region, as well as abroad, to provide leadership and training in leveraging the transformative power of the arts to develop and promote attractive communities with a strong sense of place.
  - i. Host regional visual and performing arts conferences
  - ii. Support student and faculty participation in national and international conferences

5. Raise awareness and increase appreciation of the achievements of the college's faculty, staff and students.

## RESEARCH

- Initiate a college-wide subvention fund.
- Elevate national rankings of all professional programs.
- Increase funding support for faculty and student travel to conduct scholarly and creative research, present at regional, national, and international conferences and exhibition performance venues.



## ENGAGEMENT

- Sustain existing publication efforts: *CAAH Monthly*, *Faculty Junctures*, and *This Week in CAAH* and other promotional materials.
- Broadly disseminate alumni data and success stories:
  - i. Increase promotion of faculty achievements in university, college, and professional media outlets through the Clemson University Public Affairs office.
- Increase nominations for university, state, regional, national and international awards and recognitions.
- Continue to offer local-level awards and named professorships to faculty, students and staff.
- Increase participation of faculty on college and university committees.
- Continue to recognize the accomplishments of alumni through awards and publications.
- Host national and international meetings.

## ACADEMIC CORE

- Conduct assessment of marketing and communication activities and revise as needed.
- Create and disseminate a high-quality publication of student work.

**Goal 3:** To meet the demands of strategic priorities and to support high-quality university and college programs and initiatives, the College of Architecture, Arts and Humanities will acquire adequate resources.

1. Increase internal financial resources to meet and anticipate college needs.

## RESEARCH

- Fund existing humanities graduate programs with permanent recurring budgets.
- Determine how best and more equitably to finance and support digital and physical fabrication equipment and services for Lee Hall.

## ENGAGEMENT

- Develop and offer distinctive summer courses that allow Pre-K-12 teachers greater opportunities for professional development such as Sketchbook and creativity workshops for high school teachers, teacher recertification for visual and performing arts educators, Advanced Placement training, etc.

## ACADEMIC CORE

- Ensure that departmental budgets cover full-time faculty and staff salaries, graduate program expenses and operations.
- Secure at least one faculty member for each of the three interdisciplinary programs.
- Investigate and implement differential tuition for appropriate degree programs.
- Investigate funding models that would eliminate lab and materials fees into a single program fee or differential tuition.

## LIVING

- Develop and offer online and regular multi-disciplinary Design + Building courses during the summer.
- Develop and monetize an English as a Second Language program.

## 2. Increase external financial resources to meet and anticipate college needs.

## RESEARCH

- Provide adequate recognition for grant application work (as publication).
- Increase sponsored research funding by 25%.
- Engage with Clemson University administration to investigate fee-based support for faculty consulting.

## ENGAGEMENT

- Partner with civic and community groups to sustain and expand programming.
- Offer fee-based courses or services, such as continuing education courses.
- Increase industry and professional advisory boards' support and funding by 25%.
- Increase funding of/by PSA-type work by 20%.
- Investigate a Design Extension program, to strengthen community design efforts and professional ties.
- Maintain \$5M or more in annual private giving.
- Provide donors with high-level stewardship and donor relations.
- Develop and monetize a suite of courses to be offered in Greenville.
- Create new professional advisory boards including Language and International Health, Language and International Trade, and Women's Leadership.

## ACADEMIC CORE

- Increase revenue generated by summer school, on-line education and certificates by 25%.
- Increase the number of fellowship applications by 20% over the next 4 years.

## LIVING

- Increase private funding for new facilities including the Center for Visual Arts, a synthetic turf for band practice field, a High Bay research facility, expansion of the Brooks Center and a Humanities Center

## 3. Secure new facilities, and renovate and expand existing ones to meet and anticipate college needs.

## RESEARCH

- Build/secure a new high-bay facility for all large-scale, full-scale mock-up, and prototyping for the School of Design + Building endeavors, including sufficient office and instructional space for the department of construction science and management.

- Redesign and equip the existing Lee Hall Wood Shop for enhanced studio and class work support.
- Initiate a feasibility study for a Center for Creativity/Center for Visual Arts facility.
- Build/secure appropriate interior rehearsal space for Tiger Band.

## ENGAGEMENT

- Transform existing educational spaces into state-of-the-art digital and virtual exchange laboratories.
- Complete a video-conferencing/distance learning room in each academic building in the college.

## ACADEMIC CORE

- Promote the construction of a new classroom building on campus.
- Create four new seminar rooms for the humanities.
- Identify and furnish faculty offices that will allow instructors to meet comfortably with students.
- Conduct a feasibility study for a Brooks Center addition that includes adequate practice space for Tiger Band, practice rooms, equipment storage, studio spaces, and applied teaching areas.
- Explore permanent consolidated home for Design + Building in Charleston.
- Develop space to house interdisciplinary programs.

## LIVING

- Lead efforts to renovate Daniel Hall
- Seek additional office spaces for graduate and adjunct faculty.
- Improve Lee Hall HVAC system.
- Re-establish the Lee Hall stewardship committee.
- Administer a post-occupancy assessment of the Lee 3 addition and make any usage modifications to optimize its potential as a “building that teaches”.

## 4. Increase support for students.

### RESEARCH

- Increase stipends for masters-level students by 20% to align with national norms.
- Strengthen college student infrastructure to develop and submit research proposals to state, regional, and national research foundations and agencies.

### ENGAGEMENT

- Develop funding for student conference participation.
- Enhance alumni networks and mentoring programs to support students with career preparation, internships, skills development, networking, etc.

### ACADEMIC CORE

- Align graduate student teaching loads, in line with national Top-20 peers.
- Increase funding for masters graduate assistantships and fellowships to attract the top 20% of applicants to graduate programs.

- Develop “retention” scholarships for undergraduates to keep highly talented and diverse students.
- Maintain and increase support for terminal professional degrees.

## LIVING

- Increase support for AAH student organizations:
- Develop strategies and means of strengthening and sustaining student leadership.
- Enhance new and existing endowments and scholarship opportunities to be competitive with other top tier schools.
- Establish/grow/fund an endowment or annual gift commitment to support domestic travel for classes or studios.

## 5. Increase support for faculty and staff.

## RESEARCH

- Support tenure-track faculty with pre-tenure research class releases, after successful third-year review.
- Hire a pre-proposal grant writer

## ENGAGEMENT

- Better communicate the college’s accomplishments with prospective and new faculty/staff.
- Develop relationships with colleagues from across campus for collaborative projects that garner external funding.

## ACADEMIC CORE

- Reward and re-classify staff as appropriate to their increasing responsibilities.

## LIVING

- Support clear and consistent family leave policies.
- Emphasize the need to increase the frequency of performance and compression/market raises for high performing faculty and staff.
- Continue to voice support for a university day care center on campus.

## Section 4.3.1



### **AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY POLICY**

Clemson University is committed to affirmative action and equal employment opportunity. The policy of equality extends to both the employment practices and administration of programs and activities within the University. It applies (1) to persons seeking employment and those employed, and (2) to persons who wish to participate in and benefit from programs and activities, along with those who are now participants.

Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1967, the Vietnam Veterans Readjustment Assistance Act of 1974 and the South Carolina Human Affairs Law provide for certain previously excluded or neglected classes of people to participate more fully in the American way of life. Discrimination based on age, color, disability, gender, national origin, race, religion, sexual orientation or veteran's status is prohibited. It is the policy of Clemson University that no person shall be excluded from participation in or be denied the benefits of any program or activity of the University. It is the policy of the University to recruit, hire, train and promote employees without discrimination.

Furthermore, it is the intention of the University to take affirmative action to remove any disparate effects of past discrimination until parity is reached. This is to extend to all levels and phases of personnel administration such as recruitment or recruitment advertising, testing, hiring, training, promotion, transfer, leave, compensation, selection for supervisory positions, and administration of employee reduction-in-force and benefit programs.

To accomplish this objective, the University has developed an Affirmative Action Plan that establishes employment goals and benchmarks for reaching these goals. The University also endorses the policy of eliminating the remaining vestiges of prior segregation. It further endorses the specific goals adopted toward this end, including those actions and goals contained in our Affirmative Action Plan. The achievement of the goals and the interim benchmarks, as specified in the Affirmative Action Plan, have been adopted as the official policy of the institution.

Paramount to the success of the University's affirmative action program is its administration. The Office of Access and Equity was established in September 1980 to coordinate and direct the affirmative action program for faculty, staff and students. The policy is distributed annually and reaffirmed through signatures of the Chairman of the Board of Trustees and the President.

This policy shall be posted in places conspicuous to all members of the faculty, staff, and student body; it shall be communicated to all applicants for employment and admission; and it shall be given such external dissemination as is necessary to inform and secure the cooperation of individuals and organizations constituting sources of employment and student referrals to the University.

Any person having a question regarding applicable laws and regulations, or who feels discriminated against, is encouraged to contact the Office of Access and Equity, 110 Holtzendorff Hall. Phone numbers are 656-3181 (voice) or 656-0899 (TDD).



## **POLICY ON HIV DISEASE AND AIDS**

It is the intent of this policy to ensure that those individuals living with the Human Immunodeficiency Virus (HIV) or diagnosed with Acquired Immune Deficiency Syndrome (AIDS) will not be unlawfully discriminated against at Clemson University.

The University supports equality of education and employment opportunity. No person will be denied admission to any educational program or activity, or be denied employment based on HIV infection.

Overall it is important that the entire University community be protected from unnecessary risks; therefore, proper protective measures will be adopted as recommended by the latest medical and scientific research, and as required by Occupational Safety and Health Administration (OSHA) regulations.

Information about HIV infection or AIDS is treated as strictly confidential medical information. Consistent with South Carolina (SC) law, positive tests for HIV or the diagnosis of AIDS are reported to the SC Department of Health and Environmental Control (DHEC).

Any person who feels discriminated against or who has a policy related question should contact the Office of Access and Equity, 110 Holtzendorff Hall. Phone numbers are 864-656-3181 (voice) or 864-656-0899 (TDD).

Adopted August 1986



## **Statement Concerning Amorous Relationships**

This statement should serve as a guide to address the complex issues of sexual harassment and amorous or consenting relationships in the classroom and in the workplace. The following should merit special attention and refers to amorous relationships involving students and faculty, as well as supervisors and employees:

Amorous relationships that might be appropriate in other circumstances can be inappropriate when they occur between a faculty member, officer, or supervisor of the University, and any student or subordinate employee for whom he or she has a professional responsibility. Those in positions of authority inherently carry the element of power in their relationships with students or subordinates. It is imperative that those with authority neither abuse, nor appear to abuse, this power entrusted to them. Officers, supervisors, and members of the teaching staff should be aware that any romantic involvement with a student or subordinate employee could make them liable for formal action if a complaint is initiated. Even when both parties have consented to such a relationship, it is the officer, supervisor, or faculty member who may be held accountable for unprofessional behavior. Difficulties can arise from third parties who may feel that they have been disadvantaged by such relationships. Graduate assistants, resident assistants, tutors, and undergraduate teaching assistants who are also professionally responsible for students, would be wise to exercise special care in their relationships with students they instruct or evaluate.

Contact Jerry Knighton, Director, AA/EEO Officer and Title IX Coordinator in the Office of Access and Equity, at 656-3181 (voice) or 656-0899 (TDD), if you have any questions concerning this statement or the Clemson University policy on Harassment.



## **ANTI-HARASSMENT AND NON-DISCRIMINATION POLICY**

### **I. Policy Statement**

This document defines Clemson University's policy regarding harassment/discrimination. Clemson University is committed to an educational and work environment in which all individuals are treated with respect and dignity, free from harassment and/or discrimination. Accordingly, it is the policy of Clemson University that harassment/discrimination as defined in this policy, by employees, students or non-employees will not be tolerated. It is also the policy of Clemson University that retaliation against any person who has filed a complaint of harassment/discrimination or who has assisted or participated in any manner in the investigation and resolution of a complaint of harassment/discrimination is prohibited and subject to disciplinary action.

Clemson University will respond promptly to all complaints of harassment, discrimination, and retaliation. Immediate and appropriate corrective action will be taken when it is determined that harassment has occurred. The available complaint resolution processes are described below and differ depending on whether the person allegedly violating the policy is a student or non-student.

Violation of this policy can result in any disciplinary action that the University deems appropriate up to and including termination from employment (employees), dismissal from the University (students) or disassociation/removal from campus (visitors and other non-students). More information about possible sanctions can be found in section V of this policy.

The policy is intended to meet Clemson University's responsibilities under Titles VI and VII of the Civil Rights Act 1964, the Pregnancy Discrimination Act of 1978, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employments Act of 1967, the Age Discrimination Act of 1975, the Vietnam Veterans Readjustment Assistance Act of 1974, the Genetic Information Nondiscrimination Act of 2008, the Violence Against Women Act, and applicable provisions of the South Carolina Human Affairs Law.



## **II. Definitions**

### **A. Discrimination**

Discrimination is the denial or exclusion of an individual or group of individuals from participation in or receiving the benefits of any program or activity of the University. Discrimination based on race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g. opposition to prohibited discrimination or participation in the statutory complaint process, etc.) is prohibited. Examples may include exclusion from employment, benefits, or access to academic programs and opportunities.

### **B. Harassment**

In general, harassment is unwelcome verbal or physical conduct, based upon race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, status as a military veteran, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in the statutory complaint process), that unreasonably interferes with the person's work or educational performance or creates an intimidating or hostile work or educational environment. Examples may include, but are not limited to, epithets, slurs, jokes or other verbal, graphic or physical conduct.

### **C. Sexual Harassment**

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature including sexual violence. Sexual violence is defined as sexual acts perpetrated against a person's will or where a person is incapable of giving consent (see definition of consent below). A number of different acts fall into the category of sexual violence and are defined as follows:

1. Sexual Assault and/or Battery: Any attempted or actual act of nonconsensual sexual intercourse, cunnilingus, fellatio, anal intercourse, or any intrusion, however slight, of any part of a person's body or of any other object into the oral, genital or anal openings of another person's body. This includes forcible or non-forcible sex offenses under the uniform crime reporting system of the Federal Bureau of Investigation:
  - Rape – The carnal knowledge of a person without the consent of the victim including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacitation;
  - Fondling – The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim including instances where the victim is incapable of

giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacitation;

- Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law;
- Non-forcible sexual intercourse with a person who is under the statutory age of consent (In South Carolina the legal age of statutory consent is 16. However, individuals as young as 14 years old are able to consent to have sex with a partner who is 18 years old or younger.).

2. **Sexual Coercion:** The act of using pressure through threats, alcohol or drugs, or force to have sexual contact with someone against his or her will. Persistent attempts to have sexual contact with someone who has already refused is a type of sexual coercion.
3. **Sexual Misconduct:** Any other nonconsensual conduct of a sexual nature including but not limited to touching, fondling, kissing, groping, indecent exposure, sex-based cyber-harassment, peeping or other voyeurism, forcing others to view sexual activity, and/or the non-consensual photography, video or audio taping of sexual activity.
4. **Dating/Relationship Violence:** Dating/Relationship Violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim where the existence of such relationship shall be based on a) the length of the relationship, b) the type of the relationship, and c) the frequency of interaction between the persons involved in the relationship. This includes sexual or physical abuse or the threat of such abuse.
5. **Domestic Violence:** A felony or misdemeanor crime of violence committed by:
  1. A current or former spouse or intimate partner of the victim;
  2. A person with whom the victim shares a child in common;
  3. A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner.
  4. A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
  5. Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

6. Stalking: Stalking is defined as a course of conduct<sup>1</sup> directed at a specific person that would cause a reasonable person<sup>2</sup> to -
- i. fear for the person's safety or the safety of others; or
  - ii. suffer substantial emotional distress<sup>3,4</sup>.

#### **D. Consent**

Every member of the University community should be aware that all sexual contact or behavior on the campus and/or occurring with a member of the University community must be consensual. Consent requires speech or conduct indicating a freely given, un-coerced agreement to engage in sexual contact. Consent may not be inferred from silence or passivity alone and a current or previous relationship is not sufficient to constitute consent. Consent may be withdrawn at any time prior to or during a specific sexual act by either person.

To be valid, the person giving consent must be physically and mentally able to:

1. understand the circumstances and implication of the sexual act;
2. make a reasoned decision concerning the sexual act; and
3. communicate that decision in an unambiguous manner.

In the absence of mutually understandable words or actions, it is the responsibility of the initiator, or the person who wants to engage in the specific sexual activity, to make sure that he/she has the consent from his/her partner(s) prior to initiating sexual activity.

- Effective Consent is active, not passive.
- Effective Consent to one form of sexual activity is not Effective Consent to other forms of sexual activity.
- The person who is the object of sexual advances is not required to physically or otherwise resist.
- Silence, previous sexual relationships or experiences, and/or a current relationship may not, in themselves, be taken to imply consent.

Inability to Consent - There are a number of factors which may limit or negate a person's ability to consent to a sexual act. These include but are not limited to age, impairment due to the influence of alcohol or drugs (illegal or prescription), an intellectual or other disability, a person's temporary or permanent mental or physical impairment, unconsciousness, fear and/or coercion. In order to find no consent under one of these circumstances, there must be a finding that the

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<sup>1</sup> Course of Conduct means two or more acts, including but not limited to, acts in which a stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.

<sup>2</sup> Reasonable Person means a reasonable person under similar circumstances and with similar identities to the complainant.

<sup>3</sup> Substantial Emotional Distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

<sup>4</sup> Stalking is not always directed at someone due to his/her gender/sex. Even if it is not related to sex or gender, it is prohibited and will be addressed through this policy and the appropriate procedures for handling complaints.

complainant was unable to consent and a finding that the respondent knew or had reason to know the complainant was unable to consent.

Intoxication of the respondent is not an excuse for failure to obtain consent or failure to know of the complainant's inability to consent.

#### **E. Protective Measures**

The following Protective Measures may be implemented by the University in Responding to Harassment/Discrimination Complaints:

1. **No-Contact Orders:** A no-contact order may be issued to the complainant, the respondent, witnesses or other individuals as appropriate under the circumstances.
2. **Interim Measures:** At any point during the process, interim actions may be taken to protect parties or witnesses to the investigation including but not limited to separating the parties, reassignment, alternative work or student housing arrangements, providing an escort to ensure that the complainant can move safely between classes and activities, or other types of temporary measures. Interim measures may become permanent depending on the outcome of the investigation.

#### **F. Responsible Employee**

A Responsible Employee is an employee who has the authority to take action to address sexual violence on campus under Title IX and who has been given the duty of reporting incidents of sexual violence or any other sexual misconduct to the Title IX Coordinator or Deputy Title IX Coordinator. **At Clemson University, Responsible Employees under Title IX are defined as: Clemson University faculty, staff who work directly with students, Student Affairs staff, advisors to recognized student organizations, community and graduate community directors, resident assistants, athletic coaches, managers, supervisors and administrators.** Exceptions to the definition of Responsible Employees are:

1. Confidential Resources (see paragraph IV of this policy)
2. Aspire Program Facilitators or other facilitators of sexual violence awareness or prevention programs such as Take Back the Night or others that may be developed.

#### **G. Retaliation**

Retaliation is conduct causing any interference, coercion, restraint or reprisal against a person initiating a complaint of harassment/discrimination or against a person assisting in any way in the investigation and resolution of the complaint. Retaliation is a violation of this policy and will not be tolerated. Appropriate sanctions/disciplinary actions shall be taken against any person found to have participated in any acts of retaliation.

### **G. Title IX Coordinator**

Title IX of the Education Amendments of 1972 is a federal law that states “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subject to discrimination under any education program or activity receiving Federal financial assistance.” The Title IX Coordinator is the person(s) designated by Clemson University to oversee its Title IX compliance efforts, carry out the University’s responsibilities under Title IX, and investigate any complaints alleging actions prohibited by Title IX. Gender based discrimination is prohibited under Title IX and includes sexual harassment as defined above.

- The Director of the Office of Access & Equity is the University Title IX Coordinator - (864) 656-3181
- The Director of the Office of Community and Ethical Standards is the Deputy Title IX Coordinator - (864) 656-0510

### **III. Reporting Harassment/Discrimination**

Clemson University will respond to and investigate all claims of harassment/discrimination and will take steps to ensure that no retaliation will be taken against any person making a complaint or participating in the investigation process, and that any person against whom an allegation is made is treated fairly. Reports of harassment/discrimination should be made as soon as possible to enable the University to more effectively investigate the allegations.

There are three options for reporting Harassment/Discrimination as described below. A criminal complaint and an on-campus complaint through the Office of Access & Equity or the Office of Community and Ethical Standards can be made simultaneously:

- A. Criminal Reporting** – If the alleged harassment/discrimination is a crime, a report should be made to the Clemson University Police Department or other appropriate law enforcement agency if the incident occurred off campus. Sexual assault, sexual battery, and other forms of sexual violence/misconduct are criminal acts and Clemson University encourages victims to meet with police officers as soon as possible in order to receive prompt medical attention and allow officers to gather information in a timely manner. The sooner law enforcement becomes involved, the greater the likelihood of identifying, arresting, and convicting the perpetrator. If a report is made to the Clemson University Police Department (CUPD), the department will provide an advocate to ensure that medical treatment and counseling services are offered, regardless of the person’s decision to pursue the matter criminally.

To make a report on campus, concerned persons should call 911 or (864) 656-2222 immediately to reach the Clemson University Police Department (CUPD). Away from campus, concerned persons should call 911.

**In addition to the criminal process or for harassment/discrimination complaints that are not violations of criminal law, the following on campus reporting options are available:**

- B. Alleged Perpetrator is a Student** – If the alleged perpetrator is a Clemson University student, a complaint may be filed with the Office of Community and Ethical Standards (OCES) which is responsible for resolving student conduct issues. The Student Code of Conduct extends to incidents that occur on University property, at University-sponsored activities; and off-campus.

If after submitting a complaint to OCES the complainant decides not to go through the student complaint process, the matter will be referred to the Title IX Coordinator in the Office of Access and Equity for further review.

Contact information for OCES is 912 University Union, telephone: 656-0510. Student complaint procedures can be found in the Student Code of Conduct at: <http://www.clemson.edu/administration/student-affairs/student-handbook/code-of-conduct/student-conduct.html>.

- C. Alleged Perpetrator is an Employee (faculty or staff) or other Non-Student** - If the alleged perpetrator is a Clemson University employee (faculty or staff), visitor to campus or other non-student, a complaint of harassment/discrimination may be filed with the Office of Access and Equity (A&E).

**A&E is the office of the university's Title IX Coordinator.**

Contact information for A & E is 110 Holtzendorff Hall, telephone: 656-3181 (voice) or 656-0899 (TDD).

A & E complaint procedures can be found at: <http://www.clemson.edu/campus-life/campus-services/access/procedure.html>.

#### **IV. Confidentiality**

The University recognizes that a complainant may desire confidentiality and may request that the University not investigate or pursue resolution of an allegation of harassment/discrimination. In such cases, the University will maintain confidentiality to the extent permitted by law and other safety and welfare considerations. However, the University may determine that it must investigate and pursue resolution of a report, and take whatever measures it deems necessary in response to an allegation of harassment/discrimination in order to protect the rights, interests and personal safety of the Clemson community. As such, the University may have to disclose the harassment allegation and the identity of the complainant to the accused, other University officials,

and others (to implement interim measures) as appropriate. Nevertheless, we will only share information on a limited basis and will keep information confidential to the extent permitted by law.

#### Confidentiality and Allegations of Sexual Violence

If a complainant alleging sexual violence requests that his/her name not be revealed to the alleged perpetrator or asks that the school not investigate or seek action against the alleged perpetrator, the complainant must understand that honoring this request may severely limit the ability to fully respond to the complaint, including pursuing disciplinary action against the alleged perpetrator. All such requests will be referred to and reviewed by the Title IX Coordinator (alleged perpetrator is non-student) or the Deputy Title IX Coordinator (alleged perpetrator is a student). A range of factors will be considered in evaluating these requests including but not limited to:

- Whether there have been other sexual violence complaints about the Respondent;
- Whether the Respondent threatened further violence against the Complainant or others;
- Whether the alleged sexual violence was perpetrated with a weapon;
- Whether the school possesses other means to obtain relevant evidence (e.g. security cameras, witnesses, physical evidence etc.)

If a complainant wishes to speak to a confidential resource, the following resources are available:

- A. **Crisis Counseling for Students:** Student victims of sexual violence can seek confidential crisis counseling services through Counseling and Psychological Services (CAPS). During normal business hours, CAPS can be contacted by calling 864-656-2451. After hours and on weekends, CAPS can be contacted by calling 864-656-2222 asking for the CAPS on-call counselor.
- B. **Employee Assistance Program:** The Office of Human Resources offers confidential, professional referral assistance to faculty and staff by contacting the Employee Assistance Program at 864-656-3360 or 864-656-2726.
- C. All victims of sexual violence may seek crisis counseling services through the Pickens Rape Crisis Council at 864-442-5500.

The University provides many other, non-confidential resources to students who have been victims of harassment/discrimination and sexual violence. Although the University encourages all students to seek help by means of speaking to someone, it is important to keep in mind that the University is required by law to review and attempt to resolve any allegation of sexual violence that is reported to any University official with the exception of those receiving parties that are confidential resources.

The University also has a duty to report sexual misconduct to the Clemson University Police Department for federal statistical reporting purposes (as dictated by the Clery Act). All personally identifiable information is kept confidential, but statistical information must be reported regarding the type of incident and its general location (on or off-campus, in the surrounding area, but no addresses are given) for publication in the annual Security and Fire Safety Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime, to ensure greater community safety.

**V. Sanctions**

Persons found to be in violation of this policy will be subject to immediate and appropriate disciplinary action, proportional to the seriousness of the offense. In cases involving violations by students, sanctions will be determined in accordance with the Student Code of Conduct. Possible sanctions include but are not limited to reprimand, disciplinary probation, suspension, or dismissal. In cases involving violations by non-students, sanctions may include but are not limited to: oral or written reprimand, reassignment, demotion, suspension or termination of employment, and/or removal from campus.

**VI. Filing with External Agencies**

In addition to, or in lieu of, the procedures outlined above:

1. Students (either undergraduate or graduate) may file formal complaints with the following agency:

United States Department of Education, Office for Civil Rights  
61 Forsyth St. S.W., Suite 19T70, Atlanta, GA 30303-3104  
Telephone: 404-562-6350; TDD: 404-331-7236  
(Must file within 180 calendar days from date of discrimination).

2. Employees may file formal complaints with the following agencies:

South Carolina Human Affairs Commission  
2611 Forest Drive, Suite 200, Post Office Box 4490  
Columbia, SC 29240  
Telephone: (803) 737-7800; TDD: (803) 253-4125  
(Must file within 180 calendar days from date of discrimination).

**OR**

U. S. Equal Employment Opportunity Commission  
301 North Main Street, Suite 1402, Greenville, SC 29601  
Telephone: (864) 241-4400; TDD: (864) 241-4403  
(Must file within 300 calendar days from date of discriminatory act, or 30 days after receiving notice that the state or local agency has terminated its processing of the charge, whichever is earlier).



**APPENDIX A****Resources for Students and Employees****On Campus Resources****A. Students:**

1. **Title IX Coordinator:** The Clemson University Title IX Coordinator is Jerry Knighton who is also the Director of the Office of Access & Equity. Anyone can make a complaint about discrimination based on sex or gender or a complaint of sexual harassment including sexual violence to the Title IX Coordinator. However, matters involving a student who has allegedly committed the discrimination/harassment will be referred to the Office of Community and Ethical Standards (OCES) and addressed under the Student Code of Conduct by the Office. 864-656-3181 [knightl@clemson.edu](mailto:knightl@clemson.edu)
2. **Deputy Title X Coordinator:** The Clemson University Deputy Title IX Coordinator is Alesia Smith who is also the Director of OCES. Complaints regarding students who have allegedly engaged in discrimination based on sex or gender or engaged in sexual harassment including sexual violence can be made to the Deputy Title IX Coordinator or to OCES. 864-656-0510 [alesias@clemson.edu](mailto:alesias@clemson.edu)
3. **Dean of Students Office:** The Dean of Students Office provides care and support to any student at Clemson University on a variety of topics. Staff in the Dean of Students Office staff can assist students in identifying campus resources, and making complaints related to the Anti-Harassment and Non-Discrimination policy. . Shannon Finning is the Dean of Students. 864-656-0471 [finning@clemson.edu](mailto:finning@clemson.edu)
4. **Crisis Counseling:** Student victims of sexual violence can seek crisis counseling services through Counseling and Psychological Services (CAPS). During normal business hours, CAPS can be contacted by calling 864-656-2451. After hours and on weekends, CAPS can be contacted by calling 864-656-2222 asking for the CAPS on-call counselor. All victims of sexual violence may seek crisis counseling services through the Pickens Rape Crisis Council at 864-442-5500.
5. **CUPD Victim Assistance:** The Clemson University Police Department assists all campus crime victims with referrals, transportation, court familiarization and compensation. 864-656-2222

**B. Employees:**

1. **Title IX Coordinator:** The Clemson University Title IX Coordinator is Jerry Knighton who is also the Director of the Office of Access & Equity. Anyone can make a complaint under the Anti-Harassment and Non-Discrimination policy to the Title IX Coordinator. However, matters

involving a student who has allegedly violated the policy will be referred to OCES and addressed under the Student Code of Conduct by the Office. 864-656-3181 [knightl@clemsun.edu](mailto:knightl@clemsun.edu)

2. **Employee Assistance Program:** The Office of Human Resources offers confidential, professional referral assistance to faculty and staff by contacting the Employee Assistance Program at 864-656-3360 or 864-656-2726. Assistance is available for personal problems (including depression, emotional problems and substance abuse) that may impact job performance. Initial counseling is generally provided through qualified state agencies at no charge.

**CUPD Victim Assistance:** The Clemson University Police Department assists all campus crime victims with referrals, transportation, court familiarization and compensation. 864-656-2222

### Off Campus Resources

- A. **Rape Crisis Council of Pickens County:** The mission of Rape Crisis Council of Pickens County is to provide optimum quality direct services to the victims of sexual assault and their families in Pickens County. The Rape Crisis Council of Pickens County aims to provide an advocate that can be there for any victim in their time of need, and to show each victim that someone does believe them and is on their side. 864-442-5500 <http://www.pickensrcc.org/>
- B. **Foothills Sexual Trauma Center (Anderson and Oconee Counties):** Foothills Alliance is a nonprofit agency that encompasses three programs: Sexual Trauma Center, Child Advocacy Center, and Prevent Child Abuse. The Sexual Trauma Center is a multi-services program responding to the needs of child and adult sexual trauma survivors in Anderson and Oconee counties. The center provides support for survivors, family members and others involved in the survivor's recovery. 1-800-585-8952 <http://foothillsalliance.org/>
- C. **MARYS House (Domestic and Relationship Violence):** MARYS House provides emergency shelter and services to families fleeing domestic violence. The MARYS House family (staff, volunteers, and Board of Directors) works toward the prevention and cessation of domestic violence through intervention, education, and outreach. 864-859-9191 <http://maryshouse.com/>
- D. **Safe Harbor (Domestic and Relationship Violence):** Safe Harbor is a organization that provides safe shelter, counseling and advocacy for victims of domestic violence as well as leadership for education and prevention efforts throughout its four-county area of Anderson, Greenville, Oconee and Pickens, South Carolina. Safe Harbor offers a continuum of services, providing safe

emergency shelter, counseling, legal advocacy, and transitional housing, as well as community outreach and teen dating violence education.

1-800-291-2139 <http://safeharborsc.org/>

**E. South Carolina Coalition Against Domestic Violence and Sexual Assault:**

SCCADVASA works to make the community aware of issues, problems, policy and legislation regarding Domestic Violence & Sexual Assault. SCCADVASA supports domestic violence and sexual assault member programs, provides education, and advocates for social reform to eradicate interpersonal violence in South Carolina.

1-803-256-2900 <http://www.sccadvasa.org/>

**F. RAINN: Rape, Abuse & Incest National Network:** RAINN is the nation's largest anti-sexual violence organization. RAINN created and operates the National Sexual Assault Hotline (800-656-HOPE and [online.rainn.org](http://online.rainn.org)). RAINN also carries out programs to prevent sexual violence, help victims and ensure that rapists are brought to justice.

1-800-656-4673 <http://www.rainn.org/>

**G. National Coalition Against Domestic Violence:** NCADV is comprised of people dealing with the concerns of battered women and their families. They represent both rural and urban areas. The Mission of the National Coalition Against Domestic Violence (NCADV) is to organize for collective power by advancing transformative work, thinking and leadership of communities and individuals working to end the violence in our lives.

Anonymous and Confidential Help 24/7 – 1-800-799.Safe (7233), 1-800-787-3224 (TTY) <http://www.ncadv.org/>

**Additional Off-Campus Resources**

Pickens County Sheriff's Office	216 C. David Stone Rd. Pickens, SC 29671	(864) 898-5500
Oconee County Sheriff's Office	300 S. Church St. Walhalla, SC 29691	(864) 638-4111
Anderson County Sheriff's Office	305 Camson Rd. Anderson, SC 29625	(864) 260-4400
Baptist Easley Hospital	200 Fleetwood Dr. Easley, SC 29640	(864) 442-7200
Oconee Medical Center	298 Memorial Dr. Seneca, SC 29672	(864) 482-3100
AnMed Health Medical Center	800 N. Fant St. Anderson, SC 29621	(864) 512-1000
Greenville Memorial Hospital	701 Grove Rd. Greenville, SC 29605	(864) 455-7000
Battered Women's Shelter		
Foothills Rape Crisis Center	216 E. Calhoun St. Anderson, SC 29621	(864) 231-7273

Pickens County Family Court (emergency order of protection)	214 E. Main St. Pickens, SC 29671	(864) 898-5598
Pickens County Magistrate	216 C. David Stone Rd. Pickens, SC 29671	(864) 898-5592
Pickens County Courthouse	214 E. Main St. Pickens, SC 29671	(864) 898-5598



## **POLICY FOR INDIVIDUALS WITH DISABILITIES**

Clemson University prohibits discrimination against any employee or applicant for employment, because of a physical or mental disability. Discrimination against qualified individuals with disabilities in any area of employment - including advertising, recruitment, hiring, promotion, classification, pay rate/compensation, reassignment, selection for training, demotion, layoff or termination - would be in violation of the University's policy.

Clemson University will treat qualified individuals with disabilities without discrimination in all areas of employment, will comply with all rules, regulations and relevant orders as required under affirmative action statutes for employment actions, and will cooperate with compliance agencies and their representatives in their investigation of any complaint. Communication with appropriate internal offices and external agencies will be maintained in an effort to achieve the desired results of Clemson's affirmative action plan.

Any person who feels discriminated against or who has a policy related question should contact the Office of Access and Equity, 110 Holtzendorff Hall. Phone numbers are 864-656-3181 (voice) or 864-656-0899 (TDD).

Adopted September 1986

(from <http://www.clemson.edu/campus-life/campus-services/access/policies.html>; accessed 2August2016)

# Policies and Procedures for Equitable Treatment

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Policies on Affirmative Action/Equal Employment Opportunity, Anti-Harassment and Non-Discrimination Policy, HIV Disease and AIDS, Individuals with Disabilities, and Disabled and Vietnam-Era Veterans are provided below. These policies are a part of the University's overall program to ensure illegal discrimination does not occur. Administrators should ensure that employees are aware of both the policies and procedures, as well as, their intent. Employees are expected to be familiar with the provisions of these policies and are to operate in accordance with their objectives. Clemson University supports the principles set forth in these policies not only because they are dictated by law, but because each member of the faculty, staff and student body deserves to be treated with dignity and respect. Any person who believes he/she has been discriminated against is encouraged to contact the Office of Access and Equity, 110 Holtzendorff Hall, telephone: 656-3181 (voice) or 656-0899 (TDD), for advice and assistance in resolving the problem. Jerry Knighton is the Director, designated EEO Officer and Title IX Coordinator.

## **Policies** *[Control/Click to access documents; also uploaded in this folder]*

- [Anti-Harassment and Non-Discrimination Policy](#)
- [Notice of Non-Discrimination](#)
- [Affirmative Action/Equal Employment Opportunity](#)
- [Disabled & Vietnam-Era Veterans](#)
- [Statement Concerning Amorous Relationships](#)
- [HIV Disease and AIDS](#)
- [Individuals with Disabilities](#)

## **Procedures**

- [Procedures or Resolution of Harassment/Discrimination Complaints](#)
- [Complaint Form](#)



### NOTICE OF NON-DISCRIMINATION

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972.

**Inquiries or complaints of discrimination or harassment may be addressed to the following offices on campus:**

- Alleged Discrimination by Employee or other Non-Student: Office of Access and Equity, 110 Holtzendorff Hall, Clemson, SC 29634-5404, telephone: 864-656-3181.  
  
Jerry Knighton is the Director of Access & Equity and the University Title IX Coordinator - (864) 656-3184 [knightl@clemson.edu](mailto:knightl@clemson.edu).  
Priscilla Harrison is the University ADA Coordinator - (864) 656-3553 [priscih@clemson.edu](mailto:priscih@clemson.edu)
- Alleged Discrimination by Student: Office of Community and Ethical Standards, Division of Student Affairs, 912 University Union, Clemson, SC 29634-4011, telephone: 864-656-0510.  
  
Alesia Smith is Director of the Office of Community and Ethical Standards and the Deputy University Title IX Coordinator - (864) 656-0510 [alesias@clemson.edu](mailto:alesias@clemson.edu)

Visit the Office of Access and Equity website at: [www.clemson.edu/access](http://www.clemson.edu/access) for more information.

This policy of Non-Discrimination is intended to meet Clemson University 's responsibilities under Titles VI and VII of the Civil Rights Act 1964, the Pregnancy Discrimination Act of 1978, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Vietnam Veterans Readjustment Assistance Act of 1974, the Genetic Information Nondiscrimination Act of 2008, the Violence Against Women Act, and applicable provisions of the South Carolina Human Affairs Law.

Questions regarding Title IX can be directed to the University Title IX Coordinator, the University Deputy Title IX Coordinator or the United States Department of Education's Office of Civil Rights.



## Procedures for Resolution of Harassment/Discrimination Complaints

*These procedures will be followed in order to provide a prompt, reliable and impartial investigation of complaints alleging violations by Clemson University employees or other non-students of the following Clemson University Policies for Equitable Treatment: Anti-Harassment and Non-Discrimination Policy, Statement on Amorous Relationships, Policy for Disabled and Vietnam-Era Veterans, Policy on HIV Disease and AIDS, and Policy for Individuals with Disabilities. (These policies can be found at: <http://www.clemson.edu/access/> under “Policies for Equitable Treatment”)*

These procedures apply to complaints of harassment/discrimination based on age, color, disability, sex (including sexual harassment and sexual violence complaints that fall under Title IX of the Education Amendments of 1972), gender, pregnancy, national origin, race, religion, sexual orientation, or veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in the statutory complaint process, etc.) where the person allegedly acting in violation of Clemson University policy is an employee or other non-student. Such incidents of harassment/discrimination should be reported to the Office of Access and Equity, 110 Holtzendorff Hall, telephone: 656-3181 (voice) and 656-0899 (TDD). If Clemson University Responsible Employees<sup>1</sup> receive such complaints, they should also immediately report them to the Office of Access & Equity.

Complaints alleging harassment or discrimination (including sexual harassment and sexual violence) committed by a student (undergraduate or graduate) should be immediately reported to the Office of Community and Equitable Standards (OCES). The contact information for OCES is 912 University Union, telephone: 656-0510 and the OCES complaint procedures can be found at: <http://www.clemson.edu/administration/student-affairs/student-handbook/code-of-conduct/student-conduct.html>.

Any harassment/discrimination that is a violation of criminal law (including sexual violence) should also be immediately reported to the Clemson University Police Department (CUPD) if it occurred on campus by dialing 911 or 656-2222 or other appropriate law enforcement agency if it occurred off campus by calling 911. A criminal complaint and a campus complaint through either the Office of Access & Equity or the Office of Community and Equitable Standards can be made simultaneously.

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<sup>1</sup> At Clemson University, Responsible Employees under Title IX are defined as: Clemson University faculty, staff who work directly with students, Student Affairs staff, athletic coaches, Advisors to recognized Student Organizations, Resident Coordinators and Resident Assistants, managers, supervisors and administrators.



Reports of harassment /discrimination should be brought as soon as possible after the alleged conduct occurs. Prompt reporting enables the University to more effectively investigate the facts, determine if a violation of any policy has occurred, and provide an appropriate remedy or disciplinary action. The University will investigate all reports of discrimination/harassment against a member of our community regardless of the time that has passed since the incident and its reporting.

### **Complaint Process**

Upon notification of a complaint alleging a violation of any of the policies identified above (including allegations of sexual discrimination/sexual violence), an investigator in the Office of Access and Equity will conduct a reliable, impartial and prompt investigation into the allegations following the process below. The purpose of the process is to (1) determine whether the alleged conduct occurred, (2) if yes, determine if the conduct constitutes harassment/discrimination under the Clemson University policy, (3) if yes, determine what actions will be taken to end the harassment/discrimination, eliminate any hostile environment, and prevent its recurrence.

- The investigation shall include interviews with the parties, interviews with other witnesses as needed, and a review of relevant documents, if appropriate. Both the complainant and the respondent to the complaint will have an equal opportunity to provide evidence and to identify any witnesses that support their position. If all witnesses identified by the parties are not interviewed, the investigator will document the reason the interviews were not conducted and notify the parties.
- The individual(s) accused of violating any University Policy for Equitable Treatment shall be given a written statement of the allegations made by the complainant.
- Both the complainant and the respondent may have an advisor present (the advisor can be an attorney) during any meetings with the investigator. However, the advisor is present solely to advise the party and not to ask or answer questions during the investigator's fact finding process.
- The investigation shall be completed as promptly as possible. Generally the investigations will be completed within 60 days of receipt of the complaint. However, complicated cases, absence of witness or other factors may result in longer investigations. If the investigation will exceed 60 days, the investigator will notify the complainant and the respondent.
- The investigation will result in a written report that includes a statement of the allegations, the positions of the parties, a summary of the findings of fact, and a determination by the Investigator as to whether University policy has been violated, and recommendations for actions to resolve the complaint, if the policy has been violated. If all witnesses identified by the parties were not interviewed, the report shall include a statement explaining why. The report shall be submitted to the University official(s) with authority to implement the actions necessary to resolve the complaint.

- The complainant and the respondent shall be informed in writing when the investigation is complete and whether any violations of policy were found. Both parties will be notified of the following:
  1. Whether the alleged conduct occurred and whether it violated any Clemson University policy.
  2. Any sanctions imposed against the Respondent that directly relate to the Complainant.
  3. Any other steps taken to eliminate a hostile environment and to prevent its recurrence.
  4. If all witnesses identified by the parties were not interviewed and the reason they were not interviewed.

In cases involving allegations of sexual violence, the Respondent will not be informed of all remedies offered to the Complainant unless they specifically relate to the Respondent such as a no contact order or No Trespass order.

### **Burden of Proof**

The Office of Access and Equity will apply the preponderance of the evidence standard in evaluating complaints. The standard is met when the investigation concludes that it is more likely than not that the applicable policy was violated.

### **Confidentiality in Harassment/Discrimination Investigations**

The University recognizes that a complainant may desire confidentiality and may request that the University not investigate or pursue resolution of an allegation of harassment/discrimination. In such cases, the University will maintain confidentiality to the extent permitted by law and other safety and welfare considerations. However, the University may determine that it must investigate and pursue resolution of a report, and take whatever measures it deems necessary in response to an allegation of harassment/discrimination in order to protect the rights, interests and personal safety of the Clemson community. As such, the University may have to disclose the harassment allegation and the identity of the complainant to the accused, other University officials, and others (to implement interim measures) as appropriate. Nevertheless, we will only share information on a limited basis and will keep information confidential to the extent permitted by law.

### **Confidentiality and Allegations of Sexual Violence**

If a complainant alleging sexual violence requests that his/her name not be revealed to the alleged perpetrator or asks that the school not investigate or seek action against the alleged perpetrator, the complainant must understand that honoring this request may severely limit the ability to fully respond to the complaint, including pursuing disciplinary action against the alleged perpetrator. All such requests will be referred to and reviewed by the Title IX Coordinator (alleged perpetrator is non-student) or the Deputy Title IX Coordinator (alleged perpetrator is a student). A range of factors will be considered in evaluating these requests including but not limited to:

- Whether there have been other sexual violence complaints about the Respondent;
- Whether the Respondent threatened further violence against the Complainant or others;
- Whether the alleged sexual violence was perpetrated with a weapon;
- Whether the school possesses other means to obtain relevant evidence (e.g. security cameras, witnesses, physical evidence etc.)

If a complainant wishes to speak to a confidential resource, the following resources are available:

- A. Crisis Counseling for Students:** Student victims of sexual violence can seek confidential crisis counseling services through Counseling and Psychological Services (CAPS). During normal business hours, CAPS can be contacted by calling 864-656-2451. After hours and on weekends, CAPS can be contacted by calling 864-656-2222 asking for the CAPS on-call counselor.
- B. Employee Assistance Program:** The Office of Human Resources offers confidential, professional referral assistance to faculty and staff by contacting the Employee Assistance Program at 864-656-3360 or 864-656-2726.
- C.** All victims of sexual violence may seek crisis counseling services through the Pickens Rape Crisis Council at 864-442-5500.

The University provides many other, non-confidential resources to students who have been victims of harassment/discrimination and sexual violence. Although the University encourages all students to seek help by means of speaking to someone, it is important to keep in mind that the University is required by law to review and attempt to resolve any allegation of sexual violence that is reported to any University official with the exception of those receiving parties that are confidential resources.

The University also has a duty to report sexual misconduct to the Clemson University Police Department for federal statistical reporting purposes (as dictated by the Clery Act). All personally identifiable information is kept confidential, but statistical information must be reported regarding the type of incident and its general location (on or off-campus, in the surrounding area, but no addresses are given) for publication in the annual Campus Security Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime, to ensure greater community safety.

### **Temporary Measures**

At any point in the Complaint Process, the investigator may recommend interim actions to protect parties or witnesses to the investigation including, but not limited to, separating the parties, reassignment, alternative work or student housing arrangements, alternative class schedule, or other types of temporary measures. The University also reserves the right to issue no contact provisions to any or all parties involved in the procedures.

### **Potential Remedies for Students or Employees Making Complaints of Sexual Violence under these Procedures**

Any temporary measure imposed during the investigation process could be made permanent. Other potential remedies include but are not limited to special targeted training for relevant groups or individuals; other actions to separate the Complainant and the Respondent; changes to lighting or other physical aspects of the campus; an escort or other change so the Complainant can move safely between classes and activities; extra time or other changes so the complainant can complete academic assignments/requirements if appropriate to the circumstances; changes to institutional services, policies or procedures etc.

### **Sanctions**

Persons found to be in violation of Clemson University policy pursuant to these procedures will be subject to immediate and appropriate disciplinary action, proportional to the seriousness of the offense. Possible sanctions against employees or other non-students may include but are not limited to: oral or written reprimand, reassignment, demotion, suspension or termination of employment, and/or removal from campus.

### **Retaliation Prohibited**

Retaliation is conduct causing any interference, coercion, restraint or reprisal against a person filing a complaint of discrimination/harassment or assisting in any way in the investigation and resolution of a complaint. Retaliation is a violation of the University's "Anti-Harassment and Non-Discrimination Policy" and is prohibited. Appropriate sanctions will be taken against anyone found to have participated in any acts of retaliation.

- Persons who feel they have been subjected to retaliation for filing a complaint of discrimination/harassment or for assisting with the resolution of a complaint should contact the Office of Access and Equity.

### **Filing with External Agencies**

In addition to, or in lieu of, the procedures outlined above, a Complainant may file complaints with external agencies as follows:

- Students (undergraduate or graduate) may file a complaint with the United States Department of Education, Office for Civil Rights. Complaints must be filed within 180 calendar days of the date of the most recent alleged discrimination.

Students (either undergraduate or graduate) may contact the following:

United States Department of Education, Office for Civil Rights  
61 Forsyth St. S.W., Suite 19T70, Atlanta, GA 30303-3104  
Telephone: 404-562-6350; TDD: 404-331-7236

- Employees may file complaints with one of two external agencies: the South Carolina Human Affairs Commission (must file within 180 calendar days of the date of the most recent discrimination); or the U. S. Equal Employment Opportunity Commission (must file within 300 calendar days of the most recent alleged discrimination or 30 days after receiving notice that the state or local agency has terminated its processing of the charge, whichever is earlier).

Employees may contact the following:

South Carolina Human Affairs Commission  
2611 Forest Drive, Suite 200, Post Office Box 4490  
Columbia, SC 29240  
Telephone: (803) 737-7800; TDD: (803) 253-4125

**OR**

U. S. Equal Employment Opportunity Commission  
301 North Main Street, Suite 1402, Greenville, SC 29601  
Telephone: (864) 241-4400; TDD: (864) 241-4403

### **Resources**

Please see Appendix A of the Clemson University Anti-Harassment and Non-Discrimination Policy for information about counseling advocacy and support resources available to students and employees – <http://www.clemson.edu/campus-life/campus-services/access/title-ix/resources.html>



## **POLICY FOR DISABLED & VIETNAM-ERA VETERANS**

Clemson University prohibits discrimination against any employee or applicant for employment, because that individual is a disabled veteran or veteran of the Vietnam era (8/5/64-5/7/75). Discrimination against qualified disabled veterans or veterans of the Vietnam era in any area of employment - including advertising, recruitment, hiring, promotion, classification, pay rate/compensation, reassignment, selection for training, demotion, layoff or termination - would be in violation of the University's policy.

Clemson University will treat qualified disabled veterans and veterans of the Vietnam era without discrimination in all areas of employment, will comply with all rules, regulations and relevant orders as required under affirmative action statutes for employment actions, and will cooperate with compliance agencies and their representatives in their investigation of any complaint. Communication with appropriate internal offices and external agencies will be maintained in an effort to achieve the desired results of Clemson's affirmative action plan.

Any person who feels discriminated against or who has a policy related question should contact the Office of Access and Equity, 110 Holtzendorff Hall. Phone numbers are 864-656-3181 (voice) or 864-656-0899 (TDD).

Adopted September 1986

## Section 4.3.2

### *F.3. Institutional Base Salary/ Summer Pay Policy*

**Maximum Summer Compensation per federal regulations:** faculty who receive any salary support from a sponsored program at any time during the year are prohibited from earning in excess of 33.335 of their academic year Institutional Base Salary through Clemson during the summer. Institutional Base Salary (IBS) includes base pay, administrative supplements, and/or endowed supplements. Excluded from IBS are temporary supplements (incidental work); summer salary; dual employment; overload pay; bonuses and awards; salary paid from other organizations; and outside consulting. For further information, refer to the University's IBS Policy on the Office of Sponsored Program's webpage.

### **G. Dual Employment and Overload Compensation**

Dual Employment and overload compensation will be considered when a faculty member is asked to assume an additional workload which significantly surpasses the 12 credit hour equivalent expectation during a semester. Such dual employment/overload compensation may be either internal (e.g., overload teaching at Clemson) or external (work for another state agency). The maximum compensation allowable is 30% of the base period salary (semester, academic year, or calendar year, as appropriate). The Division of Human Resources can supply further details.

The request for dual employment/overload compensation must be accompanied by clear documentation, verified by the department chair or school director and approved by the dean, that the faculty member's base-line workload is at or above the expected 12 credit hour equivalent before assuming additional duties. The department chair or school director must verify that these additional activities are consistent with the mission and strategic directions of the faculty member's college and department or school. Furthermore, the faculty member must document that adequate and appropriate arrangements have been made for regularly scheduled classroom activities and office hours if these are impacted by the dual employment/overload compensation assignment.

### **H. Sabbatical Leave**

Sabbatical leave may be granted by the President of the University to any faculty member holding faculty rank. Normally, a faculty member shall have completed six full years of full time service with the University to be eligible for sabbatical leave; however, exceptions may be granted upon approval of the department chair (or equivalent supervisor), dean, and Provost. The purpose of sabbatical leave is to relieve faculty of normal duties so that they might pursue significant projects facilitating their professional growth and development, thus enhancing their future contributions to the mission of the University. There is no period of service to the University or any other conditions that shall ensure that such leaves are granted.

Applications for sabbatical leave by faculty on nine-month appointments may entail a request for one semester of leave at full pay or for two successive semesters at half pay. Applications for sabbatical leave by faculty on 12-month appointments and administrators with faculty rank may be made for periods up to six months at full pay or for periods of over six months to one calendar year at half pay. There shall be no discrimination between one-semester or two-semester sabbaticals for nine-month

faculty and between six-month or 12-month sabbaticals for faculty with 12-month appointments. Certain fringe benefits may be continued during sabbatical if arrangements are made in advance with the Division of Human Resources. Individuals on sabbatical leave will maintain all the rights and privileges of faculty except those explicitly restricted elsewhere in the *Faculty Manual*. Individuals who are on sabbatical leave are still considered employees of Clemson University and, therefore, may not be employed by another entity. However, faculty on sabbatical may receive compensation directly from another university or other entity as an independent contractor or other status, which does not entail full-time employment. A faculty member on sabbatical may also receive compensation indirectly from another entity through a contract for the faculty member's services between the other entity and the University. This Sabbatical Policy does not prohibit or otherwise affect the application of University policies regarding outside professional consulting or the receipt of honoraria.

The Office of the Provost shall maintain and publish a list of the individuals granted sabbaticals, the date the sabbatical was approved, the title of the project, and the dates when the sabbatical was taken.

Sabbatical leaves are granted in good faith. Faculty granted sabbatical leave shall sign an agreement to maintain University employment for a period at least equal to the period of the sabbatical, or to repay the University any compensation they received from the University during the period of the sabbatical. The obligation to repay shall not apply in situations where a faculty member is unable to return to University employment for reasons beyond the control of the faculty member. Upon return from sabbatical leave the faculty member shall file a written report with the department chair, school director or immediate supervisor on the faculty member's professional activities during the leave period.

The following steps should be followed in the application and review processes for sabbatical leaves for faculty without administrative appointment:

1. Applicants requesting sabbatical leaves should prepare a proposal containing information on the goals of the sabbatical including supporting materials and information on how the teaching, student advising/mentoring, service, and any administrative responsibilities of the applicant will be handled while he or she is away from campus. If relevant, an applicant must consult with the department chair (or school director or immediate supervisor) concerning teaching responsibilities.
2. The proposal for a sabbatical leave should be submitted to an elected departmental committee, chaired by the department chair for review no later than January 31 (for sabbaticals beginning in the fall semester) or no later than May 31 (for sabbaticals beginning in the spring semester).
3. The departmental committee's written recommendation shall be forwarded directly to the dean of the college with a copy to the applicant. The departmental committee will take no longer than two weeks to submit its recommendation.
4. The dean of the college will forward a recommendation to the Provost and the applicant no later than February 28 or June 30, as appropriate.
5. By March 15 or July 15, the Provost will forward a recommendation to the President and inform the applicant, the dean of the college, and the chair of the department of the Provost's recom-



mendation.

