Name of Institution: Clemson University
Name of Academic Unit: School of Architecture

Interim Progress Report

Master of Architecture
G2 Track: Pre-professional degree plus 60 credit hours
G3 Track: Non-pre-professional degree plus 90 credit hours

Master of Architecture (+ Health)
G2 Track: Pre-professional degree plus 61 credit hours
G3 Track: Non-pre-professional degree plus 91 credit hours

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Chief administrator for the academic unit in which the program is located:
Dr. Rick Goodstein, Dean

Chief Academic Officer of the Institution:
Nadim Aziz, Interim VP for Academic Affairs and Provost
(Note: This is a change since the recent APR.)

President of the Institution:
James Barker, FAIA, President

Individual submitting the Interim Program Report: Kate Schwennsen, Professor + Chair

Name of individual to whom questions should be directed:
Kate Schwennsen, Professor + Chair

Year of the Previous Visit: 2011

Current Term of Accreditation: Six-year term

Submitted to: The National Architectural Accrediting Board

Date: November 30, 2013
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1. Identity & Self Assessment

   a. History Mission

Institutional History

Clemson is a land grant and state assisted University established in 1889 and set in the northwest corner of South Carolina. The main campus is on the site of the Fort Hill plantation that was willed to the State by Thomas Green Clemson, agriculturist, ambassador, and son-in-law of the noted Southern senator and statesman, John C. Calhoun. Clemson College formally opened in July 1893 with an enrollment of 446. In the beginning, the college was an all-male military school. It remained this way until 1955 when the change was made to “civilian” status for students, and Clemson became a coeducational institution. In 1964, the college was renamed Clemson University as the state Legislature formally recognized the school’s expanded academic offerings and research pursuits.

Institutional Founding Principles

Clemson University first opened its doors in 1889 with a very clear vision:

“This institution, I desire, to be under the control and management of a board of trustees, a part of whom are hereinafter appointed, and to be modeled after the Agricultural College of Mississippi as far as practicable. My purpose is to establish an agricultural college which will afford useful information to the farmers and mechanics, therefore it should afford thorough instruction in agriculture and the natural sciences connected therewith — it should combine, if practicable, physical and intellectual education, and should be a high seminary of learning in which the graduate of the common schools can commence, pursue and finish the course of studies terminating in thorough theoretic and practical instruction in those sciences and arts which bear directly upon agriculture.” Taken from the will of Thomas Green Clemson, http://www.clemson.edu/about/history/tgc-will.html

Thomas Green Clemson’s words have guided the University’s actions through the years, from a college focusing on the art and science of agriculture to a university teaching students in approximately 80 undergraduate and 110 graduate degree programs.

Institutional Mission

Vision Statement:
Clemson will be one of the nation’s top-20 public universities.

Mission Statement:
The mission of Clemson University is to fulfill the covenant between its founder and the people of South Carolina to establish a “high seminary of learning” through its historical land-grant responsibilities of teaching, research and extended public service.

Clemson University is a selective, public, land-grant university in a college-town setting along a dynamic Southeastern corridor. The University is committed to world-class teaching, research and public service in the context of general education, student development and continuing education. Clemson’s desire is to attract a capable, dedicated and diverse student body of approximately 12,000 to 14,000 undergraduate and 4,000 to 5,000 graduate students, with priority to students from South Carolina.

Clemson offers a wide array of high-quality baccalaureate programs built around a distinctive core curriculum. Graduate and continuing education offerings respond to the professions, while doctoral and
research programs contribute to the economic future of the state, nation and world. The University emphasizes agriculture, architecture, business, education, engineering, natural resources, science and technology. The University also promotes excellence in education and scholarship in selected areas of the creative arts, health, human development, the humanities and social sciences. In all areas, the goal is to develop students’ communication and critical thinking skills, ethical judgment, global awareness, and scientific and technological knowledge. Students remain the primary focus of the University.

Just as Clemson values its students, the University also values its faculty and staff who have committed their talents and careers to advance its mission. Clemson pledges to support their work, to encourage their professional development, to evaluate their professional performance and to compensate them at nationally competitive levels.

Approved by the Clemson University Board of Trustees, January 26, 2001.

CHANGE SINCE MOST RECENT APR:
Vision remains the same. Updated Mission follows.

