Texas Tech University

Interim Progress Report for Year Two

Instructions and Template

November 30, 2018

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's progress in addressing not-met Conditions or Student Performance Criteria from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Responses to changes in the NAAB Conditions since your last visit (Note: Only required if Conditions have changed since your last visit)

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.[1] The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies).
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified, and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

Deadline and Contacts

IPRs are due on November 30. They are submitted through the NAAB's Annual Report System (ARS). Contact Ellen Cathey (ecathey@naab.org) or David Golden (dgolden@naab.org) with questions.

Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 25 pages/10 MBs.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a two-year IPR.

[1] The team chair will not have participated in a team during the year in which the original decision on a term of accreditation was made.

2. EXECUTIVE SUMMARY OF 2016 NAAB VISIT

CONDITIONS NOT MET

2016 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2016 VTR
None

3. TEMPLATE

Interim Progress Report

Texas Tech University
College of Architecture
Master of Architecture (preprofessional undergraduate degree + 42 graduate credits)
Year of the previous visit: 2016

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located: Jim Williamson

Provost: Dr. Michael Galyean

President of the institution: Dr Lawrence Schovanec

Individual submitting the Interim Progress Report: Dr Saif Haq

Name of individual(s) to whom questions should be directed: Jim Williamson, Dr. Saif Haq

Current term of accreditation: till 2024

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

1. Progress in Addressing Not-Met Conditions and Student Performance Criteria

Texas Tech University, 2018 Response: Not Applicable

2. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Texas Tech University, 2018 Response:Click here to enter text.

ADMINISTRATIVE CHANGES: Dean Jim Williamson, Associate Academic Dean Saif Haq, Associate Research Dean Clifton Ellis, Interim Chair Urs Peter Flueckiger, Executive Director Lesley Washington (Non-Faculty Administrator).

FACULTY RETIREMENTS/DEPARTURES: PROFESSORS: Andrew Vernooy, Jim White, John White, Elizabeth Louden, Maria Perbellini, Christian Pongratz, Ray Pentecost, James Watkins, ASSOCIATE PROFESSORS Gary Smith, Lahib Jaddo, ASSISTANT PROFESSORS Mary Michael Glassell, INSTRUCTORS: Michael Martin, Victoria McReynolds, Dustin White, John Chin

NEW FACULTY: PROFESSOR Jim Williamson, ASSISTANT PROFESSORS: Sora Key, Kristine Stiphany, Lisa Lim, John Davis, Victoria McReynolds, Armando Rigau (Visiting Assistant Professor)

SIGNIFICANT CHANGES IN EDUCATIONAL APPROACH OR PHILOSOPHY: With the arrival of a new dean, Professor Jim Williamson in Fall 2016, the College of Architecture has embarked on a review of its strengths, weaknesses, opportunities and threats. This included a thorough review of its curricula, and a proposal for a 4+2 degree structure. Details are provided in the next section.

CHANGES IN PHYSICAL RESOURCES

CoA has acquired a new robot - a KUKA Agilus (KR10). This is a compact six-axis robot that is designed for versatile applications for digital fabrication such as milling, extruding (3d printing) at high working speeds. Together with our existing robot (Fanuc 710ic) they will enable design explorations using advanced computational methods and further cutting-edge technologies, such as sensing and motion detection, and offer a new field of design.

3. Summary of Activities in Response to Changes in the NAAB Conditions
2014 NAAB Conditions

Texas Tech University, 2018 update: Not Applicable

4. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

Effective Fall 2018, we have implemented a new BS curriculum. It has been reduced from 128 to 124 hours. The table provided later illustrates the comparison between the old and the new curriculum.

Some new courses are part of this change. Since this curriculum is applicable only to students entering in Fall 2018 we have adopted a gradual change in the courses. At this moment, we have implemented two new courses: Arch 1101 Arch Representation I, and Arch 1102: Arch Representation II. The syllabi are provided below.

We have also proposed a change in the MArch curriculum that increases it from 42 required hours to 60. This has been approved by Texas Tech University, and by the Texas Higher Education Coordinating Board (THECB). We are now waiting for approval by the Southern Association of Colleges and Schools SACS. If approved this curriculum will be effective from Fall 2019. A comparison sheet has been provided below.