6. The President shall render a decision within two weeks of receiving the Provost's recommendation.

Administrators with Faculty rank should prepare a proposal containing information on the goals of the sabbatical including supporting materials and information on how the assigned duties of the applicant will be handled while he or she is away from campus. This proposal should be submitted to administrator's immediate supervisor no later than January 31 (for sabbaticals beginning in the fall semester) or no later than May 31 (for sabbaticals beginning in the spring semester). The supervisor will forward a recommendation to the Provost or the President, as appropriate, no later than February 28 or June 30, as appropriate. If forwarded to the Provost, the Provost will forward a recommendation to the President by March 15 or July 15, as appropriate, and inform the applicant and the applicant's immediate supervisor of the recommendation. The President shall render a decision within two weeks of receiving the Provost's recommendation.

### **I. Graduate Study by Faculty**

With the approval of the appropriate administrators and the Vice Provost and Dean of the Graduate School, University faculty, administrators, and staff may pursue graduate work for credit at Clemson. However, no faculty member with a rank higher than instructor may be considered as a candidate for an advanced degree at Clemson University in the faculty member's primary area of professional responsibility or in the department in which the faculty member is a member.

## Section 4.3.3

### COLLEGE OF ARCHITECTURE, ARTS AND HUMANITIES

#### DEAN'S GUIDELINES FOR TENURE, PROMOTION, REAPPOINTMENT AND POST-TENURE REVIEW

The Clemson University Faculty Manual (Part IV, Section D) requires the dean of the college to render an independent judgment in matters of promotion, tenure, reappointment and post-tenure review. This document outlines the criteria that will be used in rendering this judgment. Departments, schools and other academic entities may consider additional or more restrictive criteria.

Faculty at Clemson University are expected to achieve excellence in teaching, research and service. No candidate whose contribution in the area of teaching, research or service is deemed inadequate will be reappointed, promoted or granted tenure. In making his or her recommendations to the provost, the dean will assess the faculty member's performance in all three areas. Faculty are also required to conduct themselves in a manner that does not impede collegiality in the College and the University.

#### TEACHING

Clemson University takes great pride in its tradition of excellence in teaching. All faculty in the College of Architecture, Art and the Humanities must demonstrate at the minimum very good teaching in the classroom or studio. Faculty are also expected to be conscientious, professional and attentive in their interaction with students outside of the classroom. Supporting evidence of teaching ability may include:

- University and departmental student evaluations
- Peer observations
- Development of new courses, pedagogical innovations and other teaching initiatives
- Documentation of academic advising that ensures efficient progress towards the degree at the undergraduate and/or graduate level
- Advising undergraduate students on individual research projects, such as honors theses and independent or directed studies
- Participation on and leadership of graduate thesis and dissertation committees
- Teaching awards and other forms of recognition from the department, college, university or external professional organizations
- Active engagement of scholarship in the classroom
- Recruitment and retention of undergraduate and graduate students

#### RESEARCH

All faculty members must have a sustained record of demonstrated accomplishment and continued promise in peer-reviewed research, scholarship and/or creative endeavors. For tenure and promotion to Associate Professor, candidates must show clear and convincing evidence of emerging stature in their professional disciplines on a national level.

For promotion to Full Professor, candidates must show clear and convincing evidence of national and/or international recognition. For a satisfactory post-tenure review, a faculty member must demonstrate a sustained record of research, scholarship and/or creative activity on a nationally peer-reviewed level.

Because of the disciplinary diversity of the College of Architecture, Arts and Humanities, each department must develop its own criteria to identify sufficient quality and quantity of research, scholarship, publication, performance and/or creative endeavor. In every department, however, demonstrated excellence as determined by external peer review is essential. Evidence of research includes but is not limited to:

- books
- book chapters
- journal articles
- gallery exhibits
- competition awards
- performances
- musical or other compact-disc recordings
- musical compositions or arrangements
- other forms of activity will be considered if a case can be made that they are peer-reviewed or juried and that they are of similar academic stature to those listed above

## **SERVICE**

All faculty are required to contribute to the Clemson community by performing exemplary service at the departmental, college and university levels. Public service and service to national academic and professional organizations also plays a key role in the assessment of a candidate for reappointment, promotion or tenure. Community service where professionally relevant will also be considered.

The nature of service changes over time during a faculty member's career and is dependent upon a faculty member's role and position in the department. For example, a junior faculty member should be engaged in disciplinary service at the regional level, whereas a senior faculty member is expected to assume national leadership roles in professional organizations.

Overall, candidates for tenure and promotion shall exhibit appropriate personal qualities for maintaining harmony and productivity in the university community and for achieving the university's missions of teaching, research and service. Negative actions such as uncooperative, unprofessional, combative or disruptive behaviors may demonstrate a lack of collegiality and significantly interfere with the mission of the unit. Therefore, all faculty members are required to conduct themselves in a manner that promotes collegiality within the Clemson community. Faculty who behave in an unprofessional or disruptive manner may not be reappointed, promoted or granted tenure.

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## **PART IV. PERSONNEL PRACTICES**

Part IV is concerned with policies and procedures for initial appointment, reappointment, annual review, salary adjustments and termination for all regular and special faculty ranks (excluding administrative appointments, which are considered in Part VI). It also is concerned with policies and procedures for tenure, promotion and post-tenure review for regular faculty ranks. Special considerations for titled professors and endowed chairs are described in Part III, Section F.

### **A. Policies and Procedures for the Recruitment and Appointment of Faculty**

No appointment shall be made to a regular or special faculty rank not specified in this *Manual*.

Each appointment shall be subject to a peer review of the individual's qualifications by the affected department.

All personnel matters are confidential and a matter of trust.

Because the regular faculty of a department or equivalent academic unit is the primary judge of the qualifications of its members, peer evaluation is essential in recommendations for appointment, renewal of appointment, tenure, and promotion. All peer recommendations regarding any individual holding regular or special faculty rank in a department shall, therefore, originate within the regular faculty of that department.

#### **A.1. Procedures for Faculty Appointments**

##### *a) Regular Ranks*

Candidates for appointment to the regular faculty shall be recruited and evaluated by a search-and-screening committee composed of members of the regular faculty and others if specified in departmental bylaws. Such committees are selected in accordance with departmental bylaws or, in the absence of relevant bylaws, by the departmental faculty Advisory Committee. The credentials of each applicant shall be made available to all regular departmental faculty, from whom information and recommendations regarding selection shall be solicited. The search and screening committee shall make nominations of suitable candidates to the department chair, including recommended rank and tenure status on appointment.

The department chair shall make recommendations to the dean from the candidates nominated by the search-and-screening committee, indicating the degree of support of the faculty for the recommended candidates, their suggested rank, and the candidates' suggested tenure status, where appropriate. If no appointment can be made from the list of candidates, additional nominations shall be sought from the committee.

In the case of proposed new appointments of regular faculty, the primary peer evaluation of candidates' qualifications is made by the appropriate Reappointment, tenure and promotion committee. Proposals for appointment with immediate tenure, tenure probationary periods of two years or less, and appointment at a rank higher than assistant professor must be reviewed in accordance with the department's tenure and promotion process to the extent possible given time constraints in the hiring process. At a minimum, department criteria regarding teaching, research, and service must be ap-

plied; tenure and/ or promotion at another institution be considered; and the department TPR committee, chair, Dean, and Provost must all endorse the procedure. Transfers of tenured faculty between departments shall be reviewed by the appropriate departmental committee and a recommendation forwarded to the appropriate administrator.

b) *Special Ranks*

Candidates for appointment to the special faculty ranks shall be recruited and evaluated as specified in departmental bylaws. If required by department bylaws, such search-and-screening committees are selected in accordance with departmental bylaws or, in the absence of relevant bylaws, by the departmental faculty Advisory Committee.

Please refer to Part III, Section E for additional guidance for appointment to special ranks.

**A.2. Affirmative Action Policies and Procedures for the Recruitment and Appointment of Faculty**

All administrators and search and screening committee members shall ensure compliance with Affirmative Action guidelines and with “International Employment” (see *Human Resources Policies and Procedures* Manual):

[http://workgroups.clemson.edu/FIN5337\\_HR\\_POLY\\_PROC\\_MANUAL/view\\_document.php?id=172](http://workgroups.clemson.edu/FIN5337_HR_POLY_PROC_MANUAL/view_document.php?id=172)).

a) *Affirmative Action Policies*

Each college has its own affirmative action coordinator, appointed by the President, who establishes and monitors employment goals and timetables. The coordinator bears the responsibility for ensuring that each department in the college complies with both the letter and spirit of Clemson’s affirmative action program. Specifically, each coordinator helps to implement affirmative action policy as related to the college and serves as liaison between the college and the Office of Access and Equity.

It is the policy of Clemson University that no person is to be accepted or rejected for employment solely on the basis of age, gender, disability, race, religion, national origin or sexual orientation. However, special attention to the identification, recruitment, and selection of minority group members, women, and individuals with disabilities is consistent with state and federal laws and regulations and with University policy.

Every administrative and academic officer and search-and-screening committee shall take appropriate steps within the areas of their responsibility to ensure that for each faculty and other professional position an active and thorough recruitment effort is made for qualified females, members of minority groups, and individuals with disabilities.

Such efforts shall be viewed by the Provost as an important factor in determining the acceptability of any recommendation for a position. Clemson’s affirmative action policies and procedures are intended to complement the University’s previous recruiting efforts. In this regard it is considered proper to define eligibility criteria so as to broaden the base of the talent pool to include special experience, training, and education not normally considered when such factors are important characteristics of eligibility for the position. Such considerations must be applied equally to all candidates for a position. The recommendation for an appointment to a position is to be made on the basis of the candi-

date's qualifications for the position.

b) *Affirmative Action Procedures*

1 During the Pre-Recruitment Stage, the search and screening committee of the department or equivalent unit shall complete a **“Request to Recruit” form in Tiger Talent, Clemson University’s hiring request system.** The **Office of Human Resources** advises the committee on the most effective ways to distribute information about the availability of the position to minority groups, women, and persons with disabilities, so as to encourage applications from these sources. Whenever feasible, the search-and-screening committee itself should include minority group members, women, and/or individuals with disabilities.

2. During the Recruitment Stage, all correspondence and advertising shall indicate that Clemson University is an “Equal Employment Opportunity/Affirmative Action Employer,” and all recruiting sources are to be informed of that fact by the committee. Federal regulations require that affirmative action employers collect and maintain data on the race, sex, disability status, and ethnic identity of all applicants for employment. This information, however, may not be required of applicants but may be voluntarily provided by applicants **during the application process in Interfolio, Clemson University’s preferred site for posting faculty opportunities.**

If a particular applicant pool contains no or few minority, female, or candidates with disabilities, the director of the Office of Access and Equity should be asked to provide the recruiting unit with additional assistance in establishing suitable contacts. The group of applicants considered shall include qualified minorities, persons with disabilities, and women unless documentation is supplied that special efforts to recruit them have been made and failed.

There may be instances in which a person is recommended for a position by a search and screening committee without widespread recruitment efforts having been undertaken. Such cases may be justified when a qualified individual may be promoted from within the institution, when time is of the essence, when University operations would suffer as a result of an interim appointment, or when a person is available who is uniquely qualified for a position. By their very nature, such cases are rare. The acceptability of such cases shall be measured not only against the urgency of those particular appointments but also against past efforts to employ members of minority groups and women in the unit(s) recommending those appointments.

3. During the Appointment Stage, when the search-and-screening process has resulted in the selection of a candidate for appointment to a position, a “Request to Hire” form that documents the recruitment efforts for that position shall be prepared by the department chair or equivalent administrator in consultation with the director, Office of Access and Equity. This form shall be submitted to the Provost. The dean of the college or equivalent administrator is responsible for monitoring the search-and-screening process to ensure that affirmative action policies and procedures are being followed. Upon receipt of the Provost’s approval of the “Request to Hire” form, the dean issues the employment offer, utilizing the University’s standard contract letter format.

c) *Waiver of Search-and-screening procedures*

Any waiver of university search and screening procedures for particular appointments must be re-

requested by the department chair with approval of the faculty's Departmental Advisory Committee and the departmental promotion, tenure and reappointment committee. Such waiver must be approved by the Office of **Human Resources** and the Provost and must be documented through the submission of a **"Direct Hire Request" in Tiger Talent** to the Office of **Human Resources** for approval prior to any offer of appointment. The purpose of such a waiver is to allow for targeted appointments without widespread recruitment efforts in special cases or circumstances, such as hiring a high profile faculty member (e.g., Nobel laureate, national academy member), individuals who will enhance faculty diversity, or spouses of newly appointed faculty and/or administrators. If the appointment is to a tenure-track position, the appointment must be approved by the departmental committee responsible for hiring decisions and the rank and tenure status must be approved by the departmental promotion, tenure and reappointment committee

### **A.3. Terms of Appointment**

The offer of appointment to a prospective faculty member shall be made in writing by the dean of the college concerned, following a standardized procedure that includes establishing the appointment's terms and conditions. Any special understandings or conditions incumbent upon either party must be explicitly stated. The letter of understanding, upon acceptance by the appointee, along with relevant portions of the *Faculty Manual*, becomes the employment contract.

All regular appointments are to the rank of instructor or higher. In any regular appointment at Clemson University the initial appointment is for one year or less, subject to renewal for a one-year term. Tenure may be granted under the provision of Part IV, Section B2 and C of the *Faculty Manual*. Tenure, having been granted, is continuous thereafter and can be revoked only through termination or dismissal under the terms of Part IV, Section F of the *Faculty Manual*.

Special appointments, such as those awarded to post-doctoral research fellows, lecturers, visiting, adjunct, and part-time faculty as well as to ROTC personnel, generally specify limited faculty functions and time durations, as described in Part III Section E.

Appointment to the rank of lecturer shall be for one-year terms and may be renewed for a maximum of nine full academic years. For the purposes of academic appointment and reappointment, a one-year term begins August 15 and ends May 16 although lecturers may be extended benefits over the summer.

Senior lecturers shall be offered three-year contracts with the requirement of one year's notice of non-reappointment before July 15 of the penultimate year.

Except for faculty with tenured status and senior lecturers not in their penultimate year of their appointments, individuals holding teaching, research, or public service appointments shall be informed each year in writing of their appointments and of all matters relative to their eligibility for the acquisition of tenure or promotion to senior lecturer. Any special standards adopted by the faculty member's department, school, or college shall also be brought immediately to the individual's attention.

### **B. Policies for Reappointment, Tenure, and Promotion**

Each appointment renewal and all grants of tenure (including appointment with immediate tenure)



shall be subject to a peer review of the individual's qualifications by the affected department.

The department chair shall ensure that any faculty member eligible for reappointment, tenure, or promotion is given an opportunity to be reviewed.

Department TPR committees and department chairs shall conduct independent reviews of faculty members requesting reappointment, tenure and/or promotion.

In cases where there is no department chair, the department chair's role is filled by the school director. In cases where there is no department chair or school director, the administrative role is filled by the college or school dean. In Part IV of the *Faculty Manual*, references to department chair should be understood to refer to the school director if and only if there is no departmental chair.

Departmental faculty develop TPR guidelines, as described below. College-level and University-level guidelines are not appropriate.

### **B.1. Reappointment Policies**

The intention of periodic reappointment review of untenured regular faculty is to provide feedback to the individual regarding progress towards tenure and / or promotion.

The intention of periodic reappointment review of lecturers is to provide feedback to the individual regarding progress towards promotion to senior lecturer. Lecturers shall be evaluated annually by their department chair/school director and their unit Tenure, Promotion, and Reappointment committee following procedures and standards that shall be specified in the unit's Tenure, Promotion, and (Re) appointment document. Following a lecturer's fourth year of service, the department chair and the unit Tenure, Promotion, and Reappointment committee shall conduct a comprehensive review of the lecturer either in response to a request for promotion to senior lecturer or to advise the lecturer of the lecturer's progress towards promotion to senior lecturer. Equivalent experience at Clemson may be counted towards this four-year service requirement. If a lecturer a) fails to request promotion to senior lecturer by the Fall semester Tenure, Promotion, and Reappointment request deadline for regular faculty during the lecturer's eighth year of service, or b) requests promotion and is not promoted to senior lecturer during the lecturer's eighth year of service, then the lecturer shall not be reappointed following a final ninth year of service.

Senior lecturers shall be evaluated by their department/school Tenure, Promotion, and Re appointment committee, following procedures and standards that shall be specified in the unit's Tenure, Promotion, and Reappointment document, at least once every three years as documented in the departmental TPR guidelines. At a minimum, Senior Lecturers shall be evaluated during the penultimate year of their appointments.

Other special ranks may have reappointment policies, as described in Part III, section E.

### **B.2. Tenure Policies**

After the expiration of a probationary period, untenured regular faculty (except Instructors and General Librarians) may be granted tenure, with their service terminated only for adequate cause and subject to due process in the consideration of their cases. Tenure is intended to enhance freedom in

teaching, research, and other professional activities, and to provide the economic security required to sustain these freedoms.

Regular faculty and library faculty with the rank of Assistant Professor / Assistant Librarian or higher are eligible for tenure. However, faculty promoted from Instructor / General Librarian to higher rank may apply for credit towards the tenure probationary period for prior service as Instructor / General Librarian. Such applications shall be made to the department chair or director or equivalent administrator at the time of appointment and shall be subject to peer review. Any decision shall be communicated in writing to the applicant before the first day of the next fall or spring semester.

#### *B.2.a. The probationary period*

All regular faculty appointments are made on a year-to-year probationary basis until tenure is granted. The tenure probationary period for a full-time regular faculty member shall not normally exceed seven years. If advance written agreement is reached by a faculty member, the chair or director, the dean, and the Provost, periods of leave without pay may be excluded from this seven-year period. Included within the tenure probationary period may be the faculty member's full-time tenured or tenure-track service at other institutions of higher learning, subject to advance written agreement. Time spent as lecturer or postdoctoral research fellow, as visiting, part-time, or adjunct faculty, or in other non-tenure-track positions (both academic and non-academic), whether at the University or elsewhere, shall not count as tenure probationary service unless approved by the department Tenure, Promotion, and Reappointment (TPR) committee, department chair (see Part IV, Section B2b of the *Faculty Manual*), dean, and Provost and subject to advance written agreement. Candidates must be notified of their options during the contract negotiation process. Leave time taken which benefits the institution as well as the individual faculty member may count as probationary period service.

The probationary period for all regular nine-month faculty begins August 15th and for regular twelve-month faculty, July 1st of the calendar year in which the individual is officially added to the faculty roster. However, nine month faculty officially joining the University after October 1st of a calendar year shall have their probationary period begin on the August 15th and twelve-month faculty on the July 1st following their appointment.

#### *B.2.b. Extensions of the probationary period*

Request for extensions of the probationary period must be made in writing to the parties indicated in each paragraph below. Submission of the request must be made reasonably before the materials for tenure are due to be submitted to the department Tenure, Promotion, and Reappointment (TPR) committee. The Provost's office will convey to the faculty member the result of each request in writing in a timely fashion. In the case of non-automatic approvals, the Provost will make the final determination.

Probationary faculty may receive up to two automatic one-year extensions of the tenure decision for the birth or placement of a child during their probationary period. These requests must be submitted to the department chair. If the request for an extension is received between six months before and one year after the date of birth or placement of a child, it is automatically granted, with timely written notification to the Provost and the probationary faculty member by the department chair. Each unten-

ured faculty member may receive only up to two automatic extensions for the probationary period; however, additional written requests may be submitted to the department chair and granted upon approval of the Tenure, Promotion, and Reappointment (TPR) committee, department chair, dean and Provost.

Request for an extension of the probationary period at the request of a faculty member for serious illness, family tragedy or other special circumstances may be submitted to the department chair and granted upon the approval of the Tenure, Promotion, and Reappointment (TPR) committee, department chair, dean and Provost.

Extensions of the probationary period for any reason can only come at the request of the faculty member as long as the faculty member is capable of making the request. However, truly exceptional circumstances can arise that make it impossible for the faculty member to request the extension of the probationary period prior to the faculty member's penultimate year. In only such extreme cases, the Provost may choose to extend the probationary period without consulting the incapacitated faculty member with the approval of the department chair, dean, and Tenure, Promotion, and Reappointment Committee (TPR). This extension shall be conveyed in writing to the faculty member.

#### *B.2.c. The granting of tenure and recommendations for promotion to Associate Professor*

Normally, the decision to grant tenure shall be made during the penultimate year of the probationary period and becomes effective at the beginning of the next academic year. In exceptional cases tenure may be granted earlier. Factors considered in early tenure may include relevant experience in other than tenure-track positions. A recommendation to confer tenure for an assistant professor must be accompanied by a favorable recommendation for promotion to associate professor. Should notice of the denial of tenure not be given in advance of the expiration of the final probationary appointment, tenure shall become automatic at the end of the probationary period.

### **B.3. Promotion Policies**

Recommendations for promotion within the regular and special faculty ranks are based upon the evaluations of a faculty member's performance and credentials by peers and administrators. Such evaluations are based on written criteria established by each academic department. Nevertheless, some general attributes and experience requirements are associated with the various ranks. (See Part III, Sections C and D of the *Faculty Manual* for general qualifications.)

Lecturers must document and provide evidence of their teaching performance and additional contributions/activities to the department chair/school director and department/school Tenure, Promotion, and Reappointment committee for evaluation and consideration for promotion to senior lecturer.

## **C. Procedures for Reappointment, Tenure, and Promotion**

All guidelines and procedures described in this section apply to regular and special faculty, as appropriate.

### **C.1. Guidelines for Department TPR documents**

Individual departments at Clemson University must establish and utilize written procedures and committee structures with defined membership in order to facilitate peer evaluation. These written procedures must incorporate attention to “Best Practices for a Performance Review System for Faculty” (**Appendix D** of the *Faculty Manual*). Departmental regular faculty determine the tenure, promotion and reappointment standards, as well as procedures for electing the tenure, promotion and reappointment committee and the procedures the committee must follow beyond those stipulated in the *Faculty Manual*. These will be stipulated in a department’s Tenure, Promotion, and Reappointment (TPR) document that is distinct from department or unit bylaws.

Departmental policies must include the following:

- a) Voting rights on a committee making recommendations concerning tenure are limited to tenured regular faculty members excluding individuals who, as administrators, have input into faculty personnel decisions such as appointment, tenure, and promotion.
- b) Voting rights on a committee making a recommendation concerning promotion to rank or appointment at a rank are limited to regular faculty with equivalent or higher rank.
- c) The tenure, promotion and reappointment committee must have a minimum of three members; see section C.2. for procedures used when this is not possible given the size of a department.
- d) Departmental procedures for peer evaluation shall be in writing and shall be available to the faculty, the chair, the dean, and the Provost.
- e) To the maximum extent possible, the procedures followed and criteria used shall be explicit.
- f) TPR committees shall solicit recommendations from senior lecturer(s) in a manner consistent with the unit’s bylaws and TPR documents in the reappointment review of lecturers, the promotion review of lecturers to senior lecturers, and the reappointment review of senior lecturers.

The Tenure, Promotion, and Reappointment document containing written policies, procedures, and committee structures must be approved by the regular departmental faculty department chair, college dean, and Provost.

A “Request for Personnel Action” shall be used to provide a record of the review at all administrative levels.

## **C.2. Department-level Procedures**

### *Committee membership*

The size of the tenure, promotion and reappointment committee may vary from one academic unit to another; however, the size and composition of the TPR committee must conform to the guidelines in Section C.1. In cases in which the department does not have enough regular faculty members to constitute a Tenure, Promotion and Reappointment committee, the full departmental regular faculty will elect regular faculty members from other departments who are qualified to serve on the Tenure, Promotion and Reappointment committee.

The identities of those members comprised by the committee reviewing tenure, promotion, and re-

appointment must promptly be made available to the candidate upon request to the department chair, school director, or unit head.

### *Recommendations*

Initial recommendations on personnel decisions are made **independently** by the Tenure, Promotion and Reappointment committee and the department chair.

The appropriate committee reviews each case in accordance with departmental procedures and policies, and renders a written recommendation. The department chair does not participate in the deliberations of the committee, but may, upon request of the committee, serve as a resource for the committee. In addition, the committee may, upon request of the chair, serve as a resource for the chair. The chair and the committee issue separate recommendations, free from coercion and interference from any parties. The department chair and the committee shall provide each other with a copy of their recommendations once both have been completed.

The chair shall ensure that the affected faculty member is promptly informed in writing as to the results of and rationale for both recommendations, and the faculty member may elect to include a letter of response in the materials forwarded to the dean. In cases of promotion or early tenure consideration, the candidate may withdraw from further consideration at this point.

The chair shall provide the dean both recommendations, the supporting evaluations, and the candidate's dossier. In cases in which there is a discrepancy in the rationale for reappointment, tenure, or promotion between a faculty member's peer committee and that of the department chair, that administrator shall make the dean aware of the discrepancy. The dean will meet with the chair and with the peer committee to discuss reasons for the discrepancy.

### **C.3. College-level Procedures**

The dean reviews the complete file, makes a separate recommendation on the "Request for Personnel Action", and writes a report which includes a rationale for supporting or opposing the recommendations of the peer committee and department chair. The dean may establish committees within the college to provide assistance and advice in such reviews. If the dean's recommendation differs from those of the TPR committee or the department chair or both, all three parties shall discuss the discrepancies prior to the dean informing the candidate of her/his recommendation. The dean shall promptly inform the candidate in writing of the dean's recommendation and the rationale. The faculty member may elect to include a letter of response in the materials forwarded to the Provost.

Except in cases of penultimate year tenure review, the candidate is offered the opportunity to withdraw at this stage. In all other cases the complete file is forwarded to the Provost.

### **C.4. University-level Procedures**

The Provost reviews the complete file and forwards a recommendation for final action to the President. If the Provost agrees with concurring recommendations of the TPR committee, the department chair, and the dean, then the Provost may simply indicate this and process the "Request for Personnel Action". The Provost shall ensure that the affected faculty member is informed promptly in writing

as to the final action.

In the case that the Provost's recommendation differs from any of the previous recommendations, the Provost shall discuss the discrepancies with the dean, the department chair, and the chair of the departmental TPR committee prior to the Provost informing the candidate of her/his recommendation. The Provost shall write a recommendation to the President, which includes a rationale in addition to completing the "Request for Personnel Action". The Provost shall ensure that the affected faculty member is informed promptly in writing as to the final action and rationale.

All grants and denial of tenure and/or promotion shall be approved by the President of the University or his/her designee in accordance with procedures developed by the President. Tenure and promotion notification shall be made in writing in accordance with procedures developed by the President.

### **C.5. Notification of Reappointment and Non-Reappointments**

#### *Non-tenured regular faculty*

The dean of the college shall notify non-tenured regular faculty members of the terms and conditions of the renewal of their appointments no later than May 16. Because the University budget requires legislative approval, salary notification may be delayed until after the General Assembly has acted.

Regardless of the stated term or other provisions of any appointment to a regular faculty rank, written notice that a non-tenured appointment is not to be renewed shall be given to the faculty member in advance of the expiration of the appointment, according to the following schedule: 1) not less than three months in advance of the appointment's expiration if the faculty member is in the first year of service; 2) not less than six months in advance if in the second year of service; 3) at least 12 months before the expiration of an appointment after two or more years of service.

#### *Lecturers*

Regardless of the stated term or other provisions of any appointment to Lecturer, written notice that a Lecturer appointment for a person with three or fewer years of continuous service as a Lecturer is to be renewed or not renewed must be provided before July 15 for the following August 15–May 16 term.

Regardless of the stated term or other provisions of any appointment to Lecturer, after May 16 following completion of four or more one-year terms of continuous appointment as a lecturer, one year's notice of non-renewal must be provided.

In cases in which there is non-reappointment or in which there is a discrepancy in the recommendation for reappointment between the Tenure, Promotion, and Reappointment (TPR) committee and that of the department chair, the department chair shall make the dean aware of the situation. The dean, after meeting with the chair and with the committee to discuss the situation, will render a decision.

#### *Senior Lecturers*

Regardless of the stated term or other provisions of any appointment to Senior Lecturer, written no-

tice that a Senior Lecturer appointment is not to be renewed shall be given to the faculty member by July 15 in the penultimate year and at least 12 months before the expiration of the appointment. Should notice of non-reappointment not be given before this date, the Senior Lecturer shall be automatically reappointed for an additional term.

#### *Other Special Faculty*

Appointments to special faculty ranks other than Lecturer or Senior Lecturer do not require notice of non-renewal since such appointments are for stated periods of limited association with the university. The university does renew special appointments on a year-to-year basis in some instances. In such cases the university endeavors to provide reasonable notice of subsequent non-renewal.

### ~~D. Annual Performance Evaluation and Salary Determination Procedures~~

~~Every individual appointed to a regular or special faculty rank shall be evaluated in each year, regardless of tenure status. The purpose of the annual performance cycle is for the immediate supervisor (department chair or school director) and the faculty member to mutually document goals and assignments, for the faculty member to document performance and for the immediate supervisor to document her/his assessment of the annual performance. Such an evaluation is independent of reviews for the purpose of reappointment, tenure or promotion, although the annual performance evaluations are a critical data point in post-tenure review. Annual performance evaluations are also used, along with other data, in salary determination.~~

#### ~~D.1. Procedures for Annual Performance Evaluation~~

~~The annual performance evaluation by the department chair or school director (hereafter generically referred to as "chair") shall be conducted on a performance year basis using the Faculty Activity System (FAS).~~

~~The FAS performance period extends from the beginning of the summer semester to the end of the following spring semester.~~

~~All activities are to be conducted in accordance with the schedule determined and distributed by the Provost's office, consistent with the guidelines provided in the *Faculty Manual*.~~

~~These reviews must incorporate attention to "Best Practices for a Performance Review System for Faculty," **Appendix D** of the *Faculty Manual*. For teaching faculty, student evaluations must be used as indicated in Part IX, Section D, Sub-section 11 of the *Faculty Manual*.~~

~~The FAS has three separate sections: Goals, Performance Record, and Evaluation.~~

1. ~~The Establishment of Goals for the next year is entered by the faculty member within the Faculty Activity System in accordance with the dates distributed by the Provost's office. The faculty member's goals, as well as percentage of emphasis given to each goal area, are established by the faculty member in consultation with the chair. The faculty member's assigned duties for that year should be determined and agreed upon in a manner consistent with the faculty member's goals. Where there is a disagreement, the dean, after consultation with the faculty member, has the final responsibility to determine duties and goals and to set the percentage of emphasis distributed among~~

**Policy and Procedures for Tenure, Promotion and Reappointments [TPR]  
School of Architecture  
College of Architecture, Arts and Humanities**

ARTICLE I  
TENURE, PROMOTION AND REAPPOINTMENT COMMITTEE

The TPR Committee shall define the procedure for evaluation of faculty members for tenure, promotion and reappointment using the guidelines set forth in this procedural document, and shall observe the University deadlines applicable to the process of review and reporting.

A TPR Committee of no less than three members shall be constituted from among all tenured full professors and associate professors in the faculty. Members of the Committee are expected to serve three-year staggered terms. Over the longer term, membership is expected to rotate as much as possible given the number of eligible faculty.

Each year, the Chair will call all qualified faculty members together, and this body shall elect/confirm three members of the TPR Committee, including a Chairperson. The Chairperson shall be a Full Professor.

In matters concerning promotion from associate to full professor, all full professors within the Department shall act as a special standing committee to evaluate each candidate. At least one of these members should be a member of the TPR Committee. Where fewer than three full professors are available within the Department, a committee shall be assembled by the Tenure and Promotion Review Committee selecting from other Units/Programs within the College full professors, who are most closely aligned academically with the candidate's Program Area. The School of Architecture Peer Review Committee shall be constituted as indicated elsewhere in these Bylaws. Following procedures elaborated in the Faculty Manual, this Committee reviews matters of appointment, tenure and promotion, and in each case prepares a formal recommendation.

ARTICLE II  
SCOPE AND CRITERIA

Clause 1: Scope

Reappointment, promotions and tenure should be based on performance in three (3) basic criteria, as outlined in the university mission statement:

- a) Teaching
- b) Research
- c) Service to the school, college, university and the public

Additionally, reappointment, promotions and tenure should be based on the short- and long-term goals of the candidate in the form of a 5-year plan with respect to the objectives of the School.

Candidates for tenure and promotion should exhibit appropriate personal qualities for maintaining harmony and productivity in the university community, and for achieving the University's missions of research, teaching and service. These characteristics include interest



and fairness toward students, integrity in scholarship, dependability in meeting professional commitments, and maintaining total intellectual honesty. Guidelines for promotion should emphasize demonstrable "achievement" rather than "potential".

The primary responsibility for collecting and presenting evidence belongs to the candidate seeking reappointment, promotion and/or tenure. Candidates are advised to be thorough and systematic in preparing their submissions.

In seeking reappointment, candidates collect and present evidence for the previous year only.

In seeking promotion and/or tenure, candidates collect and present evidence representing the period since their hire for tenure candidates, or since promotion for Full Professor candidates.

Candidates may want to refer to Appendix A, *Checklist for Demonstrating Accomplishments in Research*, as a guide to document Research accomplishments as they prepare for tenure and/or promotion, to assist in making the best case for their achievements according to criteria outlined here and in the checklist. This information should be included in the CV.

The primary responsibility of the peer review committee is to evaluate the material presented by the candidate, not to collect information or testimony. If a candidate's work is so specialized that the committee feels it cannot make an adequate assessment, the evaluation of an outside consultant may be included.

To guide and answer questions of candidates, the peer review committee offers candidates an annual meeting on matters of promotion and tenure; additionally, tenure track candidates are urged to seek guidance from their faculty mentors as assigned by the Chair.

Faculty seeking reappointment, tenure or promotion must initiate a request early in the fall semester. The deadlines set forth by the University must be observed. These dates are available each year from the Dean's office.

Each request for reappointment, promotion and tenure requires the uploading of supportive materials through, and as specified by the University's on-line system.

## Clause 2: Criteria

The School of Architecture Peer Review Committee feels that all faculty members should be evaluated by their excellence as per the criteria of Teaching, Research and Service as elaborated below. The granting of reappointment, promotion or tenure shall be considered in light of the person's demonstrated ability in each of these criteria.

To be considered for tenure, candidates must meet requirements for Associate Professor.

Advancement to the rank of Associate Professor requires National Recognition in either Teaching, Research or Service, and at least commendable activity in each of the other two criteria.

An assessment of Excellent in any criterion is indicative of national-level accomplishment and recognition. Assessments – of Excellent, Very Good, Good, Fair, Marginal and Unsatisfactory – are guided partly by Appendix B, *Guidelines for Annual Faculty Performance Rating, School of Architecture*, which articulates annual expectations for Teaching, Research, and Service. For

evaluating Tenure and/or Promotion, however, the candidate's cumulative and complete on-line package supporting the bid for Tenure and/or Promotion is the basis for assessment, by which an assessment can be made for the entirety of the period since the Candidate's hire or previous University promotion. Significant accomplishments post-dating the submission of the candidate's e-TPR materials will not be considered. Unsolicited and/or unverified information should not be considered as part of the TPR decision.

The assessment for tenure and/or promotion is made, as for annual reviews, respecting the following notes (as copied from the "Guidelines" referenced here):

#### 1. Weighting of Activities

Assessment of teaching, research and service may be weighted according to assigned duties and goals, respecting that some faculty members in certain years may exhibit intensive productivity/impact/focus in one or two assessment areas (Teaching, Research, Service), resulting in more modest yet satisfactory achievements in the other assessment area(s).

#### 2. Multi-Year Projects

Assessment of Teaching, Research and Service respects that a significant activity, under a given assessment area, may develop over more than one academic year, so that demonstrable outcomes (e.g. publication, exhibition, approvals, implementation) may be forthcoming. In this case, evidence of the work-in-progress should be provided, along with correspondence from an editor or organizer of the work concerning its status, whenever possible.

#### 3. Assessment of Lecturer Ranks

Lecturers and Senior Lecturers are evaluated primarily on Teaching as defined here and in the "Guidelines" referenced here. Senior Lecturers are also expected to achieve at least a "good" in either Research or Service on an annual basis, as defined here and in the Guidelines. Full-time Lecturers will also be expected to offer Service and/or to demonstrate accomplishment in Research annually.

#### 4. Assessment of Research Faculty

Research faculty are evaluated primarily on Research as defined here and in the "Guidelines for Appointment, Reappointment and Promotion of Research Faculty" referenced here. Research faculty support the overall mission and vision of the department, are engaged in full time research or public service, and are supported (including fringe benefits) exclusively from external funds or foundation accounts. This faculty appointment is a professional career track without tenure considerations. Performance goals and expectations are more restricted than those for tenure/tenure-track faculty and must be consistent with the Clemson University Faculty Manual (under special faculty ranks).

#### Criteria 1: Teaching – To Educate, Counsel and Inspire Students

All School of Architecture faculty members are expected to be competent, effective teachers. Teaching performance may be demonstrated through credit and non-credit instruction, although all candidates must provide evidence of credit instruction. The instructional process entails a number of elements, all of which merit consideration in the review process. Among these are the individual's skills, abilities, and ingenuity related to:

- assessing learning needs,
- designing instructional courses, programs and interventions, preparing instructional materials (e.g., syllabi, study guides, bibliographies, studio exercise),

- selecting and effectively using appropriate instructional strategies and techniques,
- assessing and providing feedback on student performance, and
- availability to students, providing accessible, sensitive, and appropriate academic and professional advising to students.

Other elements of teaching, of a more subtle and intangible nature, that are less easily assessed but that are of critical importance are:

- the extent to which essential knowledge and skills are successfully imparted to students,
- skill in motivating and inspiring students to stretch their minds to do their best work,
- empathy with student anxieties and frustrations,
- success in facilitating the process whereby students are socialized into their profession, and
- evidence that the candidate stands as a positive role model for students.

To be considered for promotion and/or tenure in the School of Architecture, the candidate's submitted materials in the form of a portfolio must include a detailed evaluation of teaching, advising, and instructional support performance, accompanied by concrete evidence. Such evidence must include student input in some form. Examples of evidence of teaching performance include:

- the results of course evaluations (data should be pre-sorted for all courses taught at Clemson since employment, last promotion, or for minimum, of the past four years, except for independent studies, internships, theses, and other instructional formats in which the collection of data may be impractical);
- syllabi and educational materials;
- objective surveys of appropriate groups of present and former students;
- letters from students, both present and former;
- documentation from colleagues who have reason to be familiar with the candidate's teaching skills (through team-teaching, peer review, or other direct observation);
- awards or special recognitions for teaching;
- evidence of special efforts to improve teaching skill and effectiveness;
- material collected from senior exit review by department head shall be included;
- data documenting student learning outcomes;
- letters from employers whose employees have attended a course taught by the candidate;
- data documenting the quantity and quality of student advising and support activities;
- data documenting the frequency and significance of academic and professional advising to graduate students, specifically thesis or terminal paper supervision;
- any other evidence the candidate chooses to present such as enrollment patterns, extent of involvement or supervision of independent studies, etc.; and
- incorporation of practical applications and real world experiences into the classroom – "in what scholarly ways has the individual faculty member brought practical ideas into teaching".

#### Criteria 2: Research – Adding to a Collective Body of Knowledge

Research includes the achievements of an individual in expanding the body of knowledge and contributing to the knowledge of others. In assessing scholarship, attention will be paid not merely to the volume and frequency of output, but also to the quality of the products, the rigor and competitiveness of the media in which they are offered, and their acceptance by and impact on the intended audience.

In the College of Architecture, Arts and Humanities, peer-reviewed written and creative works are valued as contributing to the knowledge of the discipline. Faculty members are entitled to freedom in the selection of topics for research and in the publication of any results and conclusions. The following kinds of products or activities may be documented as evidence of research (not listed in order of priority):

- peer-reviewed monographs
- peer-reviewed book chapters
- peer-reviewed books (author, editor)
- peer-reviewed articles
- peer-reviewed design competitions
- peer-reviewed design awards
- peer-reviewed exhibition of design and related creative works
- peer-reviewed conference paper presentations
- peer-reviewed non-print publications (film, tape, software, video and television)
- journal editorships, proceedings, symposium editorships
- chairing panels
- published book and exhibition reviews
- funded research projects
- professional reports
- completed dissertations

The quality and acceptance of such products or activities may be documented in part by information pertaining to:

- reviews of candidate's work by others
- quotes of candidate's work by others
- amounts of funding received
- copies of works sold or in use
- receipt of prizes and awards
- election to scholarly or professional societies
- agency or grantee evaluation of work
- impact on practice in the field
- participation on review panels for funding agencies
- invitations to lecture on current research organizing conferences/proceedings

### Criteria 3: Service – Advancing Institutional Objectives and Service Within/Outside University

Service may be performed in a variety of ways. Service includes (1) contributions to scholarly and professional associations and the broader discipline, (2) contributions through applications of professional expertise, (3) contributions to the university through university, college, and departmental committees and administrative activity. Service may range from service to the local community to service on an international level. In assessing service, attention should be given not only to the amount of service but also to the quality and impact of the contribution. Contextual issues such as teaching load, scope of assigned administrative responsibilities, and opportunities for service will be evaluated. Examples of service activity may include:

- Individual effort (as an administrator, innovator, consultant to academic bodies, grant participant, service in designated departmental roles, recipient of academic service awards, etc.);

- member of committees or other collective professional and academic bodies;
- professional practice with individuals and groups with letters from these consumers documenting the quality of the candidate's competence in the use of appropriate techniques and skills as well as the level of difficulty involved;
- consultation with agencies or organizations (local, state, regional, international) with letters from these consumers documenting the quality, relevance, acceptance, and impact of the candidate's contributions;
- voluntary consultation to former students regarding various professional activities, assignments, or projects with letters from these consumers documenting the nature, quality, and value of the technical assistance;
- chair or leadership role in committees and other collective academic and professional bodies
- non-research grant activity that directly benefits the department, College and/or University

### Clause 3: Workload Benchmarks

On annual basis, all faculty are expected to meet Workload Benchmarks as follows:

- 2 peer-reviewed artifacts or equivalent research/creative activity
- \$0 K research expenditures
- 3/3 teaching load
- Departmental, College, or professional service

Note: Workloads may be adjusted for individuals with scholarship, research expenditures, teaching, advising and/or service in significant excess of the above, so that the resulting composite workload is equivalent to the composite of these benchmarks.

### Clause 4: Assessment

A person achieving National Recognition in Teaching might have a record that includes:

- excellent student evaluations
- student demand for classes
- curriculum development
- innovative teaching materials and approaches
- teaching across disciplines
- awards and other recognition
- high ratings in workshops and other professional education activities, and
- amount and range of student counseling activities

A person achieving National Recognition in Research has a body of accomplishments that may include:

- peer-reviewed publications, including refereed journals articles, book chapter and/or books,
- funded research grants,
- peer-reviewed design exhibitions and/or design awards

Excellence in Research is not limited to performance in peer-reviewed media, but must also include evidence of quality and impact.

A person achieving National Recognition in Service within and outside the university might have a record that includes:

- evidence of impact on professional and academic bodies and/or the public,
- development and administration of new institutions, e.g., institutes, centers,
- significant effort related to curricular or program development or outstanding leadership in curricular revision, and
- significant impact on the teaching and learning environment

#### Clause 5: External Reviews

Formal external evaluations are an integral part of the review process for tenure and for promotion to the rank of associate professor or professor. For that reason, an external review of the candidate will be included in the tenure and promotion review process.

External evaluators will be established scholars and professionals in the candidate's discipline; they may or may not be personally familiar with the candidate and his or her work. External evaluators will normally be faculty members at other universities. Former employers, employees, colleagues, students, or others who have worked directly with the candidate will not be selected as formal external evaluators, although their input may be solicited by the candidate separately. Six external evaluations will be obtained for each candidate. The candidate will be asked to provide a list of up to six possible external evaluators. The Department chair, in consultation with the Tenure and Promotion Review Committee will select three evaluators from this list and identify three more evaluators. The second list of evaluators may include individuals identified in the candidate's list if deemed appropriate by the chair and Tenure and Promotion Review Committee.

When external evaluators have been identified and have expressed their willingness to participate in the review process, they will be sent a letter from the School Chair, a copy of the candidate's curriculum vita, a representative selection (as determined by the candidate) of recent materials, and a copy of the Promotion and Tenure Guidelines. Copies of letters to external evaluators and their reports will be included in the candidate's file.

APPENDIX A

Checklist for Demonstrating Accomplishments in Research

School of Architecture

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Provide the following information for each accomplishment in Research

Title of work: \_\_\_\_\_

Book;  Book Chapter;  Journal paper;  Conference Paper;

Design Competition;  Juried Exhibition;  Other: \_\_\_\_\_

This work is classified as:

Peer-reviewed;  Non-peer-reviewed;

International;  National;  Regional;  State;  Local

Status of work:

Published/Exhibited;  In-press;  In-progress

Name of Publisher, Name of Design Competition, Place of Exhibition, or Name of Award/Prize:

\_\_\_\_\_

Number of submissions: \_\_\_\_ % acceptance rate or number of awards made: \_\_\_\_

Names(s) of Key Members of Jury or Selection Committee: \_\_\_\_\_

\_\_\_\_\_

An explanation of your role as author/researcher in the project, if co-authored: \_\_\_\_\_

\_\_\_\_\_

URL or citation for this work: \_\_\_\_\_

Other information concerning the impact of this achievement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX B  
 Guidelines for Annual Faculty Performance Rating, School of Architecture

Excellent Meets the following criteria	Very Good Meets the following criteria	Good Meets the following criteria
<b>TEACHING:</b> “Excellent” student outcomes and <b>evidence such as</b> those listed for Very Good.	<b>TEACHING:</b> “Very Good” student outcomes that address the student performance criteria outlined in the course syllabus, <b>and</b> satisfactory student evaluations in-line with the departmental year-level average; <b>and evidence, such as:</b> publication of student outcomes, teaching pedagogy; student award; faculty teaching award; academic/thesis advising duty; significant course and/or curriculum development.	<b>TEACHING:</b> “Good” student outcomes that address the student performance criteria outlined in the course syllabus, <b>and</b> satisfactory student evaluations in-line with the departmental year-level average.
<b>RESEARCH: any one of these:</b> a published book chapter for a major press; documented progress towards a book for a major press; significant <u>external</u> funding award for interdisciplinary research; - <b>or</b> – a <u>national/international</u> peer-reviewed artifact (e.g. a conference/journal publication, a contribution to juried exhibition, design competition prize) <b>along with one of these:</b> submission of a proposal for <u>external</u> funding; a second peer-reviewed artifact; progress on a book chapter, book or significant creative work	<b>RESEARCH:</b> a <u>national/international</u> peer-reviewed artifact (e.g. a conference/journal publication, a contribution to juried exhibition, a design competition prize); - <b>and one of the artifacts listed for “Good”</b>	<b>RESEARCH: any two of these:</b> a regional peer-reviewed artifact (e.g. a conference/journal publication, a contribution to juried exhibition, a design competition prize); a <u>national/international</u> peer reviewed work-in-progress (e.g. a poster; a short paper); an <u>internal</u> research funding award; submission of a proposal for <u>external</u> funding; demonstrable collaborative, interdisciplinary and/or community activity.
<b>SERVICE:</b> serving in two of the capacities listed for “Very Good” – <b>or</b> – <b>at least one of these:</b> leadership in a professional or academic body; service as school administrator; service as conference chair or editorial board member or workshop convener at national or international level; <b>or</b> facilitator of a School, College or University development prospect.	<b>SERVICE:</b> (same criteria as for “Good”), <b>and at least one of these:</b> chair of a department committee; service on College or University committees/task forces; engagement as peer-reviewer (of e.g. paper submissions, competition entries); invited speaker or design juror at peer institution.	<b>SERVICE:</b> active, impactful contribution to at least one School committee.
Fair	Marginal	Unsatisfactory
The individual is generally performing at the level expected for a rating of Good but is below expectations in some of the criteria with no special circumstances	The individual is generally NOT performing at the level expected for a rating of Good and is significantly below expectations in several of the criteria with no special circumstances	The individual is seriously neglecting his or her duties to the department, college and University.

**Notes:**

[1] While Lecturers and Senior Lecturers are evaluated primarily on teaching, research and service accomplishments can also be considered.

[2] Assessment of Teaching, Research and Service may be weighted according to assigned duties and goals, respecting that some faculty members in certain years may exhibit intensive productivity/impact/focus in one or two assessment areas (Teaching, Research, Service), resulting in more modest yet satisfactory achievements in the other assessment area(s)

[3] Assessment of Teaching, Research and Service respects that a significant activity, under a given assessment area, may develop over more than one academic year, so that demonstrable outcomes (e.g. publication, exhibition, approvals, implementation) may be forthcoming. In this case, evidence of the work-in-progress should be provided, along with correspondence from an editor or organizer of the work concerning its status, whenever possible.



Appendix C  
Guidelines for Appointment, Reappointment and Promotion of Research Faculty

- a) *Qualifications:* Research faculty shall possess both the earned doctorate consistent with the disciplines that are typically associated with the field of Architecture and research qualifications in the research field consistent with the expectations for the rank of Professor. If an individual's qualifications warrant the title of "Research Associate Professor" or "Research Assistant Professor," these may be used instead of "Research Faculty."
- b) *Appointment, Reappointment and Promotion:* Appointment, reappointment and promotion shall be coordinated through the department's tenure, promotion and reappointment (TPR) committee. Recommendations for these personnel actions shall be initiated by the faculty member's immediate supervisor. The primary role of the TPR committee shall be to certify that the supervisor's recommendation meets the appropriate department standards for the position and rank. Appointments are on a 12-month basis or a nine-month basis with the typical/usual/normal summer remuneration practice.
- c) *Guidelines for Reappointment and Promotion:* The primary role of research faculty members is to seek and communicate knowledge that is guided by both the contractual agreement (s) with the research sponsor (s) and the general mission of the Architecture department. Evaluation criteria for reappointment and promotion should include, but are not limited to
  - a. Fulfillment of research contract obligations
  - b. Additional funding obtained from federal, corporate or state sources
  - c. Participation in collaborative research contracts and grants
  - d. Collaborative research contracts and grants initiated
  - e. Honors and Awards at all levels – Department, College, University, National, Professional Society
  - f. Publication in refereed journals and other appropriate media
  - g. Participation in technical committees of professional societies
  - h. Service on research advisory boards and panels
  - i. Support and advising of graduate and undergraduate students
  - j. Patents and licenses awarded
- d) *Performance Evaluation and Salary Recommendations:* The faculty member's performance evaluation shall be made jointly by the faculty member's immediate supervisor and/or chair. The TPR committee may be asked, at the request of the chair, to provide a perspective on performance.
- e) *Participation in Related Departmental Activities:* the research faculty member may participate in departmental activities, including:
  - a. Service in graduate student committees as research advisor or member
  - b. Service as advisor to undergraduate students conducting research
  - c. Teaching on an as-needed/as-available basis
  - d. Other activities directly supporting the research mission/enterprise of the department.Participation in the above activities must be consistent with the grant or contract obligation (s) of the research sponsor(s) and approved by the faculty member's immediate supervisor.

Research faculty shall be able to participate fully in all deliberations of departmental matters but shall not have the privilege of voting.

### FACULTY RESUMES

**Name:** Albright, Dustin [Assistant Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 2700 Structures I  
ARCH 6140 Selected Topics  
ARCH 6770 Introduction to Craft  
ARCH 8510 Design Studio III  
ARCH 8570 Design Studio V  
ARCH 8700 Structures I  
ARCH 8710 Structures II  
ARCH 8920 Comprehensive Studio

**Educational Credentials:**

M.ARCH, Virginia Polytechnic Institute, Blacksburg VA, 2008  
M.S. Civil Engineering & Structures, Virginia Polytechnic Institute, Blacksburg VA, 2006  
B.S. Engineering, Washington and Lee University, Lexington VA, 2003

**Teaching Experience:**

Clemson University School of Architecture: Clemson SC, Assistant Professor, 2014-present, Lecturer 2012-2014

**Professional Experience:**

Craig Gaulden Davis Architects, Greenville, S.C., 2008-2014

**Licenses/Registration:**

Architecture license in-progress. Expected completion by September, 2017

**Selected Publications and Recent Research:**

- 2015 Building Technology Educators Society (BTES) International Conference | Salt Lake City, Utah  
*Intersections & Adjacencies: Leadership in Architectural Technology Education*  
Albright, D. "Action and Reaction: Balancing the Dual Challenges of Breadth and Depth in Undergraduate Structures Instruction." pp. 233-239 (2015).
- 2015 Architecture Research Centers Consortium (ARCC) International Conference | Chicago, Illinois  
*The FUTURE of Architectural Research*  
Albright, D. "Recalibrated: An Interdisciplinary, Studio-Based Study of Massive Timber for Student Housing." pp. 631-638 (2015).