Mission Statement
Clemson University was established to fulfill our founder's vision of "a high seminary of learning" to develop "the material resources of the State" for the people of South Carolina. Nurtured by an abiding land grant commitment, Clemson has emerged as a research university with a global vision. Our primary purpose is educating undergraduate and graduate students to think deeply about and engage in the social, scientific, economic, and professional challenges of our times. The foundation of this mission is the generation, preservation, communication, and application of knowledge. The University also is committed to the personal growth of the individual and promotes an environment of good decision making, healthy and ethical lifestyles, and tolerance and respect for others. Our distinctive character is shaped by a legacy of service, collaboration, and fellowship forged from and renewed by the spirit of Thomas Green Clemson's covenant.

University Description
Clemson University is a selective, public, research university in a college-town setting. Clemson's desire is to attract a capable, dedicated and diverse student body of approximately 20,000 undergraduate and graduate students, with priority to students from South Carolina. The University offers a wide array of high quality baccalaureate programs built around a distinctive core curriculum. Graduate, continuing education, doctoral and research programs contribute to the state of knowledge and to the economic future of the state, nation and world. The university provides bachelor's, master's and doctoral degrees in more than 100 majors through five academic colleges: the College of Agriculture, Forestry and Life Sciences; the College of Architecture, Arts and Humanities; the College of Business and Behavioral Science; the College of Engineering and Science; and the College of Health, Education and Human Development.

Clemson combines the benefits of a major research university with a strong commitment to undergraduate teaching and individual student success. Students, both undergraduate and graduate, have opportunities for unique educational experiences throughout South Carolina, as well as in other countries. Experiential learning is a valued component of the Clemson experience, and students are encouraged through Creative Inquiry, internships, and study abroad, to apply their learning beyond the classroom. Electronic delivery of courses and degree programs also provide a variety of learning opportunities. Clemson's extended campus includes teaching sites in Greenville and Charleston, five research campuses and five public service centers throughout the state of South Carolina, as well as four international sites.

The University is committed to exemplary teaching, research and public service in the context of general education, student engagement and development, and continuing education. In all areas,
the goal is to develop students’ communication and critical-thinking skills, ethical judgment, global awareness, and scientific and technological knowledge. The distinctive character of Clemson is reflected in the culture of collegiality and collaboration among faculty, students, staff, the administration, and the university board.

Approved by the Clemson University Board of Trustees, October 19, 2012
Approved by the SC Commission on Higher Education, March 22, 2013

Institution in the Context of 21st Century Higher Education

Today, Clemson University offers countless opportunities for students, faculty and community members to participate in decades of tradition, improve quality of life for their surrounding communities and pursue academic challenges. Ranked as the 23rd best national public university by U.S. News and World Report, Clemson is a vibrant student-centered community that thrives on leadership, collaboration and a winning spirit — in academics, athletics and life. To become one of the country’s top-tier research universities, Clemson University has combined the scientific and technological horsepower of a major research university with the academic and social environment of a small college. Just as founder Thomas Green Clemson intertwined his life with the state’s economic and educational development, this University’s students and faculty impact lives daily with their research and service. Clemson provides educational and enrichment opportunities to create leaders, thinkers and entrepreneurs solving real-world problems through research, outreach and public service.

The University’s 19,000 students can select from approximately 80 undergraduate and 110 graduate degree programs offered by five colleges: Agriculture, Forestry and Life Sciences; Architecture, Arts and Humanities; Business and Behavioral Science; Engineering and Science; and Health, Education and Human Development.

With nearly half the classes at Clemson having fewer than 20 students, Clemson professors get to know their students and explore innovative ways of teaching. It’s one reason Clemson’s retention and graduation rates rank among the highest in the country among public schools. It’s why Clemson continues to attract some of the country’s best students who seek intellectual challenge.

Clemson is well known for its prominent athletic programs and for the spirit of its fans. Another important aspect of Clemson is its dedication to improving the world through public service, which is why the University encourages faculty to engage their classes through service learning.

With its college-town, lakefront setting against a backdrop of mountains and forests, Clemson is characterized by a strong sense of community, a commitment to service and a love of winning — in academics, in athletics and in life.

CHANGE SINCE MOST RECENT APR:

Clemson is now ranked as the 21st best national public university by U.S. News & World Report. 91% of Clemson’s seniors say they’d pick Clemson again if they had it to do over. The University now has 20,700+ students.