COMPARISON BS Degree (Proposed vs Existing)

PROPOSED		EXISTING		PROPOSED		EXISTING	
YEAR 1							
FALL				**SPRING**			
ARCH 1301 Architectural Design Studi	**3**	ARCH 1301 Studio I	3	ARCH 1302 Architectural Design Studi	**3**	ARCH 1302 Studio II	3
ARCH 1101 Arch Representation I	**1**			ARCH 1102 Arch Representation II	**1**		
Arch 2311 History I (core)	3			Arch 2315 History II (core)	3		
ARCH 1311 (core)	3	ARCH 1311 DES (core)	3	Core (COMS)	3		
Trigonometry	3	MATH 1321 Trigonometry	3	Analytical Geometry	3	MATH 1350 Analytical Geometry	3
ENGL 1301 (core)	3	Core (ENGL 1301)	3	Core (ENGL)	3	Core (ENGL 1302)	3
		CORE	3			PHYS 1403	4
						ARCH 1353 Digital Media I	3
	16		***15***		***16***		***16***
SUMMER							
		SUMMER 1				SUMMER 2	
		Core (Life & Physical Science)	4			Core	3
		Core	3			Core	3
			7				***6***
YEAR 2							
FALL				**SPRING**			
ARCH 2503 Architectural Design III	**5**	ARCH 2401 Studio III	4	ARCH 2504 Architectural Design IV	**5**	ARCH 2402 Studio IV	4
ARCH 2101 Arch Representation III	**1**			ARCH 2102 Arch Representation IV	**1**		
Arch 3313 History III	3			ARCH 2362 Theory (foundation)	**3**		
ARCH 2351 Technology I (material)	**3**	ARCH 2351 Construction I	3	ARCH 2355 Technology II (assembly)	**3**		
General Physics I	4			Core (Life & Physical Science)	4		
		ARCH 3341 Digital Media II	3			ARCH 2342 Creative Process	3
		ARCH 2311 Arch History I (Core)	3			ARCH 2315 Arch History II (Core)	3
		Core	3			ARCH 2355 Env.Systems	3
						Multicultural elective	3
	16		***16***		***16***		***16***
YEAR 3							
FALL				**SPRING**			
ARCH 3601 Architectural Design V	**6**	ARCH 3501 Studio V	5	ARCH 3602 Architectural Design VI (STUDY ABROAD)	**6**	ARCH 3502 Studio VI	5
ARCH 3350 Technology III (struc.)	**3**	ARCH 3350 Construction II	3	Arch Elective (STUDY ABROAD)	3		
Arch Elective	3			MULTICULTURAL ELECTIVE	3		
Core (HIST)	3			Core (POLS online)	3		
		ARCH 3313 History of Arch III	3			ARCH 3314 Cont. Issues	3
		ARCH 3373 Site Planning	3			ARCH 3355 Construction III	3
		General Elective	3			ARCH 3352 Building Information	3
						General Elective	3
	15		***17***		***15***		***17***
SUMMER 3							
		SUMMER SESSION 1					
		ARCH 4601 Studio VII	6				
		ARCH 4000 elective	3				
			9				
YEAR 4							
FALL				SPRING			
ARCH 4601 Architectural Design VII	6			ARCH 4602 Architectural Design VIII	**6**		
ARCH 3355 Technology IV	3			Arch Elective	3		
Arch Elective (BIT)	3	Arch Elective	3	General Elective	3		
Core (HIST)	3						
		ARCH 4341 Media Elective	3	Core (POLS)	3		
		General Elective	3				
	15		***9***		***15***		

COMPARISON MArch Degree (Proposed vs Existing)

PROPOSED		EXISTING		PROPOSED		EXISTING	
		YEAR 1					
FALL				SPRING			
Architectural Design + Research I	6	5501 Advanced Architectural Design Studio	5	Architectural Design Studio	6	5601 Integrative design Studio	6
Advanced Architectural Representation	3			Advanced Technology I (info. modeling)	3	5354 Integrative Building Modelling	3
Contemporary Architecture Theory-Methods and Analysis I	3	5362 Theory in Architecture	3	Contemporary Architecture Theory: Methods and Analysis II	3		
Arch Elective / General Elective	3	Arch Elective / General Elective	3	ARCH ELECTIVE	3		
	15		11		*15*		**9**
		YEAR 2					
FALL				SPRING			
Architecture Design + Research II	6	5502 Advanced Architectural Design Studio	5	Architectural Design + Research III	6	5503 Advanced Architectural Design Studio	5
Advanced Technology II (fabrication)	3	ARCH 5334 Advanced Studies in Construction Technology	3	Arch Elective	3	Arch Elective	3
Professional Practice	3	5392 Professional Practice	3	Arch Elective	3		
Arch Elective	3			General Elective	3	General Elective	3
	15		11		*15*		**11**

NEW COURSES

ARCH 1101: Architectural Representation I

Credits: 1 semester credit hour
Co-requisite: ARCH 1301

Catalog Description:
An introduction to the techniques and methods of architectural representation with an emphasis on utilizing architectural projection systems to describe form, space, and geometry.