**Professional Memberships:**

Associate AIA (member # 30512511)  
Building Technology Educators Society

**Name:** Allison, David, FAIA, FACHA [Distinguished Alumni Professor and Director, Architecture + Health]

**Courses Taught (Four semesters prior to current visit):**

ARCH 8580, Thesis Research	ARCH 8920, Comprehensive Studio
ARCH 8590, Thesis Manuscript	ARCH 8950, A+H Studio, Selected Topics
ARCH 8860, Health Facilities Planning & Design	ARCH 8970, Studio, Hospital & Urban Design
ARCH 8910, Thesis Project	

**Educational Credentials:**

M.Arch, Health Facilities Planning & Design Concentration, Clemson University, 1982  
B.S. in Pre-Architecture: Clemson University, 1978

**Teaching Experience:**

Clemson University, Clemson SC  
Faculty Scholar, School of Health Research, 2015-present  
Alumni Distinguished Professor, Director Graduate Studies in Architecture + Health, 2012-present  
Professor, Director Graduate Studies in Architecture + Health, 2006-2012  
Associate Professor, Director Graduate Studies in Architecture + Health, 1990-2006

**Professional Experience:**

David Allison Architect, Clemson SC, 1991-present and Charleston SC, 1987-1991  
Middleton McMillan Architects/Gale Architectural Associates, Charleston SC, 1985-1987  
Kaplan McLaughlin Diaz Architects & Planners, San Francisco CA, 1982-1985  
Neal Prince & Browning Architects, Greenville SC, 1978-1982  
Handy & Harmon Tube Company, Engineering Intern, Norristown PA, 1972-1974

**Licenses/Registration:**

Licensed Architect, California, 1985-present, SC, 1987-present, North Carolina, 2000-present  
NCARB Certified, 1987-present  
Board Certified by the American College of Healthcare Architects, 2000-present

**Selected Publications and Recent Research:**

- Allison, D.** (2013, November) *Going Downtown: Embracing Urban Concepts in Healthcare Campus Design*, Health Facilities Management pp 27-31
- Palmer II, G., Abernathy, J. Swinton, G. **Allison, D.** Greenstein, J. Shappell, J. Reeves, S. [2013] Realizing Improved Patient Care through Human-centered Operating Room Design (RIPCHORD): A Human Factors Methodology for Observing Flow Disruptions in the Cardiothoracic Operating Room. *Anesthesiology*, 119[5], pp 1066-1077
- Allison, D.** (2016) Team 2 White Paper: Developing a Flexible Healthcare Infrastructure, National Institute of Building Sciences - Academy of Healthcare Infrastructure Collaborative Research Program
- Principal Investigator [with Byron Edwards]: NCARB Award - Defining Best Practices in Ambulatory Care Design for Medically Underserved Populations: an Integrated and Collaborative Knowledge/Research Informed Learning-Practice Model, \$30,000 [2014]
- Co-Investigator [Shima Clark Principal Investigator] A+CA GOALI: An Engagement of Academia, Industry, and Organizations, \$20,925 [2014-2015]
- Co-Investigator: [Anjali Joseph, Principal Investigator] P30: Realizing Improved Patient Care through Human-centered Design in the Operating Room (RIPCHD.OR) Learning Lab; AHRQ, National Institutes of Health/DHHS \$3,975,998, [2015-2019]

**Professional Memberships:**

Fellow, American Institute of Architects, Academy of Architecture + Health  
Fellow and Founding Member, American College of Healthcare Architects

**Name:** Barker, James F., FAIA [Professor + Emeritus University President]

**Courses Taught (Four semesters prior to current visit):**

ARCH 2510/2511 Architectural Foundations I  
ARCH 2520/2521 Architectural Foundations II  
ARCH 4990 Architecture of Leadership  
ARCH 6990 Architecture of Leadership

**Educational Credentials:**

Master of Architecture and Urban Design, Washington University, Saint Louis, Missouri, 1973  
Bachelor of Architecture, Clemson University, Clemson, SC, 1970

**Teaching Experience:**

**Clemson University**

President Emeritus and Professor of Architecture, 2014-present  
President, 1999-2013 (taught seminar course in Architecture each spring semester) Dean,  
College of Architecture, Arts and Humanities, 1995-1999  
Dean and Professor, College of Architecture, 1986-1995 (taught seminar course each spring semester)

**Mississippi State University School of Architecture**

Dean, 1984-1986	Professor, 1977-1986
Associate Dean, 1979-1984	Associate Professor, 1974-1977
Director of Instruction, 1977-1979	Assistant Professor, 1973-1974

**Professional Experience:**

Principal; James F. Barker, AIA, Architect, Starkville, MS (1977-1986)  
Principal; Barker and Ruth, Architects, Starkville, MS (1974-1977)  
Stevens & Wilkinson Architects, Atlanta, GA (1970-1972)

**Licenses/Registration:**

Registered Architect: South Carolina; NCARB Certification

**Selected Publications and Recent Research:**

- *Understanding Research, Science and Technology Parks*, The National Academies Press, 2008 “The Case for Optimism in Public Higher Education”, *Trusteeship*, Nov/Dec 2005, Vol. 13, No. 6
- “A New Perspective”, *South Carolina Architecture* 2005/2006
- *The Small Town Designbook* (with M. Buono and H. Hildebrandt). A Center for Small Town Research and Design publication. 1981
- *The Small Town as an Art Object* (with M. Fazio and H. Hildebrandt). A Center for Small Town Research and Design Publication. 1976 Marketed by Whittenborn, Inc.

**Professional Memberships:**

American Institute of Architects (national and South Carolina) National Council of Architectural Registration Boards

**Name:** Battisto, Dina, Ph.D. [Associate Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 6850, History and Theory of Architecture and Health  
ARCH 8210, Research Design and Methods  
ARCH 8580, Thesis Research  
ARCH 8590, Thesis Manuscript  
ARCH 8900, Selected Topics  
ARCH 8940, Research Studio

**Educational Credentials:**

Ph.D. in Architecture, University of Michigan, Ann Arbor MI, 2004  
Master of Science in Architecture, University of Michigan, Ann Arbor MI, 1996  
M.Arch, Architecture + Health, Clemson University, Clemson SC, 1993  
B.Arch with honors, University of Tennessee, Knoxville TN, 1991

**Teaching Experience:**

Clemson University, Clemson SC

Associate Professor, Graduate Studies in Architecture+Health, 2006-present  
Coordinator, Ph.D. Program in Environmental Design and Planning, 2005-present  
Assistant Professor, Graduate Studies in Architecture+Health, 2000-2006

University of Michigan, Ann Arbor MI

Research Fellow, 1996-1998, Research Assistant, 1994-1995, Research Associate, 1993-1994

Northwood University, Midland MI

Research Fellow, 1991

**Professional Experience:**

Birdtree, LLC, Clemson SC, President, 2010 to present  
NXT Health Consultant, Greer SC, Consultant, 2008-2013  
Chi Systems/Superior Consultant Co., Ann Arbor MI, Senior Management Consultant 1998-2000  
Robert Joy & Associates, Glens Falls NY, Intern Architect 1990-1991

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

•*Developing a Performance Based Framework for Architects*, D. Battisto and D. Franqui, Routledge, (in progress)

**Research**

•“Post Occupancy Evaluations of Existing Military Healthcare Facilities in the Republic of Korea – Phase I”, Principal Investigator, Sponsor: Department of Defense – US Army through VW International Inc., 2014-2016

•“Military Health System Inpatient Room Analysis”, Principal Investigator, Sponsor: TriCare Management Activity / Military Health System (MHS) PPMD Division through National Institute of Building Sciences (NIBS)

**Professional Memberships:**

American Institute of Architects (AIA) Associate Member  
Environmental Design Research Association (EDRA)  
Gerontological Society of America (GSA) (2001-2009)  
U.S. Green Building Council (USGBC)

**Name:** Bausman Dennis, PhD, CPC, FAIC [Professor of Construction Science and Management + CSM Endowed Chair]

**Courses Taught (Four semesters prior to current visit):**

ARCH 8200 Building Design and Construction Principles

**Educational Credentials:**

Ph.D. in Construction Management, Heriot-Watt University, Edinburgh Scotland  
M.S. in Construction Science and Management, Clemson University, Clemson SC  
B.S. in Construction Engineering, Iowa State University, Ames IA

**Teaching Experience:**

Clemson University, Clemson SC, Dept. of Construction Science and Management, 1996-present;  
Endowed Chair in CSM, 2009-present  
Project Management Academy, National Center for Construction Education & Research, Academy  
Instructor, 1998-2012  
Transportation Builder Project Management Academy (ARTBA), Transportation Building Foundation,  
Academy Instructor, 2005-2006

**Professional Experience:**

- McDevit Street Bovis: Executive VP/Region Mgr, Senior VP/Region Mgr, VP/Division Mgr, Sr. Project Mgr/VP, Project Mgr
- Turner Construction Company: Project Mgr/Superintendent, Asst Superintendent/Project Engr.

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

- “Project Delivery Methods for the Construction of Public Schools”, Noel Carpenter and Dennis C. Bausman, *The Professional Constructor*, v39, issue 02, pp. 27-36, Fall 2015
- “Analysis of Green Building Initiatives on U.S. University Campuses”, Dennis Bausman and Ben Mueller, *The Professional Constructor*, v39, issue 01, pp. 28-35, April 2015

**Research**

- “Reducing Healthcare Capital Costs”; Sponsor: National Institute of Building Sciences (NIBS), Academy for Healthcare Infrastructure, Principal Co-Investigator, 2015
- “Professional Services Contract Manager On-Demand Training and Best Practices”; Sponsor: South Carolina Department of Transportation (SCDOT), Principal Co-Investigator, 2014
- “Quality Management Programs: Best Practices”; Sponsor: Center for Improvement of Construction Management & Processes, Principal Investigator, 2012

**Professional Memberships:**

- American Institute of Constructors (AIC), elected to Board of Fellows; National Board of Directors, 2002-present; Peer Review Board 2002-present
- Associated Schools of Construction, Peer Review Board, 2001-present
- American Council for Construction Education, Register of Visitors, 2007-present; Accreditation Team, 2008-present
- International Journal of Construction Education and Research, Peer Review Board, 2007-present

**Name:** Blouin, Vincent Y., Ph.D. [Associate Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 4990, Selected Topics	ARCH 8730, Environmental Systems
ARCH 6990, Selected Topics	ARCH 8760, Smart Materials and Kinetic Structures
ARCH 8580, Thesis Research	ARCH 8900, Directed Studies

**Educational Credentials:**

Ph.D. Naval Architecture and Marine Engineering, University of Michigan, Ann Arbor MI, 2001  
M.S. Naval Architecture and Marine Engineering, University of Michigan, Ann Arbor MI, 1999  
M.S. Mechanical Engineering, University of Michigan, Ann Arbor MI, 1999  
B.S. Mechanical Engineering, Ecole Centrale, Nantes France, 1993

**Teaching Experience:**

Clemson University, Clemson SC, Architecture & Materials Science & Engineering, Associate Professor, 2013-present; Assistant Professor, 2007–2013; Visiting Assistant Professor, 2005-2006; Research Assistant Professor, Mechanical Engineering, 2004-2005  
University of Michigan, Ann Arbor MI, Visiting Scholar, Naval Arch. & Marine Engr, 1993-1995

**Professional Experience:** N/A

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

- Blouin V., Albright D., Harding D., Heine U. & Pastre D., “A Solar Decathlon House Intentionally Designed to Increase Teaching Opportunities,” AEEA/ARCC 10<sup>th</sup> International Conference on Architectural Research, 15-18 June 2016, Lisbon Portugal
- Albright D., Stoner M., Harding D., Pastre D., Blouin V., Heine U., “Sim[PLY]: Innovative Platform Framing with CNC-Fabricated Plywood Componentry,” World Conference on Timber Engineering, Vienna Austria, 22-25 August, 2016
- Fazelpour M., Summers J., Blouin V., “A Taxonomy for Prismatic Cellular Material Representation,” IDETC/CIE 2016 Int. Design Engineering Technical Conferences & Computers & Information in Engineering Conf., Charlotte NC, 21-24 August, 2016

Research Activities:

- Multi-physics modeling for design and optimization of buildings
- Integration of smart materials and electrochromic glazing in buildings
- Performance analysis of geothermal systems
- Experimental characterization of tents and fabric structures

**Professional Memberships:**

- Associate Member, American Society of Heating, Refrigeration, Air-Conditioning Eng., 2010-2011
- Member, SC Chapter of U.S. Green Building Council, USGBC, 2007
- Member, American Society of Mechanical Engineers, ASME, 1998-2007
- Member, American Institute of Aeronautics and Astronautics, AIAA, 2002-2006
- Member, International Council on Systems Engineering, INCOSE, 2005-2007
- Member, Society of Naval Architects and Marine Engineers, SNAME, 1996-2003
- Member, The Scientific Research Society, Sigma Xi, 2001-2003

**Name:** Bray, Lloyd [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 4290 Architectural Graphics  
ARCH 6290 Architectural Graphics

**Educational Credentials:**

M.Arch, Tulane University, New Orleans LA, 2004  
B.Arch, Tulane University, New Orleans LA, 1976  
D.I.S, University of Copenhagen, Denmark, (Summer Studies in Architecture, 1974)

**Teaching Experience:**

Clemson University, Architectural Center in Charleston, Charleston SC, Lecturer, 2000-present  
Auburn University, Auburn AL, Visiting Critic, Spring 1996

**Professional Experience:**

Principal, Lloyd Bray, architect, 2000-present  
Senior Project Architect, Mack Scogin Merrill Elam Architects, Inc., 2005-2010  
Principal, Scogin Elam and Bray Architects, Inc., 1984-2000  
Heery & Heery, Architects & Engineers, Inc., Associate 1981-1984, Project Architect 1976-1981

**Licenses/Registration:**

South Carolina, No. 8285, active  
Georgia, No. 3851, active  
NCARB Certification, No 3261, active  
North Carolina, No 6569, dormant  
Louisiana, No. 4995, dormant

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

American Institute of Architects (AIA), 1980-2000  
Architecture Society of Atlanta



**Name:** Brown, Timothy B., AIA [Associate Professor + Director of Undergraduate Studies]

**Courses Taught:**

ARCH 3500 Introduction to Urban Contexts  
ARCH 3510 Studio Clemson  
ARCH 8570 Design Studio V  
ARCH 8720 Materials and Assemblies  
ARCH 4520 Synthesis Studio

**Educational Credentials:**

M.Arch (Award of Merit), University of Illinois, Chicago - 1990  
B.S. in Design (with Honors), Clemson University - 1985

**Teaching Experience:**

Associate Professor, School of Architecture, Clemson University, 2015-present  
Visiting Professor, Summer Workshop, ITESM, Querétaro, Mexico, 2015  
Studio Associate Professor, College of Architecture, Illinois Institute of Technology, 2000-2015  
Visiting Professor, Summer Workshop, ITESM, Querétaro, Mexico, 2011  
Studio Director, IUAV Summer Workshop 09, Venice, Italy, 2009  
Studio Professor of Architecture, College of Architecture, Illinois Institute of Technology, 1990-2000  
Graduate Teaching Assistant, University of Illinois, Chicago, 1989-1990

**Professional Experience:**

Tim Brown Architecture, Asheville NC, Chicago IL, Paris France, Principal, 2002-present  
Atelier FLIR, Castiglion Fno, Montepulciano, Paris, Chicago, Principal, 1995-2002  
Black Bag Design, Chicago, Founding Partner, 1989-1996  
Buchanan Associates, New Haven CT, Architectural Intern, 1986-1988  
Robert Griffin Architects, Asheville NC, Architectural Intern, 1986  
John Rogers Associates, Asheville NC, Architectural Intern, 1985

**Licenses/Registration:**

Licensed Architect, State of Illinois, license 001-014785, 1994-present  
Registered Architect, State of North Carolina, license 12174, 2011-present

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

American Institute of Architects, Chicago Chapter  
Construction Specifications Institute  
Building Enclosure Council Chicago  
Facade Tectonics  
Chicago Architectural Club  
Timber Framers Guild  
Western North Carolina Green Building Council

**Name:** Bruhns, Robert [Senior Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 2040, History of Modern Architecture  
ARCH 3510, Studio Clemson  
ARCH 4520, Synthesis Studio  
ARCH 6990, Selected Topics  
ARCH 8570, Design Studio V  
ARCH 8610, Architectural History and Theory II

**Educational Credentials:**

M.Arch, Georgia Institute of Technology, Atlanta GA, 1988  
B.S. Design, Clemson University, Clemson SC, 1983

**Teaching Experience:**

Clemson University, Clemson SC, Senior Lecturer, Lecturer, 2002-present  
Tuskegee University, Tuskegee AL, Associate Professor, Assistant Professor, 1991-2000

**Professional Experience:**

Robert A. Bruhns, Architect LLC, Decatur GA, 1991-present  
Summerour & Associates, Architects, Atlanta GA, Project Architect, 1999-2001  
Rosser/Fabrap, Atlanta GA, Project Architect, 1989-1990  
Phelps, Browning & Sullivan, Architects, Clarkston GA, Intern / Project Architect, 1988-1989  
Toombs, Amisano & Wells, Atlanta GA, 1984-1986

**Licenses/Registration:**

State of Georgia, #7684  
State of Alabama, #4046 (active 1993-2001)  
NCARB Certificate, #44280

**Selected Publications and Recent Research:**

ART PAPERS – “The Mobile Home in America”. Designer/Builder Magazine – Interstate Highway

**Professional Memberships:**

Society of Architecture Historians

**Name:** Choma, Joseph [Assistant Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 2510, Architecture Foundations I  
ARCH 2520, Architecture Foundations II  
ARCH 8100, Visualization and Representation I  
ARCH 8110, Visualization and Representation II

**Educational Credentials:**

Master of Science in Architecture Studies, Design & Computation, MIT, Cambridge MA, 2011  
Bachelor of Architecture, Minor in Studio Arts, Rensselaer Polytechnic Institute, Troy NY, 2009

**Teaching Experience:**

Assistant Professor, Lecturer, Clemson University, Clemson SC, 2014-present  
Assistant Professor, Southern Polytechnic State University, Marietta GA, 2011-2014  
Instructor, Boston Architectural College, Boston MA, 2010-2011  
Teaching Assistant, MIT, Cambridge MA, 2009-2011

**Professional Experience:**

Design Topology Lab, Founder, Since 2009  
Acconci Studio, Designer, 2009, 2007  
Ted Krueger, Research Collaborator, 2008-2009  
Experimental Medial and Performing Arts Center, Curator/Designer, 2008

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

**Authored Books**

- Choma, Joseph. *Morphing: A Guide to Mathematical Transformations for Architects and Designers*. Laurence King Publishing, (2015). ISBN 978-1-78067-4-131
- Choma, Joseph. *Études for Architects*. Routledge, (Under contract / Forthcoming May 2017).

**Peer Reviewed**

- “Objects to Atmospheres”, *Inter. Journal of Interior Arch. + Spatial Design*, 22-25, (August 2016).
- “Boundaries 02”, *BLUR d3:dialog, Inter. Journal of Arch. + Design*, 137-142, (June 2016).
- “Contested Boundaries”, *Performative Materials in Arch. and Design*, 158-159, (August 2013).
- “T-H-I-C-K-E-N-I-N-G”, *Cornell Journal of Architecture*, Issue 9: Mathematics, 191-199, (March 2013).

**Research Project**

- Sculpture: 12' x 7' x 6' (Equation based geometry, compression only structure, robotically carved)
- Fabrication: Jim Durham, Alex Marshall, Brian Smith, Brock Hinze (Quarra Stone in Madison, WI)
- Structural engineering: Bruce Danziger and Allan Olson (Arup in Los Angeles, CA)
  - Fabricated a robotically carved stone mock-up in January 2016
  - Structural engineering analysis completed in July 2016
  - Quarry visit (Valders Stone and Marble) and collaborative workshop in 2016
  - Estimated date of completion: December 2016

**Professional Honorary Award:** Emerging Voices Award, AIA Atlanta, (2013).

**Professional Memberships:** N/A

**Name:** Craig, Lynn, FAIA, RIBA [Emeritus Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 4990 Selected Topics / Freehand Drawing  
ARCH 6990 Selected Topics / Freehand Drawing

**Educational Credentials:**

Master of Architecture and Urban Design, Washington University, St. Louis, 1969  
York Institute of Advanced Architectural Study, York University, England, 1978  
B.S. in Architecture, Clemson University, Clemson SC, 1967

**Teaching Experience:**

Clemson University  
Professor Emeritus, 2014  
Professor, 1989, Tenured 1987  
Director of Architect Relations, 2006-2014  
Director of Post Baccalaureate Design Studio, 2000-2005  
Professor in Residence, Charles E. Daniel Center, Genoa Italy, 1984-1985  
Associate Professor, 1981 – 1987

**Professional Experience:**

Lynn Craig Architect, Sole Proprietor, Clemson SC, 1995-present  
Pendleton Design Group, Partnership, Pendleton SC, 1986-1995  
Abbey Hanson Rowe and Partners, Associate Partner, Huddersfield England, 1972-1981  
Baltimore City Department of Planning, Urban Design Section, Baltimore MD, 1970-1972  
RTKL and Associates, Architects and Planners, Intern, Baltimore MD, 1969-1970  
Tarleton and Tankersley Architects, Intern, Greenville SC, 1968

**Licenses/Registration:**

NCARB, # 30,641  
South Carolina, #3289  
Architectural Registration Board, United Kingdom, #943047A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

College of Fellows, American Institute of Architects, 2010  
American Institute of Architects (AIA), # 30060940  
Royal Institute of British Architects (RIBA), # 4403994

**Name:** Delledonne, Nicola [Adjunct Instructor, Genoa Italy]

**Courses Taught:**

ARCH 4120 Architectural History Research: *Symbolic Architecture*  
ARCH 6120 Architectural History Research: *Symbolic Architecture*

**Educational Credentials:**

Ph.D:Methodological Approaches in Design Process, Genoa Univ Sch of Architecture, Genoa Italy, 2001  
M.Arch., Politecnico di Milano, Milan Italy, 1993

**Teaching Experience:**

Clemson University: Charles E. Daniel Center for Building Research and Urban Studies, Design Studio Adjunct Professor + History/Theory Lecturer, Genoa Italy, 2003 to present  
EPFL (Ecole Polytechnique Federale de Lausanne), Lausanne Switzerland, *Expert Exterieur in two Projets de Master*, 2012-2013  
Parma University School of Architecture, Design Studio Adjunct Professor + History/Theory Lecturer, 2003-2012  
Bologna University School of Architecture, Bologna Italy, Design Studio Adjunct Professor + History/Theory Lecturer, 2003-2005

**Professional Experience:**

Social Housing in Fidenza, Parma Italy, 2006-2015  
Water Stockage Tanks in Novellara, Reggio Emilia Italy, 2003-2008  
Public Square in Castione Marchesi, Parma Italy, 2000-2003

**Licenses/Registration:**

N.505 – May 17, 1995 (see professional membership)

**Selected Publications and Recent Research:**

- The Metaphysical Legacy of Louis Kahn*, Cambridge World History of Religious Architecture, Cambridge University Press, New York (being published)
- The Art of Oneiric Realism*, “Quaderni di Italianistica”, Toronto (being published)
- Lessico Architettonico*, (Introduction by Richard A. Etlin), Aion edizioni, Florence 2014

**Professional Memberships:**

Member of the Professional Association of Registered Architects, Urban Planners, Landscape Architects, and Conservationists of the Province of Parma

**Name:** Edwards, Byron [Professor of Practice]

**Courses Taught (Four semesters prior to current visit):**

ARCH 8950 Architecture + Health Studio: Selected Projects  
ARCH 8960 Architecture + Health Studio: Tectonic Projects  
ARCH 6880 Architectural Programming and Predesign  
ARCH 3510 Studio Clemson  
ARCH 8860, Health Facilities Planning and Design Seminar

**Educational Credentials:**

M.Arch, Clemson University, Clemson SC, 1980  
B.S. Pre-Architecture, Clemson University, Clemson SC, 1978

**Teaching Experience:**

Clemson University, Clemson SC, Professor of Practice, 2015-present; Lecturer 2014-2015

**Professional Experience:**

Medical Planning Associates (MPA), Malibu CA 1980-1982,  
Kaplan McLaughlin Diaz (KMD), San Francisco, CA 1982-1985,  
The Ratcliff Architects, Oakland, CA 1985-1989,  
Lockwood Greene, Spartanburg, SC 1989-1993,  
LS3P ASSOCIATES, LTD, Charleston, SC, 1993-2012,  
BE THREE LLC, Charleston, SC & Pendleton, SC, 2012 to Present

**Licenses/Registration:**

South Carolina, #4563 & North Carolina, #8485

**Selected Publications and Recent Research:**

- 2014 NCARB Grant Award – “Defining Best Practices in Ambulatory Care Design for the Medically Underserved Populations: an Integrated and Collaborative Knowledge Research Informed Learning Practice Model” – co-investigator with principal investigator David Allison
- 2014 A+CA GOALI Pre-Proposal NSF Grant Award – “Conference on Architecture and Construction Research Initiatives for 2020 – An Engagement of Academic, Industry and Organizations”– proposed with co-investigators, David Allison, James Packer Smith and Shima Clarke (co-lead investigator) with Clemson University and Pardis Pishda-Bozorgi, John Riker Haymaker, and Javier Irrizary (co-lead investigator) with Georgia Tech University.
- 2015 Pennell Grant Award – Richard H. Pennell Center, Research Program - the purpose of this research project is to document current best practices amongst ACCE accredited universities for teaching and facilitating interdisciplinary courses focused on the built environment. This knowledge will act as a foundational benchmark for relevant CAAH departments, and for others interested in teaching and developing interdisciplinary courses – proposed as co-investigator with principal investigator, James Packer Smith, Ph.D.

**Professional Memberships:**

American Institute of Architects (AIA)  
American College of Healthcare Architects (ACHA)  
The Center for Health Design Affiliate Member and Evidence-Based Design Accreditation and Certification (EDAC)  
United States Green building Council LEED Accredited Professional (LEED AP)

**Name:** Ersoy, Ufuk, Ph.D. [Assistant Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 4990 Selected Topics  
ARCH 6990 Selected Topics  
ARCH 8510 Design Studio III  
ARCH 8520 Design Studio IV  
ARCH 8600 Architecture History and Theory I  
ARCH 8920 Comprehensive Studio

**Educational Credentials:**

Ph.D. in Architecture, University of Pennsylvania, Philadelphia PA  
M.S. in Architecture, University of Pennsylvania, Philadelphia PA  
M.Arch. University of Pennsylvania, Philadelphia PA

**Teaching Experience:**

Clemson University, Clemson SC, Assistant Professor, 2012-present  
Izmir Institute of Technology, Izmir Turkey, Assistant Professor, 2009-2012; Lecturer 2002-2012  
University of New South Wales, Sydney Australia, Guest Lecturer, since 2000  
University of Pennsylvania, Philadelphia PA, Lecturer, 2001

**Professional Experience:**

Partner, D6 Architects, Izmir, Turkey (in joint partnership with C. Mendez), 2009-12  
Partner, Tozkoparan Architects, Izmir, Turkey (joint partnership with T. Tozkoparan and E. Ulas), 2009-10

**Licenses/Registration:**

Chamber of Architects, Izmir, Turkey

**Selected Publications and Recent Research:**

- U. Ersoy, D. Anderson and K. Schwennsen (editors), *100 Years of Clemson Architecture: Southern Roots + Global Reach, Centennial Proceedings* (Clemson, SC: Clemson University Press, 2015).
- U. Ersoy, "Glass as Light as Air, as Deep as Water," in *The Material Imagination: Reveries on Architecture and Matter*, edited by M. Mindrup (Burlington, VT: Ashgate, 2015), 155-68.
- U. Ersoy, "Mies van der Rohe and Glass: Vertical and Horizontal Transparencies," in *Companion to the History of Architecture Volume IV*, edited by D. Leatherbarrow and A. Eisenschmidt (Malden, MA: Wiley-Blackwell, due on December 2016)

**Professional Memberships:**

ACSA  
SAH  
SESAH  
ISPA (International Society of Philosophy and Architecture)

**Name:** Fera, Francesco Saverio, Ph.D. [Adjunct Professor, Genoa Italy]

**Courses Taught (Four semesters prior to current visit):**

ARCH 4120 Architectural History Research; *Italian Rationalism*  
ARCH 6120 Architectural History Research; *Italian Rationalism*

**Educational Credentials:**

Ph.D. in Methodological Approaches in Design Process, University of Genoa School of Architecture, Genoa Italy, 2000  
M.Arch., Politecnico di Milano, Milan Italy, 1991

**Teaching Experience:**

Clemson University, Charles E. Daniel Center for Building Research and Urban Studies, Genoa Italy, Lecturer 1996-2002; Adjunct Professor, 1996-present  
University of Bologna, School of Architecture, Bologna Italy, Researcher, 2002-2005; Associate Professor 2005-present

**Professional Experience:**

- Reconstruction project and construction supervision of the *Teatro del mondo di Aldo Rossi* (with Prof. Arch. Gianni Braghieri).
- Restoration project of the "Oratorio di San Sebastiano" a voltaggio (AL).

**Licenses/Registration:**

n° 2071, May 25, 1994 (Professional Association of Registered Architects of Genoa)

**Selected Publications and Recent Research:**

- F.S. Fera, S. Boldrin (2012). *Max Dudler. Architectures since 1979*. P. 1-648, Milano: Electa architettura, ISBN: 9788837092504.
- A. Esposito, F.S. Fera (editors) (2012). *Jose Paulo dos Santos/Jose Fernando Goncalves. Architetture*. P. 1-96. BOLOGNA: Clueb, ISBN: 9788849136593.
- Francesco Saverio Fera (editor) (2013). *Bernd Albers. Architettura e(s)t imitation*. P. 1-39, BOLOGNA: Clueb, ISBN: 9788849138382
- Francesco Saverio Fera (2015). *Architettura a Venezia*. In: (editor): Max Dudler Simone Boldrin, *Un'idea collettiva di citta? Da Venezia a Porto Marghera/A collective idea of the city? From Venice to Porto Marghera*. P. 27-32, PADOVA: Il Poligrafo, ISBN: 978-88-7115-917-1.

**Professional Memberships:**

Member of the Professional Association of Registered Architects, Urban Planners, Landscape Architects, and Conservationists of the Province of Genoa (1994).



**Name:** Franco Santa-Cruz, David, Ph.D. [Assistant Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 8510 Design Studio III  
ARCH 8520 Design Studio IV  
ARCH 8640 Architectural History and Theory IV  
ARCH 8720 Productions and Assemblies  
ARCH 8920 Comprehensive Studio

**Educational Credentials:**

Ph.D. in Architectural Theory, Escuela Politecnica Superior USP CEU, Madrid Spain, 2016  
Master of Advanced Studies, ETSAM Universidad Politecnica, Madrid Spain, 2010  
M.Arch, ETSAM Universidad Politecnica, Madrid Spain, 2001

**Teaching Experience:**

Clemson University, Clemson SC, Assistant Professor, 2014-present  
University of Idaho, Moscow ID, Assistant Professor, 2013-14  
Universidad Europea de Madrid, Madrid Spain, Visiting Professor, 2012-13  
ESNE Esc. Univ. de Diseño, Innovación y Tecnología, Madrid Spain, Guest Professor, 2012  
Newcastle University, United Kingdom, Guest Professor, 2010  
Escuela Politécnica Sup. USP CEU, Madrid Spain, Associate Professor, 2006-13

**Professional Experience:**

MISC arquitectos, Principal and founder, 2004-present  
Carvajal & Casariego Arquitectos, Project Director, 2002-04  
Estudio Lamela, Design Architect, 2001-02  
Ábalos and Herreros, Design Architect, 1996-97

**Licenses/Registration:**

Registered COAM (Colegio Oficial de Arquitectos de Madrid) since 2001: #14168.

**Selected Publications and Recent Research:**

- 'Suburban domesticity as a form of resistance', Housing Conference, 2016.
- 'The Architectural Invention of Working Class Memory', Critical Heritage Conf., 2016.
- 'Constructing the Political Image of the Everyday' ACSA Annual Meeting, 2015.
- 'Simulated scenography of the collective', (Journal Article) VLC, vol2.1, 2015.
- 'Propaganda, Reclamation or Critique', Tabula Rasa Int. Research Symposium, 2015
- 'Details and Infiltrations of the Everyday in Architecture', (Book Chapter) ESNE, 2015
- 'Everydayness, Subversion or Utopia'. (Journal Article) Constelaciones, nr 2, 2014.
- 'The Expanded Field of Functionalism', (Book Chapter) CEU, 2014.

**Professional Memberships:**

European Architectural History Network, 2014-present.  
Editorial Committee. Architecture\_MPS Journal (Univ. College London Press). 2016.  
Editorial Committee. Academic Journal Constelaciones Universidad SPCEU, 2016.  
Scientific Committee Member. European Spain. Madrid, 2010-2013.  
Technical Committee Member. European Europe. Paris, 2005-2014.

**Name:** Green, Keith Evan Ph.D. [Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 8680 Architectural Robotics  
Various contributions to PhD PDBE Program

**Educational Credentials:**

BA Psychology, University of Pennsylvania  
MArch, University of Illinois, Chicago  
MS ARCH, University of Pennsylvania  
PhD ARCH, University of Pennsylvania

**Teaching Experience:**

Clemson University, Clemson SC, Professor, 2009-2016; Associate Professor, 2003-2009; Assistant Professor, 1999-2003

University of Auckland, New Zealand, Lecturer\*, 1994-1999 (tenured 1997)

\**Lecturer in Architecture (British equivalent to Assistant Professor)*

**Professional Experience:**

Keith Evan Green, Architect, 1992-date  
NBBJ Architects and Planners (Seattle), *Urban Designer*, 1991-92  
RAS / Kenn Ruppard Architects (Seattle), *Intern Architect*, 1990-91  
Hinds Schroeder Whitaker Architects (Chicago), *Intern Architect*, 1989-90  
Urban Investments / JMB (Chicago) / *Intern Architect*, 1988-89  
Anshen + Allen Architects (San Francisco) / *Intern Architect*, 1986-87

**Licenses/Registration:**

Registered Architect (South Carolina #6610); Washington State #6036 – frozen)

**Selected Publications and Recent Research:**

- Keith Evan Green. *Architectural Robotics: Ecosystems of Bits, Bytes and Biology*. Cambridge, MA: MIT Press, 2016.
- Houayek, H, Green, K. E., Gugerty, L. Walker, I. D. and Witte, J. "AWE: An Animated Work Environment for Working with Physical and Digital Tools and Artifacts." In *Journal of Personal and Ubiquitous Computing* [JPUC], June 2014, Volume 18, Issue 5, pp. 1227–1241.
- (50 other peer reviewed publications since last accreditation.)

**Professional Memberships:**

NCARB (Architectural) Registration – certificate number 55269; file number 92879  
Senior Member, IEEE – member number 90609014  
Member, ACM-SIGCHI – member number 9050700

**Name:** Hambright-Belue, Sallie [Assistant Professor]

**Courses Taught:**

ARCH 1010 Introduction to Architecture  
ARCH 1510 Architecture Communication  
ARCH 3510 Studio Clemson  
ARCH 4900/8900 Directed Studies  
ARCH 4990/6990 Selected Topics  
ARCH 8570 Design Studio V

**Educational Credentials:**

Master of Architecture, Yale University School of Architecture, New Haven CT, 2007  
Bachelor of Science in Design, Summa Cum Laude, Clemson University, Clemson SC, 2002

**Teaching Experience:**

Clemson University, Clemson SC, Assistant Professor, 2011-present  
Architecture Center in Charleston, Charleston SC, Adjunct Lecturer 2010-2011  
Georgia Institute of Technology School of Architecture, Atlanta Ga, Adjunct Lecturer, Fall 2010

**Professional Experience:**

Eisenman Architects, New York, NY, Project Architect, 2007-2008  
Robert A.M. Stern Architects, New York, NY, Junior Architect, 2004

**Licenses/Registration:** New York State Licensed Architect

**Selected Publications and Recent Research:**

- Innovation:: Shifting Ground - 2015  
Environmental Design Research Association  
Title: Shifting Ground: Collaboration and Creativity  
Author: Sallie Hambright-Belue, Martin Holland
- Journal of Space, Place and Communication (JOURNAL) - 2015  
Title: Pedagogies of Spatial Perception  
Author: Sallie Hambright-Belue, Dr. Travers Scott
- Identifying Means \_ Interrogating Methods \_ Investigating Materials - 2015  
Title: Curriculum as Media  
Author: Sallie Hambright-Belue, Nicole Bronola, Jon Leverett  
Editors: Meg Jackson, Gregory Marinic, Lannis Kirkland  
ISBN: 978-0-9960541-2-6

**Professional Memberships:** N/A

**Name:** Harding, Daniel [Associate Professor and Director, Community Research + Design Center]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3510 Studio Clemson	ARCH 8410 Architecture Studio
ARCH 8520 Design Studio IV	ARCH 8570 Design Studio V
ARCH 8320/4990 Community 1:1	ARCH 8740 Building Proc. and Tech Res.

**Educational Credentials:**

M.Arch, Clemson University, Clemson SC, 1994  
B.A in Architecture, University of North Carolina at Charlotte, Charlotte NC, 1992

**Teaching Experience:**

Clemson University, Clemson SC  
Robert Mills Endowed Professorship in Architecture, Academic Year 2015-2016  
Associate Professor of Architecture and Community Design+Build, 2009-present  
Professor in Residence, spring semester 2013, Charles E Daniel Center, Genoa Italy  
Minor in Architecture Program, Coordinator and Professor in Residence, 2014-2016  
Architecture+communityBUILD certificate in graduate studies, Director  
Community Research+Design Center, Director  
Montana State University, Adjunct Faculty, Bozeman MT, 1995-2008

**Professional Experience:**

Intrinsic Architecture Inc., Co-Founder, Principal/Design Director, Bozeman MT, 1999-2013  
Archweld Fabrication Inc., Co-Founder, Principal/Design Director, Bozeman MT, 2007-2011  
Celery Inc., Co-Founder, President, Bozeman MT, 2006-present  
Sixdot Development LLC, Co-Founder, Bozeman MT, 2005-present  
Big Timberworks Inc., Lead Designer & D+B Project Mgr, Gallatin Gateway, MT, 1995-1999  
William P. Bruder, Architect Ltd., Architect in Training, New River AZ, 1994-1995

**Selected Publications and Recent Research:**

- INDIGO PINE, Department of Energy Solar Decathlon: team selection for 2015, Co-Investigators with V. Blouin, U. Heine, D. Albright, U. Ersoy, D. Pastre
- SFC2016 Sustainable Futures Conference Nairobi, Kenya. Title: Sim[PLY]: Enabling Sustainable Human-Centered Construction Through Prefabricated Plywood Components. Co-authors: V. Blouin, U. Heine, D. Albright, D. Pastre.
- SBSE [Society of Science Building Educators] Retreat REGIONS and LOCALITIES, Highlands, NC Title: Bringing handcraft to construction and connecting campuses from across the region Co-authors: V. Blouin, U. Heine, D. Albright, D. Pastre.
- MARAS 2016 5th International Conference on Mobile, Adaptable and Rapidly Assembled Structures Siena, Italy. Title: Sim[PLY]: Rapid Structural Assemblies Using CNC-Fabricated Plywood Components. Co-authors: V. Blouin, U. Heine, D. Albright, D. Pastre.
- PLEA 2016 Los Angeles: Cities, Buildings, People: Towards Regenerative Environments. Title: Sim[PLY]: Achieving Carbon Neutrality Through Innovative Building Assemblies and Processes. Co-authors: V. Blouin, U. Heine, D. Albright, D. Pastre.
- EAAE/ARCC 2016: LISBON, PORTUGAL Architectural Research Addressing Societal Challenges. Title: A Solar Decathlon House Intentionally Designed to Increase Teaching Opportunities. Co-authors: V. Blouin, U. Heine, D. Albright, D. Pastre.

**Professional Memberships:**

Friends of the Green Crescent, Clemson, SC, Founding member Board of Directors, 2015-present.  
Community Built Association, Oakland, CA, Member Board of Directors, 2016-present.

**Name:** Hecker, Douglas [Associate Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3510 Studio Clemson  
ARCH 4520 Synthesis Studio  
ARCH 8110 Visualization and Representation II  
ARCH 8520 Architecture Studio II  
ARCH 8570 Design Studio V  
ARCH 8790 Selected Topics in Architectural Technology

**Educational Credentials:**

M.Arch, Columbia University, New York NY, 1994  
Bachelor of Design in Architecture with honors, University of Florida, Gainesville FL, 1990  
Vincenza Institute of Architecture, Vincenza Italy, [1988-1990]

**Teaching Experience:**

Clemson University, Clemson SC, Associate Professor, 2008 to present; Assistant Professor, 2002-2008;  
Lecturer, 2001  
Ashville Design Center, Ashville NC, Asheville Design Build Studio: Part-time Instructor, 2013-present  
University of Michigan, Ann Arbor MI, Lecturer 1999-2001; Visiting Assistant Professor, 1998-1999  
Columbia University, New York NY, Teaching Assistant, 1993-1994  
University of Florida, Gainesville FL, Teaching Assistant, 1989-1990

**Professional Experience:**

fieldoffice (a research practice), Co-Founder, Asheville NC, 1997-present  
Handel Architects, Project Architect, New York NY, 1994-1998  
Paola Iacucci Architect, Project Architect, Milan Italy and New York NY, 1993  
Fisher Development Incorporated, Asst to Sr. Project Manager, New York NY, 1992-1993  
Associated Space Design, Intern, Tampa FL, 1988

**Licenses/Registration:** n/a

**Selected Publications and Recent Research:**

- Burdett, Richard. Cities: Architecture and Society: Marsilio, 1006. Print. Dry-In House project is selected "for the Searching and Resilient Foundations: The Gulf Coast after Katrina" Urban Research Category of the Catalogue
- Brownell, Blaine Erickson. Transmaterial 2: A Catalog of Materials That Redefine Our Physical Environment. New York: Princeton Architectural, 2008. Publication of fieldoffice superABSORBER project
- Steffen, Alex (ed.) World Changing. New York: Abrams, 2008. Print. Publication of SEED project

**Professional Memberships:**

Association for Computer Aided Design in Architecture (ACADIA), 2004-present  
American Collegiate Schools of Architecture (ACSA), 2006-present  
interaction of Machines and People (iMAP) Research Group, 2005-present

**Name:** Heine, Ulrike [Associate Professor / Associate Chair]

**Courses Taught (Four semesters prior to current visit):**

ARCH 4990 Selected Topics  
ARCH 6990 Selected Topics  
ARCH 8510 Design Studio III  
ARCH 8520 Design Studio IV  
ARCH 8920 Comprehensive Studio

**Educational Credentials:**

Vordiplom (B.Arch equivalent) Brandenburg University of Technology Cottbus, Germany – 1994  
Diplom (M.S. in Architecture equivalent), Brandenburg University of Technology Cottbus - 1999

**Teaching Experience:**

Clemson University, Clemson SC  
Associate Professor + Associate Chair, 2014-present; Assistant Professor, 2007-2014  
Technical University of Berlin, Germany, Lecturer, 2004-2007

**Professional Experience:**

Hascher Jehle Architektur, Project Manager and Co-leader, Berlin, Germany, 2000-2005  
Self-employed, Project Architect, 2000-2001  
Clarke und Kuhn Freie Architekten, Project Architect, Berlin, Germany, 1999-2001

**Licenses/Registration:**

ARCHITEKTENKAMMER Berlin, Germany (Chamber of Architects), Member, 2001

**Selected Publications and Recent Research:**

- Journal of Civil Engineering and Architecture | David Publishing Company, Vol. 8, Num. 4, April 2014 (Serial # 77),  
*Title: Teaching Sustainability In Design Without Greenwashing*, Author: Ulrike Heine  
ISSN: 19347359 (print) | ISSN 1934-7367 (online)
- ICSDEC 2012 | 2nd International Conference for Sustainable Design, Engineering and Construction, **Developing the Frontier of Sustainable Design, Engineering, and Construction**, Title: Low-Carbon Materials Management: A Case Study For A Net-Zero Energy House With Minimized Carbon Footprint, Editors: Wai Kiong Oswald Chong, Jie Gong, Jae Chang, and Mohsin Khalid, Authors: Kelly Kruzner; Ulrike Heine; Leidy Klotz, Ph.D., ISBN: 9780784412688
- The 7th International Conference of the Center for the Study of Architecture in the Arab Region, **Sustainable Architecture & Urban Development Vol. IV**, Title: Design and Validation Premises and Concept for the Design of an Affordable Zero Energy House, Author: Ulrike Heine, Editors: Steffen Lehmann, Husam Al Waer, Jamal Al-Qawasmi, ISBN 978-9957-540-03-6
- U.S. Department of Energy / National Renewable Energy Laboratory (NREL), **Solar Decathlon 2015** | Indigo Pine

**Professional Memberships:**

SBSC (Society of Building Science Educators), Member, Since 2009  
U.S. Green Building Council, South Carolina, Member, Since 2007

**Name:** Hogan, Robert [Emeritus Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 2700 Structures I (3)  
ARCH 3510 Studio Clemson (6)  
ARCH 4900 Directed Studies (1-5)

**Educational Credentials:**

M.Arch, Virginia Polytechnic Institute & State University, Blacksburg VA, 1976  
B.Arch, Virginia Polytechnic Institute & State University, Blacksburg VA, 1974

**Teaching Experience:**

Clemson University, Clemson SC  
Professor Emeritus, 2015  
Professor, 1996; Interim Chair, 2005-2006; Associate Chair, 2007-2015  
Associate Professor, 1986-1996  
University of Oklahoma, Norman OK  
Assistant Professor, 1976-1982; Associate Professor, 1982-1986

**Professional Experience:**

Clemson University Athletic Department  
    Football Facility Program Development, with H. Harritos and U. Yilmaz, 2000  
    Memorial Stadium and Tiger Field Modifications, with H. Harritos and R. McGill, 1998  
    Modification and Addition to Littlejohn Coliseum, with H. Harritos and R. McGill, 1997  
    Golf Team Club House Program Development, with H. Harritos, 1994  
    Jervey Annex Program Development, with H. Harritos, 1992  
Greene and Associates Architects, Greenville SC, 1987-1989

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

American Institute of Architects (AIA), Associate Member, 1989-present

**Name:** Houayek, Henrique, Ph.D. [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 8510 Design Studio III  
ARCH 8720 Productions and Assemblies

**Educational Credentials:**

Ph.D., Planning, Design and the Built Environment, Clemson University, Clemson SC, 2009  
Professional Degree in Architecture and Urbanism, Federal University, Rio de Janeiro Brazil, 2006

**Teaching Experience:**

Clemson University, Clemson SC, Lecturer, 2016-present, 2008-2012; Professor in Residence – Genoa Italy, 2010/2012  
Pontificia Universidade Catolica, Rio de Janeiro Brazil, Adjunct Professor, 2014-2016

**Professional Experience:**

AECOM, Rio de Janeiro Brazil, Architectural Coordinator, 2013-2016  
DGAP-Daniel Gusmao Arquitetura e Planejamento, Rio de Janeiro Brazil, Project Architect, 2010-2013;  
2005-2006  
Desenho Brasileiro, Rio de Janeiro Brazil, 2009

**Licenses/Registration:** Licensed Architect in Brazil and Urbanist, CAU-A47937-3

**Selected Publications and Recent Research:**

- The Animated Work Environment: An Architectural-Robotic System for a Digital Society*. VDM Verlag; June 2009, ISBN-10: 3639162579
- Born to see my task is to draw: Cultivating Architecture Intelligence through observation and hand drawing*; In *The Art of Architecture: Hand Drawing and Design*, University of Notre Dame School of Architecture | September 29 – October 1, 2016
- “*AWE: An Animated Work Environment for Working with Physical and Digital Tools and Artifacts.*” Houayek, H., Green, K.E., Gugerty, L., Walker, I.D and White, J. in *Journal of Personal and Ubiquitous Computing [JPUC]*, June 2014, Volume 18, Issue 5, pp. 1227-1241
- A Novel Approach to Rethinking the Machines In Which We Live: A Multidisciplinary Course in Architectural Robotic*. Apoorva Kapadia, Ian D. Walker, Keith Evan Green, Joe Manganelli, Henrique houayek, Adam M. James, Venkata Kanurt, Tarek Mokhtar, Ivan Siles and Paul Yanik. *IEEE Robotics and Automation Magazine*, 2013

**Professional Memberships:** N/A



**Name:** Huff, Raymond [Associate Professor and Director,Charleston Architectural Center]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3520 Studio Charleston  
ARCH 8520 Design Studio IV  
ARCH 8570 Design Studio V

**Educational Credentials:**

Bachelor of Architecture, Clemson University, Clemson SC, 1971

**Teaching Experience:**

Clemson University, Clemson Architecture Center, Charleston SC  
Director+Associate Professor, 2010-present;  
Director of Clemson Architecture Center at the College of Charleston, 1987-1999  
Yale University, Bishop Chair, 1976-1978

**Professional Experience:**

Huff + Gooden Architects LLC, Partner, 1997-present  
Ray Huff Architects, P.A., President, 1980-1997  
James Parrish Brown P.A., Vice President, 1978-1980  
Synergy Architects, Principal, 1972-1978  
Donald Singer Architect,1971-1972

**Licenses/Registration:**

Architect, South Carolina,1973  
Architect, New York, 037034  
National Council on Architectural Registration Board, 65383

**Selected Publications and Recent Research:**

- "Rebuilding After Disaster: The Biloxi Model Home Program", Edited by Architecture for Humanity, 2009
- "Diversity in Architecture", by Jonathan Sanchez, SC Architecture, 2009
- "Charleston Architects & Their Eyewear", by Mark Sloan, Charleston Magazine, May 2008
- "Architecture: Celebrating the Past, Designing the Future", by Nancy Solomon and Robert Ivy, AIA Press, 2008
- "Built in Context" by Marc Kristal, Metropolis, 2007
- "A Newer Orleans Six Proposals: Sites Unseen", Aaron Betsky, ArtForum, March 2006, pp. 268 -283
- "The Design Issue", Charleston Home+Design, Fall 2006, p. 66
- "Art De constructed" by Brent Lanford, Charleston City Paper, February 02, 2005
- "A Break with Tradition: by Jack McCray, Post Courier, January 30, 2005
- "South", Volume 1, Ron Rael, Editor, Clemson University School of Architecture, 2005
- "Oasis Offers A Respite from Everyday Heat", SC Architecture, 2004 / 2005

**Professional Memberships:**

American Institute of Architects College of Fellows

**Name:** Jacques, Annemarie [Senior Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 2510 Architecture Foundations I  
ARCH 3510 Studio Clemson

**Educational Credentials:**

M.Arch., Clemson University, Clemson SC, 1981  
B.A in Pre-Architecture, Clemson University, Clemson SC, 1976  
Communication Design Studies, Leeds Polytechnic, Leeds England, 1971

**Teaching Experience:**

Clemson University, Clemson SC, Senior Lecturer, 2010-2015; Lecturer, 1995-2010

**Professional Experience:**

Pendleton Design Group, Pendleton SC, 1987-2015  
Louis P. Batson, III Architect, Greenville SC, 1984-1987  
Odell Associates, Inc., Greenville SC, 1981-1984

**Licenses/Registration:**

South Carolina, # 04321

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

American Institute of Architects (AIA), 1981-1996  
Women in Architecture

**Name:** Jacques, John D., AIA [Emeritus Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 8740 Building Processes: Technical Resolution

**Educational Credentials:**

M. Philosophy (UD+RP), University of Edinburgh, Edinburgh Scotland, 1975

B.Arch, Clemson University, Clemson SC, 1970

**Teaching Experience:**

Clemson University, Clemson SC, Emeritus Professor, 2001-2016; Professor + Director, Master of Architecture Programs, 1994-2000; Chair, School of Architecture, 1988-1994

**Professional Experience:**

Clemson Architectural Foundation, Clemson SC, Director, 2011-2014

McMillan Pazden Smith Architecture, Greenville SC, Senior Associate, 2001-2011

Pendleton Design Group, Pendleton SC, Partner, 1975-2001

Small, Medium + Large Firms, New York, England + Scotland, Apprentice, 1970-1973

**Licenses/Registration:** South Carolina

**Selected Publications and Recent Research:**

Workshop: "a nine-week conversation about the very idea of teaching design"....*a facilitated discussion in Clemson + at the CAC.C leading to Workshops*; at the U of Arizona, School of Architecture, Columbia University + Illinois Institute of Technology, 2014-2015

**Professional Memberships:**

AIA / AIASC, 1973-present

ACSA, NAAB, NCARB, 1933-2001

**Name:** Jennings, Ashley [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 4290 Architectural Graphics  
ARCH 6290 Architectural Graphics  
ARCH 4890 Internship  
ARCH 8890 Mentorship

**Educational Credentials:**

M.Arch., Clemson University, Clemson SC, 1991  
B.A. in Design, Clemson University, Clemson SC, 1988

**Teaching Experience:**

Clemson University, Clemson SC  
Lecturer, 2002-present, Clemson Architecture Center in Charleston  
Teaching Assistant, 1990-1992

**Professional Experience:**

AJ Architects LLC, Principal, Charleston SC, 1997-present  
Bill Huey & Associates, Architect, Charleston SC, 1994-1996  
Kohnfirm Architecture, Intern Architect, Columbia SC, 1991-1993  
TVSA, Intern Architect, Atlanta GA, 1988-1990

**Licenses/Registration:**

South Carolina, #05303

**Selected Publications and Recent Research:**

- *“From Sad to Striking: Former Haven for Drugs Makes an Award Winning Transformation”*, The Post and Courier, Charleston SC, 01.24.2011
- *“Architecture Looks to its Feminine Side”*, S.C. Architecture Magazine, 2009
- *“Victorian Jewel Buffed Up on College Campus”*, The Post and Courier, Charleston SC, 01.31.2005

**Professional Memberships:**

American Institutes of Architects (AIA)  
AIASC 2013 Centennial Conference: Speaker Chair  
Board of Directors, Charleston Chapter: 1999-2003  
City of Charleston Commercial Corridor Design Review Board, 2003-2013  
Chairman: 2011-2012, 2012-2013  
Preservation Society of Charleston  
CRAN, Charleston

**Name:** Joseph, Anjali, Ph.D., EDAC [Associate Professor + Endowed Chair in Architecture + Health Design; Director, Center for Health Facilities Design and Testing]

**Courses Taught (Four semesters prior to current visit):**

ARCH 6990 Selected Topics  
ARCH 8900 Directed Studies [Topics in Health Policy, Planning & Administration]

**Educational Credentials:**

Ph.D. in Architecture, Georgia Institute of Technology, Atlanta GA, 2006  
M.Arch, Kansas State University, Manhattan KS, 2001  
B.Arch, School of Planning and Architecture, New Delhi India, 1999

**Teaching Experience:**

Clemson University, Clemson SC,  
Associate Professor, Clemson University, Clemson SC, 2015-present  
Spartanburg Regional Healthcare System Endowed Chair in Architecture + Health Design and Research,  
Director of Center for Health Facilities Design and Testing  
University of Northern Iowa, Cedar Falls IA, Invited Lecturer, 2014  
Kent State University, Kent OH, Invited Lecturer, 2013  
Georgia Institute of Technology, Atlanta GA, Studio Instructor, 2005; Research Assistant 2001-2004  
Kansas State University, Manhattan KS, Graduate Teaching Assistant, 1999-2001

**Professional Experience:**

The Center for Health Design, Concord CA  
Director of Grants and Research Advisory Services (consultant), 2013-2014  
Vice President, Director of Research, 2012-2013  
Director of Research, 2005-2012  
Anshen+Allen Architects, Research Intern, 2003  
Upal Ghosh and Associates, Intern Architect, New Delhi India, 1997

**Licenses/Registration:** Council of Architecture, India

**Selected Publications and Recent Research:**

- Realizing Improved Patient Care through Human Centered Design in the OR (RIPCHD.OR) (P30 HS24380-01)*, Principal Investigator, Collaborators: Medical University of South Carolina (MUSC) and Health Sciences South Carolina (HSSC), 2015-2019
- Design of Healthcare Spaces and Products of the Future*, Principal Investigator, Collaborator: Materials Science, Clemson University, 2015-2017
- Literature Review: Impact of Light on Health Outcomes*, Principal Investigator, Sponsor: Battelle in operation of Pacific Northwest National Laboratories (PNNL), 2015-2016
- Disseminating a web-enabled Safety Risk Assessment (SRA) toolkit for designing safer healthcare facilities*, Consultant, Collaborators: The Center for Health Design (PI), National Center for Human Factors in Healthcare (NCHFH), Graybox

**Professional Memberships:**

CHD Affiliate + Member, 2015-2016  
Member, EDRA, 2010-2016  
Student member, EDRA, 2003-2006

**Name:** Kahera, Akel, Ph.D. [Professor + Associate Dean of Research and Graduate Studies]

**Courses Taught (Four semesters prior to current visit):**

ARCH 8690 Selected Topics in History, Theory & Criticism

**Educational Credentials:**

Ph.D. with honors, Princeton University, Princeton NJ, 1997  
M.Arch, MIT, Cambridge MA, 1987  
B.Arch, Pratt Institute School of Architecture, Brooklyn NY, 1977

**Teaching Experience:**

Clemson University, Clemson SC  
Professor of Architecture & Urbanism, Associate Dean of Research and Grad Studies, 2012-2015  
Prairie View A&M, Prairie View TX, Associate Professor, 2005-2012  
Texas Tech University, Lubbock TX, Assistant Professor, 2003-2005  
University of Texas at Austin, Austin TX, 1997-2003