Architecture Program History

Architectural education was established at Clemson within the Department of Engineering in 1914 and continued as a small program until the mid-1950s. In 1958 the school achieved independent status with Harlan E. McClure as its first dean. Rapid change ensued with the expansion of the architecture degree.
program to five years, the construction of a new building, and the organization of the CAF - Clemson Architectural Foundation (now the Clemson Advancement Foundation for Design and Building) to provide outside professional support.

Visual arts complemented the architecture program from the outset and programs in construction and planning were added in 1963 and 1967 respectively. In the mid 1960s, the five-year Bachelor of Architecture gave way to a four-plus-two Master of Architecture professional degree. In the early 1970s, the school was departmentalized and awarded College status. At that time the departments of Architectural Studies, Visual Studies, Building Construction and Planning Studies were created.

Given Clemson’s location in a remote and rural part of South Carolina and the regional profile of the student body, the original vision of the program included the creation of off-campus study opportunities for students. The Daniel Center for Urban Studies in Genoa, Italy was established in 1973 as the first foreign studies program in architecture. Originally reserved for graduate students, the Center now serves undergraduates as well. Students may spend a semester or a year in residence.

The Charleston Architecture Program was initiated in 1987 as a similar outreach program for undergraduates in conjunction with the College of Charleston. This program is now a comprehensive center for undergraduate and graduate students who may spend up to a year in residence.

The Barcelona Architecture Program was established in 2000 to serve the increasing numbers of students wishing to study abroad. The program was first reserved for undergraduate students only, expanded to include graduate students in the 2009/10 academic year, and is in its eighth year of operation in collaboration with the Barcelona Architecture Center and the Polytechnic University of Catalunya in Barcelona.

With the major university restructuring of 1995, the College of Architecture was merged with the College of Liberal Arts and the new College of Architecture, Arts and Humanities was formed. The new unit was further subdivided into three schools that grouped like programs from the two original colleges. The three schools include the School of the Arts, the School of Design and Building, and the School of the Humanities.

The School of Design and Building includes the School of Architecture, the Department of Planning and Landscape Architecture, and the Department of Construction Science and Management. Under the present organizational structure of the college, a Chair, who responds directly to the Dean, heads each department. There are two associate deans and several staff to deal with business and personnel matters at the college level.

**CHANGE SINCE MOST RECENT APR:**
What was a single department of Planning and Landscape Architecture is now 2 departments with new, founding chairs: The Department of Landscape Architecture, and the Department of Planning, Development and Preservation.

**Architecture Program Founding Principles**

As the sole architecture program in South Carolina, the School of Architecture at Clemson University provides the educational setting which over the years of its existence has nurtured a great number of the state’s practitioners, and which continues in this role today. As part of a land grant University, the primary purpose of the School is to prepare young men and women of the state to take on responsible roles within the practicing profession. However, it has the further purpose of expanding the body of knowledge of both the practice and discipline of architecture. Consequently, the College has built a program of study with an attentive view to its regional context while seeking a perspective of national and global dimension. These founding principles remain valid as Architecture prepares to celebrate its centennial in 2013.
Architecture Program Mission

At the time of the writing of this APR, Clemson University is concluding its 2020 strategic planning process, http://www.clemson.edu/2020/. The university’s 2020 Plan is scheduled to be approved by the Board of Trustees at their April 2011 meeting.

The School of Architecture began its 2020 strategic planning in earnest in the middle of the summer of 2010. As part of this plan, the mission for the school was approved. The 2020 Plan, including Mission, Vision, Values, Goals, and Strategies, was approved by the faculty on February 7, 2011. See section I.1.4 for more of the 2020 Plan.

2020 Vision:
Clemson University’s School of Architecture will be a premier producer of transformational architectural leadership, shaping the environment of the 21st 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.

CHANGE SINCE MOST RECENT APR: None

Architecture Program in the Context of 21st Century Architectural Education

21st century issues are design issues. The messy complexity of the predicaments of these times, including the integration and maximization of innovative technologies and materials; the achievement of improved public and personal health; the improvement of the quality of community and family life; and the achievement of greater environmental, economic, and social sustainability, are wicked problems that require the kind of synthetic creative thinking that architects know and do. Architects are makers and doers, designers. Design’s power is in its process.

Design is iterative, requiring trial and error, and failure.