Course Description:
ARCH 1101 Architectural Representation I is taught contiguously with ARCH 1301 Design Studio I, to support the effective representation of studio coursework. The course utilizes the line as an act of mark-making, whether freehanded or drafted, that synthesizes perception and description to communicate graphic expression and visual judgement. Architectural drawing is understood to be an act of slowly constructing analytical and creative descriptions from layers of ordered information. Three primary projection systems – orthographic, perspective, and paraline, are explored.

Course Purpose:
ARCH 1101 aims to impart students with a professional sensibility of representational rigor, through the use and/or adaption of applied rule sets that allow for clear articulation and assessment of architectural analysis and synthesis. The course will also emphasize the selection and application of representational tools appropriate to each task at hand (with consideration of the biases particular to those tools).

Learning Objectives:
Upon Completion of this course, students will be able to:
1. Utilize a system of line-weights to effectively order information
2. Construct architectural drawings through a process of layering information, beginning with construction lines
3. Accurately analyze and represent proportions and formal relationships between elements within a whole
4. Identify architectural projection systems as either orthographic, perspectival, or paraline
5. Apply architectural projection systems deliberately, in terms of their 2D and 3D descriptive capabilities and biases

Evaluation Methods:
Coursework will range from short instructive drawing exercises evaluated on a daily basis to multi-week drawings that require development and iteration. These complex drawings will be presented within ARCH 1301 studio projects to assess their effectiveness in communicating design intent and will garner a separate “representation” grade.

ARCH 1102: Architectural Representation II

Credits: 1 semester credit hour
Co-requisite: ARCH 1302

Catalog Description:
A continued introduction to the techniques of architectural representation with an emphasis on the hybridization of analogue and digital methods.

Course Description:
ARCH 1102 Architectural Representation II is taught contiguously with ARCH 1302 Design Studio II, to support the effective representation of studio coursework. A continuation of ARCH 1101, ARCH 1102 closely examines the relationship between constructed plan, section, and axonometric. Architectural abstraction is approached through analytical diagramming and modelling. Instruction will emphasize the engagement and intersection of multiple analog-digital formats.

Course Purpose:
ARCH 1102 aims to impart students with a professional sensibility of representational rigor, through the use and/or adaption of applied rule sets that allow for clear articulation and assessment of architectural analysis and synthesis. The course will also emphasize the selection and application of representational tools appropriate to each task at hand (with consideration of the biases particular to those tools).

Learning Objectives:
Upon Completion of this course, students will be able to:
1. Utilize line, line-weights, and scale to describe and construct space through orthographic, axonometric, and perspectival projections
2. Analyze and diagram architectural relationships of elements within a whole
3. Demonstrate the relationship between plan, section, and axonometric
4. Apply both analogue and digital representational techniques deliberately, in terms of their 2D and 3D descriptive capabilities and biases
5. Move fluidly between analogue and digital representational tools

Evaluation Methods:
Coursework will range from short instructive drawing exercises evaluated on a daily basis to multi-week drawings that require development and iteration. These complex drawings will be presented within ARCH 1302 studio projects to assess their effectiveness in communicating design intent and will garner a separate “representation” grade.

ARCH 2101: Architecture Representation III

Credits: 1 semester credit hours
Co-requisite: ARCH 2501

Catalog Description:
Develop advance Architectural representation techniques with an emphasis on digital craft and acumen, with an introduction of fabrication techniques and tools.

Course Description:
ARCH 2101 Architecture Representation III is taught contiguously with ARCH 2501 Design Studio III, to support the development of representation of studio coursework and to further develop the framework of digital drawing and the design process. This course will place careful consideration of digital mediums and develop a high level of digital craft related to constructed drawing (2D) including plan, section, elevation, axonometric and perspective, and model making (3D) with the introduction of fabrication tools and techniques. This course will expose the students to software such as Rhino, Adobe Photoshop, Illustrator, InDesign, V-ray, and model-making tools such standard woodworking and laser cutters.