**Professional Experience:**

Austin Redevelopment Authority, Consultant, Austin TX, 2002  
Prince Sultan Charity Foundation, Consultant, Riyadh Saudi Arabia, 1998  
Integrated Metropolis Architects, Partner and Designer, Austin TX, 1997-2003  
Ministry of Defense, Project Manager/Architect, Riyadh Saudi Arabia, 1990-1993  
Enppi Corporation, Project Manager/Architect, Cairo Egypt, 1988-1990  
Boston Housing Authority, Senior Urban Designer, Boston MA, 1987-1988  
Zuhair Fayez & Associates, Project Manager, Jeddah Saudi Arabia, 1979-1985

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

- *Reading the Islamic City: Discursive Practices & Legal Judgment*, Rowan & Littlefield / Lexington Press, Maryland 2012
- *Deconstructing the American Mosque: Space, Gender & Aesthetics*, University of Texas Press, Austin TX, 2002/2008
- *Design Criterial for Mosques & Islamic Centers: Art, Architecture & Worship*, Architectural Press, Oxford UK, 2009
- "The Education of African-American Architects: Rethinking DuBois' Principles, 'about us, by us, for us and near us" in *Space Unveiled: Invisible Cultures in the Design Studio*, Ed. Carla Jackson Bell, pp. 37-50, Routledge UK, 2014
- "American Mosque Architecture", *The Oxford Handbook of American Islam*, Eds. Jane I. Smith and Yvonee Y. Haddad, Oxford University Press, NY, pp. 404-425, 2014

**Professional Memberships:**

Editorial Board member, *International Journal of Islamic Architecture*  
National Organization of Minority Architects  
Aga Khan Program for Islamic Art & Architecture at MIT/Harvard University  
Architecture Series Editor, Parlor Press  
Advisory Board, *The South Carolina Review*, Clemson University Press  
External Reviewer, American Council of Learned Scholars

**Name:** Kleiss, Michael Carlos Barrios, Ph.D. [Assistant Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 2710 Structures II	ARCH 8570 Design Studio V
ARCH 3510 Studio Clemson	ARCH 8700 Structures I
ARCH 4520 Synthesis Studio	ARCH 8710 Structures II
ARCH 4990 Selected Topics	ARCH 8790 Selected Topics in Arch Technology
ARCH 6990 Selected Topics	

**Educational Credentials:**

Ph.D. in Architecture: Design and Computation, MIT, Cambridge MA, 2006  
M.Arch, Pratt Institute School of Architecture, Brooklyn NY, 1999  
B.Arch, Universidad de los Andes, School of Architecture and Art, Merida Venezuela, 1993

**Teaching Experience:**

Clemson University, Clemson SC, Assistant Professor, 2013-present  
University of Central Florida, Orlando FL, Assistant Professor, 2011-2013  
Catholic University of America, Washington DC, Assistant Professor, 2006-2011; Chair of Research, 2008-2010  
Universidad de los Andes, Merida Venezuela, Assistant | Associate Professor 1995-2007

**Professional Experience:**

Planetary ONE, Design Partner, Brooklyn NY, 2010-present  
H. Thomas O'Hara Architect, Project Architect, Project Coordinator, New York NY, 1999-2001  
Universidad de los Andes, Physical Plant Architect, Merida Venezuela, 1995-1999  
CBSF Associates, Principal, Merida Venezuela, 1995-2006  
Planimations, Principal, Merida Venezuela, 1993-2006  
Metro de Caracas C.A., Construction Supervisor (Intern), Caracas Venezuela (1991-1993)

**Licenses/Registration:**

Venezuelan Engineers Association (CIV) Registered Engineer  
Venezuelan Architects Association (CAV) Registered Architect  
Currently seeking U.S. Architect registration in State of New York

**Selected Publications and Recent Research:**

- *Parametric Design in Architecture: Principles, Methods and Applications*, Book – Forthcoming | Under contract with Birkhauser, Berlin
- *The Computation Nature of Gaudi's Sagrada Familia*, Book Chapter in Computational Constructs: Architectural Design, Logic and Theory, WACA, Shanghai China, 2009
- *Navigation and Visualization in Multidimensional Spaces*, Computer Aided Architectural Design and Research in Asia (CADDRIA), Kyoto Japan, 2014

**Research**

- Parametric Analysis in the Visual Arts, funded grant by Office of Research and Commercialization of the University of Central Florida, 2012-2013
- Virtual Orlando, Collaboration with Dr. K. Thomas McPeck, the City of Orlando and the Synthetic Reality Research Group (SREAL) at the Institute of Simulation and Training (IST), 2011-2013

**Professional Memberships:** N/A

**Name:** Lamprecht, Barbara [Lecturer, Irvine California]

**Courses Taught (Four semesters prior to current visit):**

ARCH 6300 Theories and Philosophies of Technology and Architecture

**Educational Credentials:**

Ph.D.(pending), Viva (oral exam following dissertation submission) successfully defended University of Liverpool, School of Architecture, Liverpool England, 2015  
M.Arch, California State Polytechnic University, Pomona CA,  
B.A., History, Bucknell University, Lewisburg, PA,

**Teaching Experience:**

Clemson University, Irvine CA, Lecturer during Solar D project, Fall 2015  
Pasadena City College, Department of Architecture, Pasadena CA, Spring 2001-2003  
California State University, Sch. Of Environmental Design, Long Beach CA, Fall 2002  
California State University, College of Extended Learning, Northridge CA, 1999 & 2001  
California State Polytechnic University, Pomona CA, Grad Teaching Asst, 1989-1991

**Professional Experience:**

Residential building design and construction administration 1992-2007 (all phases of work. Projects include modern, Craftsman, and sustainable renovation/rehabilitation)  
Los Angeles Community Design Center (LACDC), Project Manager, Los Angeles CA, 2000-2001  
CA Institute of Tech, Ctr for Advanced Computing Research, Consultant, Pasadena CA, 1996-1998

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

*The Furniture of Richard Neutra*, Berlin, Wasmuch, 2015  
*Richard Neutra – Complete Works*, Koln and Los Angeles: Taschen, 2000  
*Neutra – Selected Projects*. Koln and Los Angeles: Taschen, 2004 (Bestseller, L.A. Times paperback non-fiction, 2004)

**Professional Memberships:**

Society of Architectural Historians, Member, 1990-present  
Associate for Preservation Technology, Member, 2007-2009  
Los Angeles Forum for Architectural and Urban Design, Board Member, 2000-2003  
Society of Architectural Historians, So. Cal Chapter, Board Member 1994-1999  
Oxford University Architectural Society, Member, 1984-1986



**Name:** Laurence, Peter, Ph.D. [Associate Professor + Director, Graduate Studies]

**Courses Taught (Four semesters prior to current visit):**

ARCH 8410    Architecture Studio I  
ARCH 8420    Architecture Studio II

**Educational Credentials:**

Ph.D. in Architecture, University of Pennsylvania, Philadelphia PA, 2009  
MS in Architectural History and Theory, University of Pennsylvania, Philadelphia PA, 2004  
M.Arch, Harvard University Graduate School of Design, Cambridge MA, 1999  
MS in Business Administration, University of Southern California, Los Angeles CA, 1992

**Teaching Experience:**

Clemson University, Clemson SC, Associate Professor, 2015-present; Director of Graduate Studies, 2010-present; Assistant Professor, 2008-2015; Lecturer and Visiting Assistant Professor, 2006-2008  
University of North Carolina at Charlotte, Charlotte NC, Lecturer, 2007  
Columbia University, New York NY, Adjunct Assistant Professor of Urban Design 2007

**Professional Experience:**

Jonathan Levi Architect, Boston, 1998  
Neal, Prince & Partners, Greenville SC, 1996

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

- *Becoming Jane Jacobs*, University of Pennsylvania Press, 2016
- "Why Jane Jacobs Matters Now," Time, May 4, 2016
- *The Penn Resolution: Educating Urban Designers for Post-Carbon Cities*, PennDesign, 2011

**Professional Memberships:**

AIA Associate Member  
NCARB IDP  
Society of Architectural Historians  
Society for American City and Regional Planning History  
Society of US Intellectual History  
Urban History Association

**Name:** Lee, David [Associate Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 2510 Architecture Foundations I  
ARCH 2520 Architecture Foundations II  
ARCH 3530 Genoa Design Studio  
ARCH 4990 Selected Topics: Direct Digital Manufacturing  
ARCH 4990 Selected Topics: Hands-On computation: Parametrics  
ARCH 4160 Genoa Field Studies  
ARCH 8120 Computational Design Methods

**Educational Credentials:**

M.Arch, Columbia University, New York NY, 2003  
B.Arch, University of North Carolina at Charlotte, Charlotte NC, 2002  
B.A. in Architecture, University of North Carolina at Charlotte, Charlotte NC, 2000

**Teaching Experience:**

Clemson University, Clemson SC, Associate Professor, 2016; Assistant Professor, 2009-2016  
University of North Carolina at Charlotte, Charlotte NC, 2004-2005

**Professional Experience:**

Loci Architecture PC, 2006-2009  
SUBDV, 2004  
NOX Architekten, 2003-2004  
Stephen W. Tullock, 2000  
AdamHennon, 1997

**Selected Publications and Recent Research:**

- Computation and Composition*, Design and Graphic Palimpsest, International Conference on Design Communication, 2014
- Latent Form: Emergent Behavior*, What's the Matter: Materiality and Materialism in the Age of Computation. European Network Heads Schools Architecture, Barcelona Spain, 2014
- Una Piazza Per Tutti*, International Making Cities Livable Conference, Rome Italy, 2016
- Topological Tactics*, National Beginning Design Student Conference (NCBDS), 2016
- Smartphones as Drawing and Modeling Tools*, NCBDS, 2015
- Creative Inquiry*, 102<sup>nd</sup> meeting of the Association of Collegiate Schools of Architecture, 2014

**Professional Memberships:**

Association for Collegiate Schools of Architecture  
Association for Computer Aided Design in Architecture  
Architecture Research Centers Consortium

**Name:** Lindsey, Jacob, ASLA, CNU-A [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 4710 Architectural History of Place  
ARCH 8690 Selected Topics in History, Theory and Criticism

**Educational Credentials:**

Bachelor of Landscape Architecture (with honors), University of Georgia, Athens GA, 2003

**Teaching Experience:**

Clemson University, Clemson Architecture Ctr in Charleston, Charleston SC, Lecturer, 2011-2015  
University of Georgia, Athens, Guest Studio Instructor, 2008-2009  
College of Charleston, Charleston SC, Invited Instructor, 2007-2009

**Professional Experience:**

City of Charleston, Design Division, Charleston SC, Director, 2014-present  
Fabric Urban Design Office, Founder and Principal, 2009-2014  
Keane & Co., Urban Design & Planning, Urban designer and founding employee, 2005-2009  
City of Charleston, Dept. of Planning and Neighborhoods, Charleston SC, Urban Designer, 2004-2005

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

- Workspace*, Gestalten, Berlin, 2013
- Art of New Urbanism: A 20 Year Retrospective*, Congress for the New Urbanism, 2012
- “In Charleston, and Office Becomes a Mini-City”, *Fast Company Design*, 2011
- “Inkubator Fur Ideen”, *Designlines*, Berlin Germany, 2011
- “FS2”, *Mugutu*, Madrid Spain, 2011

**Professional Memberships:**

American Society of Landscape Architects, Full Member  
Congress for the New Urbanism, Accredited Professional

**Name:** Mendez, Clarissa [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 2510 Architecture Foundations I  
ARCH 2520 Architecture Foundations II  
ARCH 4010 Architecture Portfolio

**Educational Credentials:**

M.Arch, CAUS, Virginia Polytechnic Institute and State University, Blacksburg VA, 1997  
BEnD, School of Architecture, University of Puerto Rico, Rio Piedras, PR, 1994

**Teaching Experience:**

Clemson University, Clemson, South Carolina, Lecturer, 2013-present  
Izmir University of Economics – IEU, Izmir, Turkey, Guest Lecturer, 2009-2012, Instructor 2005-2008  
Dokuz Eylul University – DEU, Izmir, Turkey Instructor, 2004

**Professional Experience:**

Izmir's Metropolitan Municipality, Izmir, Turkey (2012)  
M2P Architects, San Juan, P.R. (2006)  
Engranage Arquitectos, San Juan, P.R. (2006)  
GBQC Architects, Philadelphia (2000-2002)  
Kling Stubbins, Philadelphia (1997-1999)

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A

**Name:** Mihalache, Andreea, Ph.D. [Assistant Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 8410 Architecture Studio I  
ARCH 8420 Architecture Studio II  
ARCH 8620 Architecture History/Theory III

**Educational Credentials:**

Ph.D. (ABD), Washington-Alexandria Architecture Center, Virginia Polytechnic Institute & State University, final defense scheduled September 2016  
Ph.D., UAUIM, Bucharest Romania, 2005  
M.Arch, UAUIM, Bucharest Romania, 2000  
B.Arch, UAUIM, Bucharest Romania, 1999

**Teaching Experience:**

Clemson University, Clemson SC, Assistant Professor, 2016-present  
Mississippi State University, Starkville MS, Assistant Professor, 2015-2016  
California Polytechnic State University, San Luis Obispo CA, Adjunct Faculty and Off-campus Program Coordinator at WAAC, Washington DC / Alexandria VA, 2014-2015  
Washington-Alexandria Architecture Center, Virginia Polytechnic Institute and State University, Adjunct Instructor, 2009-2014  
Catholic University of America, Washington DC, Visiting Assistant Professor, 2006-2009  
UAUIM, Bucharest Romania, Assistant Professor with tenure, 1999-2009

**Professional Experience:**

Andreea Mihalache, Architect, Bucharest Romania, 2004-present  
*Pro Patrimoni*, Bucharest Romania, Intern-fresco restoration of historic monuments, 1997

**Licenses/Registration:**

Registered architect in Romania since 2000 (Romanian College of Architects)

**Selected Publications and Recent Research:**

- “Saul Steinberg’s Stories of *Dor*”, in Paul Emmons and Marcia Feuerstein (eds.), *Storytelling* (London: Ashgate, 2016 – forthcoming)
- “Re-Inventing the Center: Urban Memory, Political Travel and the Palace of the Parliament in Bucharest, Romania,” in Arijit Sen and Jennifer Johung (eds.), *Landscapes of Mobility: Culture, Politics and Place-Making* (London: Ashgate, 2013), 105-132
- “Architectural Handbooks and the User Experience,” (co-authored with Prof. Paul Emmons) in Kenny Cupers (ed.) *Use Matters: An Alternative History of Architecture* (London: Routledge, 2013), 35-50

**Professional Memberships:**

Society of Architectural Historians, member  
Association of Collegiate Schools of Architecture (ACSA), member  
Architecture, Culture and Spirituality Forum, member

**Name:** Mills, Criss [Senior Lecturer]

**Courses Taught over last 4 semesters**

ARCH 3510 Design Studio  
ARCH 4520 Design Studio  
ARCH 3510 Design Studio  
ARCH 4520 Design Studio

**Educational Credentials:**

MArch, Ga. Inst. Of Technology 1987  
M Fine Arts, Ga. State Univ. 1978,  
BAch. Fine Arts, Ga. State Univ. 1976,

**Teaching Experience:**

Clemson University, Clemson SC, Senior Lecturer, 2002-present; Lecturer, 1989  
George State University, Atlanta Ga, Adjunct, 1997  
Tuskegee University, Tuskegee AL, Assistant Professor, 1992-1996  
Atlanta College of Art, Atlanta GA, 1989  
Ohio State University, Columbus OH, Lecturer, 1988

**Professional Experience:**

Criss Mills Architects 1996-present  
McClendon, Mills and Moss Architects 1992-1996  
Scogin, Elam and Bray Architects 1987-1992

**Licenses/Registration:**

Georgia- NCARB

**Selected Publications and Recent Research:**

- Modeling Workshop, 2nd Int. Representar conference, San Paulo Brazil, 2013
- *Designing With Models* (John Wiley 2000 1st ed., 2005 2nd ed., 2010 3rd ed.)
- *Cultural transformation of the Strip* (accepted for ACSA national paper)
- *The Return of Modernism*, (ACSA regional paper) *Parking Space*, (ACSA regional paper)
- "U-Paint", Arts Festival of Atlanta, Atlanta, Georgia, 1996 "Lounger" Chastain Gallery, Atlanta, GA.
- 1992 Southeastern Fellowship Installation, ACA Gallery, 1991
- New South Installation, Greene Street Gallery, New York,NY, 1989

**Professional Memberships:**

NCARB 1990-present  
Apple Valley Coalition, citizens zoning advisory group, 2006-present  
Architecture Society of Atlanta, Board member, 1990  
Nexus Contemporary Art Center, Board member, 1990  
New South Group, Board member, 1990-91

**Name:** Montilla, Armando, Ph.D. [Assistant Professor, *deceased, 2015*]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3510     Studio Clemson  
ARCH 8520     Design Studio IV  
ARCH 8570     Design Studio V  
ARCH 8620     Architectural History and Theory II  
ARCH 8690     Selected Topics in History, Theory and Criticism

**Educational Credentials:**

Ph.D. in Geography, Universitat Autònoma de Barcelona, Barcelona Spain, 2015  
M.A. in Urban Planning, Universitat Autònoma de Barcelona, Barcelona Spain, 2004  
M.Arch, Pratt Institute, Graduate School of Architecture, Brooklyn NY, 2004  
B.Arch, Université de Montréal, École d'architecture, Montréal Québec, Canada, 1993

**Teaching Experience:**

Clemson University, Clemson SC, Assistant Professor, 2009-2015  
Florida International University, Miami FL, Adjunct Instructor, 2007-2009

**Professional Experience:**

Co-lateral MIA – Architectural/Landscape & Urban Design Studio, Principal, Miami FL, 2008-2009  
OBM International, Coral Gables FL, Sr. Architect / Project Manager, 2007-2008  
Arquitectonica International Corp, Miami FL, Project Designer, 2006-2007  
Theo. David Architects + KAL Engineering, Nicosia Cyprus, Project Designer, 2006  
Experience Design Lab (EXDL), Gujarat India, Collaborator, 2006  
Congoritime Arquitectes, Barcelona Spain, Collaborator, 2006

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

- “Digital Nouveau: Revisiting the Vector, systems of Symbiosis and the Nouveau Materiality”, *Pulsation in Architecture*, Eric Goldemberg, Ed. Fort Lauderdale FL: J.Ross Publishing, 2011
- “Re:Use, Re:Define or Re:Appropriate?: An Essay in Architecture”, Clemson University School of Architecture publication: *Branch 1.0*, 2011
- “Grounded Transdiscipline: A conversation with Snohetta’s Craig Dykers”, in *South Florida Design Book Magazine #2*, Miami: AIA Chapter, 2009
- “Pushing the Envelope: A conversation with Winka Dubbeldam”, in *South Florida Design Book Magazine #1*, Miami: AIA Chapter, 2009

**Professional Memberships:** N/A

**Name:** Omidvar, LaDan [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 1510 Architecture Communication  
ARCH 2520 Architecture Foundations II

**Educational Credentials:**

M.Arch, 1996; Master of Community and Regional Planning, 1985; B.A. in Architecture, Iowa State University, Ames, IA

**Teaching Experience:**

Clemson University, Clemson SC, Lecturer, Spring 2016  
Iowa State University, Ames IA, Lecturer, 2010-present, 2007-2008; Teaching and Research Assistant, 1994-1996; Teaching Assistant, 1983-1985

**Professional Experience:**

ArchInsight Planning, LLC, Ames IA, Co-founder / Owner, 2013-present  
Brooks Borg Skiles Architecture Engineering, LLP (BBSAE), Des Moines IA, 1996-2010  
Environmental Design Group, LTD (EDG), West Des Moines IA, 1987-1994

**Licenses/Registration:**

LEED Accredited Professional (LEED AP)  
State of Iowa, # 05067

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

American Institute of Architects (AIA), member, 1994-present  
Iowa Women in Architecture (IAWIA), Co-founder, Chair of Programming & Education Committee, member, 2010-present  
US Green Building Council (USGBC), LEED Accredited Professional, member, 2006-present  
Associate of Collegiate Schools of Architecture (ACSA), 2011-present



**Name:** Pastre, David [Senior Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3520 Studio Charleston  
ARCH 4770 Introduction to Craft  
ARCH 6770 Introduction to Craft  
ARCH 8320 Community 1:1  
ARCH 8570 Design Studio V

**Educational Credentials:**

M.Arch, Clemson University, Clemson SC, 2005  
B.A. in Architecture, Miami University, Oxford OH, 1998

**Teaching Experience:**

Clemson University, Architecture Center at Charleston, Charleston SC, Senior Lecturer + Shop Manager, 2005-present; Graduate Teaching Assistant + Lab Technician, 2000

**Professional Experience:**

JMO Woodworks Inc., Charleston SC, Designer/Cabinet Maker/Craftsman, 2001-2011  
Will Byram Construction, Manitowish Waters WI, Carpenter / Craftsman, 1999-2000  
Lafferty Construction, Zanesville OH, Carpenter, 1998-1999  
Architectural Alliance, Columbus OH, Intern Architect, 1996-1998

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

- CropStop I & II, Charleston SC / Greenville SC; Commercial Kitchen Logic Model
- SFC2016 Sustainable Futures Conference, Nairobi Kenya; Title: Sim[PLY]: Enabling Sustainable Human-Centered Construction (Team Member)
- SBSE [Society of Science Building Educators] Retreat; Title: "Bringing hand craft to construction and connecting campuses from across the region" (Team Member)
- MARAS 2016; Title: "Sim[PLY]: Rapid Structural Assemblies Using CNC-Fabricated Plywood Components" (Team Member)
- PLEA 2016; Title: "Sim[PLY]: Achieving Carbon Neutrality Through Innovative Building Assemblies and Processes" (Team Member)
- EAAE/ARCC 2016; Title: "A Solar Decathlon House Intentionally Designed to Increase Teaching Opportunities" (Team Member)
- SBE16 Thessaloniki – Sustainable Synergies from Buildings to the Urban Scale; Title: "Indigo Pine: Net Zero Performance in a Unique Package" (Team Member)
- 2016 WCTE [World Conference on Timber Engineering] Vienna, Austria; Title: "Sim[PLY]: Innovative Platform Framing With CNC-Fabricated Plywood Componentry" (Team Member)

**Professional Memberships:**

SBSE [Society of Science Building Educators]  
SAW [Society of Academic Workshops]

**Name:** Poletti, Giuditta [Adjunct Instructor, Genoa Italy]

**Courses Taught (Four semesters prior to current visit):**

ARCH 4160 Field Studies [Genoa]  
ARCH 6120 Seminar [Genoa]

**Educational Credentials:**

M.Arch, Istituto Universitario di Architettura Venezia, Venice Italy, 2004

**Teaching Experience:**

Clemson University, Charles E. Daniel Center for Building Research and Urban Studies, Genoa Italy,  
Adjunct Instructor, 2006-present

**Professional Experience:**

Studio Monolivo, Genoa Italy, Partner Architect

**Licenses/Registration:**

Ordine degli Architetti, Pianificatori, Paesaggisti e Conservatori della Provincia di Genova: since 2005

**Selected Publications and Recent Research:** n/a

**Professional Memberships:** n/a

**Name:** Powers, Matthew N., Ph.D. [Associate Professor + Undergraduate Coordinator, Landscape Architecture; *Professor in Residence of Genoa Italy Program in Fall 2015*]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3510 Studio Clemson  
ARCH 3530 Studio Genoa  
ARCH 4120 Architectural History Research  
ARCH 4140 Design Seminar  
ARCH 4160 Field Studies in Architecture and Related Arts  
ARCH 6120 Architectural History Research  
ARCH 6160 Field Studies in Architecture and Related Arts  
ARCH 8520 Design Studio IV  
ARCH 8620 Architectural History and Theory II

**Educational Credentials:**

Ph.D. in Environmental Design & Planning, Virginia Polytechnic Institute & State University, Blacksburg VA, 2006  
M.Larch, Virginia Polytechnic Institute & State University, Blacksburg VA, 2000  
B.S. LArch, West Virginia University, Morgantown WV, 1996

**Teaching Experience:**

Clemson University, Clemson SC, Associate Professor, 2011-present, Director of LA, 2012-present;  
Professor in Residence – Genoa Program, Spring 2015  
Florida A&M University, Tallahassee FL, Associate Professor, 2009-2011, Assistant Professor 2003-2009  
Virginia Polytechnic Institute & State University, Blacksburg VA, Visiting Faculty, 2000-2003, Graduate Teaching Asst, 1998-2000

**Professional Experience:**

Community Design Assistance Center (CDAC), Blacksburg VA, Project Mgr + Designer, 1998-2000  
Environmental Concepts – Landscape Architecture & Land Planning, Myrtle Beach SC, Associate Designer, 1996-1998  
Chapman Technical Group – Architecture, Engineering & Planning, St. Albans WV, Landscape Architect Intern, 1995

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

- “Multicultural Open Space Design: A Visual Preference Study with Guidelines for Design”, *CELA*, Champaign IL, March 2012
- “The Learning Landscape Project: Enhancing Learning and Landscape through Service”, *CELA*, Champaign IL, March 2012, Co-Authors: Matthew Powers, Hala Nassar
- Powers, M.N. and J.B. Walker, “Twenty-Five Years of Landscape Journal: An Analysis of Authorship and Article Content”, *Landscape Journal* 28(1): 99-110, 2009

**Professional Memberships:**

American Society of Landscape Architecture (ASLA), SC Chapter, Member 2012-present  
Florida Chapter of ASLA, Member 2003-2011

**Name:** Rocco, Luca [Adjunct Instructor, Genoa Italy]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3530 Studio Genoa  
ARCH 8520 Design Studio IV

**Educational Credentials:**

M.Arch, Faculty of Architecture, Genova University, Genoa Italy, 1987 (highest marks)

**Teaching Experience:**

Clemson University, Charles E. Daniel Center for Building Research and Urban Studies, Genoa Italy,  
Adjunct Instructor, 2010-present  
Faculty of Architecture in Genova, Genoa Italy, Assistant Professor

**Professional Experience:**

Shared private practice in Genoa Italy [with Anna Pellegrino]; Practice is relative to restoration of ancient buildings and architectural design in Genoa, Milan, Rome, London and Paris: 1990-present

**Licenses/Registration:**

“Ordine degli Architetti di Genova”, since 1987

**Selected Publications and Recent Research:** n/a

**Professional Memberships:** n/a

**Name:** Roldan, Miguel [Director of Barcelona Architecture Center / Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3540	Studio Barcelona	ARCH 6140	Seminar
ARCH 4120	Arch History/Theory	ARCH 6160	Field Studies
ARCH 4140	Building Technology	ARCH 8520	Design Studio V
ARCH 4160	Field Studies	ARCH 8620	Arch History/Theory III
ARCH 6120	Seminar		

**Educational Credentials:**

M.Arch, Escuela Tecnica Superior de Arquitectura de Barcelona, Barcelona Spain, 1988

**Teaching Experience:**

Barcelona Architecture Center, Barcelona Spain, Co-founder / Director / Professor, 1998-present; Director of the Exchange Program for Architecture Schools with the following universities: Texas A&M (since 2000), Clemson University (since 1999), Japan Program: Chiba University, Shibaura Institute, Tama Art University, Toyo University (since 2012), ITESM Monterrey Mexico (2002-2010), Universite de Montreal Canada (2003), Universidad Iberoamericana de Mexico (2001)

**Professional Experience:**

ROLDAN + BERENGUE, arqts, Barcelona Spain, Founder, 20+ years

**Licenses/Registration:**

Barcelona Spain

**Selected Publications and Recent Research:**

Conferences

- “Social Housing projects in Barcelona” at Turn On Architektur Festival, 2016, ORF RadioKulturhaus, Viena
- “The go-between” at Lawrence J. Plym Auditorium, Temple Hoyne Buell Hall, Illinois School of Archtiecture, 2016
- “El Mirador Barcelona, The New Urban Model”, Series of debates on Barcelona, 2015
- “Work and Research” conference at Roger Williams University School of Architecture in Rhoda Island, 2014
- “Foro Building Futures 2014” Via Construcccion, Barcelona. Project: Catalan Institute of Econmists HQ., 2014

**Professional Memberships:** n/a

**Name:** Satoh, Junichi [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 1510 Architecture Communication  
ARCH 4990 Selected Topics in Architecture  
ARCH 6990 Selected Topics in Architecture  
ARCH 8100 Visualization and Representation I  
ARCH 8410 Architecture Studio I  
ARCH 8420 Architecture Studio II

**Educational Credentials:**

M.Arch (with honors), Rhode Island School of Design, Providence RI, 2005  
BFA (with honors), Rhode Island School of Design, Providence RI, 1994  
Associates Degree in Art and Science, Edmonds Community College, Edmonds WA, 1992

**Teaching Experience:**

Clemson University, Clemson SC, Visiting Lecturer, 2013-2015  
University of Georgia in Cortona, Cortona Italy, Graphic Design Summer Program, Professor, 2013  
University of Georgia, Athens GA, Visiting Assistant Professor, 2012-2013  
Rhode Island School of Design, Providence RI, Adjunct Professor, 2005-2010  
Rhode Island School of Design, Tokyo Japan, Interdisciplinary Traveling Course Coordinator, 2010  
State University of New York, New Paltz NY, Visiting Professor, 2010  
The China Academy of Art, Hangzhou China, Visiting Professor, 2005 + 2009

Guest Lecturer + Critic (1994-2015): Columbia University, Harvard University, Pratt Institute, State University of NY, National University of Tsukuba Japan, Musashino Art University, The China Academy of Art

**Professional Experience:**

Etc37, SC, Partner + Design Director, 2009-present  
Utility Canvas, NY + Tokyo + SC, Partner + Creative Director, 2010-present  
Ceglic + Dean + Satoh, NY, Partner + Design Director, 1997-2009  
Gensler, NY, Designer, 1995-1997  
Dean & DeLuca, NY, Associate Art Director, 1994-1995

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A

**Name:** Schafer, George J., Ph.D., AIA, LEED AP BD+ C [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3500 Introduction to Urban Contexts  
ARCH 4010 Architecture Portfolio  
Courses below taught in Genoa Italy  
ARCH 4140 Design Seminar / Building Technology  
ARCH 4160 Field Studies in Architecture and Related Arts  
ARCH 6120 Architectural History Research  
ARCH 6140 Design Seminar  
ARCH 6160 Field Studies in Architecture and Related Arts  
ARCH 8520 Design Studio IV

**Educational Credentials:**

Ph.D., Planning Design & the Built Environment, Clemson University, 2015  
Master of Architecture, Harvard University Graduate School of Design, 1996  
Bachelor of Arts in Architecture, Clemson University School of Architecture, 1992

**Teaching Experience:**

Clemson University, Clemson SC, Lecturer 2016-present and 2011-2015  
Charles E. Daniel Center for Urban Studies, Genoa, Italy, Professor-in-Residence, 2015-2016  
University of Colorado College of Architecture and Planning, Boulder CO, Adjunct Lecturer, 2009–2010

**Professional Experience:**

George Schafer, Architect, Columbia SC/Boulder CO/Charlotte NC, 2008-present  
The Preston Partnership, **LLC**, Charlotte NC, 2006-2008  
SchenkelShultz Architects, Charlotte NC, 2002-2006  
Burgess Design Studio, Davidson NC, 2000-2002

**Licenses/Registration:**

North Carolina #10567, 2008–present

**Selected Publications and Recent Research:**

- Schafer, G, Green, K. E., Walker, I. D., Fullerton, S. & Lewis, E. **“An Interactive, Cyber-Physical Read-Aloud Environment: Results and Lessons from an Evaluation Activity with Children and their Teachers.”** *In Proceedings of DIS 2014, the ACM conference on Designing Interactive Systems*, June 21-25, Vancouver, B.C., pp. 865-874.
- Schafer, G, Green, K. E., Walker, I. D., Lewis, E. & Fullerton, S. **“The LIT ROOM: Advancing Literacy in Children Through a Networked Suite of Architectural Robotic Artifacts.”** *Proceedings of IDC 2013: the 12th International Conference on Interaction Design and Children*, June 24-27, New York, pp. 643-646.

**Professional Memberships:**

American Institute of Architects, 2008–present

**Name:** Schlein, William, AIA, LEED AP [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3510 Studio Clemson  
ARCH 8520 Architecture Studio II

**Educational Credentials:**

M.Arch (Architecture + Health), Clemson University, Clemson SC, 1992  
B.A. in Anthropology, University of Georgia, Athens GA, 1987

**Teaching Experience:**

Clemson University, Clemson SC, Practice advisor to Architecture + Health Studio, Lecturer  
Texas A&M University, College Station TX, Practice advisor to Health Facilities Design Program

**Professional Experience:**

Anthroctects Architects, Founder + President, 2013-present  
WHR Architects, Washington DC, Director of Practice  
Clark Patterson Lee, Greenville SC, Principal in Charge  
OWPP (now Canon), Phoenix AZ, Healthcare Director  
KMD and SmithGroup, San Francisco CA, Medical Planner  
WHR Architects, Houston TX, Tradewell Fellow

**Licenses/Registration:**

Registered Architect in CA, GA, MD, NC, NJ, NY, PA, SC, TX, VA, Washington DC

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

American Institute of Architects (AIA)  
Academy of Architecture for Health (AAH)



**Name:** Schott, Joseph [Lecturer + Professor-in-Residence in Genoa Italy]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3510 Studio Clemson  
ARCH 8520 Design Studio IV  
ARCH 8740 Building Processes: Technical Resolution  
Courses taught in Genoa  
ARCH 4140 Design Seminar / Building Technology  
ARCH 4160 Field Studies in Architecture and Related Arts  
ARCH 6120 Architectural History Research  
ARCH 6140 Design Seminar  
ARCH 6160 Field Studies in Architecture and Related Arts  
ARCH 8520 Design Studio IV

**Educational Credentials:**

M.Arch, University of Illinois, Chicago IL, 1992  
B.S. Marketing, Miami University,

**Teaching Experience:**

Clemson University, Clemson SC, Lecturer and Genoa Professor-in-Residence, 2016-present  
Illinois Institute of Technology, Chicago IL, Guest Lecturer / Visiting Critic, 1993-present  
Norwalk Community College Arch. Design Studio, Norwalk CT, Visiting Critic, 2011-2012  
University of Illinois, Chicago IL, Adjunct Assistant Professor, 1994-1997

**Professional Experience:**

Schott LLC, Southport CT, Designer / Builder, 2002-present  
Fairfield Continuing Education, Fairfield CT, Woodworking Instructor, 2013-present  
Vigneau & Associates, Westport CT, Project Architect, 2001-2002  
Faesy Sanders Architects, Wilton CT, Project Architect, 1999-2000  
VOA Associates Inc., Chicago IL, Associate / Project Architect / Lead Designer, 1996-1999  
Design Studio 24, Chicago IL, Construction Mgr / Project Designer, 1995  
Florian Wierzbowski / Florian Architects, Chicago IL, Project Mgr / Project Designer, 1994-1995  
Black Bag Design, Chicago IL, Design / Cost Estimating / Construction Mgmt, 1992-1994

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A

**Name:** Thomas Schurch, Ph.D., AICP, ASLA [Professor of Landscape Architecture]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3510 Studio Clemson

**Educational Credentials:**

Ph.D., Urban Design & Planning, University of Washington, Seattle WA, 1989  
MLA, California Polytechnic State University, San Luis Obispo CA, 1978  
B.A., Spanish/Art, U.S. International University, San Diego CA, 1971

**Teaching Experience:**

Clemson University, Clemson SC, Professor, 2012-present; Professor + Chair PDPLA, 2010-2012  
University of Oklahoma, Norman OK, Professor, 2006-2010; Associate Professor, 1999-2006  
Mississippi State University, Mississippi State MS, Associate Professor, 1997-1999  
Ball State University, Muncie IN, Associate Professor, 1994-1996; Assistant Professor, 1989-1994  
Texas Tech University, Lubbock TX, Visiting Assistant Professor, 1984-1986; Lecturer, 1984

**Professional Experience:**

Schurch and Company, San Diego CA, Principal, 1982-1985  
Cunningham Schurch, Inc., Santa Barbara CA, Principal, 1981-1982  
Wimmer Yamada & Associates, San Diego CA, Project Landscape Architect, 1980-1981  
Hirsch & Company, San Diego CA, Environmental Analyst, 1979-1980  
John Fitzpatrick & Associates, San Diego CA, Project Designer, 1978-1979  
Land Survey Service, La Jolla CA, Land Surveyor, 1972-1974

**Licenses/Registration:**

Certified Planner by American Institute of Certified Planners, No. 011735  
Registered Landscape Architect, California, No. 1916, by UNE

**Selected Publications and Recent Research:**

- “Priorities for the Future: Planning for Sustainable Multiple Use.” In Peacock, Evan and Timothy Schauwecker, eds. 2003. Blackland Prairies of the Gulf Coastal Plain. Tuscaloosa: The University of Alabama Press.
- “Reconsidering Urban Design: Thoughts About its Definition and Status as a Field or Profession.” Journal of Urban Design, v.4, n.1, pp 5-28, 1999
- “Coal Harbor and Mission Bay: Comparing New Neighborhoods for Vancouver and San Francisco,” with Moura Quayle. In Charette, Catherine, ed. 1995. Issues in Canadian Urban Design. Winnipeg: Institute of Urban Studies.
- “Mile Square.” In Bodenhamer, David J. and Robert G. Barrows, eds. 1994. Encyclopedia of Indianapolis. Bloomington: University of Indiana Press

**Professional Memberships:**

American Society of Landscape Architects, Member, 1980-present  
American Planning Association, Member, 1989-present  
California Council of Landscape Architects, Member, 1980-1984

**Name:** Schwennsen, Kate, FAIA [Professor + Director, School of Architecture]

**Courses Taught:**

ARCH 8810 - Professional Practice I

**Educational Credentials:**

M.Arch., Iowa State University, 1980  
BA, Architecture, Iowa State University, 1978

**Teaching Experience:**

Clemson University, Clemson SC  
Director/Chair + Professor, School of Architecture, 2010-present  
Acting Chair, Department of Landscape Architecture, 2012/13  
Iowa State University, Ames IA  
Associate Dean for Academic Programs and Coordinator of Design Studies Program, College of Design, Iowa State University, 2001-2010;  
Professor with tenure 2008-2010, Associate Professor with tenure 2001-2008, Assistant Professor and Associate Chair 1995-2001, Adjunct/temporary Assistant Professor 1990-1995, Department of Architecture

**Professional Experience:**

Senior Project Architect, Bloodgood Architects & Planners, Des Moines, IA, 1989-1991  
Senior Associate, Project Architect, Project Manager and Intern, Engelbrecht & Griffin Architects PC, Des Moines, IA, 1981-89

**Licenses/Registration:**

Licensed to practice architecture in South Carolina and Iowa. NCARB Certificate #36,534

**Selected Publications and Recent Research:**

- Editorial Committee Member, *100 Years of Clemson Architecture: Southern Roots + Global Reach, Proceedings*. Principal Editor: Ufuk Ersoy. Clemson University Press, 2015, ISBN 978-1-942954-07-1
- Leadership Forum on Design Education*, panel presentation (invited), sponsored by the Design Futures Council, Philadelphia, PA, May 18, 2016
- Establishing the Business Case for Women in Architecture*, panel presentation (peer reviewed), AIA Convention, Philadelphia, PA, May 19, 2016
- We've Done More than Stir*, invited keynote presentation, (350 attendees) AIA Women's Leadership Summit, Seattle, WA, September 18, 2015
- Architectural Education Otherwhere*, (peer reviewed). Organizer and moderator of panel session International Union of Architects Triennial Congress, Durban, South Africa, August 6th, 2014.
- Validation Systems Otherwhere*, (peer reviewed). Organizer and moderator of panel session. International Union of Architects Triennial Congress, Durban, South Africa, August 5th, 2014.

**Professional Memberships:**

American Institute of Architects, (2006 President)

**Name:** Silance, Robert [Associate Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 1510 Architecture Communication  
ARCH 2510 Architecture Foundations I  
ARCH 3510 Studio Clemson  
ARCH 4240 Product Design  
ARCH 6240 Product Design  
ARCH 8820 Building Economics, Costs and Legal Issues

**Educational Credentials:**

M.Arch, Clemson University, Clemson SC, 1981  
Bachelor of Fine Arts, Tyler School of Art, Temple University, Philadelphia PA, 1978  
Bachelor of Art in Pre-Architecture, Clemson University, Clemson SC, 1973

**Teaching Experience:**

Clemson University, School of Architecture, Clemson Sc, 1988-present

**Professional Experience:**

RSCT Architecture + Design, Co-founder, 1999-present  
W. Powers McElveen and Associates, Columbia SC  
NK Architects, Morristown, NJ  
Chapman + Biber, Summit, NJ

**Licenses/Registration:**

Registered Architect, South Carolina #3401  
NCARB Certified #36189

**Selected Publications and Recent Research:**

- “Clog”, “Sacred Ground: The Indian Fields Methodist Campground”, co-authored with Professor Sallie Hambright-Belue
- Best of Photography 2013, Photographer’s Forum Magazine
- Eight Piazzas in Genoa, Italy: A Comparison of Form and Scale, Wyrick Publishers
- International Lighting Design, Vincent Porcelli and Donna Green, Rockport Publishers
- Exhibited 2 works in “Photography Takes Over” at the Upstream Gallery, Hastings-on-Hudson, NY
- One work juried into the Camera USA 2015 National Photography Exhibition at the Von Liebig Art Center in Naples, FL
- Included into a group exhibition at the Spartanburg Museum of Art (SAM), scheduled for September 2016
- Juror’s Choice Cash Award, Maryland Federation of Art, American Landscapes, juried by Professor Peter Van Dyke, Pennsylvania Academy of Fine Art, Philadelphia, PA
- 25<sup>th</sup> National Drawing and Print Exhibition, Gormley Gallery, Baltimore, juried by Ann Shafer, Associate Curator of Prints, Drawings and Photographs, Baltimore Museum of Art
- “Works on Paper NYC II” at the Jeffery Leder Gallery, LIC, New York City

**Professional Memberships:** n/a

**Name:** Skinner, Martha [Assistant Professor]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3510     Studio Clemson  
ARCH 4010     Architectural Portfolio  
ARCH 4900     Directed Studies  
ARCH 8520     Design Studio IV  
ARCH 8900     Directed Studies

**Educational Credentials:**

Masters in Architecture and Urban Culture, The Metropolis Program, Barcelona Spain, 2008  
B.Arch, The Cooper Union, Chanin School of Architecture, New York NY, 1995  
Bachelor of Design in Architecture (with honors), University of Florida, Gainesville FL, 1990

**Teaching Experience:**

Clemson University, Clemson SC, Assistant Professor, 2001-2015  
University of Michigan, Ann Arbor MI, Lecturer, 1999-2001; Visiting Assistant Professor, 1998-1999  
The Cooper Union, Saturday Outreach Program, New York NY, Studio Teacher, 1993-1995  
University of Florida, Gainesville FL, Teaching Assistant, 1990

**Professional Experience:**

fieldoffice, Founding Partner, 1997-present

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

Que es A?, Member, Dissemination architecture magazine for children, 2010-present  
Haiti Rewired, Member, 2010-present  
Global City 2.0, Partner, 2012  
CITYBuild, Tulane University, New Orleans LA, 2007-present  
Association for Computer Aided Design in Architecture (ACADIA), 2005-present  
American Collegiate Schools of Architecture (ACSA), 2001-2015

**Name:** Sweeney, Thomas C. [Lecturer]

**Courses Taught:**

ARCH 4770 Introduction to Craft  
ARCH 6770 Introduction to Craft

**Educational Credentials:**

M.Arch, Clemson University, Clemson SC, 2001 (University of Illinois at Chicago, School of Architecture – one year, 1996-1997)  
BFA, The School of Art Institute of Chicago, Chicago IL, 1996  
B.S. in Design, Clemson University, Clemson SC, 1993

**Teaching Experience:**

Clemson University, Clemson SC, Lecturer 2014-present; Teaching Assistant, 1999-2000

**Professional Experience:**

Stumphouse Design, LLC, Charleston SC, Project Designer / Staff Designer, 2008-present  
JMO Woodworks, Charleston SC, Designer / Woodworker, 2007-2008  
Kaehler/Moore Architectes, Greenwich CT, Staff Designer / Project Designer, 2000-2007  
Pazdan-Smith Group, Greenville SC, Architectural Intern, 2000  
VOA Architects, Chicago IL, Architectural Intern, 1997-1998  
Lohan and Associates, Chicago IL, Architectural Intern, 1997  
Wielgus Product Models/Scale Models, Chicago IL, Product Design and Architectural Model Making, 1995-1996  
S.N.Peck Builders; Chicago IL, General Contractor [Finished Carpentry], 1995-1996

**Licenses/Registration:** n/a

**Selected Publications and Recent Research:** n/a

**Professional Memberships:** n/a

**Name:** Terim, Berrin [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3500 Introduction to Urban Contexts  
ARCH 4990 Selected Topics in Architecture  
ARCH 6990 Selected Topics in Architecture  
ARCH 8420 Architecture Studio II  
ARCH 8600 Architecture History and Theory I  
ARCH 8620 Architecture History and Theory III

**Educational Credentials:**

Ph.D. in Architecture + Design Research, Virginia Polytechnic Institute and State University, Washington Alexandria Architecture Center (WAAC), VA, (current)  
M.Arch, Pennsylvania State University, University Park PA, 2012  
B.Arch, Izmir Institute of Technology, Izmir Turkey, 2009

**Teaching Experience:**

Clemson University, Clemson SC, Lecturer, 2016-present  
Virginia Polytechnic Institute & State University, WAAC – VA, Graduate Teaching Asst, 2012-2015  
Pennsylvania State University, University Park PA, Graduate Teaching Asst, 2010-2012

**Professional Experience:**

Tozkoparan Architects, Izmir Turkey, Competition Team Member, 2010  
Asmira Historic Preservation & Architecture, Izmir Turkey, Intern, 2009-2010  
Mimarlar Tasarim, Istanbul Turkey, Intern Architect, 2008  
Kubatoglu Construction, Ismir Turkey, Intern Site Inspector, 2007  
Soyak Construction, Ismir Turkey, Intern Site Inspector, 2007  
Izmir Institute of Technology, Ismir Turkey, Intern Architect, 2006 + 2008

**Licenses/Registration:**

Licensed Architect in Izmir, Turkey, 2010

**Selected Publications and Recent Research:**

- Dissertation research: Focus on fifteenth century Florentine architect Filarete's narrative on architecture
- Master thesis: "Vulgar and Prejudice: Lambert's perspective theory in the cross section of 'Being' and Appearance" (Pennsylvania State University, 2012)
- "Demonstrating Love: Filarete's Narrative in Architecture" in *Object Emotions, Revisited: An Interdisciplinary Conference*, (peer reviewed), Yale University, New Haven CT, 2015

**Professional Memberships:** N/A

**Name:** Thomas, James G. Jr., AIA [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 4710 Architectural History of Place

**Educational Credentials:**

M.Arch., University of Pennsylvania, Philadelphia PA, 1968  
B.Arch., Rensselaer Polytechnic Institute, Troy NY, 1965  
B.S., Rensselaer Polytechnic Institute, Troy NY, 1964

**Teaching Experience:**

Clemson University, Clemson Architecture Center, Charleston SC, Lecturer, 2001-present

**Professional Experience:**

Thomas & Denzinger Architects, Charleston & Beaufort, SC, November 1973-present  
Independent Practice, Beaufort SC, 1972-73  
London Borough of Lambeth, London England, 1971  
Mitchell & Giurgola Architects, Philadelphia PA, 1970  
Louis I. Kahn, Philadelphia PA, 1968-70  
The Boeing Company, Seattle WA, 1966-67  
Percival Goodman, Architect, New York NY, 1965-66

**Licenses/Registration:**

Registered architect: Pennsylvania, South Carolina, and North Carolina

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

American Institute of Architects  
National Council of Architectural Registration Boards  
Clemson University College of Architecture Board of Advisors (former)  
La Societa' de San Giorgio, Clemson University and Genoa, Italy  
Clemson Architectural Foundation, Board of Directors (former)  
Beaufort County History Preservation Review Board (former)  
Brays Island Board of Architectural Review (former)  
Spring Island Board of Architectural Review (former)  
City of Beaufort, SC Board of Architectural Review (former)  
National Trust for Historic Preservation



**Name:** White, Jay [Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 8620 Architectural History and Theory III

**Educational Credentials:**

B.Arch, Auburn University, Auburn AL, 2000, Recipient of University Presidential Scholarship

**Teaching Experience:** N/A

**Professional Experience:**

Liollio Architecture, Inc., Charleston SC, Principal + Preservation Market Leader, 2012-present;  
Associate, Project Manager 2000-2010  
City of Charleston Board of Architectural Review, Charleston SC, Civic Official-Large Project Board,  
2012-present  
Watson Tate Savory Liollio Architecture, Inc., Charleston SC, Associate, 2011-2012

**Licenses/Registration:**

South Carolina, # 7313

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

AIASC, Member  
Association for Preservation Technology International, Member  
National Trust for Historic Preservation, Member  
Preservation Society of Charleston, Member, 2002-present  
Frances R. Edmunds Society, Historic Charleston Foundation, Member, inducted 2009

**Name:** Wilkerson, Julie Poe [Senior Lecturer]

**Courses Taught (Four semesters prior to current visit):**

ARCH 3500 Architecture and Urban Context Studio,  
ARCH 4520 Synthesis Studio  
ARCH 3510 Architecture and Urban Context Studio  
ARCH 4520 Synthesis Studio

**Educational Credentials:**

M.Arch, Clemson University, Clemson SC, 1990  
Bachelor Interior Design, Auburn University, Auburn AL, 1983  
Masters Architecture, Clemson University, 1990

**Teaching Experience:**

Clemson University, Clemson SC, Senior Lecturer, 2016-present; Lecturer, 2010-2016, and 1992–2000;  
Graduate Teaching Assistant, 1988-1990

**Professional Experience:**

Wilkerson Architects, LLC, Greenville SC, Partner 2000-present  
Craig Gaulden Davis Architects, Greenville SC, Project Architect 1988-1995  
Architectural Design Group, Fort Lauderdale FL., Project Designer 1985-1987  
Vern Currie Design Group, Interior Design, Fort Lauderdale FL., Project Designer 1983-1985  
Gresham Smith and Partners, Architects, Birmingham AL., Intern 1982

**Licenses/Registration:**

South Carolina, #04636, Registered 1993

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A

### LISTING OF RESEARCH AND SCHOLARSHIP BY FULL-TIME INSTRUCTIONAL FACULTY SINCE THE LAST VISIT

Full-time Instructional Faculty member:

DUSTIN ALBRIGHT

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#### PUBLICATIONS

##### Conference Proceedings (Reviewed)

Albright, D., Stoner, M., Blouin, V., Harding, D., Heine, U., Pastre, D. "Sim[PLY]: Innovative Platform Framing with CNC-Fabricated Plywood Componentry," *Proceedings of the 2016 World Conference on Timber Engineering*, WCTE, Vienna, Austria (August 2016).

Albright, D., Blouin, V., Harding, D., Heine, U., Pastre, D. "Sim[PLY]: Achieving Carbon Neutrality Through Innovative Building Assemblies and Processes," *Proceedings of the 2016 Passive and Low Energy Architecture Conference*, PLEA, Los Angeles, California (July 2016).

Albright, D., Blouin, V., Harding, D., Heine, U., Pastre, D. "A Solar Decathlon House Intentionally Designed to Increase Teaching Opportunities," *Proceedings of the 2016 EAAE/ARCC International Conference*, EAAE/ARCC, Lisbon, Portugal (June 2016).

Albright, D., Blouin, V., Harding, D., Heine, U., Pastre, D. "Sim[PLY]," *Proceedings of the 2015 Passive and Low Energy Architecture Conference*, PLEA, Bologna, Italy (October 2015).

Albright, D. "Action and Reaction: Balancing the Dual Challenges of Breadth and Depth in Undergraduate Structures Instruction," *Proceedings of the 2015 Building Technology Educators Society Conference*, BTES, Salt Lake City, Utah (June 2015).

Albright, D., Barrios, C., Ersoy, U., Harding, D., "Form, Cast, Strip: Exploring Precast Concrete Construction Through Tessellated Component Design," *Project poster in the proceedings of the 2015 Building Technology Educators Society Conference*, BTES, Salt Lake City, Utah (June 2015).

Albright, D. "Recalibrated: An Interdisciplinary, Studio-Based Study of Massive Timber for Student Housing," *Proceedings of the 2015 Architecture Research Centers Consortium Conference*, ARCC, Chicago, Illinois (April 2015).

Albright, D., Barrios, C., Ersoy, U., Harding, D. "Intra-Disciplinary Pedagogy in Design: A Case Study for Collaboration and Diversity in a Research-Based Design Studio," *Proceedings of the 2014 Associated Collegiate Schools of Architecture International Conference*, ACSA, Seoul, South Korea (June 2014).

#### PRESENTATIONS/EXHIBITIONS

##### Presentations/Exhibitions, Reviewed

"Spaces for Innovation: Materials and Technologies of the Indigo Pine House", speaker, AIA Charleston, Charleston, SC (July 20, 2016).

“Wood + Timber Design: Trends and Outlook”, speaker, Climate Learning Network, Webinar (July 14, 2016).

“Indigo Pine: Rethinking Housing and Reshaping Architectural Education”, speaker, AIA Greenville, Greenville, SC (February 10, 2016)

“Clemson University Indigo Pine House”, faculty representative throughout exhibition, 2015 U.S. DOE Solar Decathlon Competition, Irvine, CA (October 8-18, 2015)

“Energy and Systems”, session moderator, 2015 BTES Conference, Salt Lake City, Utah (June 26, 2015)

“Bringing Handcraft to Construction and Connecting Campuses from Across the Region”, contributor to presentation by David Pastre, 2015 SBSE Retreat, Highlands, NC (June 16-19, 2015).

“Clemson University Indigo Pine”, speaker, AIA Columbia, Columbia, SC (April 15, 2015)

“Recalibrating: Studio + Technology”, speaker, AIA Greenville, Greenville, SC (April 16, 2014)

“Recalibrated: Collaborative Learning + Multifamily Housing + Mass Timber”, speaker, AIA Asheville, Asheville, NC (December 4, 2013)

“The Face of a Community: How Architecture Expresses Common Values”, speaker, SCLA/SELA Joint Conference, Greenville, SC (November 15, 2013)

## **HONORS AND AWARDS**

Creativity Professorship, Clemson University College of Architecture Arts and Humanities (2016-2018).

## **SPONSORED RESEARCH**

“Expanding the Use of Wood Products in South Carolina,” United States Department of Agriculture, co-PI, \$250,000, (2015- ).

“Precast Performative Morphologies,” Precast Concrete Insitute Foundation, co-investigator, \$100,000, (2014- ).

“Clemson University Solar Decathlon 2015,” United States Department of Energy, co-investigator, \$50,000, (2013-2015).

## **OTHER SPONSORED ACTIVITY**

Creative Research and Scholarship Grant, CAAH Creativity Professorship, \$5,000, (2016-18).