- It's synthetic, taking multiple seemingly contradictory sources of information and making sense of them.
- It is engaged with context and human factors and cultural affairs and social impact.
- It is work at the intersections, between the gaps of science and intuition, a way of making informed decisions based on the optimization of possibilities.
- It has this amazing educational armature of the studio, in which teaching/learning/research/service and practice are all intertwined, in which students are immersed in visualization, and use every technology and material they can get our hands on.
- The products of this process are useful, beautiful, sustainable artifacts and policies, at the widest range of possible scales and materials.

Perhaps most importantly, design is optimistic and future-oriented, and has the ability to inspire. Architects really do believe that they can make the world a better place.

In order to maximize architecture’s contributions to 21st century global issues, to contribute to transformational change to make the world a better place, the discipline and profession of architecture must change. Architecture must move from only making and doing, from production and application, to also knowing. The study of architecture has to be even more active, more integrated, and more
interdisciplinary than has been its tradition. Architecture has to build upon its rich and rigorous 19th century roots, a more innovative, creative and evidence-based epistemology. The students in school today will be at their professional peaks in 2050. This School of Architecture plans to focus on what these mid-21st century architects will need to know, to provide design leadership to best serve the public good.

**CHANGE SINCE MOST RECENT APR:** None

Architecture Program’s Benefit to the University, and vice versa

Schools of Architecture and their universities need to mine the potential of the relationship between design and science to deal innovatively with the wicked problems of 21st century issues. Kristina Hill, (Associate Professor and Chair of Landscape Architecture at the University of Virginia), offers a concise and compelling three ways that designers and design add value to scientific work:

1. Alternative designs can challenge conclusions regarding statistical patterns;
2. Designer’s synthesis of scientific observations, the “how”, can identify the space for a new “what”;
3. Design can extend scientific predictions and engineering functionality into a reflection of what it means to be human in our time.

Architecture faculty have the capability to add this sort of value to the economic development initiatives and scientific research efforts across the university, and the understanding of these benefits is growing in both this School of Architecture and Clemson University.

The approved 2001 Mission Statement of the university includes architecture as an area of emphasis: “The University emphasizes agriculture, architecture, business, education, engineering, natural resources, science and technology.” Architecture has and will continue to contribute to a number of the Emphasis Areas of the university’s 2002-2010 Academic Plan, which are as follows: Advanced Materials, Automotive and Transportation Technology, Biotechnology and Biomedical Sciences, General Education, Family and Community Living, Information and Communication Technology, Leadership and Entrepreneurship, and Sustainable Environment.

We hope and expect that the university’s 2020 Plan will continue to prioritize areas of emphasis to which Architecture has the capacity to make significant contributions. The University’s draft 2020 Plan focuses on three areas of emphasis: Transportation, Health, and Sustainability, all of which Architecture at Clemson should have a place at the table.

Rankings are important to Clemson. In the Design Intelligence ranking of “America’s World Class Schools of Architecture”, Clemson was ranked “With High Distinction”. In this time of constrained university budgets and reallocations, the degree programs and the School of Architecture’s unique fluid campus programs and locations are viewed by the university leadership as candidates for continued and increased funding, based on existing quality and demand, and existing and future potential to contribute to the university’s evolving mission. The School’s valued programs include:

- The BA in Architecture, a pre-professional degree in which practical knowledge is blended with a liberal education, regularly attracts the highest-achieving students on campus. The mean SAT score of this year’s new freshmen in Architecture was 1292. The B.A. is also one of the university’s “Top Majors for Out-of State Applicants”.
- The NAAB accredited M.Arch. is a nationally ranked program, ranked in the top 20 by Design Intelligence magazine 4 years in a row, and 5 of the previous 6 years. The M.Arch. is the terminal degree in Architecture, and a professional degree requisite for licensure and practice.
- The NAAB accredited M.Arch. in Architecture + Health is one of only two such degrees in the country, and is a distinctive model of combining teaching, learning, research (with
high levels of sponsored funding), and service within a first professional masters-level program.

- The M.S. in Architecture, while small, requires little or no investment to operate, and is an important option to maintain for research-based post-professional work, sometimes on the way to the PhD in Planning, Design and the Built Environment, (PDBE).
- This PhD in PDBE in which the School participates, is one of a half-dozen similar programs in the country, and critical to the development of new knowledge in our disciplines. It is purposefully and powerfully multi-disciplinary.