Course Purpose:
ARCH 2101 aims to help students develop a high level of craft needed in the Architecture discipline and to further develop a dexterity and perspicacity of representation sensibility. Students will also develop a sense of craft related to digital tools and the bias of each tool has related to the design process, problem-solving and troubleshooting their work in the digital realm.

Learning Objectives:
Upon completion of this course students will be able to:
- Have a thorough understanding of digital representations and graphics, and their impacts they have in the architectural design process.
- Be able to use digital programs and their biases to help coursework development.
- Be able to work between digital programs interchangeably and seamlessly.
- Be able to generate and edit digital applications and tasks with an emphasis in 3D modeling techniques.
- Draw correctly, with proper technique and legibility, orthographic, axonometric, oblique perspectives projections.
- Be efficient and creative with project representations following best practice guidelines and industry standards.
- Develop a comprehensive portfolio of work.

Evaluation Methods:
Assessment for this class is based on student's performance based on daily work and pin-ups, attendance, and final work submission. Students work that takes place within ARCH 2501 will comprehensively be evaluated and a separate "representation" grade will be given in this course under the criteria of (1) Strength of execution, (2) technical competency, (3) digital and analog craft, (4) clarity of work submitted, and (5) digital communication.

ARCH 2102: Architecture Representation IV

Credits: 1 semester credit hours
Co-requisite: ARCH 2502

Catalog Description:
Develop a thorough understanding of complex Architecture representation with an emphasis on multimedia techniques and tools with the use of advanced fabrication methods.

Course Description:
ARCH 2102 Architecture Representation IV is taught contiguously with ARCH 2502 Design Studio IV, to support the development of representation of studio coursework with the use of drawings and models to further develop the representation of Architecture and the design process. A continuation of ARCH 2101, ARCH 2102 will further emphasize the need of multimedia hybridizations of digital software, and the ability to translate the work from the virtual to the physical by using advanced fabrication tools. Students will further their knowledge of software such Rhino, Adobe Photoshop, Illustrator, InDesign, V-ray, and tools such standard woodworking tools and laser cutters, with the introduction and use of tools such as 3D printers and CNC milling.

Course Purpose:
ARCH 2102 aims to provide students a high acumen levels relating to digital tools. Introducing new techniques of drawing, 3D modeling, and physical model-making and using advanced software and fabrication tools. ARCH 2102 emphasizes high levels of digital and analog making craft. Students will be dexterous in the process of using digital tools to realize and tackle architecture problems, manifesting the solution both digitally and physically.

Learning Objectives:
Upon completion of this course students will be able to:
- Fully understand 2D and 3D conditions through digital and analog means and their impact on architecture design and fabrication.
- Manipulate seamlessly complex digital models to develop thorough coursework that shows complexity and dexterity.
- Able to generate high-quality physical models using digital applications and programs with high levels of digital and analog craft.
- Be able to work with digital programs and the implications they have with fabrication tools.
- Develop, create and transform spatial and tectonic solutions that can be applied to the design process using digital tools.
- Effectively apply new digital design and fabrication techniques in studio work.
- Develop a comprehensive portfolio of work.

Evaluation Methods:
Assessment for this class is based on student's performance based on daily work and pin-ups, attendance, and final work submission. Students work that takes place within ARCH 2502 will comprehensively be evaluated and a separate "representation" grade will be given in this course under the criteria of (1) Strength of execution, (2) technical competency, (3) digital and analog craft, (4) clarity of work submitted, and (5) digital communication.

Texas Tech University, 2018 update: Click here to enter text.

James Williamson

BIOGRAPHY

James Williamson received his Master of Architecture at Cranbrook Academy of Art (under Daniel Libeskind) and studied in the Graduate Program in the History and Theory of Architecture at the Architectural Association. Before this he studied architecture, art and English literature as an undergraduate at Texas Tech University. He has won numerous design and teaching awards and honors, including a First Place Award in the Shinkenchiku Competition for Japan Architect (juried by Tadao Ando), an ACSA design award, two Graham Foundation grants, the 2006 Martin Dominguez Distinguished Teaching Award from The College of Architecture, Art and Planning at Cornell University, and a Special Commendation for Teaching Excellence from the Escuela de Arquitectura at the Universidad de Puerto Rico.