## **OTHER CREATIVE ACTIVITY, (including practice)**

Professional Practice, Craig Gauden Davis Architects, Greenville, SC (2012-14).

**Full-time Instructional Faculty member:**

**David Allison**

## **PUBLICATIONS**

### **Other publications, (Reviewed)**

**Allison, D.** Team 2 White Paper: “*Developing a Flexible Healthcare Infrastructure*”  
National Institute of Building Sciences - Academy of Healthcare Infrastructure  
Collaborative Research Program (2016)

**Allison, D.** “*Going Downtown: Embracing Urban Concepts in Healthcare Campus Design,*” *Health Facilities Management* pp 27-31. (2013)

Palmer II, G., Abernathy, J. Swinton, G. **Allison, D.** Greenstein, J. Shappell, J Reeves, S. [2013] “*Realizing Improved Patient Care through Human-centered Operating Room Design (RIPCHORD): A Human Factors Methodology for Observing Flow Disruptions in the Cardiothoracic Operating Room.*” *Anesthesiology*, 119[5], pp 1066-1077. (2013)

### **Conference Proceedings (Reviewed)**

**Allison, D.** *Designing Hospitals and Medical Centers as Healthy Livable Urban Districts*, Proceedings of the 49th International Making Cities Livable Conference, Portland Oregon, May 2012.

## **PRESENTATIONS/EXHIBITIONS**

### **Presentations/Exhibitions, Reviewed**

*American College of Healthcare Architects Legacy Awards Panel.* (Panelist/Jury Chair)  
American Society of Hospital Engineers [ASHE] International Planning and Design  
Conference, San Diego CA, 03.2016.

*Developing a Flexible Healthcare Infrastructure*, Invited Presentation and Panel  
Facilitator: NIBS National Conference: Academy of Healthcare Infrastructure,  
Washington DC, 01.2016.

*Architecture + Health Education Forum.* [Forum Facilitator] International Healthcare  
Design Conference, Washington DC, 11.2015.

*The Bigfoot Conundrum in Evidence-Based Design*, [Co-speaker with Jason Schroer]  
American Society of Healthcare Engineers [ASHE] Planning and Design Conference,  
San Antonio, TX. 3.2015.

*Architecture + Health Education Forum* [Forum Facilitator]. International Healthcare  
Design Conference, San Diego CA, November 2014.

*American College of Healthcare Architects Legacy Awards Program.* [Juror/Panelist]  
American Society of Hospital Engineers [ASHE] International Planning and Design  
Conference, Orlando FL, March 2014.

*Talkitecture: A Discussion with Leading Professors*, [Panelist] ACE Summit and  
Reverse Expo, New Orleans LA, January 2014.

*Architecture + Health Education Forum – MOOC Madness* [Facilitator and Co-Speaker with Frank Zilm]: International Healthcare Design Conference, Orlando FL, October 2013.

*Balancing Clinical Care Needs with Optimizing the Patient and Family Experience – a case for interdisciplinary design research and collaboration.* [Co-Presenter with Tamara Phillips]: UIA Public Health Group Forum at IIDEX, Toronto Canada, September 2013

*North American Architecture + Health Education Update*, UIA Public Health Group Global University Programs in Healthcare Architecture Meeting [Presenter] IIDEX, Toronto Can, September 2013.

*The Visually-Optimized, Empowered Patient Room: Approaches to Transforming the Lighting Environment for Healthcare Facilities.* [Co-Presenter with Karyn Gayle]: AIA National Conference, Denver, June 2013.

*The Visually-Optimized, Empowered Patient Room: Approaches to Transforming the Lighting Environment for Healthcare Facilities.* [Co-Presenter with Karyn Gayle]: LIGHTFAIR International 2013 Conference and Exhibition, Philadelphia PA, May 2013.

Architecture + Health Education Forum. [Facilitator and Co-Presenter with Mardelle Shepley]: International Healthcare Design Conference, Phoenix AZ, October 2012.

*Mapping and Graphically Analyzing Tasks Disruptions to Understand and Inform Operating Room Design for Improved Safety, Outcomes, and Operational Efficiency.* [Lead presenter with Scott Shappell & James Abernathy]: International Healthcare Design Conference, Phoenix AZ, October 2012

*Designing Hospitals and Medical Centers as Healthy Livable Urban Districts*, [Speaker]: 49th International Making Cities Livable Conference, Portland Oregon, May 2012.

*The Center for Health Facilities Design and Testing*, [Poster Session] SmartState Conference: Realizing a Knowledge-Based Economy: Bridging Academia, Government, and Industry, Charleston, SC December 2011

*The Elephant in the Room: Innovation and Evidence... are they Compatible? [Part 2]* [Panelist with Peter Bardwell as Moderator and Cheryl Hebert] Healthcare Design Conference 2011, Nashville, TN. November 2011.

Architecture + Health Educators Forum, [Facilitator] Healthcare Design 11 Conference, Nashville TN. November 2011.

Case Studies in Emergency and Disaster Response Healthcare Architecture in the US. [Speaker with Michael Pietrzak, MD.] UIA Public Health Group Seminar, Tokyo Japan. October 2011.

#### **Presentations/Exhibitions, Non-Reviewed:**

*Designing Hospitals as Healthy Livable Urban Districts*, [Invited Speaker] Presentation to the Boise City Council on behalf of Keeping Boise Connected, Boise Idaho. July 2015

*Designing Hospitals and Medical Centers as Healthy Livable Urban Districts*, [Keynote Presentation] Healthcare and Community Colloquium: Designing the Future, University of Miami School of Architecture. March 2015.

*Architecture + Health Educators Summit*, [Organizer/Facilitator] ACHA/AIA Academy of Architecture for Health Leadership Summit, Chicago, IL. July 2014.

*Accountable Care meets Accountable Design: Collaborating on Returns for Investment - Perspectives of the C-Suite*. [Panelist/Moderator] AIA Academy of Architecture for Health South Atlantic Regional Conference, Charlotte NC, May 2014.

*Architecture + Health Educators Summit*, [Organizer and Facilitator] ACHA/AIA Academy of Architecture for Health Leadership Conference, Chicago, IL. July 2013.

*Architecture + Health Educators Summit*, [Organizer and Facilitator] ACHA/AIA Academy of Architecture for Health Leadership Conference, Chicago, IL. July 2012.

## HONORS AND AWARDS

Elevated to Fellow of the American College of Healthcare Architects [ACHA] [2013]

Named as one of the Nation's 30 Most Admired Design Educators in Design Intelligence Magazine. [2013]

SC AIA Certificate of Recognition for founding and organizing the AIA/AAH South Atlantic Regional Conference [2013]

Named Alumni Distinguished Professor, Clemson University. [2012-]

Named as one of the Most Influential People in Healthcare Design by Healthcare Design Magazine, [2012]

Robert Mills Endowed Professorship, Clemson School of Architecture [2011 -12]

## SPONSORED RESEARCH

*Realizing Improved Patient Care Through Human-Centered Design In The Operating Room (RIPCHORD.OR) Learning Lab*; P30: AHRQ, National Institutes Of Health/DHHS. Co-Investigator [Anjali Joseph, Principal Investigator] [\$3,975,998] 2015-2019.

*Defining Best Practices In Ambulatory Care Design For Medically Underserved Populations: An Integrated And Collaborative Knowledge/Research Informed Learning-Practice Model*, National Council of Architectural Registration Boards [NCARB] Principal Investigator [with Co-Investigator Byron Edwards] \$30,000, 2014-2015

*An Engagement Of Academia, Industry, and Organizations*, A+CA, Co-Investigator [Shima Clark Principal Investigator] \$20,925. 2014-2016.

*Development Of World Class And Evidence-Based Design Tools For Achieving And Evaluating Projects*, Department Of Defense Military Health System. subcontract through NXT and Noblis. Co-Investigator: [Dina Battisto, Principle Investigator] [\$350,000] 2010-2011

## OTHER SPONSORED ACTIVITY

Grant to participate in a *Student Design Charrette* at the 2015 Healthcare Design Conference, Washington DC., AIA Academy Of Architecture For Health, \$7500. 2015

Grant to participate In Planning + Design Student Challenge at the ASHE Planning and Design Conference, San Antonio, TX. The American Society Of Healthcare Engineers and AIA Academy Of Architecture For Health , \$7500, 2015.

International Seed Funding Grant to Develop a Summer Travel Abroad Program in Architecture + Health, Clemson University, \$2000], 2013-14.

Grant to participate in a *Student Design Charrette* at the 2013 Healthcare Design Conference, Orlando Fl. AIA Academy Of Architecture For Health, \$7500. 2013

Industry Grant for development of a Patient Room Prototype Headwall, Trumpf Medical. \$30,000. 2013

Grant to participate in a *Student Design Charrette* at the 2012 Healthcare Design Conference, Phoenix AZ. AIA Academy Of Architecture For Health, \$7500. 2012

Robert Mills Endowed Professorship Grant for Patient Room Prototype Refinements, Clemson University School of Architecture. \$34,000, 2011-12.

#### **OTHER CREATIVE ACTIVITY, (including practice)**

Design of the Allison-Marcondes Residence, David Allison, Clemson SC. 2012-

#### **Full-time Instructional Faculty member:**

**James F. Barker, FAIA**

#### **PRESENTATIONS/EXHIBITIONS**

##### **Presentations/Exhibitions, Non-Reviewed:**

“The Architecture of Leadership,” presentation hosted by the Clemson University Rutland Insitute (6 AIA CEUs earned by qualified participants), Greenville, SC (26 May 2016).

“The Architecture of Leadership,” presentations to Leadership Team (25 participants) and to Chicago staff, Wight & Company Architecture, Chicago, IL (23 May 2016).

“The Architecture of Leadership,” presentation hosted by the Clemson University Rutland Insitute (6 AIA CEUs earned by qualified participants), Charleston, SC (21 January 2016).

“The Architecture of Leadership,” Richard Farson Presentation (keynote speaker), Design Futures Council Leadership Summit on Design and Technology, La Jolla, CA (13 January 2016).

“The Dynamics of Change in Higher Education and Impact on Architectural Education,” (keynote speaker), Association of Collegiate Schools of Architecture (ACSA) Administrators Conference, Philadelphia, PA (8 November 2014).

#### **HONORS AND AWARDS**

**Honorary Member**, American Society of Landscape Architects (2016).

**Clemson Medallion**, Clemson University's highest public honor. Presented to individuals who have rendered notable and significant service and support to Clemson



University and who exemplify the dedication and foresight of university founder Thomas Green Clemson (2016).

**Education Spirit Award**, given by the Community Foundation of Greenville (SC) in conjunction with TOWN Magazine; one of six annual Charitable Giving Awards, it honors an individual who has dedicated his or her career to the betterment of youth and the education experience for the Upstate of South Carolina (2015).

**Ethics in Action Award**, annual award of the Robert J. Rutland Institute for Ethics to recognize commitment to ethical conduct and the value of integrity (the award has been named the James F. Barker Ethics in Action Award) (2014).

**Clemson Distinguished Athletes Award**, honoring Clemson athletes who succeeded and lettered in their sport and employed life lessons to become successful role models in their community and career (2014).

**Honorary Life Member** of Clemson's IPTAY (2014).

**Honorary Life Member of the Clemson Architecture Foundation** (2014).

**Medal of Distinction**, awarded by the American Institute of Architects – South Carolina (AIA-SC), their highest award (2014).

**One of the 50 Most Influential of 2013**, honored by "Greenville (SC) Business Magazine" (2014).

**"Clemson Oscar"**, presented at the 20<sup>th</sup> Anniversary Celebration of Clemson University's Robert H. Brooks Performing Arts Center (2014).

**Townes Award**, presented by the South Carolina Governor's School for Science & Mathematics. The award is named for Dr. Charles H. Townes, South Carolina native who won the Nobel Prize in physics, and is presented to individuals or institutions that have raised the quality of science, mathematics and technology innovation in South Carolina (2014).

**National Blue Key Distinguished Service Award**, Blue Key Honor Society (2014).

#### **OTHER CREATIVE ACTIVITY**

Study of watercolor technique and process, for current studio course and possible future courses.

**Full-time Instructional Faculty member:**

**Vincent Blouin**

#### **PUBLICATIONS**

##### **Publications, (Reviewed)**

Wang W., Blouin V.Y., Gardenghi M., Wiecek M.M., Fadel G.M., Sloop B., "A Cutting Plane Method for Analytical Target Cascading with Augmented Lagrangian Coordination," *Journal of Mechanical Design*, Transactions of the ASME, **135(10)** (2013).

Koontz E., Blouin V., Wachtel P., Musgraves J., Richardson K., "Prony Series Spectra of Structural Relaxation in N-BK7 for Finite Element Modeling," *J. Physical Chem. A*, **116 (50)**, 12198-205 (2012).

Ananthasayanam B., Joseph P.F., Joshi D., Gaylord S., Petit L., Blouin V.Y., Richardson K.C., Cler D.L., Stairiker M., Tardiff M., "Final shape of precision molded optics: Part I – Computational approach, material definitions and the effect of lens shape," *Journal of Thermal Stresses*, **35**, 550-578 (2012).

Ananthasayanam B., Joseph P.F., Joshi D., Gaylord S., Petit L., Blouin V.Y., Richardson K.C., Cler D.L., Stairiker M., Tardiff M., "Final shape of precision molded optics: Part II – Validation and sensitivity to material properties and process parameters," *Journal of Thermal Stresses*, **35**, 614-636 (2012).

### **Conference Proceedings (Reviewed)**

Blouin V., Albright D., Harding D., Heine U. & Pastre D., "A Solar Decathlon House Intentionally Designed to Increase Teaching Opportunities," *AEEA/ARCC 10th International Conference on Architectural Research*, Lisbon, Portugal, (June 2016).

Albright D., Stoner M., Harding D., Pastre D., Blouin V., Heine U., "Sim[PLY]: Innovative Platform Framing with CNC-Fabricated Plywood Componentry," *World Conference on Timber Engineering*, Vienna, Austria (August 2016).

Fazelpour M., Summers J., Blouin V., "A Taxonomy for Prismatic Cellular Material Representation," *IDETC/CIE 2016 Int. Design Engineering Technical Conferences & Computers & Information in Engineering Conf.*, Charlotte, North Carolina (August 2016).

Watters C., Mardikian P., and Blouin V.Y., "A Multidisciplinary Collaborative Effort to Rotate the H.L. Hunley Submarine," *Big Stuff Conference 2013*, Ottawa, Canada (September 2013).

Poudel N., Blouin V.Y., "US Map Visualization of Optimal Properties of Phase Change Materials for Building Efficiency," *ARCC Architectural Research Conference*, Charlotte, North Carolina (March 2013).

Wang W., Xu M., Fadel G.M., Blouin V.Y., "Network Target Coordination Method for Complex Transdisciplinary Products Design," *The Future of Transdisciplinary Design (TFTD13)*, Luxembourg City, Luxembourg (June 2013).

Wang W., Xu M., Fadel G.M., Blouin V.Y., "A Distributed Coordination via Consensus Optimization for Analytical Target Cascading," *Proceedings of the 14th AIAA/ISSMO Multidisciplinary Analysis Optimization Conference*, Houston, Texas (September 2012).

Wang W., Fadel G.M., Blouin V.Y., "Distributed Network Coordination for Optimization Design of Decomposed Systems," *Proceedings of the ASME 2012 International Design Engineering Technical Conferences & Computers and Information in Engineering Conference, IDETC/CIE 2012*, Chicago, Illinois, (August 2012).

Jacobsen M., Blouin V.Y., and Shirley W., "Does Erosion Corrosion Account for Intriguing Damage to the Hull of the Civil War Submarine H.L. Hunley?" *Proceedings of the 2012 International Marine Forensics Symposium*, National Harbor, Maryland, (April 2012).

**Other publications, (Non-reviewed)**

Blouin V.Y., "Clemson University 2015 Solar Decathlon," *South Carolina Clear Energy Business Alliance (SCCEBA) Summit*, Columbia, South Carolina (July 2014).

Poh C., Blouin V.Y., Brown P., "Phase Change Material Fiber Synthesis," *Fiber Society Fall 2013 Conference*, Clemson, South Carolina (October 2013).

Poh C., Blouin V.Y., "Synthesis and Characterization of PEG-CDA and PEG-PU Solid-Solid Phase Change Materials," *6th International Meeting on Developments in Materials, Processes and Applications of Emerging Technologies*, Alvor, Portugal (July 2012).

Koontz E. D., Blouin V. Y., "Prony series temporal spectra for structural relaxation in optical glass," *American Ceramic Society's 2012 Glass & Optical Materials Division Annual Meeting*, St. Louis, Missouri (May 2012).

Blouin V.Y., Summers J.D., "Testing and performance analysis of tent ballasts," *Industrial Fabrics Association International (IFAI) Tent Conference*, Las Vegas, Nevada (February 2012).

**HONORS AND AWARDS**

Robert Mills Professorship 2014-2015.

2014 STAR faculty member selected by the College of Architecture, Arts and Humanities for high research and scholarly productivity.

Top-10 Best Paper Award: ASME 2012 International Design Engineering Technical Conferences & Computers and Information in Engineering Conference, Chicago, Illinois (August 2012).

**SPONSORED RESEARCH**

"Metal-Modeling of Non-Certified Tents by Design of Experiments," Industrial Fabrics Association International, PI, \$62,000 (\$32,000) (May 2016 – January 2017).

"Clemson University's Solar Decathlon 2015: A Techno-Local Solar House for South Carolina," Department of Energy, PI, \$100,000 (\$16,000) (including \$50,000 cost-share from Clemson University) (May 2014 – April 2016).

"Low Energy Mobile Home Competition," South Carolina Clean Energy Business Alliance and Duke Power, \$5,000 (\$2,500), (January 2013 – May 2013).

"Defining the Scope of Work for the Structural Analysis and Environmental Hazards Assessment of the USS Yorktown," Patriots Point Development Authority, Co-PI, \$45,000 (\$22,000) (August 2011 – August 2012).

"Structural Integrity Assessment of the Fort Sumter Parrott Rifle Carriages," Fort Sumter National Monument, Co-PI, \$50,000 (\$4,000) (August 2011 – December 2012).

"Development of On-Line Computational Tool for Ballast Weight Calculation," Industrial Fabrics Association International, Co-Investigator, \$5,000 (\$2,500) (2012).

"Testing and Performance Analysis of Tent Ballasts – Phase 2," Industrial Fabrics Association International, Co-Investigator, \$3,000 (\$1,500) (2012).

“Testing and Performance Analysis of Tent Ballasts,” Industrial Fabrics Association International, Co-Investigator, \$60,000 (\$30,000) (2011).

**Full-time Instructional Faculty member:**

**Timothy B Brown**

**OTHER CREATIVE ACTIVITY**, (including practice)

Client, Ben Lippen Residences, new construction, Asheville, 2011-12

Client, DDB Chicago, design, Chicago, 2012-14

Design Competition, Future Prentice, Chicago, 2012

Client, Southport Residence, renovations + new construction, Chicago, 2012-14

Design Competition, Louisville Children's' Museum, Louisville KY, 2013

Client, Biltmore Forest Residence, renovations, Asheville, 2013-14

Client, Willow Residence, forensics, Chicago, 2012

Research, McCormick Place Redesign, speculative/research, Chicago, 2013-14

Client, Damen Residence, forensics + remediation/renovation, Chicago, 2014-15

Client, Mies van der Rohe Commonwealth Plaza, renovation to lobbies, Chicago, 2014-15

Client, Mies van der Rohe Commonwealth Plaza, exterior wall renovation, Chicago, 2015-

Client, Moraine Township, planning, Highland Park IL, 2014-

Client, Michigan Residence, new construction, 2015-

Client, New Eclipse Baptist Church, forensics/renovation/new construction, Chicago, 2015-

Research, State Street Corridor Tech Park, speculative/research, Chicago, 2015-

Client, Ben Lippen PD, multi-unit new construction, Asheville, 2016-

**Full-time Instructional Faculty member:**

**Joseph Choma**

**PUBLICATIONS**

**Authored Books**

Choma, Joseph. *Morphing: A Guide to Mathematical Transformations for Architects and Designers*. Laurence King Publishing, London, UK, (2015)  
ISBN 978-1-78067-4-131

**Book in the news (Online / Print)**

Book review in Journal of Mathematics and the Arts, Forthcoming

Book review in Architectural Record, December 01, 2015

Book review in Architecture NZ Magazine, August 21, 2015  
Book review in ARLIS/NA, July 25, 2015  
Book review in RIBA Journal, May 13, 2015  
Featured on RPI Alumni News, May 06, 2015  
Book featured on ArchDaily, March 23, 2015  
Book featured on Archinect, March 20, 2015  
Interview published on Archinect, March 08, 2015  
Book featured on suckerPUNCH, February 16, 2015

Choma, Joseph. *Études for Architects*. Routledge, London, UK, (Under contract / Forthcoming May 2017),

### Books in progress

Choma, Joseph. *100 Unfolded Polyhedra*.

Choma, Joseph. *Shaping*.

### Other publications, (Reviewed)

Choma, Joseph, "Objects to Atmospheres", *Inter. Journal of Interior Arch. + Spatial Design*, 22-25, (August 2016).

Choma, Joseph, "Boundaries 02", *BLUR d3:dialog, Inter. Journal of Arch. + Design*, 137-142, (June 2016).

Choma, Joseph, "Contested Boundaries", *Performative Materials in Arch. and Design*, 158-159, (August 2013).

Choma, Joseph, "T-H-I-C-K-E-N-I-N-G", *Cornell Journal of Architecture*, Issue 9: Mathematics, 191-199, (March 2013).

## PRESENTATIONS/EXHIBITIONS

### Invited Lectures

"Designing an Understanding", (Speaker), Professor Ackerman's Generative Design Course, Boston Architectural College, Boston, (November 4, 2015).

"Designing an Understanding", (Speaker), Fall 2014 Lecture Series, School of Architecture, Georgia Institute of Technology, Atlanta, (November 7, 2014).

"Designing an Understanding", (Speaker), The Computation Group Forum, Massachusetts Institute of Technology, Cambridge, (October 24, 2013).

"Object to Atmosphere", (Speaker), Museum of Design Atlanta's Field Trip Series, Barbara Archer Gallery, Atlanta, (March 7, 2013).

"Boundaries", (Speaker), Spring 2012 Lecture Series, Southern Polytechnic State University, Marietta, (January 23, 2012).

"Designing Pedagogy", (Speaker), The Computation Group Forum, Massachusetts Institute of Technology, Cambridge, (November 4, 2011).

### Solo Exhibitions

"Architecture + Mathematics", 951 Boylston Street Lobby, Boston Architectural College, Boston, (November - February 2016).

“Object to Atmosphere”, Barbara Archer Gallery, Atlanta (January - March 2013).

“Boundaries”, Architecture Exhibition Gallery, Southern Polytechnic State University, Marietta, (January - February 2012).

#### **Invited Group Exhibitions**

“Southern Fried Supernova”, Promenade Building, Atlanta (October 2013).

“Veneralia: Night of the Black Jaguar”, Michael C. Carlos Museum, Emory University, Atlanta (May 2012).

“Architects as Artists”, Swan Coach House Gallery, Atlanta, (January - February 2012).

“Iraqi Memorial”, Works, San Jose, (November - December 2011).

#### **Informal Workshops**

“Design with Mathematics”, 2015 Artisphere, Greenville, (May 8-10, 2015).

“Architecture + Mathematics”, 2015 Cambridge Science Festival, MIT Museum, Cambridge, (April 24, 2015).

#### **HONORS AND AWARDS**

Emerging Voices Award, AIA Atlanta, (2013).

Shortlisted Entry, Pamphlet Architecture 33 Competition, Princeton Architectural Press, (2012).

#### **PROFESSIONAL / INDUSTRY RESEARCH ACTIVITY**

Sculpture: 12' x 7' x 6' (Equation based geometry, compression only structure, robotically carved)  
Principal investigator (Researcher / Artist)

Fabrication: Jim Durham, Alex Marshall, Brian Smith, Brock Hinze (Quarra Stone in Madison, WI)

Material and fabrication costs (\$350,000) funded by Quarra Stone Company

Structural engineering: Bruce Danziger and Allan Olson (Arup in Los Angeles, CA)

Engineering services internally funded within Arup in exchange for publicity

Material: Valdres Stone and Marble

15% discount on stone in exchange for publicity

Schedule:

Fabricated a robotically carved stone mock-up in January 2016

Structural engineering analysis completed in July 2016

Quarry visit (Valders Stone and Marble) and collaborative workshop in August 2016

**Full-time Instructional Faculty member:**

**Byron Edwards**

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#### **PUBLICATIONS**

##### **Other publications, (Reviewed)**

Format: Authors, “Title of Article,” *Title of Journal*, **Volume**, Pagination (Year).

1. AMBULATORY CARE FOR THE MEDICALLY UNDERSERVED – 2015 NCARB Grant Publication - Editorial Advisor and Professor - Graduate Studies Architecture + Health, Clemson University School of Architecture - Spring 2016

2. "DESIGNING THE RURAL HOSPITAL OF THE FUTURE"  
Healthcare Design Magazine – August 2010  
Co-authored with Dave Hamill, CEO for Hampton Regional Medical Center  
<http://www.healthcaredesignmagazine.com/article/building-rural-hospital-future>

## **PRESENTATIONS/EXHIBITIONS**

### **Presentations/Exhibitions, Reviewed**

1. 2015 Healthcare Leadership Conference In Charleston, SC - sponsored by MUSC's College of Health Professionals and Carolina Society for Healthcare Strategy & Market Development. "Aligning Evidence-Based Design and Evidence-Based Medicine to Design a More Efficient and Higher Quality Patient-Centered Healthcare Delivery Model" - A Presentation and Panel Discussion

## **HONORS AND AWARDS**

1. SCAIA MERIT AWARD - 2012 - Clemson University Belle W. Baruch Institute of Coastal Ecology & Forest Research – Georgetown, South Carolina

## **SPONSORED RESEARCH**

1. 2014 NCARB Grant Award – “Defining Best Practices in Ambulatory Care Design for the Medically Underserved Populations: an Integrated and Collaborative Knowledge Research Informed Learning-Practice Model” – proposed as co-investigator with principal investigator, David Allison, FAIA, FACHA
2. 2014 A+CA GOALI Pre-Proposal NSF Grant Award – “Conference on Architecture and Construction Research Initiatives for 2020 – An Engagement of Academia, Industry, and Organizations” – proposed with co-investigators, David Allison, James Packer Smith and Shima Clarke (co-lead investigator) with Clemson University and Pardis Pishda-Bozorgi, John Riker Haymaker, and Javier Irrizary (co-lead investigator) with Georgia Tech University.
3. 2015 Pennell Grant Award – Richard H. Pennell Center, Research Program - the purpose of this research project is to document current best practices amongst ACCE accredited universities for teaching and facilitating interdisciplinary courses focused on the built environment. This knowledge will act as a foundational benchmark for relevant CAAH departments, and for others interested in teaching and developing interdisciplinary courses – proposed as co-investigator with principal investigator, James Packer Smith, Ph.D. (2015-2016)

## **OTHER CREATIVE ACTIVITY, (including practice)**

1. Programming, Planning and Design for Foothills Community Health Center  
Two separate project locations – Dream Center Clinic Up-fit and Renovation and the Oaktree Medical Plaza Clinic Up-fit – both in Easley, South Carolina (fall 2015 – spring/summer 2016)

**Full-time Instructional Faculty member:**

**Ufuk Ersoy**

## **PUBLICATIONS**

### **Books and Chapters**

Ersoy, U., "Friedrichstrasse Skyscraper: Transfiguration through Glass, or Vertical and Horizontal Transparencies: Mies van der Rohe," in *Companions to the History of Architecture Volume IV*, edited by D. Leatherbarrow and A. Eisenschmidt, Wiley-Blackwell, Malden, MA, (2016), ISBN\_ 978-1-118887-22-6.

Ersoy, U., Anderson, D. and Schwennsen, K. (Eds.), *100 Years of Clemson Architecture: Southern Roots + Global Reach, Centennial Proceedings*, Clemson University Press, Clemson, SC, (2015), ISBN\_978-1-942954-07-1.

Ersoy, U., "Trends in Architectural Education at Clemson University," in *100 Years of Clemson Architecture: Southern Roots + Global Reach, Centennial Proceedings*, edited by U. Ersoy, D. Anderson and K. Schwennsen, Clemson University Press, Clemson, SC, (2015): 2-9, ISBN\_978-1-942954-07-1.

Ersoy, U., "Glass as Light as Air, as Deep as Water," in *The Material Imagination: Reveries on Architecture and Matter*, edited by Matthew Mindrup, Ashgate, Burlington, VT, (2015): 155-68, ISBN\_978-1-472424-58-7.

Ersoy, U. "To See Daydreams: The Glass Utopia of Paul Scheerbarth and Bruno Taut," in *Imagining & Making the World: Reconsidering Architecture & Utopia, Ralahine Utopian Studies Series Volume 8*, edited by Nathaniel Coleman, Peter Lang, Oxford, (2011): 107-38, ISBN\_978-3-0353-0173-1.

### **Conference Proceedings (Reviewed)**

Ersoy, U., "Narrative Form as an Alternative to Built Form," *The Human in Architecture and Philosophy*, ISPA International Conference, University of Bamberg, Bamberg, Germany, (July 2016).

Kutluay, P., Inan, T., Ersoy, U. and Basaran, T., "Double Skin Curtain Wall Technology in Turkey," *The 12<sup>th</sup> National HVAC&R Congress*, Chamber of Mechanical Engineers, Izmir, Turkey, (April 2015).

Ersoy, U., "Narrative Architecture: Paul Ricoeur's Metaphoric Approach to Architecture," *Autonomy Reconsidered: Ethics in Architecture, Urbanism and Landscape*, ISPA International Conference, T.U. Delft, Delft, Netherlands, (July 2014).

Ersoy, U., "Joseph Paxton's Lily House: A Heterotopia at the Roots of the Myth of Transparency," *Open Cities: The New Post-Industrial World Order*, ACSA International Conference, Ewha Womans University, Seoul, S. Korea, (June 2014).

Albright, D., Barrios, C., Ersoy, U. and Harding, D., "Intra-Disciplinary Pedagogy in Design: A Case Study for Collaboration and Diversity in a Research-Based Design Studio," *Open Cities: The New Post-Industrial World Order*, ACSA International Conference, Ewha Womans University, Seoul, S. Korea, (June 2014).

Ersoy, U., "Metaphorical Imagination," *The Place of Theory in Contemporary Practice and Education Conference*, Slipakorn University, Bangkok, Thailand, (August 2013)

### **Other publications, (Non-reviewed)**

Ersoy, U., "Trends in Architectural Education at Clemson University, Part II, 1971-2013: From the College of Architecture and Arts to the College of Architecture, Arts and Humanities," *Clemson University/ Architecture Newsletter*, v. III, n. 2, 6-7, (Fall 2013).



Ersoy, U., "Trends in Architectural Education at Clemson University, Part I, 1971-2013: From the College of Architecture and Arts to the College of Architecture, Arts and Humanities," *Clemson University/ Architecture Newsletter*, v. III, n. 1, 6-7, (Spring 2013).

## **PRESENTATIONS/EXHIBITIONS**

### **Presentations/Exhibitions, Reviewed**

"The Problem of Metaphor in the Architecture of the Information Age," Speaker, Utopian Bodies and Media, Inaugural Symposium of the Leverhulme International Research Network, Montreal, Canada (October 21, 2014).

### **Presentations/Exhibitions, Non-Reviewed:**

"The Fictive Quality of Glass," Speaker, 2016 Forum on Creativity, Brooks Center, Clemson University, Clemson, SC (March 29, 2016).

"Glass as Light as Air, as Deep as Water," Speaker, Seoul National University, Department of Architectural Engineering Network, Seoul, S. Korea (June 24, 2014).

"Building a Utopia," Speaker, Virginia Tech, Washington-Alexandria Architecture Center, Alexandria, VA (February 9, 2012).

"Building a Utopia," Speaker, University of Maryland, School of Architecture, Planning and Preservation, College Park, MD (February 8, 2012).

"To See Daydreams," Speaker, Virginia Tech, College of Architecture and Urban Studies, Blacksburg, VA (February 2, 2012).

## **HONORS AND AWARDS**

Creativity Professor of School of Design + Building, Clemson College of Architecture, Arts and Humanities (2015-2017).

AIAS/ Kawneer Enlightening Libraries Student Competition, First Prize (2013)

AIAS/ Kawneer Enlightening Libraries Student Competition, Third Prize (2013)

## **SPONSORED RESEARCH**

"The History and Performance of Double-Skin Glass Facades in Turkey," The Scientific and Technological Research Council of Turkey, Consultant, \$100,000 (\$5,000), (2013-2015).

"A Techno-Local Solar House for South Carolina," Department of Energy, Co-investigator, \$34,739 (\$2,000), (2013-2014).

## **OTHER SPONSORED ACTIVITY**

Travel Grant, Clemson University Office of Global Engagement, \$3,000, (2014-15).

**Full-time Instructional Faculty member:**

**David Franco Santa Cruz**

## **PUBLICATIONS**

### **Books and Chapters**

Franco, David, *The Journey to the Real, Rediscovering Everyday Life as a form of Architectural Realism*. (Book Manuscript in preparation)

Franco, David, "Tactical Urbanism as the Staging of Social Authenticity," *Planning for Authenticity*, ed. Brettany Shannon and Laura Tate, Routledge, New York, NY, (2018)

Franco, David, "Details And Infiltrations of the Everyday in The Architecture of Italian Neorealism", *Everyday Life and Architecture/ Vida Cotidiana y Arquitectura*, Publicaciones Escuela Universitaria de Diseño, Innovación y Tecnología, Madrid, Spain (2016).

Franco, David, "The Expanded Field of Fuctionalism. Specificity, Performativity and Everydayness", *Ten Fundamental Lessons about Architecture/ Diez Lecciones Fundamentales sobre Arquitectura*, ed. Santiago De Molina, CEU Ediciones, Madrid, Spain, (2014).

#### **Other publications, (Reviewed)**

Franco, David, "Living on a Chinese Kite. The Spectacularization of Domestic Life on the Eames House," *Ra Revista de Arquitectura Universidad de Navarra*, 19 (2016) (under review)

Franco, David, "Simulated scenography of the collective: Mimesis and simulacrum at the Quartiere Tiburtino" *VLC Arquitectura Research Journal*, vol2 nr1, 75-100 (2015)

Franco, David, "Everydayness, Subversion or Utopia. Political Content and Innovation on the Architecture of Critical Realism", *Constelaciones Academic Journal*, nr 2, (2014)

#### **Conference Proceedings (Reviewed)**

Franco, David, "Backyard Junk and Big Boxes. Inequality and Spatial Politics in the Rural South", *Proceedings of the ACSA Fall Conference 'Building for Health and Well-Being*, Honolulu, USA (September 2016).

Franco, David, "The Architectural Invention of Working Class Memory in Byker" *Proceedings Third Biennial Conference on Critical Heritage Studies*, School of Management Université du Québec à Montréal. Montreal, Canada (June 2016).

Franco, David, "Architecture facing reality: Between trauma and the everyday" *Proceedings Conference on Architectural Research addressing Societal Challenges*, European Association for Architectural Education (EAAE) and the Architectural Research Centers Consortium (ARCC), Lisbon, Portugal (June, 2016). (Accepted paper/ not presented)

Franco, David, "Suburban domesticity as a form of resistance," *Proceedings Conference 'Housed by Choice Housed by Force'*, Architecture, Media Politics and Society Research Center. University of Cyprus / The Cyprus Institute, Nicosia, Cyprus (January, 2016).

Franco, David, "Constructing the Political Image of the Everyday: Fiction Or Authenticity In Participatory Architecture," *Proceedings ACSA Annual Meeting on The Expanding Periphery and the Migrating Center*, University of Toronto & Ryerson University, Toronto, Canada (March, 2015)

Franco, David, "Propaganda, Reclamation or Critique: The Politics of Retroactive Manifestos in Contemporary Architecture," *Proceedings from International Research Symposium TABULA RASA*, Universidad de Navarra, Pamplona, Spain (February 2015)

Franco, David, "Imitation of Life: The Simulation of The Everyday as a Political Expression," *Proceedings from The Mediated City Conference*, AMPS and Woodbury University, Los Angeles, USA (November 2014)

Franco, David, "Everydayness, Subversion or Utopia: Political Awareness and Innovation in the Architecture of Critical Realism," *Proceedings from the ACSA International Conference. Open Cities: The New Post-Industrial World Order*. Seoul, South Korea (June 2014) (Accepted paper/ not presented)

#### **Other publications, (Non-reviewed)**

Franco, David, "New Kroken Park," *Essays On Thermodynamics Architecture and Beauty* (book ed. I. Abalos), Actar Publishers, Barcelona, Spain (May 2015)

#### **PRESENTATIONS/EXHIBITIONS**

##### **Presentations/Exhibitions, Reviewed**

"The Journey to Reality: Simulacrum and Critique on Architectural Realism)," keynote speaker, Escuela de Arquitectura Univ. Alcalá de Henares, Spain (Jan 20, 2016).

"Architecture and Realism: From The practices of Everyday to the Socially Complex Tissues," keynote speaker, Master in Landscape Architecture, Institute of Technology Univ. San Pablo Ceu, Madrid Spain (April 29 2013)

"Realism and Architecture, Everydayness as a Correction to Modernity," keynote speaker, Escuela Universitaria de Diseño e Innovación), Madrid, Spain (April 2, 2013)

"Infiltrations of the Everyday," keynote speaker, Tricontinental Master in Architecture. School of Architecture Universidad Europea de Madrid, Madrid, Spain (Feb 25, 2013)

##### **Presentations/Exhibitions, Non-Reviewed:**

"Architecture as an activator for public space," respondent to main speaker Miguel Rosales, Arts and The Public ASAP/7 conference, Association for the Study of the Arts of the Present (Sep 7, 2015)

"Cloud of Questions, On the work of Misc arquitectos," Faculty Art Exhibition, Prichard Art Gallery. Moscow, Idaho (January, 2014)

"Complex Tissues, Thick Skins and the Rhythms of the Everyday," Guest Critic Lecture Series, College of Art and Architecture Univ. of Idaho, Moscow, ID (October 28, 2013)

"Architectures of the Everyday," lecture series speaker, Bergen School of Architecture, Bergen, Norway (March 13, 2013)

## SPONSORED RESEARCH

'Backyard Junk and Big Boxes: Poverty and Spatial Politics in the Rural South', Richard H. Pennell Research Center, PI, \$5000, (\$5000), (2016-17)

**Full-time Instructional Faculty member:**

**Sallie Hambright-Belue**

## PUBLICATIONS

### Journals, (Reviewed)

Hambright-Belue, Sallie and Travers Scott, "Pedagogies of Spatial Perception," *Journal of Space, Place and Communication*, **01**, 17-28 (2015).

Hambright-Belue, Sallie and Robert Silance, "Consecrated Community: Indian Fields Methodist Camp Ground," *CLOG: Unpublished*, **CLOG**, (2013).

### Conference Proceedings (Reviewed)

Hambright-Belue, Sallie and Martin Holland, "1:1 A Case for Collaboration in Foundation Pedagogy," *1:1*, National Conference on the Beginning Design Student, Cal Poly San Luis Obispo, San Luis Obispo, California, (February 2016).

Hambright-Belue, Sallie and Martin Holland, "Shifting Ground: Collaboration and Creativity," *Innovation: Shifting Ground*, The Environmental Design Research Association, NC State, Raleigh, North Carolina (May, 2016).

Bronola, Nicole, Sallie Hambright-Belue, and Jon Leverett, "Curriculum as Media," *Identifying Means \_ Interrogating Methods \_ Investigating Materials*, National Conference on the Beginning Design Student, University of Houston, Houston, Texas, (February 2015).

Hambright-Belue, Sallie, "Avoiding Seamlessness," *Materiality: Essence and Substance*, National Conference on the Beginning Design Student, Illinois Institute of Technology, Chicago, Illinois, (April 2014).

## PRESENTATIONS/EXHIBITIONS

### Presentations/Exhibitions, Reviewed

"Food: What we Eat and Why we Eat It," Speaker, Focused "Interim" Course for Diverse Topics at Wofford College, Spartanburg, South Carolina (2016).

"Rural Development Strategies – Lessons from the Field," Panelist, Upstate Forever, Spartanburg, South Carolina (2016).

"Feed & Seed \_ Connecting Farms, Markets, and Tables," Speaker, South Carolina American Society of Landscape Architects, Charleston, South Carolina (2016).

"Inspiring Solutions: Leveraging Student Creativity to Solve Community Problems," Speaker, On Sustainability Conference, Portland, Oregon (Jan 2016).

"1:1 A Case for Collaboration in Foundation Pedagogy," Speaker, National Conference on the Beginning Design Student, San Luis Obispo, California (February 2016).

“Student Designs for a New Type of Community Garden,” Speaker, United States Food System Symposium, Davidson, North Carolina (April 2016).

“Shifting Ground: Collaboration and Creativity,” Speaker, Environmental Design and Research Association, Raleigh, North Carolina (May 2016).

“2015 Beginning Design Visiting Critic,” Invited Lecturer and Workshop, UNC Charlotte Foundation Studio, Charlotte, North Carolina (2015).

“Curriculum as Media,” Speaker, National Conference on the Beginning Design Student, Houston, Texas (2015).

“Generating Healthier Cities by Connecting Farmers and Consumers,” Congress for New Urbanism, Dallas, Texas (2015).

“Service-Learning: Leveraging Student Creativity to Solve Community Problems,” Community Development Society, Lexington, Kentucky (2015)

“Pedagogies of Spatial Perception,” Speaker, International Association for the Study of Environment, Space and Place, Connecticut, (2015).

“Leveraging Student Creativity to Encourage Community Engagement,” Speaker, The Engagement Scholarship Consortium, State College, Pennsylvania (2015)

“Service-Learning Projects \_ Strengthening Communities Through Partnerships with Universities,” Speaker, 11<sup>th</sup> Annual SC Upstate Research Symposium, Spartanburg, South Carolina (2015).

“Material Mixtures – Urban Agriculture,” Exhibitor, Environmental Design and Research Association, New Orleans, Louisiana (2014).

“Video-tique,” Exhibitor, National Conference on the Beginning Design Student, State College, Pennsylvania (2012).

“Increasing Food Access and Equality Through Design,” Speaker, Making Cities Livable, Portland, Oregon (2014).

“Feed & Seed: Reconnecting Farms, Markets, and Tables,” Speaker, Community Development Society International Conference, Dubuque, Iowa (2014).

“Avoiding Seamlessness,” Speaker, National Conference on the Beginning Design Student, Chicago, Illinois (2014).

“Urban Mixtures: Introducing Agriculture to the Modern City,” Speaker, Arts in Society, Rome, Italy (2014).

“Beginning with Analysis,” Speaker, Arts in Society, Budapest, Hungary (2013).

“Drawing Sustainable Farming Practices,” Speaker, Council of Educators in Landscape Architecture, Austin, Texas (2013).

“Avoiding Seamlessness,” Speaker, Speaker, Association of Architectural Educators, Nottingham, England (2013).

“Hybrid Garden Wall,” Speaker, Humanities Education and Research Association, Houston, Texas (2013).

“Video-tique,” Speaker, National Conference on the Beginning Design Student, State College, Pennsylvania (2012).

**Presentations/Exhibitions, Non-Reviewed:**

“Designing Food System Solutions: Clemson + Feed & Seed,” Artisphere 2016: Clemson University STEAM Exhibit, Greenville, South Carolina (2016).

“Undergraduate Architecture Education at Clemson University,” Speaker, Design Education Symposium, Clemson, South Carolina (2016).

“Apprenticeship and Incubator Farm Training,” Invited Speaker and Panelist, Low Country Local First, Charleston, South Carolina (2015).

“Apprenticeships: Models, Best Practices, and Lessons Learned,” Panelist, CFSA Sustainable Agriculture Conference, Greenville, South Carolina (2014).

“Our Local Food System,” Invited Speaker, Clemson University Communications Capstone Class, Clemson, South Carolina (2014).

“Pastured Poultry,” Workshop Instructor, 2014 SC Council for Organic Living Conference, Greenville, South Carolina (2014).

Invited Speaker, SC AgriBiz and Farm Expo, Florence, South Carolina (2014).

“Architecture + Agriculture,” Invited Speaker, Hub Bub Talk 20, Spartanburg, South Carolina (2013).

“Hybrid Garden Wall,” Invited Speaker, Clemson University HORT 309 Sustainable Landscape Garden Design, Clemson, South Carolina (2012).

**HONORS AND AWARDS**

AAH 2016 Creativity Professorship Nominee, Clemson University College of Architecture Arts and Humanities (2016).

AAH Award for Excellence in Teaching Nominee, Clemson University College of Architecture Arts and Humanities (2016).

ACSA Teaching Award Nominee, ACSA (2015).

Service Alliance Fellow, Clemson University (2014).

Best Presentation Design Build Competition, ASC Region II Construction Competition, Team Coach (2013).

First Place Design Build Competition, ASC Region II Construction Competition, Team Coach (2012).

**SPONSORED RESEARCH**

“Site-Specific Messaging: Communicating Food, Identity, and Culture,” Clemson University Creative Inquiry, Co-Principal Investigator, \$2000, (\$1000), (2015-2016).

“Site-Specific Messaging: Communicating Food, Identity, and Culture,” Clemson University Pearce Center for Professional Communication, Co-Principal Investigator, \$600, (\$300), (2015-2016).

“Integrated Project Delivery Certificate Program Development,” Clemson University School of Architecture and Department of Construction Science and Management, Co-Principal Investigator, \$32,000, (\$8,000), (2015-2016).

“Undergraduate Architecture Curriculum,” Clemson University Creative Inquiry, Principal Investigator, \$9000, (\$9000), (2014-2015).

“Developing a Foundation Pedagogy,” Clemson University College of Architecture, Arts and Humanities, Principal Investigator, \$3000, (\$3000), (2013).

“Feed & Seed: Re-Connecting Farms, Markets, and Tables,” Clemson University Pannel Center, Principal Investigator, \$5000, (\$5000), (2014).

“Vertical Garden Wall,” Charleston Parks Conservancy, Principal Investigator, \$2000, (\$2000), (2011).

**Full-time Instructional Faculty member:**

**Dan Harding**

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## **PUBLICATIONS**

### **Conference Proceedings (Reviewed)**

Harding, D., Albright, D., Stoner, M., Blouin, V., Heine, U., Pastre, D. “Sim[PLY]: Innovative Platform Framing with CNC-Fabricated Plywood Componentry,” *Proceedings of the 2016 World Conference on Timber Engineering*, WCTE, Vienna , Austria (August 2016).

Harding, D., Albright, D., Blouin, V., Heine, U., Pastre, D. “Sim[PLY]: Achieving Carbon Neutrality Through Innovative Building Assemblies and Processes,” *Proceedings of the 2016 Passive and Low Energy Architecture Conference*, PLEA, Los Angeles, California (July 2016).

Harding, D., Albright, D., Blouin, V., Heine, U., Pastre, D. “A Solar Decathlon House Intentionally Designed to Increase Teaching Opportunities,” *Proceedings of the 2016 EAAE/ARCC International Conference*, EAAE/ARCC, Lisbon, Portugal (June 2016).

Harding, D., Albright, D., Blouin, V., Heine, U., Pastre, D. “Sim[PLY],” *Proceedings of the 2015 Passive and Low Energy Architecture Conference*, PLEA, Bologna, Italy (October 2015).

Harding, D., Albright, D., Barrios, C., Ersoy, U. “Form, Cast, Strip: Exploring Precast Concrete Construction Through Tessellated Component Design,” *Project poster in the proceedings of the 2015 Building Technology Educators Society Conference*, BTES, Salt Lake City, Utah (June 2015)

Harding, D., Albright, D., Barrios, C., Ersoy, U. “Intra-Disciplinary Pedagogy in Design: A Case Study for Collaboration and Diversity in a Research-Based Design Studio,” *Proceedings of the 2014 Associated Collegiate Schools of Architecture International Conference*, ACSA, Seoul, South Korea (June 2014).

*Harding, D., Heine, U., Sill, B., Bowman, A., "Guerilla Ecologies," ACSA 101<sup>st</sup> annual meeting: New Constellations-New Ecologies, San Francisco, CA, editors: Ila Berman and Edward Mitchell, ISBN: 978-0-935502-84-8 (March 2013).*

## **PRESENTATIONS/EXHIBITIONS**

### **Presentations/Exhibitions, Reviewed**

*"Leveraging Technology for Communal Participation: Indigo Pine," Rotary International Sunrise Rotary meeting, Clemson, SC (February 5, 2016)*

*"Community Engagement Through Design Thinking and Material Consciousness," ALPHA EPSILON LAMBDA-ETA CHAPTER, Clemson University (AEL) Keynote speaker/honorary member, Annual Induction meeting (November 28, 2015)..*

*"Indigo Pine: Sustainable Thinking and Acting," SC-US GREEN BUILDING COUNCIL, Annual Meeting, Columbia, SC (November 6, 2015).*

*"Indigo Pine: Areas of Emphasis and Integrated Collaboration," Clemson University Board of Visitors Annual Meeting, Clemson, SC (October 30, 2015).*

*"Clemson University Indigo Pine House", faculty director of architecture design, construction, and market placement, 2015 U.S. DOE Solar Decathlon Competition, Irvine, CA (October 8-18, 2015).*

*"Bringing Handcraft to Construction and Connecting Campuses from Across the Region", co-developed with D. Pastre (presenter), U. Heine, D. Albright, V. Blouin, 2015 SBSE Retreat, Highlands, NC (June 16-19, 2015).*

*"Nouns and Operative Verbs: Translating Constructive Learning," Keynote speaker, Infinity Education Consortium: Georgia-Carolinas Reggio Emilia, Annual Meeting, Greenville, SC*

*"Pop-up atelier: Architectural environments for learning inspired by the Reggio Emilia approach," Bibliotect/Library Edmondo De Amicis, Genoa, Italy*

*"Creating a Community Design Culture: A+cB, CR+DC, and the POP-UP atelier," AIA Spartanburg chapter, Spartanburg, SC*

*"The Art of Constructing Trust: Material, Making, and our Relationship with Implements," WORKING OUT: thinking while building, ACSA Fall Conference, Dalhousie, Nova Scotia, (October 16-18, 2014).*

*"Hardwiring Working Hands: learning to build," WORKING OUT: thinking while building, ACSA Fall Conference, Dalhousie, Nova Scotia, (October 16-18, 2014).*

*Vitruvian Mechanics: a model for evaluating, assessing, and disseminating the design+build experience," WORKING OUT: thinking while building, ACSA Fall Conference, Dalhousie, Nova Scotia, co-presenter (October 16-18, 2014).*

*"Appropriation and Advancement in Design+Build Theory: Liminal Interventions, A place between the Didactic and the Visceral," The Place of Theory in Architectural Practice and Education, Bangkok, Thailand (August 15-17, 2013)*



“Community Design+Build, and the Architecture+communityBUILD Certificate program,” SC AIA 100<sup>th</sup> Annual Conference: Architecture + Education Continuing Education Session presentation/panel discussion, co-presenter (May 10, 2013).

## **HONORS AND AWARDS**

**Robert Mills Endowed Professorship in Architecture**, Clemson University (2015-2016)

**Faculty Service Learning Award**, Honoree, **South Carolina Campus Compact** (2015)

30 Most Admired Educators, Design *INTELLEGENCE*, (2013)

Creativity Professorship, Clemson University CAAH (2012-2013)

Faculty Excellence Award, Clemson University Board of Trustees (2012)

## **SPONSORED RESEARCH**

“Expanding the Use of Wood Products in South Carolina,” United States Department of Agriculture, co-investigator \$250,000, (2015- ).

“Precast Performative Morphologies,” Precast Concrete Institute Foundation, co-investigator/collaborator, \$100,000, (2014- ).

“Clemson University Solar Decathlon 2015,” United States Department of Energy, co-investigator, \$50,000, (2013-2015).

“Sim[PLY] CNC plywood construction system,” CURF sponsored patent application: CXU-895-P (2015-053), co-Investigators V. Blouin, U. Heine, D. Albright, U. Ersoy, D.Pastre (2014- ).

“South Carolina Botanical Garden Pedestrian Bridge,” design+build project, \$120,000, Clemson, SC (2014).

“South Carolina Botanical Garden Way finding,” design+build project, \$15,000, Clemson, SC (2014).

“LOOKout: Sassafras Mountain Overlook,” design+build project, \$5,000, Sassafras Mountain, SC (2012).

“Clemson Experimental Forest Trailhead prototype: introduction, orientation, and threshold,” design+build project, \$10,000, Clemson, SC (2012).

“SCBG Pavilion, South Carolina Botanical Garden Plant Sale Pavilion,” design+build project, \$12,000, Clemson, SC (2012).

“PICK(nic) tables: CODE academy,” design+build project, \$1,400, Seneca, SC (2012).

“BARKpark Pavilion, Greenville Humane Society,” design+build project, \$9,500, Greenville, SC (2012).

“FIELD station, Student Organic Farm,” design+build project, \$7,000, Clemson, SC (2012).

“North Forest trail marking/mapping and orientation,” design+build project, \$4,000, Clemson, SC (2012).

#### **OTHER SPONSORED ACTIVITY**

Solar Decathlon: EUROPE, research travel for feasibility, creative, and logistic assessment, Versailles, France, \$10,000 Bosch Foundation travel grant (2014).

Department of Energy Solar Decathlon, research travel for feasibility, creative, and logistic assessment, Irvine, CA, \$15,000 Steelman-CAF travel grant (2013).

Creative Research and Scholarship Grant, CAAH Creativity Professorship, \$5,000, (2012-13).

#### **OTHER CREATIVE ACTIVITY**

Professional Practice, Intrinsic Architecture, Bozeman, MT (1998-2014).

**Full-time Instructional Faculty member:**

**Douglas Hecker**

#### **PUBLICATIONS**

##### **Book Chapter**

Hecker, Douglas, “Container Ecology”, Landscapes of Mobility: Culture, Politics, and Placemaking. N.p.: Ashgate Group, 2013. Print.

##### **Citations of My Work**

"Shipping Container Restaurant The Largest In The US." Sustainablog. N.p., 01 Apr. 2015. Web. 26 Aug. 2016.

"Nation's Largest Shipping Container Restaurant Was Installed in Just 3 Days." Inhabitat Green Design Innovation Architecture Green Building. N.p., n.d. Web. 26 Aug. 2016.

"Contain Yourself." WNC Magazine. N.p., n.d. Web. 26 Aug. 2016.

"Smoky Park's 19 Containers — Modulate." Modulate. N.p., 16 Nov. 2015. Web. 26 Aug. 2016.

"PATCH: Moogfest Installation by Clemson University Architecture Students." Architect. N.p., n.d. Web. 26 Aug. 2016.

"A Restaurant Constructed from 19 Salvaged Shipping Containers." Dwell. N.p., n.d. Web. 26 Aug. 2016.

"Clemson University Moog Studio." Architizer. N.p., n.d. Web. 26 Aug. 2016.