The scholarship, research and practice engaged in by the School’s faculty is exemplary, central to the university’s areas of emphasis, and to the advancement of the discipline. In the previous year, the accomplishment of this faculty included 2 new AIA Fellows, 1 newly minted PhD, numerous regional and national design awards, and significant sponsored funding in 21st century issues, with titles including:

- Animated Work Environment
- Architectural Robotics
- Augmented Lagrangian Coordination for Decomposed Design Problems
- Creating World Class Facilities for the Military Health System
- Developing Sustainable Strategies for Hurricane-Effected Areas
- Development of a Lunar Capable Rover Tweel for a Modular Rover System
- Development of Performance-Based Design Guidelines for Integrating Phase Change Materials in Buildings
- Manufacturing Science of Improved Molded Optics
- Patient Room for the Future Prototype Research Initiative
- Sustainable and Resilient Infrastructure
- Spartanburg Regional Healthcare System (SRHS) Prototype Design
- Zero-Energy House

All of the above listed projects are multi-disciplinary, taking advantage of and dependent on the breadth and depth of disciplines and intellectual resources throughout Clemson University. This institutional setting, a top-20 public land-grant research university, in the upstate of South Carolina, shapes and supports the scholarship of the School.

There are many additional as-yet untapped opportunities for multi-disciplinary scholarship, teaching, learning, and engagement between Architecture, Landscape Architecture, Community and Regional Planning, Real Estate Development, Historic Preservation, Construction Science and Management, Engineering, Public Health, and Forestry, to name a few. Nascent discussions include: “Sustainable House in a Box” between Architecture, Forestry and Mechanical Engineering; Exploring new degree tracks, such as M.Arch. + Historic Preservation; and Exploratory discussions between Architecture and Packaging Science, and others. Less fluidity in leadership and personnel will provide the stability needed to achieve even greater benefit from the Architecture program to the university, and vice versa.

**CHANGE SINCE MOST RECENT APR:**
- The M.Arch. continues to be highly ranked by Design Intelligence.
- The M.Arch. in Architecture + Health is no longer one of only two such degrees in the country: Quite a few peer institutions have initiated health-focused degrees.
- The areas of scholarship listed above continue, and are growing.
- There has been a healthy increase in multi-disciplinary and collaborative teaching/learning and scholarship/research.

**Architecture Program and Holistic Development**

Clemson architecture students participate in distinctive educational experiences, intended toward the holistic development of young professionals. The curriculum of the pre-professional BA in Architecture is
purposefully broad, and includes the requirement for a minor and for a semester or more of off-campus study. The Fluid Campus provides a geographically distributed campus, in which students learn global and local understandings of architecture’s tenets and possibilities. The accredited degree assumes that students who matriculate into the M.Arch. programs have a liberal pre-professional education upon which to build their first professional degree education.

Engaged practical learning is central to the university and to a number of programs and courses within the school. Architecture + Health provides a great model of teaching/learning/research with industry partners and government agencies, in their work with Spartanburg Health, the U.S. Military, and NEXT. The work in Charleston at the CAC.C, with various arts agencies in Charleston, and with the MUSC provides other great examples. Additional opportunities are available in these programs as well as in the Community Research and Design Center (CRDC ) and the Institute for Intelligent Materials, Systems and Environments (iMSE).

Practicum-based learning is supported in a variety of ways. The combination of education with economic development and/or student engagement and/or out-of-classroom experience happens regularly in the architecture program, through public service design projects, from Charleston to Greenville to Haiti. Not a semester goes by that there aren’t multiple design studio projects engaged with community outreach. Since 2001 the School of Architecture has received four NCARB Prizes from the National Council of Architectural Registration Boards for the Integration of Practice and Education. Additionally, in another kind of practicum—based mode of learning, our students regularly compete in national and international competitions, and are regularly recognized for the quality of their design work through competition awards. Finally, students who study in Charleston have the opportunity of participating in formal internships through the CAC.C and its cooperating firms.

**CHANGE SINCE MOST RECENT APR:** None, but new evidence available in Dropbox.

b. Responses to the Five Perspectives

A strong aspect of architectural education at Clemson is the program’s clear understanding of its obligation to the five constituencies that make up the NAAB: the academic community (ACSA), professionals (AIA), students (AIAS), regulators (NCARB), and society at large. Architecture at Clemson is seen as a collaborative effort that demands strong linkages with other disciplines and with the profession and one that helps students understand the path to professional registration and the social responsibility that they will inherit in that capacity.