Williamson has taught design and theory at numerous prestigious schools of architecture, including Cornell University's College of Architecture, Art and Planning (where he was a Visiting Associate Professor from 2001 to 2016), Harvard University, where he was an Assistant Professor from 1991 to 1998 and Georgia Institute of Technology, where he was an Assistant Professor from 1985 to 1991. He has held invited professorships at The Rhode Island School of Design, Rice University, The Cooper Union for the Advancement of Science and Art, Columbia University, the University of Texas at Austin, the American University of Sharjah in the UAE and the Escuela de Arquitectura at the Universidad de Puerto Rico.

He has co-edited The Religious Imagination in Modern and Contemporary Architecture: A Reader (Routledge, 2011). with Renata Hejduk. Two essays, 'Death in Texas' and 'Dallas is a Story I Tell' were recently published in the on-line journal, *Places*, and the essay 'Acropolis, Now!' was included in the book, Surrealism and Architecture. He has also published in numerous professional journals including: *Architectural Design: Games of Architecture, Japan Architect, Daedelus, Architecture & Urbanism*, *Kongsan (Space), Art Papers* and the *Journal of Architectural Education*.

Williamson's architectural and conceptual work has been exhibited in institutions throughout the United States and the Caribbean. He worked with John Hejduk on the construction of 'The House of The Suicide and The House of The Mother of the Suicide' in Atlanta, Georgia and again in Prague, and participated as invited associate curator in the 'Sanctuaries' exhibit on John Hejduk's last works at the Whitney Museum of American Art. Williamson is presently architectural consultant and representative to the John Hejduk Estate and in that capacity was advisor on the reconstruction of 'The House of the Suicide and 'The House of the Mother of the Suicide' " a monument to the Czech dissident and martyr, Jan Palach for the City of Prague. He is now working on a book with Renata Hejduk and Steven Hillyer that narrates the history of this project titled: The Ethical Mirror.

Williamson is now serving as the Dean of the College of Architecture at Texas Tech University which is undergoing a significant change under his leadership. This includes among, other important items, the revamping of curriculum into a design and critically thinking based curriculum with equal emphasis on professional and disciplinary training, the reformation of the Alumni Advisory Board into the Design Leadership Collaborative, the establishment of a semester abroad program in Seville, Spain, the coordination of a new university-wide effort for Marfa, Texas and leading the effort for a new building for the College of Architecture. While at Cornell, Williamson served in various leadership capacities, including as Director of the Master of Architecture Program and later as Director of the Bachelor of Architecture Program.

SORA KEY

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806-834-1061 (office)

EDUCATION

Carnegie Mellon University, Pittsburgh PA, Ph.D. in Computational Design, Dec. 2012
University of Washington, Seattle WA, Master of Architecture, Aug. 2000
- AIA/AAF Student Scholarship Recipient, 1999

Kon-Kuk University, Seoul Korea, Bachelor of Science in Architectural Engineering, Feb. 1996
- Licensed Engineer Architecture, Republic of Korea, 1996

RESEARCH PROJECTS

Robotics Laboratory, College of Architecture, Texas Tech University 12.2017-Present
- ***Computational Design and Fabrication***

Visiting Principal Researcher, ITaLab, Kyung Hee University, Suwon Korea 11.2012- 03.2013
- ***Proposal for Creative Interdisciplinary Business Models***
  Large-scale underground pedestrian navigation system. Funded by Korea National Industrial Convergence Center, Ministry of Knowledge Economy, Republic of Korea (USD 20,000)
- ***Energy Simulation Tool Development Using Open BIM Platform***
  Building data model converter for free-form geometry using IFC model structure. Supported by National Research Foundation of Korea

Graduate Researcher, Carnegie Mellon University Libraries 08.2008-07.2009
- ***Digital Imaging Project: University Art and Architecture Image Database***
  Knowledge-based metadata structure for the University Library Art and Architecture Image Collection Database

Graduate Research Assistant, CoDe Lab., Carnegie Mellon University 08.2005-07.2007
- ***Computationally Enhanced Construction Kits and Craft***
  Hardware and software prototype of design tools for research and education. Supported by the National Science Foundation (PI: Mark D Gross)

ACADEMIC APPOINTMENTS

Assistant Professor, Texas Tech University 12.2017-Present
Lecturer, College of Architecture, Kon-Kuk University 03.2011–06.2017
Adjunct Instructor/Graduate Teaching Assistant, Carnegie Mellon University 06.2008-08.2010
Adjunct Instructor, College of Architecture, Kon-Kuk University 09.2001-12.2004

PROFESSIONAL EXPERIENCE

Project Manager/Competition Lead, *JU Architects & Planners*, Seoul Korea 01-07.2005
Designer, *SPACE Group of Architects*, Seoul Korea 05.2002-12.2003
Intern Architect, *Olson Sundberg Kundig Allen Architects*, Seattle WA 01-07.2001