"City Building Blocks: Shipping Container Structures Are Stacking up in Asheville." Mountain Xpress. N.p., n.d. Web. 26 Aug. 2016.

Meinhold, Bridgette. Urgent Architecture: 40 Sustainable Housing Solutions for a Changing World.

"SEED Haiti", New York: W.W. Norton, 2013. Print.

Larry Bleiberg, Special for USA TODAY. "10 Best: Cool Shipping-container Conversions." USA Today. Gannett, 13 Nov. 2015. Web. 26 Aug. 2016.

## **PRESENTATIONS/EXHIBITIONS**

### **Presentations/Exhibitions, Non-Reviewed:**

"Shipping Containers in Housing", Invited Speaker, Asheville Habitat for Humanity (March 2016)

"Additive Manufacturing in Architecture" Invited Speaker, AB-Tech Conference on Additive Manufacturing (2014)

### **SPONSORED RESEARCH**

Community Engagement and Advanced Technology, Creative Inquiry CU, Principal Investigator~\$7,200 (2013-16)

### **OTHER SPONSORED**

Moogfest Installation (monetary support), Moog Music Inc., \$10,000 (2014)

Moogfest Installation (in-kind donation), Polygal USA Inc., \$5,000 (2014)

"Bee Hotel" Asheville Design Build, Asheville Design Center, Asheville NC ~\$4,500 (2016)

"ULEAF Mobile Stage" Asheville Design Build, Asheville Design Center, Asheville NC ~ \$10,000 (2015)

"YWCA Bee Hive Pavilion" Asheville Design Build, Asheville Design Center, Asheville NC ~\$8,000 (2014)

"13 Bones Pedestrian Bridge" Asheville Design Build, Asheville Design Center, Asheville NC ~\$17,000 (2013)

### **OTHER CREATIVE ACTIVITY**

Practice: Smoky Park Supper Club, Asheville NC, Nation's largest restaurant built from shipping containers (2013-2015)

**Full-time Instructional Faculty member:**

**Ulrike Heine**

## **PUBLICATIONS**

### **Other publications, (Reviewed)**

U. Heine "Teaching Sustainability In Design Without Greenwashing" *Journal of Civil Engineering and Architecture*, David Publishing Company, Volume 8, Number 4 (Serial Number 77), ISSN: 19347359 (print) | ISSN 1934-7367 (online) (2014)

### **Conference Proceedings (Reviewed)**

Albright, D., Stoner, M., Blouin, V., Harding, D., Heine, U., Pastre, D. "Sim[PLY]: Innovative Platform Framing with CNC-Fabricated Plywood Componentry,"

*Proceedings of the 2016 World Conference on Timber Engineering, WCTE, Vienna , Austria (August 2016).*

Albright, D., Blouin, V., Harding, D., Heine, U., Pastre, D. "Sim[PLY]: Achieving Carbon Neutrality Through Innovative Building Assemblies and Processes," *Proceedings of the 2016 Passive and Low Energy Architecture Conference*, PLEA, Los Angeles, California (July 2016).

Albright, D., Blouin, V., Harding, D., Heine, U., Pastre, D. "A Solar Decathlon House Intentionally Designed to Increase Teaching Opportunities," *Proceedings of the 2016 EAAE/ARCC International Conference*, EAAE/ARCC, Lisbon, Portugal (June 2016).

Albright, D., Blouin, V., Harding, D., Heine, U., Pastre, D. "Sim[PLY]," *Proceedings of the 2015 Passive and Low Energy Architecture Conference*, PLEA, Bologna, Italy (October 2015).

Albright, D., Barrios, C., Ersoy, U., Harding, D., "Form, Cast, Strip: Exploring Precast Concrete Construction Through Tessellated Component Design," *Project poster in the proceedings of the 2015 Building Technology Educators Society Conference*, BTES, Salt Lake City, Utah (June 2015).

Albright, D., Barrios, C., Ersoy, U., Harding, D. "Intra-Disciplinary Pedagogy in Design: A Case Study for Collaboration and Diversity in a Research-Based Design Studio," *Proceedings of the 2014 Associated Collegiate Schools of Architecture International Conference*, ACSA, Seoul, South Korea (June 2014).

K. Kruzner; U. Heine; L. Klotz, "Low-Carbon Materials Management: A Case Study For A Net-Zero Energy House With Minimized Carbon Footprint ", *Proceedings of ICSDEC 2012 | 2nd International Conference for Sustainable Design, Engineering and Construction*, ISBN: 9780784412688 (2012)

U. Heine, "Teaching Sustainability in Design Without Greenwashing", *Proceedings of SASBE 2012 | 4<sup>th</sup> CIB Conference on Smart and Sustainable Built Environments*, Title: Emerging economies, ISBN: 978-85-65823-03-6 (2012)

U. Heine, "Teaching Sustainability in Design without Greenwashing", *Proceedings of the 28th International PLEA (Passive and Low Energy Architecture) Conference Lima | Peru*, Title: Opportunities, Limits & Needs | Towards An Environmentally Responsible Architecture (2012)

## **PRESENTATIONS/EXHIBITIONS**

### **Presentations/Exhibitions, Reviewed**

U. Heine, "Affordable Low Energy Architecture As An Equilibrium of Passive and Active Home design strategies", *Sustain SC, USGBC Chapter Conference and Expo*, Greenville, SC | USA (2012)

## **HONORS AND AWARDS**

New Faculty Teaching Award 2012, AIAS (American Institute of Architects)/ ACSA (Association of Collegiate Schools of Architecture) (2012)

Creativity Professorship, CAAH College of Architecture, Arts and Humanities Clemson University (April 2012, 2-year term)

The Sustainable Home Competition – A Habitat for Humanity Student Design Competition, ACSA (Association of Collegiate Schools of Architecture) Winning Project, South Region  
Students: Nick Barrett, Sam Pruitt (2012)

International Sustainable Laboratory Student Design Competition, ACSA (Association of Collegiate Schools of Architecture) Winning Project, Students: Caitlin Ranson, Dianah Katzenberger (2012)

Design to Zero Competition, DOW Solar, 1<sup>st</sup> prize: Eric Laine, Suzanne Steelman [20,000\$]  
2<sup>nd</sup> prize: Caitlin Ranson, Daniel Kim [10,000\$], Honorable Mention: John Oxenfeld, Adam Wilson, Subcategory Design Integration: Mike Niezer, Adrian Mora , Subcategory Photovoltaic Integration: Jason Drews, James Graham (2012)

## **SPONSORED RESEARCH**

“Precast Performative Morphologies,” Precast Concrete Insitute Foundation, co-investigator, \$100,000, (2014- ).

“Clemson University Solar Decathlon 2015,” United States Department of Energy, co-investigator, \$50,000, (2013-2015).

**Full-time Instructional Faculty member:**

**Anjali Joseph**

## **PUBLICATIONS**

### **Books and Chapters**

Joseph, A., Taylor, E., & Quan, X. (in progress). Creating safer healthcare environments using an evidence-based design process. In V. K. Singh (Ed.). *Innovative, Lean & Evidence Based Healthcare Facilities Planning and Design*.

### **Other publications, (Reviewed)**

Ibrahim, A., Dimick, J., & Joseph, A. (2016). Building a better operating room: Views from Surgery and Architecture. *Annals of Surgery* (Accepted for Publication).

Joseph, A., Wingler, D., & Zamani, Z. (2016). Communication, Coordination and Collaboration: Understanding the Nature of Work for Pre-operative and Post-operative Nurses in Ambulatory Surgical Environments. *Journal of Interior Design, Under review*.

Quan, X., Joseph, A., & Nanda, U. (2016). Developing Evidence-based Tools for Designing and Evaluating Hospital Inpatient Rooms. *Journal of Interior Design, Under review*.

Quan, X., Joseph, A., Nanda, U., Moyano-Smith, O., Kanakri, S., Ancheta, C., & Loveless, E. A. (2016). Improving Pediatric Radiography Patient Stress, Mood, and Parental Satisfaction Through Positive Environmental Distractions: A Randomized Control Trial. *J Pediatr Nurs*, 31(1), e11-22.  
doi:10.1016/j.pedn.2015.08.004

Joseph, A., Choi, Y.-S., & Quan, X. (2015). Impact of the Physical Environment of Residential Health, Care, and Support Facilities (RHCSF) on Staff and Residents: A Systematic Review of the Literature. *Environment and Behavior*. doi:10.1177/0013916515597027

### **Conference Proceedings (Reviewed)**

Taylor, E., Quan, X., & Joseph, A. (2015). *Testing a tool to support safety in healthcare facility design*. Paper presented at the 6th International Conference on Applied Human Factors and Ergonomics (AHFE 2015) and the Affiliated Conferences, Krakow, Poland

### **Other publications, (Non-reviewed)**

Joseph, A. (2016, April 14). Overcoming challenges while designing clinics. *Healthcare Executive*.

Joseph, A. (2015, March 5). Design Principles and Trends in Assisted Living. *Healthcare Executive*.  
<https://www.healthcareexecutive.in/design-principles-and-trends-in-assisted-living>

### **PRESENTATIONS/EXHIBITIONS**

#### **Presentations/Exhibitions, Reviewed**

Joseph, A., Wingler, D., Zamani, Z., & Wilson, S. (2016, May 18-21). *Communication, coordination and collaboration: Understanding the nature of work for pre-operative and post-operative nurses in Ambulatory Surgical Environments*. Paper presented at the EDRA 47: Innovation - Shifting Ground, Raleigh, North Carolina.

Joseph, A., Zamani, Z., & Machry, H. (2016, May 18-21). *Addressing patient safety outcomes associated with the operating room's built environment* Paper presented at the EDRA 47: Innovation - Shifting Ground, Raleigh, North Carolina.

Joseph, A., Zamani, Z., Machry, H., & Davis, R. (2016, May 18-21). *Impact of light on outcomes in healthcare settings – A review of the literature*. Paper presented at the EDRA 47: Innovation - Shifting Ground, Raleigh, North Carolina.

Davis, R., Joseph, A., & Rizzo, P. (2016, April 13). *Research to application: Lighting for Healthcare*. Paper presented at the Lightfair International (LFI), San Diego.

Joseph, A., Zamani, Z., & Quan, X. (2015, November 16). *Designing ambulatory care facilities: An evidence-based design checklist*. Presentation at the 2015 Healthcare Design Conference (HCD 15), Washington, DC.

Taylor, E., Quan, X., & Joseph, A. (2015, July). Testing a tool to support safety in healthcare facility design. Research presented at the 6th International Conference on Applied Human Factors and Ergonomics, Las Vegas.

Quan, X., & Joseph, A. (2015). *Connecting Research and Design: The Development of an Evidence-based Tool for Designing and Evaluating Hospital Inpatient Rooms*. Paper presented at the EDRA 46 Brainstorm: Dynamic interactions of environment-behavior and neuroscience, Los Angeles.

Joseph, A., Taylor, E., & Quan, X. (2015). Designing for Safety Seminar. One-day pre-conference workshop at the ASHE PDC, San Antonio, TX.

Joseph, A., & Taylor, E. (2015, March 18). Using a Safety Risk Assessment in the healthcare facility design process. Presentation at the American Society of Healthcare Engineers Conference- Planning Design and Construction (ASHE PDC), San Antonio, TX.

### **HONORS AND AWARDS**

Spartanburg Regional Healthcare System Endowed chair in Architecture + Health Design (2015 onwards)

### **SPONSORED RESEARCH**

Three funded projects – total value of (\$4,151,999)

2015-2019	Principal Investigator, Learning Lab Director, Realizing Improved Patient Care through Human Centered Design in the OR (RIPCHD.OR). The
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purpose of this 4-year project is to develop ergonomic and safe operating room design that impact patient safety outcomes such as surgical site infections and medical errors.

Sponsor: Agency for Healthcare Research and Quality (AHRQ)

Budget: \$4 million

Duration: September 1, 2015 – August 31, 2019

Collaborators: Clemson University (CAAH, Industrial Engineering and College of Business), Medical University of South Carolina (MUSC) and Health Sciences South Carolina (HSSC)

- 2015-2017      Principal Investigator, Design of Healthcare Spaces and Products of the Future. The purpose of this project is to develop innovative concepts and design solutions to support collaboration in ambulatory care workspaces of the future.  
Gift sponsor: Haworth (via Watt Family Innovation Center)  
Budget: \$58,000 - \$100,000/year for 5 years (variable amount allocated per year)  
Duration: October 2015 – December 2019  
Collaborator: Materials Sciences, Clemson University
- 2015-2016      Principal Investigator, Literature Review: Impact of Light on Health Outcomes. The purpose of the project is to synthesize the peer reviewed literature linking lighting and daylight with outcomes in healthcare settings.  
Sponsor: Battelle in operation of Pacific Northwest National Laboratories (PNNL)  
Budget: \$31,999  
Duration: December 2015 – September 2016

Submitted grant proposals:

Using Digital (Audio-Visual Game-Based) Simulation to Proactively Improve Medication Safety in Hospitals for Nurses in Medical-Surgical Units; Sponsored by National Institutes of Health/DHHS from 8/1/2016 to 7/31/2019. Total budget amount requested - \$1,169,389 (under review)

**Full-time Instructional Faculty member:** **Michael Carlos Barrios Kleiss**

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## **PUBLICATIONS**

### **Books and Chapters**

Barrios C.R., *The Computation Nature of Gaudi's Sagrada Familia*, in *Computational Constructs: Architectural Design, Logic and Theory*. WACA, Shanghai, China, 2009. Years Published), Publisher, Publisher's address, (Years published), ISBN.

### **Other publications, (Reviewed)**

Barrios C. R. "Thinking Parametric Design: Introducing Parametric Gaudi" *Design Studies*, Special Issue on Digital Design and Digital Architecture. **Volume 27**, pages 309-324 (2006)

### **Conference Proceedings (Reviewed)**

Barrios C., Alani M. "Parametric Transformations in Islamic Geometric Patterns" *Computer Aided Architectural Design Futures Conference 2015*, CAAD Futures, Sao Paulo, Brazil, (July 2015)

Barrios C., Alani M. "Metamorphosis in Islamic Geometric Patterns" *Computer Aided Architectural Design and Research in Asia*, CAADRIA, Taegu, South Korea, (May 2015)

Alani M., Barrios C. "The Extraction of the New from the Traditional" *Proceedings of the Architectural Research Centers Consortium 2015 Conference*, ARCC, Chicago, Illinois, (February 2015)

Barrios C., Ersoy, U., Harding, D., Albright, D. "Intra-Disciplinary Pedagogy in Design" *Association of Collegiate Schools of Architecture International Meeting*, ACSA, Seoul, South Korea, (June 2014)

Barrios C. "Navigation and Visualization in Multidimensional Spaces" *Computer Aided Architectural Design and Research in Asia*, CAADRIA, Kyoto, Japan, (May 2014)

Barrios C. "Parametric Models in Hyperspace" *Association of Collegiate Schools of Architecture 102<sup>nd</sup> Annual Meeting*, ACSA, Miami, Florida, (April 2014)

Barrios C. "A Textile Block Grammar" *International Congress of the Sociedad Iberoamericana de Grafica Digital*, SIGraDi, Valparaiso, Chile, (November 2013)

Barrios C. "Parametric Affordances: What? When? How?" *Association of Computer Aided Design in America*, ACADIA, Lincoln, Nebraska, (March 2011)

Barrios C., Alomar D. "Computing with Textile Blocks" *Computer Aided Architectural Design and Research in Asia*, CAADRIA, Chiang Mai, Thailand, (April 2008)

Barrios C., Alomar D. "Process as the Link Between Design and Making" *Association of Collegiate Schools of Architecture 96<sup>th</sup> Annual Meeting*, ACSA, Houston, Texas, (March 2008)

Barrios C. "Cognitive Models for Parametric Design" *International Congress of the Sociedad Iberoamericana de Grafica Digital*, SIGraDi, Mexico City, Mexico, (November 2007)

Barrios C., Lemley C., "Expanding Design Boundaries: Symmetry Experiments in Frank Lloyd Wright's Textile Block Houses" *Education and Research in Computer Aided Architectural Design in Europe*, eCAADe, Frankfurt, Germany, (September 2007)

Barrios C. "Evaluation of Parametric Models: Two Provisos for Evaluating the Column Designs of the Sagrada Familia" *International Congress of the Sociedad Iberoamericana de Grafica Digital*, SIGraDi, Lima, Peru, (November 2005)

Barrios C. "Symmetry, Rules and Recursion: How to Design like Santiago Calatrava" *Education and Research in Computer Aided Architectural Design in Europe*, eCAADe, Lisbon, Portugal, (September 2005)

Barrios C. "Counting Parametric Models" *Computer Aided Architectural Design Futures Conference 2005*, CAAD Futures, Vienna, Austria, (June 2005)

Barrios C. "Parametric Gaudi" *International Congress of the Sociedad Iberoamericana de Grafica Digital*, SIGraDi, Sao Leopoldo, Brazil, (November 2004)

## PRESENTATIONS/EXHIBITIONS



## **Presentations/Exhibitions, Reviewed**

“Computation and Creativity: Design”, (Moderator), ICCC 2016, Paris, France (July 2016).

“Computation of Islamic Geometric Patterns”, (Poster), Design Computing and Cognition, DCC 2016, Chicago, Illinois (July 2016).

“Toys that Foster Creativity”, (Speaker), TEDx Clemson, Clemson University (May 2016).

“Precast Performative Morphologies”, (Speaker), PCI National Convention, Nashville, Tennessee (March 2016)

“Generative Design: Biological” (Chair) *eCAADe 2015*, Vienna, Austria, (September 2015)

“Parametric Transformations in Islamic Geometric Patterns” (Speaker) *CAAD Futures 2015*, Sao Paulo, Brazil, (July 2015)

“Metamorphosis in Islamic Geometric Patterns” (Presenter) *CAADRIA 2015*, Taegu, South Korea, (May 2015)

“The Extraction of the New from the Traditional” (Presenter) *ARCC 2015*, Chicago, Illinois, (February 2015)

“Clemson Precast Studio”, (Speaker), PCI National Convention, Washington, DC (September 2014)

“Periodic Arrangements of Gaudinian Columns in Hyperspace”, (Poster/Presenter), Design Computing and Cognition, DCC 2014, London, UK (June 2014).

Barrios C. “Navigation and Visualization in Multidimensional Spaces” (Presenter), *CAADRIA 2014*, Kyoto, Japan, (May 2014)

“Parametric Models in Hyperspace” (Presenter) *ACSA*, Miami, Florida, (April 2014)

“A Textile Block Grammar” (Presenter) *SIGraDi*, Valparaiso, Chile, (November 2013)

“Design Computation PhD Forum” (Panelist) *SIGraDi*, Valparaiso, Chile, (November 2013)

“Science, Technology, Engineering, Art and Math STEAM” (Collective Exhibition) *UCF School of Visual Arts Gallery*, Orlando, Florida, (April 2013)

“UCF SVAD Art Show” (Collective Exhibition) *University of Central Florida*, Orlando, Florida, (November 2012)

“Design Topology” (Key Note) *Trans-Element Symposium*, Washington, DC, (March 2012)

“UCF SVAD Show” (Collective Exhibition) *UCF School of Visual Arts Gallery*, Orlando, Florida, (November 2011)

“Parametric Sculptures” (Solo Exhibition) Cultural Center, Inter-American Development Bank (IDB), Washington, DC, (May-June 2011)

“Parametric Winter” (Solo Exhibition) Project 4 Gallery, Washington, DC, (February-April 2011)

#### **SPONSORED RESEARCH**

“Tessellated Architectural Systems for Adaptable Buildings”, URGIC, Principal Investigator, \$9,981, (2016-2017)

“Precast Performative Morphologies”, PCI Foundation, Principal Investigator, \$100,000, (2014-2018)

“Parametric Design in Architecture”, CAF, Principal Investigator, \$2,000 (2015-Present)

“Precast High Performance Structures” Pennell Center, Principal Investigator, \$4,998 (2015-Present)

“Morphological Analysis of the Sagrada Familia Vaults”, FRDP, Principal Investigator, \$3,000, (2014-2015)

“Structural Morphology in the 21<sup>st</sup> Century”, FRDP, Principal Investigator, \$3,000, (2014-2015)

#### **OTHER SPONSORED ACTIVITY**

“Creative Inquiry: Morphology Research Studio”, CUCI, Principal Investigator, \$4,000, (2014-Present)

“Creative Inquiry: Creative Play”, CUCI, Principal Investigator, \$4,000, (2015-Present)

“Creative Inquiry: Cities, Memories and Models”, CUCI, Principal Investigator, \$4,000, (2015-Present)

“Creative Inquiry: Biomimicry and Biomimetics”, CUCI, Principal Investigator, \$2,000, (2016-Present)

#### **OTHER CREATIVE ACTIVITY,**

Parametric Sculptures, Self-Sponsored, (2000-Present)

Non-Deterministic Parametric Shape Grammars, Self-Sponsored, (2000-Present)

Kinetic Structures, Self-Sponsored, (1999-Present)

**Full-time Instructional Faculty member:**

**Peter L. Laurence**

#### **PUBLICATIONS**

##### **Books and Chapters**

Peter L. Laurence, *Becoming Jane Jacobs*, University of Pennsylvania Press, Philadelphia (2016), 978-0812247886.

Peter L. Laurence, "Modern (or Contemporary) Architecture circa 1959," *A Critical History of Contemporary Architecture: 1960–2010*, Elie Haddad and David Rifkind, eds., Ashgate, London (2014). 978-1409439813

Peter L. Laurence, "Jane Jacobs, the Townscape Movement, and the Emergence of Critical Urban Design," *Townscapes of Modernity: Alternative Visions of Reconstruction*, J.R. Pendlebury, E. Erten, P. Larkham, eds. Routledge, London (2014).

Peter L. Laurence, "The Unknown Jane Jacobs: Geographer, Propagandist, City Planning Idealist," *Reconsidering Jane Jacobs*, Max Page & Tim Mennel, eds. Planners Press, Chicago (2011). 978-1932364958

Peter L. Laurence, co-author and co-editor, *The Penn Resolution: Educating Urban Designers for Post-Carbon Cities*, University of Pennsylvania, Philadelphia (2011). 978-0615457062

Peter L. Laurence, "Jane Jacobs," *The Grove Encyclopedia of American Art*, 1<sup>st</sup> ed., J. Marter, ed. Oxford University Press, New York (2011). 978-0195335798

Peter L. Laurence, "Urban Renewal," *The Grove Encyclopedia of American Art*, 1<sup>st</sup> ed., J. Marter, ed. Oxford University Press, New York (2011). 978-0195335798

#### **Other publications, (Non-reviewed)**

Peter L. Laurence, "A Tale of Two Cities: Jane and Corbu in New York," *Metropolis* (May 2016), <http://www.metropolismag.com/Point-of-View/May-2016/A-Tale-of-Two-Cities-Jane-Corbu-in-New-York>

Peter L. Laurence, "How Best to Use, Abuse, and Criticize Jane Jacobs," *The Architect's Newspaper*, May 9, 2016, <http://archpaper.com/2016/05/best-use-abuse-criticize-jane-jacobs>

Peter L. Laurence, "Why Jane Jacobs Matters Now," *Time*, May 4, 2016, <http://time.com/4317640/jane-jacobs-matters-now/>

Peter L. Laurence, "From Periphery to Center: A case for re-centering urban design's edge condition," *Edge Condition* 1-1 (Apr. 2014), 20, <http://www.edgecondition.net/vol-1-seams.html>

#### **PRESENTATIONS/EXHIBITIONS**

##### **Presentations/Exhibitions, Reviewed**

"Jane Jacobs at 100 Symposium" (keynote), Delft University of Technology, May 24–25, 2016  
<https://janejacobs100.co/keynote-speakers/>

"Jane Jacobs Centennial Lecture" (lecture series speaker), The Skyscraper Museum, NYC, May 4, 2016.  
[http://skyscraper.org/PROGRAMS/EVENTS\\_ARCHIVE/programs\\_archive.htm](http://skyscraper.org/PROGRAMS/EVENTS_ARCHIVE/programs_archive.htm)

"Becoming Jane Jacobs" (lecture series speaker), Museum of the New South, Charlotte, NC, Mar. 8, 2016. [http://www.civicbydesign.com/Civic\\_By\\_Design/ForumCalendar.html](http://www.civicbydesign.com/Civic_By_Design/ForumCalendar.html)

"Becoming Jane Jacobs" (lecture series speaker), Jimmy Carter Presidential Library, Atlanta, GA, Feb. 16, 2016. <http://www.jimmycarterlibrary.gov/newsreleases/>

"Jane Jacobs and the Image of the City" (panelist), Society for American City and Regional Planning History (SACRPH) 16<sup>th</sup> national conference, Los Angeles, Nov. 7, 2015.

“Becoming Jane Jacobs” (panelist), Society for US Intellectual History (S-USIH), Washington DC, Oct. 17, 2015.

“Reconsidering Jane Jacobs” (panelist), 14<sup>th</sup> national conference, Society for American City and Regional Planning History (SACRPH), Baltimore, November 2011.

**Presentations/Exhibitions, Non-Reviewed:**

“Introducing architect-engineer Miguel Rosales” (speaker), Association for the Study of Arts of the Present, ASAP/7, Greenville SC, Sept. 24, 2015.

“Jane Jacobs and Questions of Disciplinarity,” University of Pennsylvania PhD Program in Architecture colloquium/lecture series, Philadelphia, Mar. 20, 2015.

“The Architecture of Regionalism in the Age of Globalization” (organizer and speaker), Clemson Architecture Centennial Symposium with Alexander Tzonis, Liane Lefaivre, Marlon Blackwell, Merrill Elam, and Frank Harmon, Clemson SC, Oct. 18, 2013.

“Architecture and Globalization” (panelist), ACSA Annual Meeting Pre-Conference Workshop presenter/panelist, San Francisco, March 20, 2013.

**HONORS AND AWARDS**

The Robert Mills Professorship, Clemson University School of Architecture (2016).

Dean’s Award for Outstanding Achievement in Service, Clemson University College of Architecture, Arts & Humanities (2014).

**OTHER SPONSORED ACTIVITY**

Publication grant, Graham Foundation for Advanced Studies in the Fine Arts (Chicago) for *Becoming Jane Jacobs*, \$8,000 (2012).

**Full-time Instructional Faculty member:** **David Lee**

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**PUBLICATIONS**

**Books and Chapters**

Matthew Hoffman and Francesca Giuliani-Hoffman. *Dear Architecture*. p58-59, Blackspace Publishing, New York, NY, (2015). ISBN: 978-0-9903664-4-7

**Other publications, (Reviewed)**

*International*

Lee, David. “Living Surfaces: A Kinematic Study of Freeform Origami”, *International Journal of Interior Architecture and Spatial Design*. **Vol.1**, *Autonomous Entities*, 128-133. (2013). ISBN: 978-0-988-76430-9

**Conference Proceedings (Reviewed)**

*International (Papers)*

Lee, David and Luca Rocco. “Una Piazza Per Tutti”, *Caring For Our Modern Home*. The

53<sup>rd</sup> Internaitonal Making Cities Livable Conference. Edited by Suzanne H. Crowhurst Lennard. Rome, Italy (2016).

Lee, David. "Latent Form: Emergent Behavior". In *What's The Matter: Materiality and Materialism at the Age of Computation*, Proceedings of the European Network of Heads of Schools of Architecture (ENHSA), co EAAE, COAC. Edited by Maria Voyatzaki. p287-296. Barcelona, Spain (2014). ISBN: 978-960-89320-6-7

Lee, David. "Computation and Composition". In *Design and Graphic Palimpsest: [Dialogue-Discourse-Discussion]: Proceedings of the 2014 Design Communication Association (DCA)*. Edited by M. Saleh Uddin, and Christopher Welty, p89-97. Marietta, Georgia: Southern Polytechnic State University (2014). ISBN: 978-1-4951-2763-2

Lee, David. "Non-Uniform Responsive Origami Structures", In *Proceedings of the 2013 Architecture Research Centers Consortium Conference: The Visibility of Research*, Ed; Chris Jarrett, Kyoung-Hee Kim, Nick Senske. University of North Carolina at Charlotte, North Carolina (2013). ISBN: 978-0-615-78533-2

#### National (Papers)

Lee, David. "Topological Tactics", In *1:1: The 32<sup>nd</sup> National Conference on the Beginning Design Student*. Ed; Jeff Ponitz, Clare Olsen, Carmen Trudell, p155-160. California Polytechnic University. San Luis Obispo, California (2016).

Lee, David. "Smartphones as Drawing and Modeling Tools", In *Engaging Media: The 31<sup>st</sup> National Conference on the Beginning Design Student*. Ed; Meg Jackson. p308-313. University of Houston. Houston, Texas (2015). ISBN: 978-0-9960541-2-6

Lee, David. "Creative Inquiry: A case for specialized research as foundation of the undergraduate architecture curriculum" In *Globalizing Architecture: Flows and Disruptions: The Association of Collegiate Schools of Architecture 102<sup>nd</sup> annual meeting Proceedings*. Ed: John Stuart and Mabel Wilson, p831-837. ACSA Press, Miami, Florida (2014). ISBN: 978-0-935502-86-2

Lee, David. "Cinematic Architecture" In *MATERIALITY: Essence and Substance, The Proceedings of the 30<sup>th</sup> National Conference on the Beginning Design Student*. Edited by Leslie Johnson and Catherine Wetzel, p474-480. Adams Press, Chicago, Illinois (2014). ISBN: 978-0-615-99335-5

Lee, David. "Demystifying Computational Processes for the Beginning Design Student". In *ACTIONS: Making of Place: The Proceedings of the 29<sup>th</sup> National Conference on the Beginning Design Student*. Ed; Eric Oskey, Dennis Playdon, Lorena Alvarez, p313-318. Philadelphia, PA: Temple University (2013).

Lee, David. "Computational Design Methods". In *Association of Collegiate Schools of Architecture 100<sup>th</sup> Proceedings: Digital Aptitudes*. Ed: Mark Goulthorpe and Amy Murphy, p170-177. ACSA Press, Cambridge, Massachusetts (2012). ISBN: 978-0-935502-81-7

#### International (Posters)

Lee, David. "Self-Organizing Origami Structures" in *ACADIA 2013: Adaptive Architecture. Proceedings of the 33<sup>rd</sup> Annual Conference of the Association for Computer Aided Design in Architecture*. Edited by Philip Beesley, Omar Khan, and Michael Stacey. p421-422. Riverside Architectural Press, Waterloo, ON, Canada (2013). ISBN: 978-1-926724-22-5

Lee, David. Hutcherson, D., Mountcastle, A., "Animated Curved Folding" in *ACADIA 2013: Adaptive Architecture. Proceedings of the 33<sup>rd</sup> Annual Conference of the Association for Computer Aided Design in Architecture*. Edited by Philip Beesley, Omar Khan, and Michael Stacey. p413-414. Riverside Architectural Press, Waterloo, ON, Canada (2013). ISBN: 978-1-926724-22-5

Lee, David. "On the Visibility of Computation in the Design Studio", In *Proceedings of the 2013 Architecture Research Centers Consortium Conference: The Visibility of Research*, Ed; Chris Jarrett, Kyoung-Hee Kim, Nick Senske, p732. University of North Carolina at Charlotte, North Carolina. (2013) ISBN: 978-0-615-78533-2

#### *National (Posters)*

Lee, David. "Responsive Origami", Association of Collegiate Schools of Architecture 101<sup>st</sup> Proceedings: New Constellations / New Ecologies, Ed: Ila Berman and Edward Mitchell p58-59. California College of the Arts, San Francisco, CA (2013). ISBN: 978-0-935502-84-8

#### **Other publications, (Non-reviewed)**

Boggs, Betsy "Think Smarter, Not Faster" *Decipher: A Creative Inquiry Magazine*, Volume 4. Clemson University Office of Undergraduate Studies. Clemson South Carolina, 52-53 (2015).

Lee, David; Javed, Arif; Smentek, Brett. 'Lightweight Responsive Façade Prototype', 9<sup>th</sup> annual Focus on Creative Inquiry forum. Edited by Alice Brawley, Tullen Burns, Robbie Fitzwater, and Gaurav Marmat, p32. Calhoun Honors College, Clemson University (2014).

Lee, David; Javed, Arif; Smentek, Brett. 'Structural Optimization Using FEA Tools', 9<sup>th</sup> annual Focus on Creative Inquiry forum. Edited by Alice Brawley, Tullen Burns, Robbie Fitzwater, and Gaurav Marmat, p45. Calhoun Honors College, Clemson University (2014).

Lee, David; Perkinson, Dylan; Schulte, Emily; Stone, David. 'Responsive Origami Structures'. 8<sup>th</sup> annual Focus on Creative Inquiry forum. Edited by Dana Irvin, Allison Wallace, Dan Jenkins, and Tullen Burns, p45. Calhoun Honors College, Clemson University (2013).

Lee, David; Colquhoun, Ashley; Mabe, Samantha; Newberry, Joy. 'Visualizing Curricula'. 7<sup>th</sup> annual Focus on Creative Inquiry forum. Edited by Dana Irvin, Allison Wallace, Dan Jenkins, and Tullen Burns, p131. Calhoun Honors College, Clemson University (2012).

#### **PRESENTATIONS/EXHIBITIONS**

##### **Presentations/Exhibitions, Reviewed**

"G-mold". Design Competition Entry, TEX-FAB Plasticity: International Digital Design to Fabrication Competition, Houston, TX. 2014.

"The Flock". Design Competition Entry, TEX-FAB Applied: International Digital Design to Fabrication Competition, Arlington, TX. 2013.

"n-Hedro". TEX-FAB. Design Competition Entry, International Digital Design to Fabrication Competition. Houston, TX. 2012.

**Presentations/Exhibitions, Non-Reviewed:**

“*Kinematic Structures*”, *Invited lecture*, University of North Carolina at Charlotte  
Charlotte, NC, 2013.

“Material Intelligence”. Sculptural Installation. AIA Greenville Architecture Month,  
Greenville, SC, 2012.

**HONORS AND AWARDS** (Include names of honorary organizations.)

Clemson Service Award, 10 years of teaching service at Clemson University, (2015)

Difference Maker Award, Clemson Division of Student Affairs, (2012)

**SPONSORED RESEARCH**

Lee, David and Mocko G.M., “Lightweight, Transformable Kinetic Origami Shape  
Memory Alloy Actuated Structures”, University Research Grant Committee, **Principal  
Investigator**, \$10,000 (2013-2014)

Lee, D., Harding, D., “Define[Re:]Define the Unit”, Carolina Ceramics for Assistantship,  
**Co-Investigator**, \$10,000 (2012).

**OTHER SPONSORED ACTIVITY**

Lee, David, “Critical Design Thinking”, Clemson Thinks2 Faculty Institute. \$2,500  
(2016).

Lee, David, “Computational Design Group: Direct Digital Manufacturing”, Clemson  
Creative Inquiry Program. \$1,400, summer student research stipend (2016).

Lee, David, “Computational Design Group: Direct Digital Manufacturing”, Clemson  
Creative Inquiry Program. \$1,325 (2016).

Lee, David, “NYC Summer Design Studio”, Clemson Architectural Foundation. \$4,000  
(2015).

Lee, David, “Computational Design Group: Parametric Design Research”, Clemson  
Creative Inquiry Program. \$1,325 (2015).

Lee, David, “Critical Design Thinking”, Clemson Thinks2 Faculty Institute. \$2,500  
(2015).

Lee, David, “NYC Summer Design Studio”, Clemson Architectural Foundation. \$4,000  
(2014).

Lee, David, “Visualization Framework for Ubiquitous Networks”, Faculty Research  
Development Program, \$3,000 (2014).

Lee, David, “Computational Design Group: Carbon Fiber Laminate Structures”,  
Clemson Creative Inquiry Program. \$1,200 (2014).

Lee, David, “Computational Design Group: Curved Folding”, Clemson Creative Inquiry  
Program. \$4,000 (2013-2014).

Lee, David, “Summer Design Studio in New York City”, Clemson Architectural  
Foundation, \$1,000 (2013).

Lee, David, "Computational Design Group: Material Intelligence", Clemson Creative Inquiry Program, \$1,974 summer student research stipend (2012).

Lee, David, "Computational Design Group: Visualizing Curricula", Clemson Creative Inquiry Program. \$2,000 (2012).

#### **OTHER CREATIVE ACTIVITY**

Presentation and participation in design charette for Mathematics class. West Oak Middle School, Oconee County School District (2015).

Editor, International Journal of Interior Architecture and Spatial Design, University of Houston, (2012-2016)

Session Moderator, 31<sup>st</sup> National Conference on the Beginning Design Student, Houston, TX (2015).

Peer Reviewer, 31<sup>st</sup> National Conference on the Beginning Design Student, Houston, TX (2015).

Juror, Masonry Design Competition, Glenn Department of Civil Engineering, Clemson, (2015).

Session Moderator, What's The Matter: Materiality and Materialism in the Age of Computation. ENHSA: European Network of Heads of Schools of Architecture, Barcelona, Spain (2014).

Peer Reviewer, Footprint, Issue #14 Assignifying Semiotics: Or How to Paint Pink on Pink. Delft, Netherlands, (2014).

Session Moderator, 30<sup>th</sup> National Conference on the Beginning Design Student, Chicago, IL (2014).

Book Proposal Reviewer, Routledge Publishing. (2013-2014).

Peer Reviewer, 30<sup>th</sup> National Conference on the Beginning Design Student, Chicago, IL (2013).

Volunteer, AIA Greenville Architecture Month (2012-2013).

Juror, Greenville Arts Photography Contest (2012).

**Full-time Instructional Faculty member:**

**Andreea Mihalache**

#### **PUBLICATIONS**

##### **Book Chapters**

Mihalache, Andreea, "Saul Steinberg's Stories of *Dor*," in Emmons, Paul; Marcia Feuerstein and Carolina Dayer (eds.), *Confabulations: Storytelling in Architecture*, 1<sup>st</sup> edition, Routledge, London (2016 – forthcoming)

Mihalache, Andreea, "Re-Inventing the Center: Urban Memory, Political Travel and the Palace of the Parliament in Bucharest, Romania," in Sen, Arijit and Jennifer Johung



(eds.), *Landscapes of Mobility: Culture, Politics and Place-Making*, 1<sup>st</sup> edition, Ashgate, London (2013), pp.105-132.

Mihalache, Andreea and Paul Emmons, "Architectural Handbooks and the User Experience," in Cupers, Kenny (ed.), *Use Matters: An Alternative History of Architecture*, 1<sup>st</sup> edition, Routledge, London (2013), pp. 35-50.

### **Conference Proceedings (Reviewed)**

Mihalache, Andreea, "From Paper-Thin to Paper-Thick: On Handcrafting the Drawing Medium," Proceedings of the National Conference for the Beginning Design Student: 1:1, California Polytechnic State University (February, 2016)

## **PRESENTATIONS/EXHIBITIONS**

### **Presentations, Reviewed**

"The Quiet Modernism of Edward J. Welty," presenter, conference of the South East Chapter of the Society of Architectural Historians, New Orleans, LA (Sept.29-Oct. 1, 2016) – forthcoming

"Disembodied Habit: Less is a Bore," presenter, 3<sup>rd</sup> international conference of the Society for Philosophy and Architecture (ISPA), Bamberg, Germany (July 23-25, 2016) – accepted paper, unable to attend due to schedule conflict

"Lived Utopia: Robert Venturi's Guild House and the Quakers," presenter, 8<sup>th</sup> symposium of the Architecture, Culture, and Spirituality Forum, New Harmony, IN (June 2016) – accepted paper, unable to attend due to schedule conflict

"Boredom and Mid-Century Architecture," presenter, Society of Architectural Historians Annual Meeting, Pasadena, CA (April 6-10, 2016)

"The Act and Art of Architectural Critique: A Drawing, a House, and a Sign," presenter, ACSA Annual Meeting, Seattle, WA (March 17-19, 2016)

"From Paper-Thin to Paper-Thick: On Handcrafting the Drawing Medium," presenter, National Conference for the Beginning Design Student, Cal Poly, San Luis Obispo, CA (Feb. 25-27, 2016)

"Serendipities: Knowing Encounters in Architecture," co-organizer, Ph.D. Workshop and Lecture Series, Washington-Alexandria Architecture Center, VA (Spring 2015)

"When Boring Becomes Interesting: The Machine and Its Aesthetics in 1960s USA," presenter, ACSA Annual Meeting, Miami Beach, FL (April 10-12, 2014)

"The Rise of the Interesting: The Progressive Architecture Annual Design Awards 1960-1970," presenter, European Architectural History Network, Turin, Italy (June 19-21, 2014) – accepted paper, unable to attend due to schedule conflict

### **SPONSORED RESEARCH**

Maroon Institute for Writing Excellence (MIWE), Mississippi State University, \$3,000 (May 9-26, 2016) – grant awarded, unable to attend

Sharing Experience: Heritage, Home, and History, Cross-college grant: Office for Research and Economic Development (ORED), Mississippi State University, co-Principal Investigator, \$2,500 (2015-2016)

## PROFESSIONAL SERVICE

Peer-reviewer for *Architecture, Culture, and Spirituality* Forum (2015)

Peer-reviewer for *Boletín Académico: Revista de Investigación y Arquitectura Contemporánea (Academic Bulletin: Journal for research and Contemporary Architecture)* edited by Escuela Técnica Superior de Arquitectura, Universidad de La Coruña, Spain (since 2010)

**Full-time Instructional Faculty member:**

**George J. Schafer**

## PUBLICATIONS

### Conference Proceedings (Reviewed)

Schafer, G., Green, K. E., Walker, I. D., Fullerton, S. & Lewis, E. "An Interactive, Cyber-Physical Read-Aloud Environment: Results and Lessons from an Evaluation Activity with Children and their Teachers." *Proceedings of DIS 2014, the ACM conference on Designing Interactive Systems*, Vancouver, B.C. (June 2014).

Schafer, G., Green, K. E., Walker, I. D., Lewis, E., Fullerton, S., Soleimani, A., Norris, M., Fumagali, K., Zhao, J., Allport, R., Zheng, X., Gift, R. & Padmakumar, A. "Designing the LIT KIT, an Interactive, Environmental, Cyber-Physical Artifact Enhancing Children's Picture-book Reading." *Proceedings of IDC 2013: the 12th International Conference on Interaction Design and Children*, New York, NY (June 2013).

Schafer, G., Green, K. E., Walker, I. D., Lewis, E. & Fullerton, S. "The LIT ROOM: Advancing Literacy in Children Through a Networked Suite of Architectural Robotic Artifacts." *Proceedings of IDC 2013: the 12th International Conference on Interaction Design and Children*, New York, NY (June 2013).

Schafer, G., Green, K. E., Walker, I. D. & Lewis, E. "A Networked Suite of Mixed-Technology Robotic Artifacts for Advancing Literacy in Children." *Proceedings of IDC 2012: the 11th International Conference on Interaction Design and Children*, Bremen, Germany (June 2012).

### PRESENTATIONS/EXHIBITIONS

#### Presentations/Exhibitions, Reviewed

"Libraries: The Space to Be," speaker and panelist, American Library Association, Orlando, FL (June 27, 2015).

"Initial Findings from the Design, Implementation, and Evaluation of the LIT ROOM: A Mixed-Technology Architectural-Robotic Embedded Environment for Augmenting Interactive Picturebook Read-Alouds," speaker, Literacy Research Association, Carlsbad, CA (December 4, 2015).

"Do Experts' Book Selections Promote Literacy, Equity, and Imagination?: An Analysis of Read-Aloud Recommendations and Rationales From Children's Librarians and Children's Literature Professors," speaker, Literacy Research Association, Carlsbad, CA (December 4, 2015).

"Interactive Read-Alouds of Picturebooks within Multi-modal Environments: Implications for Interdisciplinary Design and Research," presenter, European Conference on Literacy, Klagenfurt, Austria (July 15, 2015).

"The LIT KIT: How Interactive-Read Alouds Within a Cyber-Physical, Multisensory Environment Impact Children's Responses to Picturebooks," presenter, American Reading Forum, Sanibel Island, FL (December 12, 2014).

“A Review of Research in the Design of Technology-Enhanced Literacy Tools and Texts: Implications for the Dialogic Construction of Literacy,” presenter, Literacy Research Association, Marco Island, FL (December 4, 2014).

“Looking Back to Envision What Lies Ahead: A Comparative Review of Research in Interactive Read-Alouds and Technology-Enhanced Literacy Texts and Tools,” presenter, American Reading Forum, Sanibel Island, FL (December 6, 2013).

**Presentations/Exhibitions, Non-Reviewed:**

**HONORS AND AWARDS**

Excellence in Teaching Award, Clemson University College of Architecture, Arts & Humanities (2015).

**SPONSORED RESEARCH**

“The LIT ROOM – A Networked Suite of Architectural-Robotic Artifacts Embedded in the Library for Advancing Literacy in Children,” National Science Foundation, Investigator, \$199,995, (\$38,164), (2013-2015).

**Full-time Instructional Faculty member:**

**Kate Schwensen, FAIA**

**PUBLICATIONS**

**Books**

Ersoy, U., Anderson, D. L., & Schwensen, K. (n.d.). *100 years of Clemson architecture: Southern roots global reach: Proceedings*. Clemson University Press, Clemson, SC, 2015, ISBN 978-1-942954-07-1

**PRESENTATIONS/EXHIBITIONS**

**Presentation/Exhibitions, Reviewed**

“Establishing the Business Case for Women in Architecture”, (panelist), AIA Convention, Philadelphia, PA, May 19, 2016

“Architectural Education Otherwhere”, (Organizer and moderator of panel session), International Union of Architects Triennial Congress, Durban, South Africa, August 6th, 2014

“Validation Systems Otherwhere”, (Organizer and moderator of panel session), International Union of Architects Triennial Congress, Durban, South Africa, August 5th, 2014

**Presentations/Exhibitions, Non-Reviewed**

“Leadership Forum on Design Education”, (invited panelist), Design Futures Council, Philadelphia, PA, May 18, 2016

“Wood Design + Building: Important History + Future”, (Invited speaker), Wood Utilization Summit, Clemson, SC, May 11, 2016

“We Have Done More Than Stir”, (invited speaker), Women in Architecture, Greenville, SC, October 20, 2015

“We Have Done More Than Stir”, (keynote speaker, 350 attendees), AIA Women’s Leadership Summit, Seattle, WA, September 18, 2015

“Defining the Problem: Crafting Solutions”, (invited panelist and moderator), AIA National Women’s Leadership Summit, Seattle, WA, September 18, 2015

“Introduction to International Union of Architects”, (invited speaker), AIA International Practice Workshop, Atlanta, GA, May 13, 2015

“Architecture for a Sustainable Future: Social Responsibility of Architects on Climate Change”, (Invited panelist), International Union of Architects Triennial Congress, Durban, South Africa, August 5th, 2014

“Southern Roots + Global Reach”, (invited speaker), Clemson Rotary Club, Clemson, SC March 3 2014

“Southern Roots + Global Reach”, (invited speaker), Columbia Design League, Columbia, SC November 19, 2013

“Leadership: Education”, (invited panel moderator), *AIA National Women’s Leadership Summit*, Phoenix, AZ, October 25, 2013

“The Fluid Campus in the 21<sup>st</sup> Century”, (keynote speaker), Genoa, Italy, March 25, 2013

“100 Years of Clemson Architecture: Southern Roots + Global Reach”, (invited speaker), Clemson in the Low Country, Charleston, SC, January 17, 2013

“Architectural Practice: A Critical View, Revisited”, (keynote speaker), AIA South Carolina annual conference, Clemson, SC, April 14, 2012

### **HONORS AND AWARDS**

Christian Peterson Award, Iowa State University College of Design, 2016

Award of Distinction, National Scholars Program, Clemson University, 2016

Outstanding Woman Distinguished Contributor, President’s Commission on the Status of Women, Clemson University, 2016

Presidential Citation, AIA South Carolina, 2015

One of 30 Most Influential Design Educators for 2015, *DesignIntelligence*, 2014

**Full-time Instructional Faculty member:**

**Robert Silance**

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### **PUBLICATIONS**

#### **Publications, Reviewed**

Hambright-Belue, Sallie and Silance, Robert, “Sacred Ground: The Indian Fields Methodist Campground”, *Clog*, (2013).

### **PRESENTATIONS/EXHIBITIONS**

#### **Presentations/Exhibitions, Reviewed**

“41<sup>st</sup> Annual Juried Exhibition” (Exhibitor), Anderson Arts Center, Anderson, SC, (2016)

“Uncommon Spaces”, (Exhibitor), Spartanburg Museum of Art, Spartanburg, SC, (2016)

“Photography Takes Over”, (Exhibitor), Upstream Gallery, Hastings-On-Hudson, NY (2016)

“Camera USA 2015, National Photography Exhibition”, (Exhibitor), Von Liebig Art Center, Naples, FL (2015)

“Shadow and Light, Photography Exhibition”, (Exhibitor), Black Box Gallery, Portland, OR, (2015)

“40<sup>th</sup> Annual Juried Exhibition” (Exhibitor), Anderson Arts Center, Anderson, SC, (2015)

“American Landscapes”, (Exhibitor), Maryland Federation of Art, Annapolis, MD, Juror’s Award, (2014)

“One Shot World, On-Line Exhibition” (Exhibitor), (2014)

“25<sup>TH</sup> National Drawing and Print Exhibition”, (Exhibitor), Gormley Gallery, Baltimore, MD, (2014)

“Artavita, On-Line Exhibition”, (Exhibitor), Honorable Mention, (2014)

“See Me, Digital Exhibition”, (Exhibitor), Times Square, NYC, (2014)

“Clemson National Print and Drawing Exhibition”, (Exhibitor), Clemson University, Clemson, SC, (2013)

“National Juried Exhibition”, (Exhibitor), Center for Fine Art Photography, Fort Collins, CO (2013)

“Works on Paper, NYC II”, (Exhibitor), Jeffery Leder Gallery, LIC, NYC, (2013)

“National Juried Exhibition, (Exhibitor), Danville Arts Center, Danville, KY, 2<sup>nd</sup> Place Award, (2013)

“Clemson Arts Center Juried Exhibition”, Clemson, SC, (2012)

“Art Kudos, On-line Exhibition” (Exhibitor), (2012)

“Contemporary Conversations: The South Carolina Arts Commission Collections”, (Exhibitor), Columbia, SC, (2011)

“Upstate Sculptors”, (Exhibitor), Clemson Arts Center, Clemson, SC, (2011)

“36<sup>th</sup> Annual Juried Exhibition”, (Exhibitor), Anderson Arts Center, Anderson, SC (2011)

#### **HONORS AND AWARDS**

College of Architecture, Arts and Humanities Creativity Professorship Award, Clemson University, Clemson, SC, (2014)

#### **OTHER CREATIVE ACTIVITY,**

Design, development and delivery of 496 student work-stations for the Lee 3 School of Architecture addition, Clemson University, (2011-2012)

## Section 4.3.6

### Branch Campuses Questionnaire 1

Name of Institution:	Clemson University - Clemson Architecture Center in Charleston (CAC.C)	
Title of Degree:	Master of Architecture	
Name of Program Administrator:	Raymond Huff, Associate Professor and Director of the Clemson Architecture Center in Charleston (CAC.C)	
Name of Person Completing this Form:	Ulrike Heine, Associate Professor and Associate Chair of the School of Architecture	
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:	Charleston, South Carolina	
Distance from Main/Flagship Campus:	250 miles	
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site	7	
(List all courses: number, title, credits offered) [insert additional rows as necessary]		
Course Number	Credits offered	Course Title
ARCH 8520	6	Studio IV
ARCH 8570	6	Studio V
ARCH 6290	3	Architectural Graphics (elective)
ARCH 6770	3	Introduction to Craft (elective)
ARCH 8320	3	Community 1:1 (elective)
ARCH 8890	3	Internship / Mentorship Program (elective)
ARCH 8620	3	Architectural History and Theory III (elective)
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	No.	
Who has administrative responsibility for the program at the branch campus?	Raymond Huff, Associate Director of the Clemson Architecture Center in Charleston (CAC.C) (Hiring temporary faculty only)	
To whom does this individual report?	Katherine Schwennsen, Director of the School of Architecture	
Where are financial decisions made?	Clemson University   College of Architecture, Arts and Humanities	
Who has responsibility for hiring faculty?	Raymond Huff, Associate Director of the Clemson Architecture Center in Charleston (CAC.C) (Hiring temporary faculty only)	
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	School of Architecture Tenure, Promotion and Reappointment Committee	
Does the branch campus have its own curriculum committee?	No.	
Does the branch campus have its own admissions committee?	No.	
Does the branch campus have its own grievance committee?	No.	
Does the branch campus have its own resources for faculty research and	No.	

scholarship?	
Does the branch campus have its own AIAS or NOMAS chapter?	No.
Does the branch campus maintain its own membership in ACSA?	No.

**Additional Comments:**

## Branch Campuses Questionnaire 2

Name of Institution:	Clemson University - Clemson at the Barcelona Architecture Center BAC	
Title of Degree:	Master of Architecture	
Name of Program Administrator:	Miguel Roldan, Director, Barcelona Architecture Center	
Name of Person Completing this Form:	Ulrike Heine, Associate Professor and Associate Chair of the School of Architecture	
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:	Barcelona , Spain	
Distance from Main/Flagship Campus:	4300 miles	
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site	6	
(List all courses: number, title, credits offered) [insert additional rows as necessary]		
Course Number	Credits offered	Course Title
ARCH 6120	3	Architectural History Research
ARCH 6140	3	Design Seminar
ARCH 6160	3	Field Studies in Architecture
ARCH 8520	6	Studio IV
ARCH 8570	6	Studio V
ARCH 8620	3	Architectural History and Theory III
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	No.	
Who has administrative responsibility for the program at the branch campus?	Miguel Roldan, Director, Barcelona Architecture Center (Hiring temporary faculty only)	
To whom does this individual report?	Katherine Schwensen, Director of the School of Architecture	
Where are financial decisions made?	Clemson University   College of Architecture, Arts and Humanities	
Who has responsibility for hiring faculty?	Barcelona Architecture Center	
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	Barcelona Architecture Center	
Does the branch campus have its own curriculum committee?	No.	
Does the branch campus have its own admissions committee?	No.	
Does the branch campus have its own grievance committee?	No.	
Does the branch campus have its own resources for faculty research and scholarship?	No.	
Does the branch campus have its own AIAS or NOMAS chapter?	No.	
Does the branch campus maintain its own membership in ACSA?	No.	