**I.1.3.A Architectural Education and the Academic Community**

The faculty, staff and students in the accredited degree programs make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. There is a strong interactive relationship between faculty, students, and the institution. For a representative listing of the unique scholarly production and community engagement of the School’s members since the last visit, refer to section “I.2.1. Human Resources”.

The School’s commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge is demonstrated first and foremost by the School’s degree structure: A 4-year BA; separate and distinct from a 60- or 90-credit general M.Arch.; separate and distinct from a 61- or 91-credit M.Arch. + Health; separate and distinct from a postprofessional M.S.; which is related but not requisite to an interdisciplinary PhD. The firstprofessional degree in this structure depends on a holistic, liberal arts based-education, upon which it builds a holistic, practical and professional education. While new knowledge is generated in all of these degrees, the specialized Architecture + Health degree tracks, the stand-alone M.S. and the interdisciplinary PhD, are particularly appropriate for the development of new knowledge.
Clemson University and the School of Architecture pride themselves on being student-centered. For more details, visit the “Rankings” web page, [http://www.clemson.edu/academics/rankings.html](http://www.clemson.edu/academics/rankings.html).

91: Percentage of seniors who would choose Clemson if they could start their college career over again, according to 2009 National Survey of Student Engagement.
21: Ranking Clemson received in the Most Desirable Large Schools category of Kaplan/Newsweek’s “Finding the Right College for You” guide in 2010.
12: Ranking Clemson received in a 2011 U.S. News & World Report survey of college presidents, provosts and admissions deans who were asked to identify schools where faculty has an unusual commitment to undergraduate teaching.
9: Ranking Clemson received in U.S. News & World Report’s 2011 Up-and-Comers category for institutions that have made the most promising and innovative changes in the areas of academics, faculty, student life, campus or facilities.
8: Ranking in terms of students’ return on investment, as rated by SmartMoney.
5: Ranking our “happiest students” received from 2011 Princeton Review.
1: Top ranking Clemson’s Town-Gown Relations received from 2011 Princeton Review.

The rich, interactive relationship between faculty, students, and the institution may be most uniquely illustrated in the Creative Inquiry classes at the undergraduate level, which are sometimes overlapped with graduate special topics courses. These courses are often like focused mini-studios, team-based investigations led by a faculty mentor which typically span multiple semesters. Often, in Architecture, these projects also engage clients and communities. An example of such a project would be Associate Professor Dan Harding’s recent creative inquiry class. Working with the Student Organic Farm and Clemson Elementary School last fall, Harding’s students taught about sustainability by creating a skit that was broadcast over the elementary school’s television system. To further the concept, the Clemson students developed a child-friendly building project — using recycled wood from homecoming floats — that coincided with the school’s farm festival. The project recently won an honorable mention in the international design competition, “Structures for Inclusion 11: Social Economic Environmental Design International”.

For a partial listing of other community outreach projects, see I.1.3.E. below.

**Academic and Professional Standards for Faculty:**

Like any other school, Clemson has always been interested in maintaining a competent, talented and dedicated faculty. For a long time Clemson’s faculty included a very large number of its own graduates and because of tenure and seniority, there was very little turnover that would have allowed new people to join the team.

In recent years, thanks to some retirements, the faculty has become a lot more fluid and refreshed and credentialed. These new faculty members have brought excellent academic and practice credentials and together they constitute an impressive group whose arrival is helping to propel our 2020 Plan. New faculty members have been given opportunities to participate in School initiatives and governance by joining committees, serving in off-campus programs, organizing lecture series and coordinating year-levels. There is increasing diversity, (ethnic, gender, age, expertise, education, and nation of origin), amongst the current faculty, but the School will continue to place a top priority on increasing this diversity. The current faculty search, in which we hope to hire three new permanent positions, (and soon hope to be released to search for a fourth position, an endowed chair in Architecture + Health), provides the opportunity for additional diversity.

**CHANGE SINCE MOST RECENT APR:**

- Changes in faculty are included in section 4 of this report.
- Some recent faculty awards and honors to note include the following:

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11
Assistant Professor Ulrike Heine received one of only three ACSA/AIAS 2013 New Faculty Teaching Awards.