PUBLICATIONS (Selected)

On Making Form: Thoughts and exercises for beginning designers, (2015) Kimoondang Publisher
Folding Techniques for Designers, (2014, Translation) Archigram Publisher
A Computable Language of Architecture: Towards Building Descriptive Models of Spatial Qualities, (2012). Ph.D. Dissertation, Carnegie Mellon University

Curriculum Vitae

Kristine Stiphany, PhD, AIA, APA
http://arch.ttu.edu/Kristine_Stiphany

Education

2015 **Doctor of Philosophy - Urban Planning** The University of Texas at Austin

2008 **Fulbright Fellow** University of São Paulo

2006 **Master of Architecture** The University of Texas at Austin

1998 **Bachelor of Fine Arts** University of Michigan

Academic Appointments

2017–present **Assistant Professor** Texas Tech University College of Architecture

2015–2017 **National Science Foundation Social, Behavioral, and Economic Sciences (SBE) Postdoctoral Fellow**
The University of Texas at Austin School of Architecture

Honors + Awards

2018 **Smart Cities Honor Award** for ComuniDADOS
American Planning Association Technology Division

2016 Honorable Mention Sobradinho Social Housing Competition (out of 110 entries)
SIAA + SSAU. CODHAB Secretary of Housing for the Federal District of Brasilia.

2009 Alcoa Prize for Innovation in Social Design São Paulo, Brazil

1998 Undergraduate Award for Excellence in Service Learning The University of Michigan

Selected Publications

2018 Kristine Stiphany. "Latin American Urbanism: Before and After a Right to the City." *Latin American Research Review*. Accepted, forthcoming.

2018 Kristine Stiphany, Peter M. Ward. "Autogestão in an Era of Mass Social Housing: The Case of Minha Casa Minha Vida-Entidades in São Paulo, Brazil" In *International Journal of Housing Policy*. Accepted, forthcoming.

2018 Abigail Friendly and Kristine Stiphany. "Paradigm or Paradox? The 'Cumbersome Impasse' of the Participatory Turn in Brazilian Urban Planning." *Urban Studies.* https://doi.org/10.1177/0042098018768748

2018 Coker, Coleman and Kristine Stiphany. "The Farm Rover Case Study" in *The Public Interest Design Education Guide Book*. Bryan Bell and Lisa Abendroth, eds. New York: Routledge.

2018 Kristine Stiphany, Thais Marcussi. 2018. A Housing Line as Infrastructure along São Paulo's Tamanduateí Corridor. Final Report and Folio of Student Work. Lubbock: Texas Tech University.

2017 Kristine Stiphany, Peter M. Ward, Steven A. Moore. 2017. National Science Foundation #1513395 Final Report. "Situated Data: Constructing Empirical Decision-Making in Consolidated Brazilian Informal Settlements."

2016 "Aligning Disconnected Frames in Action: The Case of São Paulo's Zeladoria Ambiental Environmental Caretakers." In Steven A. Moore (ed.) *Pragmatic Sustainability*. New York: Routledge, 191 – 206.

2012 "Learning on the Ground: Co-created Knowledge in the Bamburral and Arvore São Tomas favelas,"*Briefe zur Interdisziplinarität* 10: 48 - 63.

External Funding

2018 **National Science Foundation** IRES (pending) $996,743 #19-0066

2015 **National Science Foundation** SBE Postdoctoral Fellowship $253,317 #1513395

2014 **National Science Foundation** Dissertation Improvement Grant $16,190 - #1331333

2011 The Andrea von Braun Foundation Interdisciplinary Research Grant $20,000

2008–2009 **The United States Department of State William S. Fulbright Fellowship** $25,000
The University of São Paulo School of Architecture and Urbanism. São Paulo, Brazil.

LISA LIM, Ph.D.