**Additional Comments:**

### Branch Campuses Questionnaire 3

Name of Institution:	Clemson University - Charles E. Daniel Center for Building Research and Urban Studies in Genoa, Italy	
Title of Degree:	Master of Architecture	
Name of Program Administrator:	Joseph Schott, Faculty in Residence	
Name of Person Completing this Form:	Ulrike Heine, Associate Professor and Associate Chair of the School of Architecture	
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:	Genoa, Italy	
Distance from Main/Flagship Campus:	4500 miles	
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site	6	
(List all courses: number, title, credits offered) [insert additional rows as necessary]		
Course Number	Credits offered	Course Title
ARCH 6120	3	Architectural History Research
ARCH 6140	3	Design Seminar
ARCH 6160	3	Field Studies in Architecture
ARCH 8520	6	Studio IV
ARCH 8570	6	Studio V
ARCH 8620	3	Architectural History and Theory III
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	No.	
Who has administrative responsibility for the program at the branch campus?	Joseph Schott, Faculty in Residence	
To whom does this individual report?	Katherine Schwennsen, Director of the School of Architecture	
Where are financial decisions made?	Clemson University   College of Architecture, Arts and Humanities	
Who has responsibility for hiring faculty?	Katherine Schwennsen, Director of the School of Architecture	
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	School of Architecture Tenure, Promotion and Reappointment Committee	
Does the branch campus have its own curriculum committee?	No.	
Does the branch campus have its own admissions committee?	No.	
Does the branch campus have its own grievance committee?	No.	
Does the branch campus have its own resources for faculty research and scholarship?	No.	
Does the branch campus have its own AIAS or NOMAS chapter?	No.	

Does the branch campus maintain its own membership in ACSA?	No.
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**Additional Comments:**

**Section 4.3.7****Architecture**  
**Information Access Policy****Collection location:**

[Emery A. Gunnin Architecture Library](#), 2-112 Lee Hall, Clemson SC  
Clemson Design Center in Charleston, 701 East Bay Street, Suite 202, Charleston SC

**Selector:** Kathy Edwards, Research & Collection Development Librarian

**I. Objective**

- A. The Gunnin Library's architecture collection is developed to support the undergraduate Bachelor of Arts degree and the graduate Master of Architecture and Master of Science in Architecture degrees offered by the Clemson University School of Architecture (SOA). The collection supports the curricular and research needs of students and instructional and research needs of faculty. Materials are selected at the upper division undergraduate and graduate reading levels, with selections at research and advanced research levels in concentration areas. Some professional level materials are also collected.
- B. Curriculum supported:
- Bachelor of Arts in Architecture  
Undergraduates spend one semester in Charleston, Genoa, or Barcelona as part of Clemson's Fluid Campus
  - Master of Architecture  
There are two tracks toward the M. Arch. degree: a two-year, 60-credit hour track for students with a pre-professional Bachelor's degree in architecture, and a three-year, 90-credit hour track for students without a pre-professional degree in architecture. M.Arch students may also spend one or two semesters in the SOA Fluid Campus locations. Accredited by the National Architectural Accrediting Board (NAAB), the M. Arch. is the professional degree required by most state registration boards as a condition of licensure for architectural practice. Optional concentration area: Architecture + Health
  - Master of Science in Architecture  
A research degree intended either as preparation for the interdisciplinary Ph.D. in Planning, Design, and the Built Environment, or for US and international students holding a professional degree in architecture (B. Arch. or M. Arch.) and seeking a research qualification to initiate an academic career, or for any student interested in pursuing a focused and individually determined plan of study and research. This degree will not satisfy professional licensure requirements in architecture. Concentration areas: Architecture + Health, Animated Architecture, or Design/Build

The SOA also offers a minor in Architecture to students in any Bachelor of Arts program who have an interest in architecture, cities, and landscapes.

Finally, Architecture materials also support the College of Architecture, Arts, and Humanities Ph.D. program in Planning, Design, and the Built Environment.

- C. Primary users: Clemson University and Clemson Design Center in Charleston students, faculty, staff, and alumni
- D. Secondary Users: The general community and statewide architecture professionals

## II. Scope of the Collection

### A. Format Guidelines

#### 1. Print:

- a. Monographs and monographic sets and series are the primary formats collected in print. Duplicates of selected titles are purchased for the Clemson Design Center in Charleston.
- b. Certain periodicals not available electronically or those with high-quality architectural illustrations are retained in print (e.g., GA Houses, Detail, A+U, El Croquis, etc.).
- c. Building codes and standards, graphic standards, and cost estimating resources (R.S. Means indices, Marshall & Swift valuation service) are acquired primarily in print, and also in electronic formats as available and as budget allows.
- d. Dictionaries and encyclopedia not available in electronic format.
- e. Handbooks, manuals, and technical reference works.
- f. ARE and LEED certification support materials (practice exams, study guides, and manuals) are acquired in line with major exam revisions.

#### 2. Electronic:

- a. Electronic journals supplied through aggregator databases and directly from publishers, as well as backfiles accessed via JSTOR.
- b. Electronic books both in collections and as single titles, but *only if images are not redacted*. A small and variable amount of funds go to patron-driven ebook selection.
- c. Article/indexing databases:
  - 1. Primary: Avery Index to Architectural Periodicals; Design and Applied Arts Index; Art Full Text; Art Index Retrospective; Art Bibliographies Modern; Bibliography of the History of Art; Urban Studies Abstracts; Engineering Village (see Civil Engineering IAP); CINAHL, PubMed, and Nursing & Allied Health, in support of Architecture + Health program.
  - 2. Secondary: JSTOR; Arts & Humanities Citation Index; general subject databases (Academic Search Complete, LexisNexis, etc.)
- d. Image collections: ARTstor Digital Library; SAHARA
- e. Online reference resources: Oxford Art Online (Grove Dictionary of Art); Oxford Art & Architecture Dictionaries

#### 3. Special formats:

- a. Videos/DVDs: Acquired selectively and/or as requested. Documentaries and non-theatrical titles are acquired with public performance rights when appropriate and as budget allows, either on DVD or via streaming platforms. VHS videotapes are no longer collected.

- b. Professional software: AIA Contract Documents; Means Costworks; Architectural Graphic Standards.
- c. Online case studies databases: BuildingGreen Suite; Urban Land Institute Case Studies.
- B. Language guidelines: English is the primary language of the collection, although materials in French, German, Italian, Spanish Japanese, and Russian are occasionally acquired. Dual English or multi-language publications are regularly acquired. When available, English translations are preferred over original language publications.
- C. Geographical guidelines: No areas are excluded. Emphasis is on North America and Western Europe, with increasing attention paid to China, the Pacific Rim, North Africa and the Middle East, and South America.
- D. Chronological guidelines: All periods of architectural history and design are collected, but with an emphasis on modern to contemporary design.
- E. Publication date guidelines: Current publications are the primary collection focus. Reprints are acquired to replace worn materials or fill in collection gaps. Added copies of heavily used titles are acquired as availability and budget allow. About one third of the firm order budget is used for retrospective collection development.
- F. Types of materials selected: Serials, monographs, handbooks, manuals, directories, building codes and standards, cost estimating indices, exhibition catalogs, electronic resources, professional certification exam study materials, and digital images. Videos/DVDs are collected selectively.
- G. Types of materials excluded: Textbooks and building product catalogs are not collected.

### III. Primary Subject Classifications Collected

**Urban design, city planning** (history of cities; urban patterns, urban design & environmental issues) (HT165.5-169.5; HT170-177)  
Metropolitan areas (HT330-334)  
Suburban cities and towns. Urbanization (HT351-384)

#### **Architecture**

Periodicals (NA1-9)  
Societies, congresses, collected writings (NA10-27)  
Encyclopedias, dictionaries, collective biography (NA31-60)  
Architecture & the state, general works, preservation, economic aspects (NA100-112)  
Examination & licensing of architects (NA120-130)  
History (NA 190-1555.5)  
Historiography, general works, style handbooks (NA190-204)  
Architecture of special countries, 16th-20th C (includes works on individual architects) (NA701-1614)  
Architecture as a profession (NA1995-2320)  
Competitions (NA2335-2360)  
Museums, exhibitions (NA2400-2460)  
Theory, aesthetics, treatises (NA2500-2530)

Architecture in relation to special subjects, i.e. climate, energy conservation, environment, etc. (NA2541-2597)

Architectural criticism (NA2599.5)

Architectural drawing: exhibitions, collections, individual architects; technique, computer aided design (NA2695-2728)

Architectural design (NA2750-2817)

Architectural details: works on regions or countries; interiors, domes, towers, etc. (NA2835-3070)

Architectural decoration: classed by period, country, specific decoration of mosaics, etc. (emphasis on Ancient, Medieval, Renaissance) (NA3310-4050)

Special Classes of Buildings (NA4100-8480)

Buildings classed by materials (wood, masonry, steel, adobe, etc.) (NA4100-4145)

Special classes of buildings: classed by form; by use: public, religious buildings; domestic, etc. by region or country and period (NA4150-8480)

Aesthetics of Cities; City Planning (NA9000-9428)

General works, history, special topics: public squares, greenbelts, residential areas, skyscrapers, etc. (emphasis on United States, major European cities)

**Landscape Architecture** (SB451-475)

Special styles & types of gardens (emphasis on Renaissance gardens, history of notable gardens of Western Europe, America, China, Japan) (SB457.5-458.7)

Landscape architecture: periodicals (SB469)

Dictionaries, encyclopedias (SB469.25)

Symbolism, general works (SB470.7-472)

Landscaping industry (SB472.5)

Special topics: water, hillside, etc. (SB475.8-475.9)

Structural engineering, general (TA630-695)

**Building Construction** (TH1-9745)

Architectural engineering. Structural engineering of buildings (TH845-895)

Systems of building construction (TH100-1695)

Details in building design and construction (TH2025-3000)

Environmental engineering of buildings (TH6014-6081)

#### **IV. Access to Information not Available On-site**

- A. Remote Storage: Online request forms and document delivery enable access to materials in Clemson Libraries remote storage facilities within 24 hours.
- B. InterLibrary Loan: Students, faculty, and staff may place interlibrary loan requests for materials not owned by Clemson University Libraries.
- C. PASCAL (Partnership of South Carolina Academic Libraries): Students, faculty, and staff may request print and media holdings from other academic libraries in South Carolina, with delivery in ~3 days.
- D. Internet Access: Off-campus access to all subscribed resources is enabled via proxy server secure login.

## V. Selection Tools Used

- A. Approval plan – all NAs above the Supplementary level from selected publishers (Yankee Book Peddler)
- B. Standing orders (building codes, square foot cost indices, etc.)
- C. Faculty requests (including titles requested from interlibrary loan)
- D. Review sources (architecture periodicals, ARLIS/NA, AASL, Choice)
- E. Publishers' catalogs, announcements, and conference displays
- F. Yankee Book Peddler searching: by series, publishers, authors, keywords/subjects
- G. *WorldCat*
- H. Subject search of Books in Print and Amazon

VI. **Deselection Guidelines:** Criteria for weeding of materials, in order of emphasis, are usage statistics, duplicate holdings, date of publication (availability of revised edition), and condition.

## VII. Evaluation Tools

- A. Circulation, recall, internal use
- B. Interlibrary loan and other requests
- C. Association of Architecture School Librarians lists of core periodicals and core reference resources for a first-degree program in Architecture, <http://www.architecturelibrarians.org>
- D. Faculty teaching and research interest surveys

## VIII. Collection Assessment and Planning

- A. Qualitative Measures
  1. Bibliographies and library association core lists (Association of Architecture School Librarians)
  2. Benchmarking Projects  
Benchmark institutions: Georgia Tech, Virginia Tech, North Carolina State, Texas A&M, California Polytechnic, University of Cincinnati, Syracuse University, Michigan State University, Arizona State University
- B. Quantitative Measures
  1. Circulation Statistics
  2. Budget comparisons with benchmark institutions

### Appendix A: Architecture periodical subscriptions

A comprehensive list of Gunnin Library serials subscriptions is maintained online at <http://libguides.clemson.edu/gunninserials>. Additional titles in digital format are available to students, faculty, and staff through the Libraries' contracts with e-resource aggregators (Wiley, Taylor & Francis, etc.) as well as via JSTOR archive subscriptions.

### Appendix B: Clemson University School of Architecture Course List

[Course number, title, credit hours (class hours, lab hours per week)]



ARCH 101 Introduction to Architecture 3(3,0)  
ARCH 151 Architecture Communication 4(2,4)  
ARCH 152 Collaborative Studio II 3(1,6)  
ARCH 201 Introduction to Architecture 3(3,0)  
ARCH 251 Architecture Foundations I 6(3,6)  
ARCH 252 Architecture Foundations II 6(3,6)  
ARCH 351 Studio Clemson 6(1,11)  
ARCH 352 Studio Charleston 6(1,11)  
ARCH 353 Studio Genoa 6(1,11)  
ARCH 354 Studio Barcelona 6(1,11)  
ARCH 355 Studio South 5(1,11)  
ARCH 401 Architectural Portfolio II 1(1,0)  
ARCH 403 The Modern Architectural Movement 3(3,0)  
ARCH 404 Current Directions in Architecture 3(3,0)  
ARCH 405, 605 American Architectural Styles 1650–1950 3(3,0)  
ARCH 412, 612 Architectural History Research 3(3,0)  
ARCH 414, 614 Design Seminar 3(3,0)  
ARCH 416, 616 Field Studies in Architecture and Related Arts 3(0,9)  
ARCH 421 Architectural Seminar 3(3,0)  
ARCH 422 New Directions Seminar 3(3,0)  
ARCH 424, 624 Product Design 3(0,9)  
ARCH 425, 625 Energy in Architecture 3(3,0)  
ARCH 426, 626 Architectural Color Graphics 3(3,0)  
ARCH 427, 627 Advanced Color Graphics 3(3,0)  
ARCH 428, 628 Computer-Aided Design 3(2,3)  
ARCH 429, 629 Architectural Graphics 3(3,0)  
ARCH 430, 630 Theories and Philosophies of Technology and Architecture 3(3,0)  
ARCH 431, 631 Virtual Reality in Architecture 3(3,0)  
ARCH 440, 640 New York Field Study 3(3,0)  
ARCH 451 Architecture Studio III 6(1,11)  
ARCH 452 Synthesis Studio 5(1,11)  
ARCH 453 Writing Architecture 3(3,0)  
ARCH 485, 685 History and Theory of Architecture + Health 3(3,0)  
ARCH 488, 688 Architectural Programming and Predesign 3(3,0)  
ARCH 490, H490 Directed Studies 1-5  
ARCH 499, H499 Selected Topics in Architecture 1-3(1-3,0)  
ARCH 557 Architecture Studio 6(0,18)

## Section 4.3.8

### ARCH 1010 - Introduction to Architecture (3)

#### Course Description:

Introduction to the discipline and profession of architecture. Lectures and discussion cover a broad range of architectural issues throughout history. Emphasizes the relationship between architecture and other disciplines as well as across cultures. (this is the course description prior to last year.) The new one is below:

This course serves as an introduction to the discipline and profession of architecture. Lectures cover a broad range of architectural issues while the exercises and assignments will build a strong foundation in visual studies.

#### Course Goals & Objectives:

- Provide students with a basic understanding of the architecture discipline and a strong foundation in visual studies.
- Introduce and instill the importance of an **iterative process**
- Create an environment where students use **high craft** in everything that is made
- Introduce unique **terminology** used in the field of architecture
- Understand basic **visual language** and **composition**
- Develop basic but effective **graphic communication** and **modeling** techniques
- Develop good **time-management** skills
- Identify basic research methods and fields within the architecture discipline
- Develop the self-confidence to be **self-motivated** student
- Ability to communicate the **decision making process** of one's project development

**Student Performance Criterion/a addressed: This is the statement in the syllabus:** This class is an introductory course in the School of Architecture. While the course will touch on several of the criteria, it will not fully meet the requirements of any of these. The course will focus on preparing entering freshman for their studies in architecture.

#### Primary Criteria

- A.7 History and Global Culture
- A.8 Cultural Diversity & Social Equity

#### Secondary Criteria

- A.5 Ordering Systems

#### Topical Outline:

- Visual Language / Importance of Craft: 15%
- Graphic Communication: 15%
- Visual Language and Composition: 25%
- Analysis Project Development; Iterative Process: 25%
- Presentations; terminology, time management, verbal: 20%

**Prerequisites:** None

#### Textbooks/Learning Resources:

- *Architectural Graphics* by Francis D.K. Ching
- *101 Things I Learned in Architecture School* by Matthew Frederick

**Offered:** Fall 2014, 2015, 2016

**Faculty assigned:** Sallie Hambright-Belue

## **ARCH 1510 Architecture Communication (5); ARCH 1511 – Lab Component**

### **Course Description:**

Introduction to principles and elementary vocabulary of architectural design. Collaborative studio environment offers instruction in design analysis, visual communication, oral presentation and computer literacy.

### **Course Goals & Objectives:**

**Design Studio:** Students will be able to:

- Apply drawing line types, line weights, tones and balanced graphic compositions to their project presentations when reviewed by invited faculty
- Appropriately apply plan, section, elevation, paraline and perspective drawing conventions in order to clearly and expressively communicate a design idea in their project presentations when reviewed by invited faculty.
- Apply critical observation and analysis to various objects and systems and communicate their results to invited faculty during prescribed reviews.

**Oral Communication:** Students will be able to:

- Articulate their design ideas orally using architectural vocabulary, appropriate presentation structure and delivery skills as reviewed by faculty during their scheduled oral presentations.
- Conduct topical research, evaluate sources, use appropriate source material as supporting evidence, and orally cite within a presentation.
- Demonstrate the ability to respond to criticism and communicate a divergent stream of thought.
- Cultivate the ability to provide constructive criticism and feedback for self and others.
- Immerse themselves more in the culture of architecture and in the design studio experience.

**Digital Tools:** Students will be able to successfully complete the following tasks:

- Digital photography
- Digital photography editing
- Scanning
- Printing
- Digital Line Drawing
- Presentation layouts

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills

#### Secondary Criteria

- A.4 Architectural Design Skills

### **Topical Outline:**

- Object Analysis: 20%
- Precedent Studies: 50%
- Individual Design Project: 23%
- Presentation and Review: 7%

**Prerequisites:** ARCH 1010

### **Textbooks/Learning Resources:**

- *Architectural Graphics* by Francis D.K. Ching

**Offered:** Spring 2015, 2016, 2017

**Faculty assigned:** S Hambricht-Belue, R Silance, C Mendez, C Aguiar, L Omidvar, J Satoh

## **ARCH 2040 - History & Theory of Architecture II - Modern period 1750-1965 (3)**

### **Course Description:**

Survey of the modern period featuring special topics in the history of architecture. Emphasis is on typologies, historical antecedents and European precedents which give shape to buildings in the period of study. Key aspects of architectural theory and practice will be highlighted.

### **Course goals and objectives:**

The second of two classes teaching topics and lessons from history, focusing on building precedents, typologies, and historical antecedents, with key buildings and architects highlighted.

- Understanding the source of architectural styles & transportation to America.
- Role of practitioners, movements, & social/economic/technical factors shaping the built environment
- Provide working knowledge of architecture history which aim to heighten students' design abilities.
- Build a cognitive map for students to facilitate understanding of buildings as evolved.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

#### Secondary Criteria

- A.1 Professional Communication Skills
- A.3 Investigative Skills
- A.5 Ordering Systems
- A.6 Use of Precedents

### **Topical Outline:**

- Survey of 18<sup>th</sup> century through Thomas Jefferson with review and remediation to prior periods such as the Renaissance: 25%
- Mid-19<sup>th</sup> – early 20<sup>th</sup> century includes popular eclectic styles through the evolution of the steel-frame and formulation of the Chicago School, with focus on Richardson, Louis Sullivan, D. H. Burnham & others. Arts & Crafts movement is introduced as is Frank Lloyd Wright. 25%
- Mid-term continues with 20<sup>th</sup> century. FLW & introduces European masters such as Otto Wagner, Peter Behrens, Walter Gropius, Mies van der Rohe, LeCorbusier, & others. 25%
- Depression-era modernism, World's Fairs (N.Y. & Chicago's Century of Progress), and post-war modern works by way of Louis Kahn, Paul Rudolph & Wm. Wurster. Industrial architecture & the work of Albert Kahn is studied along w/modular & pre-fab construction. 25%

**Prerequisites:** AAH 1020

### **Textbooks / Learning Resources:**

- Twentieth-Century American Architecture by C. Wiseman. W.W. Norton pub. N.Y. 2000.
- Architecture from Prehistory to Postmodernity / Second Edition by Marvin Trachtenberg and Isabelle Hyman. Prentice-Hall, Inc. New Jersey, 1986, 2002. ISBN 0-8109-0607-4  
(Library resources are listed on a selected bibliography with a reserve shelf of key books maintained).

**Offered:** Fall 2014, 2015, 2016

**Faculty assigned:** Robert Bruhns

## **ARCH 2510 Architectural Foundations I (6) – 2511 Lab Component**

### **Course Description:**

Architectural analysis and design problems with a focus on understanding the context of architecture. Specific investigation of building as part of the cityscape and the landscape. Instruction on visual communications skills, computer modeling, and oral presentation techniques support the design discussions.

### **Course Goals & Objectives:**

#### Design Studio:

- Acquire a basic understanding of architectonics
- Interpret and produce procedural and analytical diagrams
- Be able to design using abstract concepts
- Demonstrate the ability to employ a rigorous process in a design project
- Ability to document, interpret, and effectively use architecture and design precedents to analyze and support design decisions
- Refine critical thinking, analytic techniques and organizational, spatial and constructive capabilities

#### Digital Tooling:

- Distinguish between vector-based and pixel-based software; ability to employ each as appropriate
- Use of basic operations in Rhino3D
- Understand ideas of continuity and discontinuity and their significance within digital modeling
- Understand the bias, constraints and advantages of digital and analog tooling; navigate between
- Learn to photograph models; scan hand drawings; digitally edit; make digital drawings with dashed lines, transparency and line weights

#### Oral Communication:

- Develop a rich architectural vocabulary
- Utilize vocabulary to articulate design ideas, provide and respond to constructive criticism, and communicate a divergent stream of thought.

### **Student Performance Criterion/a addressed:**

#### Required Criteria

- A.2 Design Thinking Skills
- A.5 Ordering Systems
- A.6 Use of Precedents

#### Secondary Criteria

- A.1 Professional Communication Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills

### **Topical Outline:**

- Design Studio: 50%; • Digital Tooling: 25%; • Oral Communication: 25%

**Prerequisites:** ARCH 1510

### **Textbooks/Learning Resources:**

- Engel, Heino, Tragsysteme / Structure Systems. HatjeCantz, 2009
- Beebe, Steven, and Susan Beebe. A Concise Public Speaking Handbook: 3<sup>rd</sup> edition. Allyn & Bacon, 2012

**Offered:** Fall 2014, 2015, 2016

**Faculty assigned:** R. Silance, J. Choma, C. Mendez, A. Jacques, J. Barker, D. Lee, M. Glaser

## **ARCH 2520 Architecture Foundations II (6); ARCH 2521 - Lab Component**

### **Course Description:**

Continuation of ARCH 2510. Architectural design problems with a focus on structural and construction principles and their relationships to the contextual situations. Instruction in oral communication skills and computer graphics support the design discussions.

### **Course Goals & Objectives:**

#### Design Studio

- Develop an understanding of contextual issues in architecture.
- Develop critical and creative thinking, concept generation, transformation, and design development as a basis for architecture.
- Explore inter-relationship between premise, process, and product

#### Digital Tooling

- Become facile with transition between drawing and making
- Become aware of utilization of algorithmic and/or parametric design ideas and methods
- Ability to utilize digital fabrication equipment

#### Oral Communication

- Develop and demonstrate a rich architectural vocabulary
- Exhibit ability to research a topic, evaluate the credibility of a source, use appropriate source materials as supporting evidence, and orally cite within a presentation

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills

#### Secondary Criteria

- A.4 Architectural Design Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- B.2 Site Design

### **Topical Outline:**

- Design Studio: 50%
- Digital Tooling: 25%
- Oral Communication: 25%

**Prerequisites:** ARCH 2510

### **Textbooks/Learning Resources:**

- Clark, Roger. Precedents in Architecture: analytic Diagrams, Formative Ideas, and Partis, 3<sup>rd</sup> ed. (Wiley, 2004).
- White, Edward T., Site Analysis: Diagramming Information for Architectural Design (Architectural Media LTD, 1983).

**Offered (semester and year):** Spring 2015, 2016, 2017

**Faculty assigned):** D. Lee, J. Choma, C. Mendez, J. Barker, L. Omidvar

## **ARCH 2700 - Structures 1 (3)**

### **Course Description:**

The study of statically determinate structural elements and systems including load tracing through physical modeling and theoretical and analytical analysis, the interrelationship between stress and strain, stability and the implication of tension, compression, shear torsion and bending.

### **Course Goals & Objectives:**

- Introduce the subject of building structures as a correlative discipline to architectural design
- Develop each student's intuitive sense of structural behavior, strength, and stiffness through a combination of experiential exercises, which will invoke the student's creativity and experimentation
- Challenge students to make quantitative connections to the underlying principles of Statics and Strength of Materials described in the texts
- Challenge students to verbalize their understanding of structural forces and the ways those forces are resisted

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.5 Ordering Systems
- B.5 Structural Systems

### **Topical Outline:**

- Statics: 20%
- Load Tracing: 14%
- Principles of Structures: 10%
- Horizontal Spanning Structures: 10%
- Vertical Tower Structures: 10%
- Strength of Materials: 7%
- Connections: 7%
- Lateral Forces: 6%
- Arches, Vaults and Domes: 6%
- Cross-Sectional Properties: 4%
- Tensile Structures: 3%
- Trusses: 3%

### **Prerequisites:**

- PHYS 2070, PHYS 2090

### **Textbooks/Learning Resources:**

- *Statics and Strength of Materials for Architecture and Building Construction* by Barry Onouye and Kevin Kane. Fourth Edition. Prentice Hall, 2011. ISBN: 978-0-13-507925-6

### **Offered:**

Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:** Dustin Albright, Bob Hogan

## **ARCH 2710 Structures II (3)**

### **Course Description:**

The study of force distributions and behavior in building structures constructed of reinforced concrete, steel and wood. Exploration of typical building components including beams, slabs, columns and foundations and how they are used in high-rise and long span structural design.

### **Course Goals & Objectives:**

Students will apply their previous knowledge of Statics and Strength of Materials to the study of:

- Specific structural forces (compression, tension, bending, shear, buckling, torsion, etc.)
- Various types of structural members affected by these forces (beams, columns, and foundations)
- Particularities associated with specific materials (steel, timber, and concrete)

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.5 Ordering Systems
- B.5 Structural Systems

### **Topical Outline:**

- Overview of Structural Systems: 10%
- Statics Review: 7%
- Strength of Materials: 7%
- Beam Bending and Shear: 21%
- Beam Deflection: 3%
- Structural Steel: 11%
- Wood and Timber: 7%
- Reinforced Concrete: 14%
- Lateral Forces: 3%
- Structural Connections: 3%
- Column Buckling: 7%
- Foundation Systems: 7%

### **Prerequisites:**

ARCH 2700 or consent of instructor

### **Textbooks/Learning Resources:**

- *Statics and Strength of Materials for Architecture and Building Construction* by Barry Onouye and Kevin Kane. Fourth Edition. Prentice Hall, 2011. ISBN: 978-0-13-507925-6

### **Offered:**

Spring 2015, 2016, 2017

### **Faculty assigned:**

Dustin Albright, Michael Carlos Barrios Kleiss



## **ARCH 3510 – Studio – All Locations (6); ARCH 3511 – Lab Component**

### **Course Description:**

Address architectural problems with varied scales, programs, and locations. Emphasizes the relationship between architecture and context. Projects include analysis, conceptual development, and architectonic resolutions. Continued development of graphic and oral communication skills. Design problems vary every semester according to current issues.

### **Course Goals & Objectives:**

- Develop an understanding of the broader issues of campus/urban design as it relates to the contextual and site related issues that affect architectural design.
- Produce a case study for a particular building type. Draw conclusions relevant to a given project.
- Understand all elements of a comprehensive site analysis.
- Understand and articulate how site constraints (natural, political and man-made) affect the placement of a building on a particular site.
- Understand how building codes affect the accessibility and circulation in a building.
- Understand acceptable spatial parameters for common program elements such as corridors, stairs, bathrooms, special program units, etc.
- Articulate the structural system in both plan and sections for a given design project.
- Understand and articulate the meaning of sustainability and how it is addressed through design solutions.
- Effectively articulate a critical design narrative through oral, graphic and analog media.
- Cultivate both personal and collaborative design exploration through individual and group projects.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.4 Architectural Design Skills

#### Secondary Criteria

- A.1 Professional Communication Skills
- A.3 Investigative Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- A.8 Cultural Diversity and Social Equity
- B.2 Site Design

### **Topical Outline:**

- Part One - Introduction to Urban Form: 10%
- Part Two - Research: 10%
- Part Three - Initial Design: 25%
- Part Four – Design Development: 25%
- Part Five – Engineering: 10%
- Part Six – Final Presentation: 20%

**Prerequisites:** ARCH 2520

### **Textbooks/Learning Resources:**

*Resources are listed within the notebooks / syllabus of each course based on the project and the instructor*

**Offered:** Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:** C. Mills, B. Hogan, J. Wilkerson, R. Bruhns, T. Brown, U. Ersoy, A. Montilla, D. Hecker, G. Schafer, C Barrios Kleiss, S. Hambright-Belue, D. Harding, M. Powers, A. Jacques, M. Skinner, J. Schott, D.Franco, W. Schlein, B. Edwards, T. Schurch

## **ARCH 3520 Studio Charleston (6); 3521 – Lab Component:**

### **Course Description:**

Addresses architectural problems with varied scales and programs in the context of Charleston, SC. Emphasizes the relationship between architecture and context. Projects include analysis, conceptual development, and architectonic resolutions. Continued development of graphic and oral communication skills. Design problems vary every semester according to current issues.

### **Course Goals & Objectives:**

#### Goals:

- Introduce concept of urban architecture.
- Teach how architecture can and should relate to the urban condition.
- Show how design principles and strategies are distinct from specific physical manifestations to those ideals

#### Objectives:

- Applied learning, collaboration, iterative method & service learning

### **Student Performance Criterion/a addressed:**

#### Principal

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills

#### Secondary

- A.4 Architectural Design Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity
- B.1 Pre-Design
- B.2 Site Design
- B.3 Codes and Regulations
- B.8 Building Materials and Assemblies
- C.1 Research

### **Topical Outline:**

- Preparatory/Research/Analysis: 15%
- Conceptual Strategies: 35%
- Conceptual Development: 45%

### **Prerequisites:**

ARCH 2520

### **Textbooks/Learning Resources:**

- Gandelsonas, Mario. "The Urban Text". In *The Urban Text*. Cambridge: MIT Press, 1991, pp. 22-26
- Holl, Steven. "Within the City: Phenomena of Relations" in *Design Quarterly*, No. 139. Minneapolis: Walker Art Center. 1980. pp. 1-30

**Offered:** Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:** Ray Huff, David Pastre

**ARCH 3530 Studio Genoa (6); ARCH 3531 – Lab Component:**

**Course Description:**

Addresses architectural problems with varied scales and programs in the context of Genoa, Italy, and historic Europe. Emphasizes the relationship between architecture and context. Projects include analysis, conceptual development, and architectonic resolutions. Design problems vary every semester according to current issues. Continued development of graphic and oral communication skills.

**Course Goals & Objectives:**

Goals:

- Urban Context
- Architectural / Landscape Design
- Critical Design

Objectives:

- Design Research
- Service Learning
- Field Research
- Collaboration
- Iterative Method

**Student Performance Criterion/a addressed:**

- B.1 Pre-Design
- B.2 Site Design
- B.6 Environmental Systems

**Topical Outline:**

refer to syllabus

**Prerequisites:** ARCH 2520

**Textbooks/Learning Resources:**

refer to syllabus

**Offered:** Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:** George Schafer, Luca Rocco, Nicola Delledonne, David Lee, Matt Powers, Joseph Schott

**ARCH 3540 Studio Barcelona (6); ARCH 3541 Lab Component:**

**Course Description:**

Addresses architectural problems with varied scales and programs in the context of Barcelona, Spain. Emphasizes the relationship between architecture and context. Projects include analysis, conceptual development, and architectonic resolutions. Continued development of graphic and oral communication skills. Design problems vary every semester according to current issues.

**Course Goals & Objectives:**

- Be able to establish a direct connection between analysis and proposal.
- Develop their own operative mapping tools for the recognition and modification of the site conditions, in order to be able to operate as architects in a complex urban context.
- Generate a consistent design process from a conceptual approach to its detailed spatial definition and implementation of a program.
- Transform ecological concepts into strategic design arguments.
- Work out all the process in a competition-based format: from the very beginning with the generation of ideas to the final result with the communication strategy.

**Student Performance Criterion/a addressed:**

- B.1 Pre-Design
- B.2 Site Design
- B.6 Environmental Systems

**Topical Outline:**

Refer to syllabus

**Prerequisites:** ARCH 2520

**Co-requisites:** ARCH 3531

**Textbooks/Learning Resources:**

Refer to syllabus

**Offered:** Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:** Miguel Roldan

## **ARCH 4010 – ARCHITECTURAL PORTFOLIO (3)**

### **Course Description:**

Provides portfolio development for Architecture students, including professional portfolio, academic portfolio, and digital.

### **Course Goals & Objectives:**

- Develop the narrative of your portfolio
- Develop graphic design skills through portfolio layouts
- Develop the ability to select and edit the documents to be included in a portfolio.
- Learn the difference between a professional and academic portfolio.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.1 Professional Communication Skills

### **Topical Outline (include percentage of time in course spent in each subject area):**

- Participation & Logbook: 10%
- A01 Case Study: 5%
- A02 Catalogue, Outline & Storyboard: 10%
- A03 Layout Research Precedent Study: 10%
- A04 Physical Portfolio: 50%
- A05 Digital: 10%
- A06 Snapshot Portfolio: 5%

### **Prerequisites:**

ARCH 2520

### **Textbooks/Learning Resources:**

- Linton, H. (2003). Portfolio Design. New York, NY: W.W. Norton.
- Marjanovic, I. (2003). The Portfolio: An Architecture Student's Handbook. Boston, MA: Architectural Press.

**Offered:** Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:** Martha Skinner, Clarissa Mendez, George Schafer  
Ph.D. Students: Arash Soleimani, Yixiao Wang, Carlos Aguiar, Maryam Hamidpour

## **ARCH 4120 Architectural History Research**

### **Course Description:**

Directed investigations related to the art and architectural history of Europe.

### **Course Goals & Objectives:**

The course aims to make the students aware that:

- An intelligible design process needs both a theoretical approach and a wide historic culture
- Critical thinking is more effective when supported by an open-minded use of memory
- Architecture is, above all, a symbolic language to be used in order to communicate philosophical ideas

### **Student Performance Criterion/a addressed:**

- A.2 Design Thinking Skills
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

### **Topical Outline:**

Due to the fact this class is taught in different locations, refer to the syllabus.

**Prerequisites:** no prerequisites

### **Textbooks/Learning Resources:**

Due to the fact this class is taught in different locations, refer to the syllabus.

### **Offered:**

Fall 2014, 2015; Spring 2015, 2016

### **Faculty assigned:**

Nicola Delledonna, Saverio Fera, Giuditta Poletti, Miguel Roldan, George Schafer

**ARCH 4140 Building Technology (Design Seminar) (3):  
Barcelona / Genoa / Irvine**

**Course Description:**

Exploration of topical issues in architecture, art, construction, and planning.

**Course Goals & Objectives:**

Students will:

- Gain a broad understanding of the materials, methods of construction and building technology context as related to architecture and urbanism.
- Generate critical discussion of key concepts and extract the lessons learned for application in the design process.
- Build a map of methods for identifying, contextualizing and analyzing buildings and their construction in order to apply these concepts to the design process

**Student Performance Criterion/a addressed:**

- |   |  |
|---|--|
| • A.1 Professional Communication Skills | • A.7 History and Global Culture           |
| • A.2 Design Thinking Skills            | • A.8 Cultural Diversity and Social Equity |
| • A.3 Investigative Skills              | • B.1 Pre-Design                           |
| • A.4 Architectural Design Skills       | • B.2 Site Design                          |
| • A.5 Ordering Systems                  | • B.8 Building Materials and Assemblies    |
| • A.6 Use of Precedents                 | • C.1 Research                             |

**Topical Outline:**

Due to the fact this class is taught in different locations, refer to the syllabus.

**Prerequisites:** Junior standing or consent of instructor

**Textbooks/Learning Resources:**

Due to the fact this class is taught in different locations, refer to the syllabus.

**Offered:**

Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:**

Miguel Roldan, David Lee, Matt Powers, George Schafer, Joseph Schott

**ARCH 4160 Field Studies in Architecture and Related Arts (3):  
Barcelona / Genoa**

**Course Description:**

Documentation and analysis of architectural structures observed during European travels in graphic and written form.

**Course Goals & Objectives:**

Students will:

- Travel to different European cities: study cities from the point of view of an architect
- Understand the transformation of the city as a common working space for specialists in the fields of design, economy, architecture, sociology, anthropology, politics, etc.
- Create an attitude towards the meaning of traveling, visiting and seeing cities and the built (or not) environment.
- Articulate how seeing the cities through different lenses (photos, drawings, film, seeing, describing) results in different views.

**Student Performance Criterion/a addressed:**

- A.1 Professional Communication Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity
- C.1 Research

**Topical Outline:**

Topics are specific to the location of study, and can be found within each syllabus.

**Prerequisites:** Junior standing or consent of instructor

**Textbooks/Learning Resources:**

Resources and materials are specific to the location of study, and can be found within each syllabus.

**Offered:**

Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:**

David Lee, Guiditta Poletti, Matt Powers, Miguel Roldan, George Schafer, Joseph Schott



## **ARCH 4520 Synthesis Design Studio, (6); ARCH 4521 – Lab Component**

### **Course Description:**

Integrates and further develops acquired skills, abilities, and interests from previous architecture studios. Projects emphasize the accumulation of architectural experiences and knowledge.

### **Course Goals & Objectives:**

#### Goals:

- Have student's explore theoretical design issues and comprehensive problem solving exercises, addressing a wide range of architectural issues.
- Introduce student to technical aspects of building design through a complex project focusing on an institutional building in an urban setting.

#### Objectives:

- Explore, evaluate, interpret and communicate the design process; develop critical thinking
- Transformation and development as a basis for architecture
- Explore the inter-relationship between premise, process, and product.
- Address at minimum the following key issues: research methodologies, urban contexts, sustainable building strategies, site analysis methodology, site planning strategies, vernacular traditions/precedents, use-program development and analysis, integration of building and landscape design, innovative structural design, enclosure systems, building systems integration, and accessibility.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.3 Investigative Skills
- A.4 Architectural Design Skills

#### Secondary Criteria

- |   |   |
|---|---|
| • A.1 Professional Communication Skills | • B.2 Site Design                       |
| • A.2 Design Thinking Skills            | • B.5 Structural Systems                |
| • A.5 Ordering Systems                  | • B.6 Environmental Systems             |
| • A.6 Use of Precedents                 | • B.7 Building Envelope Systems         |
| • B.1 Pre-Design                        | • B.8 Building Materials and Assemblies |

### **Topical Outline:**

- |                         |  |
|-------------------------|--|
| • Research: 15%         | • Develop Schematic design: 10%            |
| • Schematic Design: 38% | • Design Development and Presentation: 37% |

**Prerequisites:** ARCH 3510, Senior standing

### **Textbooks/Learning Resources:**

*Resources are listed within the syllabus of each course based on the project and the instructor*  
Some texts used are:

- *Architects Studio Companion*, Fifth edition, Edward Allen and Joseph Iano, 2012, Wiley
- *Building Construction Illustrated*, Fourth edition, Francis Ching, 2008, Wiley

**Offered:** Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:** C. Mills, T. Brown, J. Wilkerson, R. Bruhns, G. Schafer, C. Barrios Kleiss, D. Hecker,

**ARCH 4710 Architectural History of Place (3):  
Charleston**

**Course Description:**

Survey of urban design and architectural history using examples viewed in a particular locale. Emphasizes an overview survey of design movements identifying specific design elements and understanding how they are used in shaping place.

**Course Goals & Objectives:**

- The general flow of the course will progress from broad to more site-specific research/analysis of the urban condition. Initially focused on the design state of medical complexes to more specifically development patterns both past and present for new development in and around the medical complex.
- Introduce students to planning and design concepts and issues, for design of healthy urban public environments and new urban developments in an historic and sensitive urban context.
- Course is designed to work seamlessly with the studio projects where the theoretical basis for the work is examined in the seminar and application of theory in the companion studio course

**Student Performance Criterion/a addressed:**

- A.1 Professional Communication Skills
- A.3 Investigative Skills
- A.6 Use of Precedents

**Topical Outline:**

- Overall Building Fabric Design and Planning
- Integrated Building Systems
- Urban Development Patterns and Case History

**Prerequisites:** ARCH 1010

**Textbooks/Learning Resources:**

Taught by different instructors – refer to individual syllabi

**Offered:** Spring 2015, Fall 2015

**Faculty assigned:**

Ray Huff, David Allison, Jacob Lindsey, James Thomas

## **ARCH 4770 Introduction to Craft:**

### **Course Description:**

Architectural craft lab offered under different material specializations, all of which introduce students to design as informed by craft through a hands-on lab. Basic craft operations and material properties are introduced

### **Course Goals & Objectives:**

The purpose of ITC is to teach basic shop and tool safety *at the level of mastery*.

- To teach a rigorous approach to making that yields material excellence *at the level of capability*. Skills necessary to this endeavor include: patience, planning, the understanding of tolerance in materials and tools, a process that includes testing and mock-ups, and knowing the limits and capabilities of tools and materials.
- To teach design as informed by craft *at the level of exposure*. Skills necessary to this endeavor include stylistic prowess, the ability to translate theory to form, the application of an iterative design process, and the modification of concept according to material experiment

### **Student Performance Criterion/a addressed:**

- A.2 Design Thinking Skills

### **Topical Outline:**

The graded components of the studio will be weighted as follows:

Drawing and other representational techniques: 20%

Research and study: 20%

Design: 25%

Fabrication: 25%

Documentation: 10%

### **Prerequisites:**

CAC.C Shop Safety Certification as a co-requisite to ITC.

### **Textbooks/Learning Resources:**

Lectures will draw heavily on material from these primary references. The below-mentioned books are available in the CAC library. It is not required to purchase text for this class, but it is encouraged.

- Frid, TAGE. 1993. *TAGE Frid Teaches Woodworking*. Newtown, Conn.: The Taunton Press.
- Hoadley, R. Bruce. 2000. *Understanding Wood: A Craftsman's Guide to Wood Technology*. Rev. ed. Newtown, Conn.: The Taunton Press.
- Rogowski, Gary. 2002. *The Complete Illustrated Guide to Joinery*. Newtown, Conn.: The Taunton Press.

### **Offered:**

Fall 2014, 2015; Spring 2015, 2017

**Faculty assigned:** David Pastre

## **ARCH 6120 Architectural History Research**

### **Course Description:**

Directed investigations related to the art and architectural history of Europe.

### **Course Goals & Objectives:**

The course aims to make the students aware that:

- An intelligible design process needs both a theoretical approach and a wide historic culture
- Critical thinking is more effective when supported by an open-minded use of memory
- Architecture is, above all, a symbolic language to be used in order to communicate philosophical ideas

### **Student Performance Criterion/a addressed:**

- A.2 Design Thinking Skills
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

### **Topical Outline:**

Due to the fact this class is taught in different locations, refer to the syllabus.

**Prerequisites:** no prerequisites

### **Textbooks/Learning Resources:**

Due to the fact this class is taught in different locations, refer to the syllabus.

### **Offered:**

Fall 2014, 2015; Spring 2015, 2016

### **Faculty assigned:**

Nicola Delledonna

**ARCH 6140 Building Technology (Design Seminar) (3):  
Barcelona / Genoa / Irvine**

**Course Description:**

Exploration of topical issues in architecture, art, construction, and planning.

**Course Goals & Objectives:**

Students will:

- Gain a broad understanding of the materials, methods of construction and building technology context as related to architecture and urbanism.
- Generate critical discussion of key concepts and extract the lessons learned for application in the design process.
- Build a map of methods for identifying, contextualizing and analyzing buildings and their construction in order to apply these concepts to the design process

**Student Performance Criterion/a addressed:**

- |   |  |
|---|--|
| • A.1 Professional Communication Skills | • A.7 History and Global Culture           |
| • A.2 Design Thinking Skills            | • A.8 Cultural Diversity and Social Equity |
| • A.3 Investigative Skills              | • B.1 Pre-Design                           |
| • A.4 Architectural Design Skills       | • B.2 Site Design                          |
| • A.5 Ordering Systems                  | • B.8 Building Materials and Assemblies    |
| • A.6 Use of Precedents                 | • C.1 Research                             |

**Topical Outline:**

Due to the fact this class is taught in different locations, refer to the syllabus.

**Prerequisites:** Junior standing or consent of instructor

**Textbooks/Learning Resources:**

Due to the fact this class is taught in different locations, refer to the syllabus.

**Offered:**

Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:**

Miguel Roldan, David Lee, Matt Powers, George Schafer, Joseph Schott

**ARCH 6160 Field Studies in Architecture and Related Arts (3):  
Barcelona / Genoa**

**Course Description:**

Documentation and analysis of architectural structures observed during European travels in graphic and written form.

**Course Goals & Objectives:**

Students will:

- Travel to different European cities: study cities from the point of view of an architect
- Understand the transformation of the city as a common working space for specialists in the fields of design, economy, architecture, sociology, anthropology, politics, etc.
- Create an attitude towards the meaning of traveling, visiting and seeing cities and the built (or not) environment.
- Articulate how seeing the cities through different lenses (photos, drawings, film, seeing, describing) results in different views.

**Student Performance Criterion/a addressed:**

- A.1 Professional Communication Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity
- C.1 Research

**Topical Outline:**

Topics are specific to the location of study, and can be found within each syllabus.

**Prerequisites:** Junior standing or consent of instructor

**Textbooks/Learning Resources:**

Resources and materials are specific to the location of study, and can be found within each syllabus.

**Offered:**

Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:**

David Lee, Guiditta Poletti, Matt Powers, Miguel Roldan, George Schafer, Joseph Schott

## **ARCH 6770 Introduction to Craft:**

### **Course Description:**

Architectural craft lab offered under different material specializations, all of which introduce students to design as informed by craft through a hands-on lab. Basic craft operations and material properties are introduced

### **Course Goals & Objectives:**

The purpose of ITC is to teach basic shop and tool safety *at the level of mastery*.

- To teach a rigorous approach to making that yields material excellence *at the level of capability*. Skills necessary to this endeavor include: patience, planning, the understanding of tolerance in materials and tools, a process that includes testing and mock-ups, and knowing the limits and capabilities of tools and materials.
- To teach design as informed by craft *at the level of exposure*. Skills necessary to this endeavor include stylistic prowess, the ability to translate theory to form, the application of an iterative design process, and the modification of concept according to material experiment

### **Student Performance Criterion/a addressed:**

- A.2 Design Thinking Skills

### **Topical Outline:**

The graded components of the studio will be weighted as follows:

Drawing and other representational techniques: 20%

Research and study: 20%

Design: 25%

Fabrication: 25%

Documentation: 10%

### **Prerequisites:**

CAC.C Shop Safety Certification as a co-requisite to ITC.

### **Textbooks/Learning Resources:**

Lectures will draw heavily on material from these primary references. The below-mentioned books are available in the CAC library. It is not required to purchase text for this class, but it is encouraged.

- Frid, Tage. 1993. *Tage Frid Teaches Woodworking*. Newtown, Conn.: The Taunton Press.
- Hoadley, R. Bruce. 2000. *Understanding Wood: A Craftsman's Guide to Wood Technology*. Rev. ed. Newtown, Conn.: The Taunton Press.
- Rogowski, Gary. 2002. *The Complete Illustrated Guide to Joinery*. Newtown, Conn.: The Taunton Press.

### **Offered:**

Fall 2014, 2015; Spring 2015, 2017

**Faculty assigned:** David Pastre

## **ARCH 6850 History and Theory of Architecture + Health (3):**

### **Course Description:**

Introduces relationships between health and architectural settings for health. Examines connections between cultural context, medical thought, health-care delivery, and health facility design within different time periods. Introduces contemporary theories on the relationships between human beings, their health and well-being, and the design of the physical environment.

### **Course Goals & Objectives:**

Students will be able to demonstrate an understanding of:

- The relationship between global architecture and health, and the evolutionary nature of architectural setting for healthcare delivery.
- Basic relationships between humans, their environment, and human health with particular focus on the direct and indirect role of the built environment.
- The general context of global healthcare settings including the point of view and concerns of health facility occupants, the “language” of architecture for health, and the scope and type of services/care received/delivered.
- Case studies drawn from worldwide building types and conceptual approaches in both historical and contemporary contexts.
- The evolutions of global healthcare facility planning and design from ancient to present-day contexts as informed by advancements in technology, public health, medical science, and evolving social norms, cultural imperatives, and political realities.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.6 Use of Precedents
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

#### Secondary Criteria

- A.3 Investigative Skills

### **Topical Outline:**

Weekly readings/lectures/tests: 40%

- Key events, theories, and care settings from antiquity to the present.
- Past, present, and future healthcare delivery system trend-lines.
- Global space-timeline chronology is used to examine patterns of adaptation as well as dysfunctional, anti-therapeutic, and maladaptive care setting as these have manifested in history.
- Individual topics include: architectural typologies, human stress, health promotion and wellness, societal aging, environmental perception and cognition, and sustainable/green planning and design precepts.

Research paper: 35%

Research presentation: 25%

**Prerequisites:** Consent of instructor

**Textbooks/Learning Resources:**

**Offered:** Fall 2014, 2015, 2016

**Faculty assigned:** Dina Battisto



## **ARCH 6880 Architectural Programming**

### **Course Description:**

This course is designed to offer the student an introduction to the theory and practice of architectural programming. Programming is presented as a means to create architectural settings that are sensitive to the needs of their inhabitants.

### **Course Goals & Objectives:**

- Introduction of programming as a primarily analytical process to be considered in an integrated relationship with an intuitive design approach.
- Use of “patterns” as a methodology for developing a common understanding, shared language, and mutually understood set of environmental values.
- Understand the mechanics of providing professional programming services

### **Student Performance Criterion addressed:**

#### Primary Criteria

- A.1 Professional Communication Skills
- B.1 Pre-Design
- D.1 Stakeholder Roles in Architecture

#### Secondary Criteria

- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- B.6 Environmental Systems
- B.10 Financial Considerations

### **Topical Outline:**

- Graphic Communication & Diagramming: 40%
- Programming Methods: 40%
- Projects / Case Studies: 20%

**Prerequisites:** Permission of the instructor

### **Textbooks/Learning Resources:**

- *Zen and the Art of Motorcycle Maintenance*, Robert M. Pirsig, New York NY, Bantam Books, 1995 ed. [ZMM]
- *A Pattern Language*, Christopher Alexander et al. New York: Oxford University Press, 1977
- *A Timeless Way of Building*, Christopher Alexander et al. New York: Oxford University Press, 1979 [ATWB]
- *Problem Seeking: An Architectural Programming Primer*, William M. Pena, Washington DC: AIA Press, 1987 ed.

### **Offered:**

Spring 2015, 2016, 2017

### **Faculty assigned:**

Byron Edwards

## **ARCH 8100 Visualization and Representation I (3):**

### **Course Description:**

Develops students' capacity for graphic representation of architectural form and space. Intended as a corollary to ARCH 8400; provides the tools necessary to analyze and translate concepts into two-dimensional constructions through the utilization of manual and digital drawing techniques.

### **Course Goals & Objectives:**

- Learn to generate ideas with digital tools
- Learn to design the recording (representation) of an investigative process
- Acquire a basic understanding of the techniques and theories behind architectural representation
- Develop a basic understanding of formal ordering systems
- Begin to design using abstract concepts
- Understand what a design experiment is and how it can lead to a rigorous process
- Refine critical thinking, analytic techniques and organizational, spatial and constructive capabilities
- Distinguish between vector-based and pixel-based software and be able to employ each
- Understand ideas of continuity and discontinuity and their significance within digital modeling
- Understand how to use basic operations in the software, Rhino3D
- Understand the bias, constraints and advantages of digital tooling
- Understand fundamental types of architecture drawings (axonometric versus perspective)
- Learn to make digital drawings with dashed lines, transparency and line weights
- Learn to critically analyze precedents as a means to generate design ideas
- Understand how to identify and contribute to an intellectual inquiry in architecture

### **Student Performance Criterion/a addressed:**

#### Primary

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills

#### Secondary

- A.5 Ordering Systems

### **Topical Outline (include percentage of time in course spent in each subject area):**

This course introduces a series of techniques and theoretical ideas within the discourse of architectural representation. More specifically, the primary exploration is digital modeling and drawing as an agency for design. Throughout the course, technical skills are taught through a series of conceptual (abstract) frameworks. Students generate ideas with digital tools and learn to design the recording (representation) of their investigative process. The course is multifaceted and includes a combination of lectures, readings and technical tutorials.

- Readings (Student will be given four readings to write reflective responses): 10%
- Exercises (Five exercises will be assigned with an attached rubric): 65%
- Final Project (Each student will have to demonstrate and apply the skills and techniques taught to them throughout the semester. Similar to the exercises, a grading rubric will be supplied): 25%

**Prerequisites:** co-requisite: ARCH 8410

**Textbooks/Learning Resources:** Required software: Rhino 5 and Adobe Creative Suite

**Offered:** Fall 2015, 2016

**Faculty assigned:** Joseph Choma, Junichi Satoh

## **ARCH 8110 Visualization and Representation II:**

### **Course Description:**

Develops and improves student's capacity for the digital and graphic representation of three-dimensional architectural form and space. Introduces and explores the latest technologies, from advanced digital modeling tools to equipment for computer-controlled fabrication.

### **Course Goals & Objectives:**

- To acquire fundamental skills in 3D CAD modeling and rendering
- To acquire fundamental skills in digital fabrication
- To improve and explore the synthesis of a variety of digital tools in order to clearly and creatively communicate ideas using various graphic methods and technologies and to exploit these as investigative tools both critically and intuitively to expand or clarify an idea, to rethink it and to communicate it effectively and persuasively.
- To explore how various mediums of investigation may influence our way of thinking and therefore our sensibilities and ways of intervening.

### **Student Performance Criterion/a addressed:**

#### Primary

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills

#### Secondary

- A.5 Ordering Systems
- A.6 Use of Precedents

### **Topical Outline:**

- Work Samples: 10%
- Modeling: 5%
- Skin to Structure: 7.5%
- Digital: 7.5%
- Rendering: 20%
- Fabrication: 30%
- Portfolio: 20%

**Prerequisites:** ARCH 8100 or consent of instructor

### **Textbooks/Learning Resources:**

Online tutorials (lynda.com) for: Rhino 5, AutoCAD, InDesign CC, Illustrator CC, Photoshop CC

### **Offered:**

Spring 2015, 2016, 2017

### **Faculty assigned:**

Doug Hecker, Joseph Choma

## **ARCH 8210 Research Methods (3):**

### **Course Description:**

Covers foundations and procedures of architectural research. Explores alternate research methodologies and their philosophical and epistemological limits.