Associate Professor Daniel Harding was recognized by Design Intelligence as one of the nation’s “30 Most Admired Educators for 2013”.

Professor Keith Green and Associate Professor Daniel Harding were 2 of the initial class of 4 AAH Creativity Professors, 2011-2013. In the spring of 2012, Assistant Professor Ulrike Heine became a member of the second class of AAH Creativity Professors, 2012-2014.

David Allison was recognized by Healthcare Design Magazine as one of the 8 most influential people in healthcare design in 2012; was named Alumni Distinguished Professor in 2012, and was elevated to Fellowship in the American College of Healthcare Architects in 2013, and in 2013 was recognized by Design Intelligence as one of the nation’s “30 Most Admired Design Educators for 2014”.

Professor Lynn Craig, FAIA, received the 2013 Medal of Distinction from AIA South Carolina.

Interaction between the Architecture Program and Other Programs in the University:

Clemson’s architecture program finds itself in an ideal position with respect to other important programs in the college and the university. Given the structure of the College of Architecture, Arts and Humanities, there are three main levels of interaction between architecture and the various disciplines in the college: with the allied disciplines of design and building, with the arts and with the humanities. Since the undergraduate curriculum requires a minor, many of the areas of study in the College have become obvious choices for architecture majors.

College of Architecture, Arts and Humanities:
- School of Humanities
  - Communication Studies
  - English
  - History
  - Languages
  - Philosophy & Religion
- School of the Arts
  - Art
  - Performing Arts
- School of Design and Building
  - Architecture
  - Construction Science and Management
  - Planning and Landscape Architecture

The disciplines with the most traditional affinity to architecture: Construction Science, Planning and Landscape Architecture are housed together in Lee Hall. Construction Science has historically provided many of the technical courses in the undergraduate program. This is less true today as the disciplines’ programs have become more independent. Planning and Landscape Architecture and Architecture collaborate on projects of interest to all faculties, but could collaborate more than they currently do. Visual Arts and Performing Arts comprise the School of the Arts where a portion of the architecture students take courses towards a Fine Arts minor including drawing, painting, sculpture, ceramics, photography, printmaking, art and computers, stage design, and stage lighting.

This collaboration goes back to the beginnings of the School of Architecture in the early 1950’s when faculty in Architecture taught art courses before the Art Department came into existence. The art faculty has been teaching all courses in art history and architecture history to the Architecture undergraduate students, but this too is changing under budgetary constraints and realignments. As budgets tighten in
sister disciplines, those disciplines are less inclined and able to teach non-major students, such as Architecture students.

When Architecture created its new undergraduate curriculum, it placed great emphasis in liberal studies as part of the foundation years. Faculty members in the humanities were made an integral part of the deliberations that developed the new architecture curriculum. Today, a concrete and innovative collaborative project has emerged in the form of design studios that incorporate oral communication skills. Faculty members from the Department of Communications Studies teach these areas in studio alongside the design faculty.

The most exciting opportunities that emerged from the creation of the College of Architecture, Arts and Humanities, were potential partnerships with the humanities. That potential is yet to be fully realized.

Other areas on campus with which Architecture is actively and successfully collaborating include: Packaging Science; Mechanical Engineering; Forestry, Nursing; Electrical and Computer Engineering; Parks, Recreation and Tourism Management; and Materials Science and Engineering.

**Contribution of the School to Governance and Social Life of the Institution:**

The faculty of the School serve the larger institution by actively serving on College and University committees and participating in faculty governance through the Faculty Senate. The Chair regularly attends the College’s bi-weekly Chairs meetings and the Provost’s monthly Chairs meetings.

The Dean of the College has Faculty, Staff, and Student Advisory councils with active representatives from Architecture who join in deliberations pertinent to the entire college.

Architecture students participate in intellectual and social functions of the University including choral groups, instrumental ensembles, marching band, theater productions, student governance and collegiate athletics.

**Contribution of the Institution to the Accredited Degree Program in Terms of Intellectual Resources and Personnel:**

Clemson University provides to the quality of the accredited degree program though a variety of intellectual resources. First and foremost is the university’s Cooper Library. Not only does it provide valuable literary works outside the study of architecture, but it also provides personnel who are invaluable to those doing research that takes them beyond the resources of the University.