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EDUCATION

Ph.D. (*Aug. 2018)* Evidence-based Design, School of Architecture, College of Design, Georgia Tech
Master of Science in Architectural Engineering (Feb. 2011) Dept. of Architecture, Seoul National University
Bachelor of Architecture ***(Cum Laude,*** Feb. 2009) Dept. of Architecture, Seoul National University

RESEARCH EXPERIENCE

Project lead, Mayo Clinic and SimTigrate Design Lab, Georgia Tech (*Aug. 2017– Aug. 2018*)
Researcher, SimTigrate Design Lab, Georgia Tech (*Aug. 2013 – Aug. 2018*)
Researcher, Imagine Lab, Georgia Tech (*May – Aug. 2015*)
Researcher and a research assistant, Architecture and Urban Research Institute (AURI, a national research institute of South Korea) (*May 2012 – July. 2013*)
Research assistant, Lab for Architectural & Urban Space, Seoul National University (*Mar.2009 – Jul.2010)*

TEACHING EXPERIENCE

College of Architecture, Texas Tech University (Assistant Professor, 2018 – present)
College of Design, Georgia Tech (Instructor, *2015–2017*)
Seoul National University Summer Architecture School (Instructor, *Aug. 2007*)

DESIGN EXPERIENCE

ENSPIRE INC (Associate Director, *Mar.–Dec. 2016*)
HANUL Architects & Engineers Inc. (Designer, *Sep.2011–Jul.2012*)
iarc architects (Internship, *Jul.–Aug.2006*)

PUBLICATIONS

1. **Lisa Lim**, Minseok Kim, Jaepil Choi, and Craig Zimring, “Seat choosing behaviors and visibility: library reading rooms for studying environments as a case study” (paper accepted)
2. Megan E. Denham, Yousef Bushehri, and **Lisa Lim**. “Through the Eyes of the User: Evaluating Neonatal Intensive Care Unit Design” Health Environments Research & Design, 2018, 11(3), 49–65.
3. **Lisa Lim**, Tianren Yang, Alice Vialard, Chen Feng, and John Peponis. “Urban morphology and syntactic structure: A discussion of the relationship of block size to street integration in some settlements in the Provence” *The Journal of Space Syntax*, 2015, Vol 6, No 1, pp. 142-169.
4. Jeong-Il Seo, and **Lisa Lim**. “The Concept and Embodiment of 'Atmosphere' in SANAA's Architecture.” *Journal of the Architectural Institute of Korea*, Oct. 2010, Vol.26 No.10, pp. 193-200.
5. **Lisa Lim**, Nahyang Byun, Jaepil Choi, and Seungbin Im. "An Analysis of the Relationship between Visual Privacy and Preference of Seats of University Library." *Journal of the Architectural Institute of Korea*, May 2010, Vol.26 No.5, pp. 139-147.

John Dean Davis
Curriculum vitae
November 28, 2018

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EDUCATION

2018 Ph.D, Architecture, Landscape Architecture, and Urban Planning, Harvard University Graduate School of Arts and Sciences.
Dissertation title: "The U.S. Army Corps of Engineers and the Reconstruction of the American Landscape, 1865–1885." Advisor: Antoine Picon.

2014 A.M., Landscape Architecture, Harvard University Graduate School of Arts and Sciences.

2011 M.Arch., with distinction, Harvard University Graduate School of Design.

2005 B.S., Architecture, University of Virginia.

ACADEMIC APPOINTMENTS

2018 - Assistant Professor, College of Architecture, Texas Tech University, Lubbock, TX.

SELECTED PUBLICATIONS

Edited Volumes

2020 Anatole Tchikine and **John Dean Davis**, eds. *Military Landscapes* (Washington, D.C.: Harvard University Press/Dumbarton Oaks, under contract).

Refereed Book Chapters:

2020 "Olmsted in the South, Olmsted at War," in *Military Landscapes*, ed. By Anatole Tchikine and John Dean Davis (Washington, D.C.: Harvard University Press/Dumbarton Oaks, under review).

2019 "A Continental Laboratory: The Landscape of the United States Military Academy at West Point," in *Landscape and the Academy*, ed. by Daniel Bluestone and John Beardsley (Washington, D.C.: Harvard University Press/Dumbarton Oaks, forthcoming).

Manuscripts in Preparation:

2020 *Reconstructing the American Landscape: Engineering and Nature after the Civil War, 1865–1885*, monograph.

SELECTED GRANTS, FELLOWSHIPS, AND AWARDS

2017 Rosann S. Berry Fellowship, Society of Architectural Historians.

2017 Robinson Prize, honorable mention, Society for the History of Technology.

2017 Charles Warren Center for the Study of American History Dissertation Completion Grant, Harvard University.

2015-2017 William R. Tyler Fellowship, Dumbarton Oaks Research Library and Collection, Washington, D.C.

SELECTED CONFERENCE PARTICIPATION

Papers Presented:

2019 "More than Forty Acres: Hope and Engineering in Reconstruction Landscapes," 72nd Annual International Conference of the Society of Architectural Historians, Providence, RI, April 24-28.