### **Course Goals & Objectives:**

Students should acquire the following skills:

- A knowledge of the fundamentals to critical thinking and how to construct arguments that are supported by evidence.
- An ability to assess the strengths and weaknesses of various research designs including systems of inquiry, strategies, techniques and tactics
- An understanding of multiple methods used to collect data to answer architectural research questions
- A recognition that design and research are complementary thinking strategies
- An ability to transform a problem or question into an empirical research study to generate applied knowledge to advance design disciplines (practice or theory)

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.3 Investigative Skills
- C.1 Research
- C.2 Integrated Evaluations and Decision-Making Process

#### Secondary Criteria

- A.1 Professional Communication Skills

### **Topical Outline:**

- Research Strategies and Methods: 50%
  1. Research in Architectural Practice (12%)
  2. Research Strategy (12%)
  3. Data Collection Method (12%)
  4. Integrated PowerPoint Presentations (14%)
- Research Poster Content and Presentation: 30%
- Attendance/Quizzes: 20%

**Prerequisites:** Required for Master of Architecture students

### **Textbooks/Learning Resources:**

- Creswell, John W. (2014). *Research Design: Qualitative, Quantitative, and Mixed methods Approaches*. Los Angeles, CA: Sage
- Martin, Bella and Hanington, Bruce (2012). *Universal Methods of Design*. Beverly, MA: Rockport Publishers

**Offered:** Fall 2014, 2015, 2016

**Faculty assigned:** Dina Battisto

**Number & Title of Course: ARCH 8410 Design Studio I**

**Course Description:**

Design studio focused on increasingly complex works of architecture at various scales for different physical site conditions.

**Course Goals & Objectives:**

- Develop key NAAB criteria
- Practice critical thinking
- Connect coursework (studio + other semester courses)
- Climb the learning curve
- Create a meta-project (develop individual interests that can be pursued across semesters)

**Student Performance Criterion/a addressed (list number and title):**

- A2. Design Thinking Skills
- A4. Architectural Design Skills
- A6. Use of Precedents

**Topical Outline (include percentage of time in course spent in each subject area):**

- Project 1. 2 weeks. "An architectural interpretation of Plato's Allegory of the Cave." Imaginative site.
- Project 2. 6 weeks. "A Storefront for Philosophy." An urban infill Main Street site.
- Project 3. 8 weeks. "A non-denominational chapel/reflection space for Clemson University." Suburban campus setting.

**Prerequisites:**

None

**Textbooks/Learning Resources:**

- Ching, Frank. *Architectural Graphics*, 5<sup>th</sup> ed. Wiley, 2009.
- Unwin, Simon. *Twenty-Five Buildings Every Architect Should Understand*, 2<sup>nd</sup> ed. Routledge, 2015.
- Yee, Rendow. *Architectural Drawing: A Visual Compendium of Types and Methods*, 3<sup>rd</sup> ed., Wiley, 2007.

**Offered:**

Fall 2014, 2015, 2016

**Faculty assigned:**

Peter Laurence (coordinator); Andreea Mihalache; Armando Montilla; Junichi Satoh

**Number & Title of Course: ARCH 8420 Design Studio II (6)**

**Course Description:**

Design studio focused on architectural materials and assembly and design explorations of increasing complexity. Students develop a detailed sectional model of their design proposal.

**Course Goals & Objectives:**

- Develop key NAAB criteria
- Integrate studio work with other coursework
- Climb the learning curve (develop design thinking skills; develop modeling and representational techniques)
- Develop an architectural design project in some depth in terms of materials and assemblies

**Student Performance Criterion/a addressed:**

- A2. Design Thinking Skills
- A3. Investigative Skills
- A4. Architectural Design Skills

**Topical Outline:**

Depending on student abilities, one or two design projects. Examples: "An urban monastery/convent/institute" (urban residential facility with public outreach and special purpose); ACSA-AISC steel design competition ("Tall Buildings," S16)

- Weeks 1-4. Program and site research; conceptual design
- Weeks 5-8. Schematic design
- Weeks 9-12. Design development
- Weeks 13-16. Wall section and representation

**Prerequisites:**

ARCH 8410 Design Studio I; ARCH 8100 Visualization I

**Textbooks/Learning Resources:**

- Ching, Frank. *Architectural Graphics*, 5<sup>th</sup> ed. Wiley, 2009.
- Unwin, Simon. *Twenty-Five Buildings Every Architect Should Understand*, 2<sup>nd</sup> ed. Routledge, 2015.
- Yee, Rendow. *Architectural Drawing: A Visual Compendium of Types and Methods*, 3<sup>rd</sup> ed., Wiley, 2007.

**Offered:**

Spring 2015, 2016

**Faculty assigned:**

Peter Laurence (coordinator); Andreea Mihalache; Junichi Satoh; Berrin Terim

## **Arch 8510 Design Studio III (6):**

### **Course Description:**

Design studio for projects of relative complexity, with varied scales and programs, focusing on investigative skills, fundamental design skills, sustainability, and technical documentation. Emphasizes the relationship between architecture, site, and context in preparation for more advanced design projects and off-campus study.

### **Course Goals & Objectives:**

- To study and attend to the programming and space planning aspects of a design project.
- To study and attend to technical aspects of the building design including life safety criteria and universal accessibility.
- To design a building that is materially sound, appropriately sustainable, and responsive to its physical and cultural contexts, all while working within a prescribed building program.
- To design the site and landscape surrounding the building, understanding that site and landscape design are important aspects of the overall building design.

### **Student Performance Criteria addressed:**

#### Primary Criteria

- A.4 Architectural Design Skills
- B.1 Pre-Design
- C.3 Integrative Design

### **Topical Outline:**

Refer to the syllabus

**Prerequisites:** ARCH 8420

### **Textbooks/Learning Resources:**

- Edward Allen and Joseph Iano. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design*. Fifth Edition. John Wiley & Sons Publishing. Hoboken, NJ. 2012

### **Offered:**

Fall 2014, 2015, 2016

### **Faculty assigned:**

Dustin Albright, Ufuk Ersoy, David Franco, Ulrike Heine, Henrique Houayek

## **ARCH 8520 – Design Studio IV, all locations (6):**

### **Course Description:**

Design studio for projects of relative complexity, with varied scales and programs, with an emphasis on pre-design, sustainability, site design and collaborative processes. Emphasizes the relationship between architecture, site, and context.

### **Course Goals & Objectives:**

- Design a building that is materially sound, appropriately sustainable, and responsive to its physical and cultural contexts.
- Design the site and landscape surrounding the building, understanding that site and landscape designs are principal aspects of the overall building design;
- Experiment alternative ways of engaging and activating an urban topography.

### **Student Performance Criteria addressed:**

#### Primary Criteria

- B.1 Pre-Design
- B.2 Site Design
- B.6 Environmental Systems

#### Secondary Criteria

- A.4 Architectural Design Skills
- A.8 Cultural Diversity and Social Equity
- B.6 Environmental Systems

### **Topical Outline:**

A collaborative, interdisciplinary and research-based design studio that facilitates consistent questioning, research, testing, refining and dialogue. The studio features collaborative project preparatory research, analysis and synthesis of urban conditions, precedents and building typologies as a prelude to individual and small-group design explorations for a mid-size urban intervention.

- Urban analysis and documentation: 25%
- Preparatory project research: 10%
- Conceptual design: 15%
- Design development and documentation: 50%

**Prerequisites:** Arch 2520 / 8510

**Textbooks/Learning Resources:** no required texts

*Topical readings are assigned to align with project milestones.*

Examples of texts used

- Edward A. and J. Iano. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design*. Hoboken, NJ: J. Wiley & Sons Publishing, 2012.
- Bachelard, G. *Water and Dreams: An Essay on the Imagination of Matter*. Trans. by E. R. Farrell. Dallas, TX: The Pegasus Foundation, 1983.
- Illich, I. *H2O and the Waters of Forgetfulness*. Berkeley, CA: Heyday Books, 1985.
- Mostafavi, M. "Why Ecological Urbanism? Why Now?" in Mostafavi, M. and G. Doherty. *Ecological Urbanism*. Baden: Lars Müller Publishers, 2010, 12-54.
- Harvey, D. "The Crisis of Planetary Urbanization," 2014, [http://post.at.moma.org/content\\_items/520-the-crisis-of-planetary-urbanization](http://post.at.moma.org/content_items/520-the-crisis-of-planetary-urbanization)

**Offered:** Spring 2015, 2016, 2017

**Faculty assigned:** U. Ersoy, D. Harding, R. Huff, D. Pastre, M. Powers, U. Heine, M. Roldan, D. Hecker, A. Montilla, M. Skinner, J. Schott, D. Franco, W. Schlein, G. Schafer, L. Rocco, N. Delledonne



## **ARCH 8570 - Design Studio V – All Locations (6)**

### **Course Description:**

Design studio for increasingly comprehensive design projects, with varied scales and programs, with an emphasis on pre-design, site design, sustainability, and collaborative processes. Emphasizes the relationship between architecture, site and context.

### **Course Goals & Objectives:**

- Introduce the concept of urban architecture, scaffold the assessment of an urban fabric and instills basic values and principles of architecture within an urban condition.
- Explore how architecture and landscapes relate to the urban condition, instills basic values and principles of architectural and landscape design at the scale of the urban ecosystem and relates organizational, spatial, structural, and architectonic principles to the conception and development of interior and exterior spaces, building elements, landscapes and components of urban interventions at different scales.
- Teach rigorous, critical design strategies from the development of first design principles through proposed design manifestations, including research and analysis, conceptual framework development, critical thinking strategies and communication strategies.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.8 Cultural Diversity & Social Equity
- B.1 Pre-Design
- B.2 Site Design
- C.2 Integrated Evaluations & Design Making Process

#### Secondary Criteria

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- B.3 Codes and Regulations
- B.4 Technical Documentation
- B.7 Building Envelope Systems
- B.8 Building Materials and Assemblies
- C.3 Integrative Design

### **Topical Outline:**

- Urban analysis and documentation: 25%
- Preparatory project research: 10%
- Conceptual design: 15%
- Design development and documentation: 50%

**Prerequisites:** ARCH 8520

### **Textbooks/Learning Resources:**

*Resources are listed within the syllabus of each course based on the project and the instructor.*

Some texts used are:

- *Architects Studio Companion*, Fifth edition, Edward Allen and Joseph Iano, 2012, Wiley
- *Building Construction Illustrated*, Fourth edition, Francis Ching, 2008, Wiley

**Offered:** Fall 2014, 2015, 2016

**Faculty assigned:** C. Barrios Kleiss, S. Hambright-Belue, D. Harding, R. Huff, D. Pastre, D. Hecker, A. Montilla, R. Bruhns, G. Schafer, T. Brown, D. Albright, U. Heine, M. Roldan

## **ARCH 8580 Thesis Research (3):**

### **Course Description:**

Architectural predesign inventory and analysis for the thesis project.

### **Course Goals & Objectives:**

The architectural thesis is intended to give students an in-depth opportunity for the application, integration, and personal interpretation of principles explored in the Architecture + Health curriculum along with knowledge and ideas gained from other course work, personal and professional experience.

- Students identify, research and develop both a thesis proposition, a research/scholarly study, and for M.Arch students, an architectural thesis project.
- Students engage in self-motivated questioning, critical and creative thinking, rigorous exploration, and person position making.
- Provide the research foundation that will enable subsequent completion of both the thesis manuscript [ARCH 8590] and the thesis project [ARCH 8910].

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.3 Investigative Skills
- A.6 Use of Precedents
- C.1 Research

#### Secondary Criteria

- A.1 Professional Communication Skills
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity
- B.1 Pre-Design
- D.1 Stakeholder Roles in Architecture

### **Topical Outline:**

This course involves independent study in which both the work and progress are monitored periodically during the semester by the major advisor and the full thesis committee. Students are responsible for their work, methodology, and progress

**Prerequisites:** Permission of instructor

### **Textbooks/Learning Resources:**

- The Craft of Research – 2<sup>nd</sup> edition. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. University of Chicago Press, Chicago, 1995-2003
- The Elements of Style. Strunk, William Jr. and White E.B. McMillan Publishing Co. New York, 1979
- Information Searching in Health Care. Williams, Renee M. Et al, Slack International Book Distributors, NJ, c1992

**Offered:** Fall 2014, 2015, 2016; Spring 2015, 2016, 2107

**Faculty assigned:** David Allison, Dina Battisto, Vincent Blouin

## **ARCH 8590 Thesis Manuscript (3):**

### **Course Description:**

Architectural predesign synthesis of research for the thesis project.

### **Course Goals & Objectives:**

The manuscript course is intended to allow students an in-depth opportunity for the examination, application, integration, and personal interpretation of principles explored in the Architecture + Health curriculum. Students develop a clear and concise thesis position supported by a well-reasoned thesis argument and/or a research study.

- Integration of knowledge and ideas gained from other course work, personal or professional experience
- Incorporate a developed understanding of relationships between architecture, human beings, and their physical and mental wellbeing.
- Manuscript will document in words and images the resolution of both a thesis proposition and architectural thesis project.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.1 Professional Communication Skills
- A.3 Investigative Skills
- C.2 Integrated Evaluations and Decision-Making Design Process

#### Secondary/Tertiary Criteria

- A.2 Design Thinking Skills
- A.6 Use of Precedents
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

### **Topical Outline:**

The thesis manuscript course, taken during the final semester, is intended to cover the development of the first draft of the thesis into a final document. This course is designed for independent study. The thesis position, argument and evidence should lead to the establishment of design principles, a project program, site selection, and the documented resolutions of an architectural design proposal.

### **Prerequisites:**

ARCH 8580; Limited to students in Architecture + Health; To be taken simultaneously with ARCH 8910, Thesis Studio.

### **Textbooks/Learning Resources:**

- The Craft of Research. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, University of Chicago Press, Chicago, Latest edition.

### **Offered:**

Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

### **Faculty assigned:**

David Allison, Dina Battisto

## Arch 8600 History and Theory I (3)

### Course Description:

Overview of architecture and urbanism from the Renaissance to the Industrial Revolution, emphasizing the trajectory of western modernity, historical transformations of architectural practices, and the theoretical, philosophical and cultural foundation of changing design approaches. Close readings of primary and secondary sources are complemented by analytical studies of noteworthy precedents.

### Course Goals & Objectives:

- Strengthen students' capacity to understand and analyse architectural texts and projects in detail.
- Develop a critical approach to examine and question the architectural tools and methods in hand.
- Enlarge their professional frame of thinking by analysing how architects borrow tools and ideas from other disciplines.
- Strengthen their capacity to perform academic research and writing techniques required for the study of architecture.

### Student Performance Criteria addressed:

#### Primary Criteria

- A.1 Professional Communication Skills
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

### Topical Outline:

- The Gothic Revolution, *Ars sine scientia nihil est*: 20%;
- The Renaissance, Humanism and the Revolution in Seeing: 20%;
- The Enlightenment, Two Cosmic Revolutions: 20%;
- A Revolutionary Perspective on Nature and Architecture in the Age of Revolution: 20%;
- Oikonomic and Industrial Revolutions: 20%.

**Prerequisites:** No prerequisite

### Textbooks/Learning Resources:

- Ballantyne, Andrew. *Architecture: A Very Short Introduction*. New York, NY: Oxford University Press, 2002.
- Ching, Frank, Mark Jarzombek, and Vikramaditya Prakash. *A Global History of Architecture*. Hoboken, NJ: J. Wiley & Sons, 2007.
- Lefaivre, Liane, and Alexander Tzonis. *The Emergence of Modern Architecture: A Documentary History from 1000 to 1810*. New York, NY: Routledge, 2003.
- Spector, Tom, and Rebecca L. Damron. *How Architects Write*. New York, NY: Routledge, 2013.
- Vesely, Dalibor. *Architecture in the Age of Divided Representation: The Question of Creativity in the Shadow of Production*. Cambridge, MA: The MIT Press, 2004.

### Offered:

Fall 2014, Fall 2015, Fall 2016

**Faculty assigned:** Ufuk Ersoy, Berrin Terim

## **ARCH 8610 Architectural History / Theory II (3)**

### **Course Description:**

Study of architecture and urbanism from 1850 to 1950 through thematic investigations, historical narratives and social critiques in order to reveal past theorists' and practitioners' responses to those cultural and technological changes that remain similar today.

### **Course Goals & Objectives:**

The course provides a survey of modern architectural history from 1850-1968. Students examine particular buildings & the technological & cultural shifts which gave them shape.

- Students learn the sources of architectural styles with emphasis on terminology and etymologies.
- Shape a constructive critical discourse through an overview of modernity, positively impacting the students' design work.
- Exemplify and profile the role of American and modern masters in order to inspire students.
- Examine buildings which served to inform the geographic setting within the social and political context.
- Study technical advancements as the underlying design factors found beneath building surfaces.
- Study regional examples as a product of respective locale, shaped by local building techniques.

### **Student Performance Criteria:**

#### Primary Criteria

- A.3 Investigative Skills
- A.7 History and Global Culture
- A.8 Historical Traditions and Global Culture

#### Secondary Criteria

- A.1 Professional Communication Skills
- A.6 Use of Precedents

### **Topical Outline:**

Topics & themes include connections to precedents and antecedents, to understand both sources & inventions. Old world connections are made to understand the trajectory of forms and ideas in America. Innovations by various practitioners with regard to their region of practice & the influence of the machine age is emphasized in the course. Understanding of various doctrines advanced by certain architects is included. Presentation & discussion of architectural ornament and its role in history is an important theme throughout the course.

- Late 19<sup>th</sup> century: 40%
- Early to mid-twentieth century: 60%

**Prerequisites:** ARCH 8600

### **Textbooks:**

- Twentieth-Century American Architecture by C. Wiseman. W.W. Norton pub. N.Y. 2000.
- Modern Architectural History by Harry Malgrave. Cambridge University Press, N.Y. 2005.

*Library resources are maintained on a reserve shelf in the Gunnin Library. A "dropbox" is maintained to distribute select readings and contains all powerpoint presentations projected in the class.*

### **Course offered:**

Spring 2014, 2015, 2016.

**Faculty assigned:** Robert Bruhns, Ufuk Ersoy

## **ARCH 8620 – Architectural History and Theory III**

### **Course Description:**

Study of architecture and urbanism from 1950, emphasizing challenges to early twentieth century modernism, the emergence of new urban, suburban, ecological, cultural and technological sensibilities, and the roots of contemporary architecture.

### **Course Goals & Objectives:**

- 

### **Student Performance Criterion/a addressed:**

- A.6 Use of Precedents
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

### **Topical Outline:**

- Distributed by each individual instructor. Refer to syllabi

### **Prerequisites:**

none

### **Textbooks/Learning Resources:**

Distributed by each individual instructor. Refer to syllabi.

### **Offered:**

Spring 2015, 2016, 2017

### **Faculty assigned:**

Ulrike Heine/Miguel Roldan, Armando Montilla, James Thomas, Matt Powers, Berrin Terim, Andreea Mihalache

## **ARCH 8640 History and Theory IV (3)**

### **Course Description:**

Investigation of emerging architectural trends and urban phenomena to prepare students for advanced history-theory electives, independent research, and architectural practice in the decades ahead, through the study of such topics as globalization and non-Western architecture, mega-cities, sprawl and urbanization, energy and infrastructure, landscape and urban design, science and sustainability.

### **Course Goals & Objectives:**

- Reading and comprehension of complex texts on architecture and other disciplines.
- Critically engaging the social and cultural context of contemporary architecture
- Elaborate by writing and verbal discussion consistent arguments in order to take a personal position on open contemporary debates about the built environment.
- Use specific texts, films and architectural projects as case studies and sources.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.7 History and Global Culture.
- A.8 Cultural Diversity and Social Equity.
- C.1 Research

### **Topical Outline:**

- Part 1. New Pragmatisms: 25%
- Part 2. Architecture For Whom?: 25%
- Part 3. The Politics Of Architecture: 25%
- Part 4. Sustainability, Technology and Landscape: 25%

**Prerequisites:** ARCH 8620

### **Textbooks/Learning Resources:**

See the syllabus for a comprehensive list of the readings used in this class.

### **Offered:**

Spring 2015, 2016, 2017

### **Faculty assigned:**

David Franco Santa Cruz

## **ARCH 8700 Structures I (3)**

### **Course Description:**

Forces and their applications to statically determinant structural components and systems such as shear, moment and other stress strain patterns are explored in multiple structural materials.

### **Course Goals & Objectives:**

- Learn about the different structural systems and their application in architecture.
- Introduction to concepts of force, loads, reactions
- Learn about how different structural members are used to support buildings
- Basic structural analysis

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.5 Ordering Systems
- B.5 Structural Systems

### **Topical Outline:**

- Overview of Structural Systems: 10%
- Static Equilibrium: 10%
- Forces in structural members: 10%
- Load Tracing: 10%
- Reactions: 20%
- Lateral Stability: 10%
- Analysis of Beams and Columns: 15%
- Analysis of Trusses: 15%

**Prerequisites:** none

### **Textbooks/Learning Resources:**

- *Building Structures Illustrated* by Francis D. K. Ching, Barry S. Onouye and Douglas Zuberbuhler. Second Edition. Wiley, 2014. ISBN: 978-1-118-45835-8

### **Offered:**

Fall 2014, 2015, 2016

### **Faculty assigned:**

Michael Carlos Barrios Kleiss



## **ARCH 8710 Structures II (3)**

### **Course Description:**

Addresses advanced topics in structures, exterior envelopes and contemporary production technologies. Continues the exploration of structural elements and systems, expanding to include more complex determinant, indeterminate, long-span and high-rise systems. Preq: ARCH 8700 or consent of instructor.

### **Course Goals & Objectives:**

Students will apply their previous knowledge of Statics and Strength of Materials to the study of:

- Specific structural forces (compression, tension, bending, shear, buckling, torsion, etc.)
- Various types of structural members affected by these forces (beams, columns, and foundations)
- Particularities associated with specific materials (steel, timber, and concrete)

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.5 Ordering Systems
- B.5 Structural Systems
- B.8 Building Materials and Assemblies

### **Topical Outline:**

- Overview of Structural Systems: 10%
- Statics Review: 7%
- Strength of Materials Review: 7%
- Beam Bending and Shear: 21%
- Beam Deflection: 3%
- Structural Steel: 11%
- Wood and Timber: 7%
- Reinforced Concrete: 14%
- Lateral Forces: 3%
- Structural Connections: 3%
- Column Buckling: 7%
- Foundation Systems: 7%

### **Prerequisites:**

ARCH 8700 or consent of instructor

### **Textbooks/Learning Resources:**

- *Statics and Strength of Materials for Architecture and Building Construction* by Barry Onouye and Kevin Kane. Fourth Edition. Prentice Hall, 2011. ISBN: 978-0-13-507925-6

**Offered:** Spring 2015, 2016, 2017

**Faculty assigned:** Dustin Albright, Michael Carlos Barrios Kleiss

## **ARCH 8720 - Productions and Assemblies (3)**

### **Course Description:**

Overview of traditional and contemporary materials and methods of construction. Lectures and hands-on labs examine traditional and contemporary modes of construction, their selection, impact and reuse.

### **Course Goals & Objectives:**

#### Goals:

- The title, “Productions + Assemblies”, implies that we will go beyond the traditional examination of materials to understand contemporary building construction as a process in which many disparate materials may be brought together as an assembly. In our understanding of contemporary architectural production students will be introduced to the characteristics of primary materials such as wood, masonry, concrete, glass, and steel.

#### Objectives:

- Analyses of specific materials and assemblies
- Fabricated models + assembly demonstrations
- Specific material manufacturing research
- Final design problem/competition – to highlight innovation, exploration and integration of the complexities inherent in an architectural construction.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- B.4 Technical Documentation
- B.5 Structural Systems
- B.8 Building Materials and Assemblies

#### Secondary Criteria

- B.7 Building Envelope Systems

### **Topical Outline:**

- Workshop & lab orientations: 23%
- Technology lecture + lab: 8%
- Materials lecture + lab: 38%
- Systems lecture + lab: 23%
- Assemblies + lab: 8%

**Prerequisites:** none

### **Textbooks/Learning Resources:**

- David Pye, *The Nature and Art of Workmanship*, 1971.
- Edward Allen and Joseph Iano, *Fundamentals of Building Construction*, 4th Edition
- Stephen Kieran and James Timberlake, *Refabricating Architecture*, 2004.
- Edward Allen and Joseph Iano, *The Architects's Studio Companion*, 2012.

**Offered:** Fall 2014, 2015, 2016

**Faculty assigned:** Tim Brown, Dan Harding, David Franco, Henrique Houayek

## **ARCH 8740 Building Processes / Technical Resolution (3); Lab Component 8741**

### **Course Description:**

Develops the designer's ability to assess, select and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems and building service systems in a sustainable building design.

### **Course Goals & Objectives:**

This course aims to serve as support for the Comprehensive Design Studio project and as such its main objectives are:

- To introduce students to aspects of architecture pertaining to the appropriate technical resolution of architectural design ideas and correct representation techniques related to current industry standards
- To present students with aspects of technical documentation, environmental systems, structures, building envelopes, building systems, plumbing, mechanical, electrical, life safety, accessibility and forms of practice.
- To expose students to integrated architectural solutions beyond conceptual design of buildings.
- To gain an understanding of the production of integrated design solutions

### **Student Performance Criterion/a addressed:**

- B.4 Technical Documentation
- B.7 Building Envelope Systems
- B.9 Building Service Systems
- C.2 Integrated Evaluations and Decision-Making Process

### **Topical Outline:**

- Concept Design – 15%
- Schematic Design – 25%
- Design Development – 30%
- Attendance / Participation / Collaboration – 30%

**Prerequisites:** none

### **Textbooks/Learning Resources:**

- *J. Maeda. **The Laws of Simplicity**, MIT press*
- *J. Maeda and B. Bermont. **Redesigning Leadership**, MIT press*
- *A.Di Mari and N. Yoo. **Operative Design**, BIS Publishers*
- *A.Di Mari. **Conditional Design**, BIS Publishers*
- *E. Allen and J. Iano. **The Architect's Studio Companion**, Third Edition, Wiley*

### **Offered:**

Spring 2015, 2016

### **Faculty assigned:**

Dan Harding, Joseph Schott, John Jacques

## **ARCH 8810 – Professional Practice I, *Designing Practice* (3)**

### **Course Description:**

Provides an understanding of the basic principles and legal aspects of architectural practice organization: financial, project and personnel management; business planning; client, owner and user needs; project delivery methods; internship, licensure and registration; professional leadership; ethical standards; and expanding practice settings.

### **Course Goals & Objectives:**

- Introduce students to a number of complex issues they will face in the practice of architecture; a framework for asking questions, for finding answers, and for mapping their own paths; and a foundation to influence the evolution of the professional practice of architecture, an institution constantly undergoing change.
- Students gain an understanding of architectural practice as a subject with a history, body of knowledge, culture, and evolving future.

### **Student Performance Criterion/a addressed:**

- D.1 Stakeholder Roles in Architecture
- D.2 Project Management
- D.3 Business Practices
- D.4 Legal Responsibilities
- D.5 Professional Conduct

### **Topical Outline:**

- Professional Practice: Definition and History: 15%
- People and Ethics: Professional Decision-Making: 20%
- The Business of Architecture: 20%
- Delivery: 25%
- Expanding Practice: 20%

**Prerequisites:** None

### **Textbooks/Learning Resources:**

- Professional Practice 101: Business Strategies and Case Studies in Architecture (Second Edition), Andrew Pressman (Hoboken, New Jersey: John Wiley and Sons, 2006)

*Additional reading from periodicals, publications, and other texts are required and made available digitally. See course syllabus and notebook.*

### **Offered:**

Fall 2016, 2015, 2014

### **Faculty assigned:**

Kate Schwennsen

## **ARCH 8820 Professional Practice II (Building Economics, Costs and Legal Issues) (3)**

### **Course Description:**

Explores economic factors determining materials, building components and methods of construction. Legal aspects of design are discussed in the context of building cost.

### **Course Goals & Objectives:**

- Understand the importance that clients and owners have on building design.
- Understand and apply zoning regulations and building codes to site and building design.
- Understand the dynamic relation between these issues.
- Understand and apply cost considerations to building design using cost estimating.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- B.3 Codes and Regulations
- B.10 Financial Considerations
- D.4 Legal Responsibilities

#### Secondary Criteria

- D.1 Stakeholder Roles in Architecture

### **Topical Outline:**

- Zoning: 15 %
- Project financing / Costing: 55 %
- Code work: 23%
- Effective verbal communication: 7%

**Prerequisites:** ARCH 8810 or consent of instructor

### **Textbooks/Learning Resources:**

- 2012 International Building Code
- Building Code Basics, Commercial
- ANSI 117.1
- RS Means Cost Data

### **Offered:**

Spring 2016

### **Faculty assigned:**

Rob Silance

## **ARCH 8860 Health Facilities Planning and Design (3):**

### **Course Description:**

Current planning and design considerations for healthcare facilities. Conducted as a series of professional seminars examining overall infrastructural planning and design considerations and detailed considerations for specific areas in hospitals. Topics are covered by Architecture + Health faculty and nationally recognized practitioners.

### **Course Goals & Objectives:**

This course is intended to introduce students to hospital planning and design concepts and issues, and the space/departmental planning and design considerations for common departmental or functional areas found in acute inpatient and ambulatory healthcare facilities. It covers technical, functional, and regulatory criteria that influence the planning and design of healthcare facilities and examines how topics address and balance four key forces that influence health facility design:

- Optimizing capital and operational efficiency and effectiveness
- Improving health outcomes and safety
- Promoting patient, family and staff satisfaction
- Accommodating change

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.5 Ordering Systems
- A.6 Use of Precedents
- B.1 Pre-Design

#### Secondary Criteria

- A.1 Professional Communication Skills
- A.3 Investigative Skills
- B.3 Codes and Regulations
- B.5 Structural Systems
- B.6 Environmental Systems
- B.9 Building Service Systems
- C.1 Research
- D.1 Stakeholder Roles in Architecture

### **Topical Outline:**

The general flow of the course will progress from broad campus and facility wide design and master planning topics to specific department planning and design topics, however the exact sequence of topical seminars are subject to change based on the availability of distinguished guest speakers over the course of the semester.

- Overall Building Fabric Design and Planning: 13.32%
- Integrated Hospital Building Systems: 26.64%
- Departmental Planning and Design: 59.95%

**Prerequisites:** Coreq: ARCH 8970

### **Textbooks/Learning Resources:**

- Guidelines for Design and Construction of Hospital and Health Care Facilities – 2014 Edition. Chicago, Facilities Guideline Institute/ASHE.
- How Buildings Learn: What happens after they're built. Steward Brand, Viking Penquin, New York. 1994
- SpaceMed Guide: A space Planning Guide for Healthcare Facilities, 2015 Edition. Cynthia Hayward

**Offered:** Fall 2015

**Faculty assigned:** David Allison

## **ARCH 8910 Thesis Project (9):**

### **Course Description:**

Complex architectural project emphasizing design exploration and independent work.

### **Course Goals & Objectives:**

This studio provides students a culminating opportunity for the application, integration, and personal interpretation of principles explored in Architecture + Health curriculum. Students are expected to incorporate an understanding of the relationship between architecture, human beings, and their physical/mental health and well-being. Students are also expected to develop their own personal architectural position[s] from a critical examination of the broader theory and practice of architecture.

- Provide a culminating opportunity for the application, integration, and personal interpretation of principles explored in Architecture + Health curriculum.
- Students are expected to balance the extensive and complex technical, functional, and theoretical aspects of healthcare architecture with the creative and humane roles of the architect.
- Students are expected to engage in self-motivated questioning, critical and creative thinking, rigorous exploration, and personal position making.
- Comprehensive development, resolution, and presentation of an architectural thesis project in support of an architectural thesis.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- C.1 Research
- C.2 Integrated Evaluations and Decision-Making Process
- C.3 Integrative Design

#### Secondary Criteria

- A.1 Professional Communication Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- B.2 Site Design

### **Topical Outline:**

- Literature/Case Study Review, Program Confirmation and Code review
- Site and Context Options Analysis
- Site/Context/Project Design Parti Studies
- Site/Context/Project Design Revised Concepts
- Massing, Plan and Technical Concept Development
- Concept Refinement and Development
- Technical Review
- Comprehensive Review and Oral Defense

*The course grade for ARCH 8910 is independent of the oral defense. A full explanation of the grading process for this course can be found in the syllabus*

**Prerequisites:** Limited to Students in Architecture + Health. Minimum Grade of B in ARCH 8580 Thesis Research and permission of the instructor.

**Textbooks/Learning Resources:** n/a

**Offered:** Spring 2014, 2015, 2016

**Faculty assigned:** David Allison

## **ARCH 8920 Comprehensive Studio (Studio VI) (6)**

### **Course Description:**

Architectural design studies addressing comprehensive building projects. Topics include site design, programming, building systems design and materials selection. Final product is a complete building design with detailed drawings and models.

### **Course Goals & Objectives:**

Students will:

- Develop the ability to produce a comprehensive architectural project that demonstrates individual capacity to make design decisions across scales while integrating all that is requisite to architectural design
- Demonstrate comprehensive development, resolution, documentation and presentation of an architectural project
- Demonstrate an in-depth exploration of the intuitive, poetic, and humane aspects of architecture all while integrating technical, functional, and theoretical considerations
- Incorporate an understanding of the relationship between architecture, human beings, and their physical environment

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- B.3 Codes and Regulations
- C.2 Integrated Evaluations and Decision-Making Design Process:
- C.3 Integrative Design

### **Topical Outline:**

- Site Analysis, Site Design, and Concept Forming: 20%
- Massing and Building Planning: 30%
- Structural System Design: 7%
- Mechanical System Design: 7%
- Façade System Design: 13%
- Additional Technical Resolution: 7%
- Documentation, Presentation Graphics and Project Narrative: 16%

**Prerequisites:** ARCH 8570 or ARCH 8960

### **Textbooks/Learning Resources:**

- Edward Allen, Joseph Iano, *The Architect's Studio Companion rules of Thumb for Preliminary Design*, 2007, ISBN 978-0-471-73622-6

### **Offered:**

Spring 2015, 2016, 2017

### **Faculty assigned:**

Dustin Albright, Ufuk Ersoy, David Franco, Keith Green, Ulrike Heine, David Allison



## **ARCH 8960 Architecture + Health Studio, Tectonic Projects (6):**

### **Course Description:**

Studio for students in Architecture + Health Concentration focused on the design and technical development of small-scale healthcare projects and spaces. Projects are often conducted by interdisciplinary teams as design-build projects where full-scale mock ups are conceived and constructed for evaluation and research.

### **Course Goals & Objectives:**

A+H Studios are intended to provide an opportunity for the application, integration, and personal interpretation of principles explored in the A+H curriculum.

- Students will incorporate an understanding of the relationship between architectural environments, human beings, and their physical, mental and social well-being.
- Studio projects and critiques are intended to help students develop individual approaches to design that integrate both intuitive and analytical aspects of the design process.
- Students develop an ability to balance complex technical, functional, and theoretical aspects of architecture with the poetic and experiential qualities that distinguishes significant architecture.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- A.2 Design Thinking Skills
- A.4 Architectural Design Skills
- A.6 Use of Precedents

### **Topical Outline:**

A+H Studio offers a range of selected projects engaging a variety of health related topics including the design of specific healthcare spaces, healthy community design, sustainable/green architecture, ambulatory care, long term care and community healthcare projects associated with health and well-being.

### **Prerequisites:**

Consent of Instructor

### **Textbooks/Learning Resources:**

### **Offered:**

Spring 2015, 2016

### **Faculty assigned:**

Byron Edwards

## **ARCH 8970 Architecture + Health Studio – Hospital and Urban Design (6):**

### **Course Description:**

Studio course for students in Architecture + Health Concentration, focused on the master planning and conceptual design of an academic medical center or hospital within an urban context. The master planning and design problem is preceded by a comparative analysis of both urban structures and hospital structures.

### **Course Goals & Objectives:**

This studio focuses on both “building in the city” and “building as city.” It engages in urban analysis and urban design with respect to the location and design of a hospital and/or academic medical center as a mixed-use urban district within an existing urban context. It also explores the application of urban design methodologies and principles in the design of hospitals and/or academic medical centers.

- It is intended to provide an opportunity for the application, integration, and personal interpretation of principles explored in the A+H curriculum, and specifically the companion seminar ARCH 8860.
- Integration of study, work and experience demonstrates an understanding of relationships between architectural environments, human beings, and their physical, mental and social health.
- Architectural design proposals and design methodology must demonstrate sensitivity to the needs of a multitude of anticipated inhabitants and occupants.
- Studio projects and critiques help students develop individual and collaborative approaches to design that integrate both intuitive and analytical dimensions of the design process.

### **Student Performance Criterion/a addressed:**

#### Primary Criteria

- B.1 Pre-Design
- B.2 Site Design
- B.3 Codes and Regulations

#### Secondary Criteria

- |   |   |
|---|---|
| • A.1 Professional Communication Skills | • A.6 Use of Precedents   |
| • A.2 Design Thinking Skills            | • C.1 Research  |
| • A.3 Investigative Skills              | • C.2 Integrated Evaluations and Decision-Making Design Process |
| • A.4 Architectural Design Skills       |   |

### **Topical Outline:**

- Urban Context Analysis
- Site and Immediate Context Analysis
- Medical District/Campus Urban Design
- Hospital Conceptual Design

**Prerequisites:** Permission of instructor; Coreq: ARCH 8860

### **Textbooks/Learning Resources:**

- *The Death and Life of Great American Cities*, Jane Jacobs
- *The Image of the City*, Kevin Lynch
- *The Next American Metropolis*, Peter Calthorpe
- *A Pattern Language*, Christopher Alexander

**Offered:** Fall 2015

**Faculty assigned:** David Allison

**ARCH 4240 Product Design (3) [elective]:**

**Course Description:**

Furniture and product system design with emphasis on ergonomics and the relationship of form and materials.

**Course Goals & Objectives:**

- To design and produce objects that illustrate the relationship between to cognitive abstraction of a work and its physical manifestation through the physical production process.

**Student Performance Criterion/a addressed:**

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills

**Topical Outline:**

- 10 Objects Project – introduction, review, brief: 25%
- Schematic Design: 31.25%
- Mock-up: 12.5%
- Product fabrication: 25%
- Final product review: 6.25%

**Prerequisites:** Senior standing

**Textbooks/Learning Resources:**

Handouts from instructor

**Offered:**

Fall 2015

**Faculty assigned:**

Robert Silance

**ARCH 4290 Architectural Graphics (3) [elective]:**

Charleston, SC

**Course Description:**

Provides students with an understanding of the concepts, skills, techniques, and strategies of visual presentation and graphics as they relate to the design professions: architects/landscape architects.

**Course Goals & Objectives:**

Students will learn the ability to develop, refine, and communicate an idea through sketching:

- Develop and ability to build a visual inventory and analysis of place
- Learn to use iterative drawing studies as a tool for design
- Learn to develop descriptive diagrams and drawings for communication

**Student Performance Criterion/a addressed:**

- A.1 Professional Communication Skills

**Topical Outline:**

- Part One: Building Study One + Recto/Verso: 5%
- Part Two: Building Study Two + Pasticcio: 24%
- Part Three: Building Study Three + Modeling: 24%
- Part Four: Building Study Four + Perspective/Narrative: 22%
- Part Five: Folio: 15%
- Documentation: 10%

**Prerequisites:**

- Junior standing

**Textbooks/Learning Resources:**

- Bachelard, Gaston, *The Poetics of Space: The Classic Look at How We Experience Intimate Spaces*, Boston, MA: Beacon Press 1994
- Pallasmaa, Juhani, *The Thinking Hand (Architectural Design Primer)*, West Sussex, UK: John Wiley & Sons Ltd. 2009.
- Goel, Vinod, *Sketches of Thought*, Cambridge, MA: MIT Press, 1995

**Offered:**

Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:**

Ashley Jennings

## **ARCH 4890 Internship (3):**

### **Course Description:**

Practicum in professional practice. Paid work/study in a variety of related disciplines provides students with hands-on experience in design and fabrication fields relevant to the environmental design professions. Consists of two parts: a professional component, managed by an approved sponsor, and an academic component, taught by the instructor.

### **Course Goals & Objectives:**

Off campus study at the CAC.C presents an opportunity to demonstrate the interrelationship between theoretical principles of architecture as a profession and their application in practice. By supplementing the typical studio and seminar courses with an opportunity to participate in an internship, the intent is to reinforce the link between academic and professional realms.

Through the course of the mentorship, the student will:

- Encounter the concrete experience of practice as an intern in a selected architecture, landscape architecture, construction or planning office
- Observe and reflect on that experience through journal and blog entries
- Develop a new level of knowledge and insight; begin to explore an individual method of practice
- Apply this knowledge, insight, and method in other courses, future internships, etc.

### **Student Performance Criterion/a addressed:**

- D.1 Stakeholder Roles in Architecture
- D.2 Project Management
- D.3 Business Practices
- D.4 Legal Responsibilities
- D.5 Professional Conduct

### **Topical Outline:**

Educational Component: 30%

- Journal comprised of goals, daily entries, weekly entries (lessons learned), records of work
- Completion Letters written to the Sponsor, Advisor and all person's in the sponsor's office who have contributed in a significant way to the Intern's experience.

Work Component: 70%

- Intern is to be given actual work that will benefit the firm.

**Prerequisites:** Consent of instructor and acceptance by sponsor

### **Textbooks/Learning Resources:**

Provided by professor on a weekly basis, placed on file in CAC.C library

### **Offered:**

Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

### **Faculty assigned:**

Ashley Jennings

**ARCH 6240 Product Design (3) [elective]:**

**Course Description:**

Furniture and product system design with emphasis on ergonomics and the relationship of form and materials, product safety, and the communication of ideas.

**Course Goals & Objectives:**

- To design and produce objects that illustrate the relationship between to cognitive abstraction of a work and its physical manifestation through the physical production process.

**Student Performance Criterion/a addressed:**

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills

**Topical Outline:**

- 10 Objects Project – introduction, review, brief: 25%
- Schematic Design: 31.25%
- Mock-up: 12.5%
- Product fabrication: 25%
- Final product review: 6.25%

**Prerequisites:** Senior standing

**Textbooks/Learning Resources:**

Handouts from instructor

**Offered:**

Fall 2015

**Faculty assigned:**

Robert Silance

**ARCH 6290 Architectural Graphics (3) [elective]:**

Charleston, SC

**Course Description:**

Provides students with an understanding of the concepts, skills, techniques, and strategies of visual presentation and graphics as they relate to the design professions: architects/landscape architects.

**Course Goals & Objectives:**

Students will learn the ability to develop, refine, and communicate an idea through sketching:

- Develop and ability to build a visual inventory and analysis of place
- Learn to use iterative drawing studies as a tool for design
- Learn to develop descriptive diagrams and drawings for communication

**Student Performance Criterion/a addressed:**

- A.1 Professional Communication Skills

**Topical Outline:**

- Part One: Building Study One + Recto/Verso: 5%
- Part Two: Building Study Two + Pasticcio: 24%
- Part Three: Building Study Three + Modeling: 24%
- Part Four: Building Study Four + Perspective/Narrative: 22%
- Part Five: Folio: 15%
- Documentation: 10%

**Prerequisites:**

- Junior standing or consent of instructor

**Textbooks/Learning Resources:**

- Bachelard, Gaston, *The Poetics of Space: The Classic Look at How We Experience Intimate Spaces*, Boston, MA: Beacon Press 1994
- Pallasmaa, Juhani, *The Thinking Hand (Architectural Design Primer)*, West Sussex, UK: John Wiley & Sons Ltd. 2009.
- Goel, Vinod, *Sketches of Thought*, Cambridge, MA: MIT Press, 1995

**Offered:**

Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

**Faculty assigned:**

Ashley Jennings, Lloyd Bray

**ARCH 6300 Theories and Philosophies of Technology and Architecture (3) [elective]:  
*History of Residential Modernism in Southern California* – taught in Irvine, CA (SolarD)**

**Course Description:**

Theoretical and practical examination of technology and architecture from pre-modern and modern viewpoints to study its non-neutral role in shaping and reflecting knowledge, beliefs, and actions within a cultural context.

**Course Goals & Objectives:**

- Develop an understanding of Southern California Modernism – both through reading and, critically, physical experience.

**Student Performance Criterion/a addressed:**

- A.1 Professional Communication Skills
- A.3 Investigative Skills
- A.7 History and Global Culture
- C.1 Research

**Topical Outline:**

- Tracing Modernism through the Art and Crafts to Japan: 20%
- The reaction to historicism and ornament, and new postwar paradigms: 20%
- The role of “the setting” in Modern architecture: 20%
- The role of new technologies: 20%
- The consideration of the body in architecture: 20%

**Prerequisites:** none

**Textbooks/Learning Resources:**

- *Japanese Homes and Their Surroundings*, Edward Morse, 1986
- *A Hut of One's Own*, Ann Cline, 1998
- *History of Residential Modernism in Southern California Reader*, ed. Barbara Lamprecht, 2015

**Offered:**

Fall 2015

**Faculty assigned:**

Barbara Lamprecht



## **ARCH 8120 Computational Design Methods (3):**

### **Course Description:**

This course examines computing in architecture, particularly through the use of parametric and generative algorithms. Students will learn how to structure and process information to communicate and enhance their design process.

### **Course Goals & Objectives:**

- Understand the difference between external and internal modeling constraints
- Understand how to use algorithms as part of a design process
- Be able to create effective graphical algorithms to solve architectural modeling problems

### **Student Performance Criterion/a addressed:**

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.5 Ordering Systems

### **Topical Outline:**

*With each course offering students complete course objectives within the framework of a selected research topic.*

- Classwork - Computation and: Geometry & Information; Form-Making; Form-Finding; Relational Information; Interaction; Organization: 50%
- Research Paper: abstract – 10%; final paper – 25%
- Final Project – 25%

**Prerequisites: None.**

### **Textbooks/Learning Resources:**

- Achim Menges and Sean Alquist, *Computational Design Thinking*, Wiley, London, 2011

Required software:

- Rhinoceros 5
- Grasshopper *plugin for rhino*

### **Offered:**

Spring 2016, 2017

### **Faculty assigned:**

David Lee

## **ARCH 8320 Community 1:1:**

### **Course Description:**

Thorough and creative in-depth reading list coupled with sustainable and project-based initiatives. This course will engage critical and creative thinking and full-scale design projects that are community-based in nature.

### **Course Goals & Objectives:**

Individuals and teams will achieve the following:

- Understand the nature and importance of project-based community projects.
- Develop the skills and experience in doing analysis of community assets, planning poignant design strategies that facilitate community enhancement.
- Develop the skills to assess community assets, uncover community equity, and develop community capital.

### **Student Performance Criterion/a addressed:**

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- C.2 Integrated Evaluations and Decision-Making Process

### **Topical Outline:**

- Seminar readings / class discussion: 40%
- Design – position, strategy, insight: 10%
- Collaboration & communication with colleagues, community members and instructor: 10%
- Team defined final deliverable per community needs and project profile. 40%

**Prerequisites:** none

### **Textbooks/Learning Resources:**

- Speed of Trust: The One Thing That Changes Everything, by Stephen R. Covey and Rebecca R. Merrill (Feb 5, 2008)
- Place of my Own: The Architecture of Daydreams, by Michael Pollan (Dec 30, 2008)
- Raising the Bar: Integrity and Passion in Life and business: the Story of Clif Bar Inc., by Gary Erickson (August 20, 2004)
- Let My People Go Surfing: The Education of a reluctant Businessman, by Yvon Chouinard (September 5, 2006)
- Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School, by John Medina (Mar 10, 2009)
- How Children Succeed: Grit Curiosity, and the Hidden Power of Character, by Paul Tough (July 2, 2013)
- E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It, by Michael E. Gerber (Jan 1, 1900)
- Rework, by Jason Fried and David Heinemeier Hansson (Mar 9, 2010)

**Offered:** Fall 2014, Spring 2015

**Faculty assigned:** David Pastre, Dan Harding

## **ARCH 8680 Architectural Robotics (3)**

### **Course Description:**

Focuses on understanding, developing and testing robotic systems for the built environment. Collaborative teams of students from Electrical and Computer Engineering and Architecture and their allied disciplines study and develop working robotic prototypes responsive to challenges and opportunities of living in today's built and natural environments.

### **Course Goals & Objectives:**

- Identify and investigate opportunities and challenges in the emerging field of robotics technologies embedded in the built environment.
- Understand how new technologies and human-centric design methodologies can be applied to improve traditional complex systems
- Demonstrate an ability to realize in working prototypes architectural robotic artifacts responsive to challenges and opportunities in a digital society.

### **Student Performance Criterion/a addressed:**

- A.2 Design Thinking Skills
- C.2 Human Behavior
- A.5 Investigative Skills
- C.1 Collaborative Skills
- A.11 Applied Research

### **Topical Outline:**

- Arduino!: 6.3%
- Architectural Robotics: Definitions, Research and Practice: 6.3%
- Distributed Architectural Robotics: ART and home+: 6.3%
- Assistive and Social Robotics, in Perspective: 6.3%
- Cross-Operability and the Internet of Things [IoT]: Design and Ethics: 6.3%
- Architectural Robotics: Formative Documents: 6.3%
- Architectural Robotics: Formative Documents 2: 6.3%
- Research Through Design [RTD]: 6.3%
- Continuum Robots and other Bio-Inspired Robots: 6.3%
- Modular Robotics: 6.3%
- Machine Learning and Intelligence: 6.3%
- Refining the Prototype: 6.3%
- Key Algorithms for Robotic Structures: 6.3%
- Conclusions, Lessons Learned, Future Work: 6.3%
- Final Project Presentations: 12.6%

**Prerequisites:** Consent of instructor

### **Textbooks/Learning Resources:**

- Feenber,A. *Transforming Technology, A Critical Theory Revisited* (Oxford University Press, 2002)
- Gates, B. "A Robot in Every Home," *Scientific American*, December 16, 2006
- Kelly, K. *Out of Control: The New Biology of Machines, Social Systems and the Economic World* (Cambridge, MA: Perseus, 1994, 472.
- Mitchell, W.J. *e-topia* (Cambridge, MA: MIT Press, 2000), 59.
- Negroponte, N. *Soft Architecture Machine* (Cambridge, MA: The MIT Press, 1975, p.x.

**Offered:** Fall 2015

**Faculty assigned:** Keith Evan Green

## **ARCH 8730 Environmental Systems (3); Lab Component 8731**

### **Course Description:**

Examines in detail the relationship between human comfort and the design of building envelopes and environmental systems. Covers the evolution of contemporary environmental systems and their appropriate application and integration with other design issues.

### **Course Goals & Objectives:**

The primary objective for this course is to develop a working knowledge of active and passive strategies for environmental systems. This course introduces the fundamental principles of thermal comfort, energy generation, conversion, and transport, indoor air quality, lighting, and acoustics. Analysis methods and design strategies are studied.

### **Student Performance Criterion/a addressed:**

- A.2 Design Thinking Skills
- B.6 Environmental Systems
- B.9 Building Service Systems

### **Topical Outline:**

- Thermal Comfort
- Energy
- Indoor Air Quality
- Lighting
- Acoustics

**Prerequisites:** none

### **Textbooks/Learning Resources:**

### **Offered:**

Spring 2015, 2016

### **Faculty assigned:**

Vincent Blouin

## **ARCH 8760 Smart Materials and Kinetic Structures (3):**

### **Course Description:**

Study of adaptive and kinetic systems and structures in architecture using smart and emergent materials. This course explores the materials, methods and means for buildings to transform and adjust to different functions or climatic conditions and allow various performances.

### **Course Goals & Objectives:**

- Cultivate new vocabularies of building technology, expanding the established range with smart and adaptive materials and convertible and kinetic architectural systems.
- Learn the main characteristics and functions of smart and emergent materials.
- Learn how to incorporate them appropriately in structures and buildings.
- Learn how to design, model and fabricate kinetic structures.
- Learn the role of smart materials and mechanisms in kinetic structures.

### **Student Performance Criterion/a addressed:**

- A.2 Design Thinking Skills
- B.8 Building Materials and Assemblies

### **Topical Outline:**

First half of the semester: Smart Materials

- Definition and classification of smart and emergent materials
- Fundamental characterization of smart materials, components, and systems
- Property changing and responsive materials
- Sustainable and energy exchanging materials
- Sensory and control systems
- Smart products and technologies

Second half of the semester: Kinetic Structures

- Definition and classification of adaptive and kinetic structures
- Characteristics, loadbearing and dynamic behavior of kinetic structures
- Actuation and control of kinetic structures
- Components of kinetic structures
- Design and construction of kinetic structures

**Prerequisites:** consent of instructor

### **Textbooks/Learning Resources:**

### **Offered:**

Fall 2014

### **Faculty assigned:**

Vincent Blouin

**ARCH 8790 – Design Science: Computational Design with Shape Grammars (1-5)**  
*[Elective for Digital Ecologies Certificate]*

**Course Description:**

Design Science studies formalistic models applied to design disciplines. Shape Grammars are used for formal analysis and creative design synthesis in architecture and the arts.

**Course Goals & Objectives:**

- Focus on past and current articles on design research published in journals and in conference proceedings in order to establish the scope and definition of design as a research enterprise through the lens of visual computation using shape grammars.
- Learn to use shape grammars for design analysis and creative design through readings, class discussions, student presentations and hands-on exercises.

**Student Performance Criterion/a addressed:**

- A.1 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.5 Use of Precedents

**Topical Outline:**

- Conduct readings in class to discuss several topics related to shape grammar and their use in design.
- Each student will lead a discussion on a paper selected by the instructor.
- For each presentation, each student will write a short response to the paper to be submitted to the instructor the day before the discussion. (5% of grade)
- Two major projects; one focused on analysis and the other focused on design (40% of grade)

**Prerequisites:**

none

**Textbooks/Learning Resources:**

Distributed each semester by instructor

**Offered:**

Spring 2015, 2016, 2017

**Faculty assigned:**

Michael Carlos Barrios Kleiss

## **AARCH 8890 Mentorship (3):**

### **Course Description:**

Off campus study at the CAC.C presents an opportunity to demonstrate the interrelationship between theoretical principles of architecture as a profession and their application in practice. By supplementing the typical studio and seminar courses with an opportunity to participate in an internship, the intent is to reinforce the link between academic and professional realms.

### **Course Goals & Objectives:**

Through the course of the mentorship, the student will:

- Encounter the concrete experience of practice as an intern in a selected architecture, landscape architecture, construction or planning office
- Observe and reflect on that experience through journal and blog entries
- Develop a new level of knowledge and insight; begin to explore an individual method of practice
- Apply this knowledge, insight, and method in other courses, future internships, etc.

### **Student Performance Criterion/a addressed:**

- D.1 Stakeholder Roles in Architecture
- D.2 Project Management
- D.3 Business Practices
- D.4 Legal Responsibilities
- D.5 Professional Conduct

### **Topical Outline:**

Educational Component: 30%

- Journal comprised of goals, daily entries, weekly entries (lessons learned), records of work
- Completion Letters written to the Sponsor, Advisor and all person's in the sponsor's office who have contributed in a significant way to the Intern's experience.

Work Component: 70%

- Intern is to be given actual work that will benefit the firm.

**Prerequisites:** Consent of instructor and acceptance by sponsor

### **Textbooks/Learning Resources:**

Provided by professor on a weekly basis, placed on file in CAC.C library

### **Offered:**

Fall 2014, 2015, 2016; Spring 2015, 2016, 2017

### **Faculty assigned:**

Ashley Jennings