2018 "Laboring Rivers: Engineering and Work in the Cotton Empire," 71st Annual International Conference of the Society of Architectural Historians, St. Paul, Minnesota, April 18-22.

2017 "Reconstructing the Cape Fear: Re-engineering the Coast after the American Civil War," Annual Meeting of the Society for the History of Technology, Philadelphia, October 26-29.

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Assistant Professor of Architecture

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EDUCATION

2010 Cranbrook Academy of Art
Master of Architecture

2004 California Polytechnic State University San Luis Obispo
Bachelor of Architecture

PRACTICE

01.2013 – current P-O-R-T
Director: Light 110, Lubbock Light House, Loop 289, House-fire House-ware

summer 2008 & summer 2009 ROTO Architects . Los Angeles, CA
Project Manager: Zangdok Palri Traditional Tibetan Buddhist Temple

RESIDENCIES

2016 Casapoli Residence Program, Tomé, Chile (July 2 - July 18)
Fraternal Shells of Casted Light
Two week stay observing forms, documenting changing light, recording site conditions, products: drawings, sketches, diagrams. video produced

FELLOWSHIP

2015 – 2017 Center for Art & Environment Fellow, Nevada Museum of Art (Fall 2015-2017)
Reno, Nevada
In support of Light 110 field work

2017 CRITPraX Fellow, Lawrence Technological University (Summer 2017)
Southfield, Michigan
Ten week architecture studio graduate course

PUBLICATIONS

2017 *"Territorio Compartido"* Casapoli Residencias, Ciclo 2016. Almacen Editorial, Chile

SELECTED LECTURES

04.2017 *Untitled Project of Intimacy* . Pecha Kucha, TTU CoA . Lubbock, TX

02.2017 *Sketchbook Statements*
TTU Honors Department, Course on Creative Process
Undergraduate Class . Lubbock, TX

01.2016 *Light 110* . Pontificia Universidad Catolica de Valparaiso
Faculty Meeting . Vina del Mar, Chile

07.2015 *Light 110* . Suyama Space, Suyama Peterson Deguchi . Seattle, WA

02.2012 *An Architect's Perspective of the Llano Estacado*
TTU Department of Classical & Modern Language & Literatures
Undergraduate Class . Lubbock, TX

01.2012 *Architecture and Place in Unexpected Landscapes*
Cal Poly SLO Department of Architecture
Undergraduate Class . San Luis Obispo, CA

CONFERENCE / WORKSHOP

10.2017 co-chair w/Upe Flueckiger Association of Collegiate Schools of Architecture Fall Conference 2017
Marfa, Texas
"Crossing Between the Proximate and Remote"

06.2017 roundtable NonfictioNOW
University of Iceland, Reykjavik, Iceland
"The Last Battle Between Form and Light"

02.2016 TinyTED presentation 32nd National Council on the Beginning Design Student
California Polytechnic State University, San Luis Obispo, California
"Translating Light from Site to Sight"

Armando Rigau, a licensed architect and academic, is currently a Visiting Assistant Professor at the College of Architecture at Texas Tech University. He teaches design, theory, and construction courses at the undergraduate and graduate level, in addition to serving as the faculty editor for the College's student and faculty journal *Crop.*

Rigau's research interests draw from critical methods in continental philosophy, architectural history, Latin American literature, and film to interrogate the intersection of design theory and practice. Current subjects under scrutiny involve *affect theory* in philosophy, art, and architecture and a re-evaluation of *formal analysis* through re-interpretations of theorists like Colin Rowe, Bruno Zevi, and Peter Eisenman and philosophers such as Peter Sloterdijk and Martin Heiddeger.

Before arriving at Texas Tech, he was a practicing architect at Perkins+Will Miami. Over a 4-year span, he worked on local and international projects across a variety of sectors, including academic buildings, research facilities, and mixed-use developments. In 2016, Rigau was recognized firm-wide as a *Next-Generation Emerging Designer*. While in Miami, Rigau also taught undergraduate design studios as an Adjunct Professor at Florida International University. Other work experiences include positions at architecture firms in Spain and Puerto Rico and an editorial internship at the journal *Log*.

Rigau earned a Master of Architecture 1 from Cornell University, where he received the *Alpha Rho Chi Bronze Medal*, and a Bachelor of Arts in Philosophy with minors in History and Spanish Literature from Georgetown University.