The University supports university wide lectures through a variety of centers and institutes such as the Strom Thurmond Institute for Government and Public Affairs. It also sponsor exhibits in a variety of locations on campus that show case not only the work and accomplishment of individuals from outside the University, but the work and accomplishments of faculty and students as well.

Research is also strongly supported by the institution at several different levels. At the undergraduate level, the development of the “Creative Inquiry” initiative has provided funding and personnel resources to bring research to more undergraduate students. At the graduate level, the University has put increasing emphasis on research. This has produced significant increases in not only the amount of research, but it has also had a significant effect on the collaborative nature of the research. More and more, collaborative research is becoming the norm rather than the exception, evidenced especially in the work of Architecture faculty such as Allison, Battisto, Blouin, and Green.

**CHANGE SINCE MOST RECENT APR:**

None. New evidence of the continuing and growing obligation of Architecture to the Academic Context can be seen in annual reports of faculty scholarship and the triennial report of the
I.1.3.B. Architectural Education and the Students

Students enrolled in the accredited degree program are prepared to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

Clemson’s School of Architecture is proud of the quality of its students, of the program it has developed to maximize the quality of their education and of the great rapport that exists between faculty and students. The school is fully committed to the full growth and development of students not only as future professionals, but also as future members of a complex society where strong qualities of leadership and ethical standards are indispensable.

Bright and committed students are one of the strengths of the Clemson architecture program. Architecture freshmen consistently rank at the top of every entering class, as measured by high school achievement and SAT scores, and this sets the quality standard for the entire School. Given Clemson’s obligation as a state institution to serve the citizens of the state, the makeup of the student body is fairly well balanced between in state and out-of-state students. The balance between males and females is usually good. Between seven and 10 percent of the students identify themselves as minority, which is consistent with the University’s average. (See I.3.1. “Statistical Reports” for more detailed demographics.)

Architecture students, more so than those in most other disciplines in the University, become part of a closely-knit family with their peers and faculty. Out of this intensive interaction comes a sense of camaraderie and team effort, a belief that students are partners, not customers, and that their voice is very important in determining the focus and direction of the educational mission. Students are expected to take charge and assume responsibility for their own decisions as much as they are expected to exercise critical thinking.

The School’s vision is to be a premier producer of transformational architectural leadership, shaping the environment of the 21st century for a better future. Thus, providing leadership opportunities for students is critical to our success. Students are given opportunities to exercise leadership in several ways. Student organizations are becoming more plentiful, representative, and central to developing the intellectual and social capacity of the School. Over the last several years, the AIAS has been a remarkably productive organization, leading the school’s Learning Culture Policy development process, establishing a Freedom By Design Chapter, working with the other student organizations in the School of Design + Building, working with the local AIA sections, and being active participants in regional and national AIAS events. The Freedom by Design chapter has just completed its first project, a collaboration between architecture, landscape architecture, construction and horticulture students on a ramp project in Easley, SC. The AIAS chapter is well supported financially by the school.

The graduate students have formed a new student organization, GASP, (Graduate Architecture Student Partnership). Many of the graduate students are mature and experienced, have been active AIAS members in their undergraduate years and active AIA Associate members prior to returning to graduate school, and they felt that AIAS was no longer representative of their needs. With the support of the school chair and faculty, GASP has formed to better serve the needs of the graduate student body, and to serve as a representative voice of the School’s graduate students. The first major project of this group is a graduate student publication, which they hope to publish this spring. They have hosted a portfolio workshop, co-led the Learning Culture Policy development, and are working with the local AIA sections on mentoring programs.
In a similar grassroots process, a few female students, with the assistance of a female faculty member and the mentorship of Women In Architecture of the Upstate, has started conversations about a Women in Architecture Student organization, (name yet to be determined).

Other opportunities for student leadership include:

- Participation as voting members of search committees
- Outreach studios and projects that place the students as representatives in front of community and professional groups (example: Greenville-Studio, Architecture and Health Studio, Center for Community Growth and Change)
- Extensive opportunities for graduate students to work as teaching assistants, in Clemson and off-campus locations.

Clemson’s School of Architecture places the responsibility to prepare students to be global citizens, front and center in its mission, as follows:

_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._

The School of Architecture’s Fluid Campus, in which all undergraduates and the vast majority of graduate students spend at least one semester off-campus, is central to preparing students to live and work in a global (hot, flat, and crowded) world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected.

In 1972, Clemson was one of the first architecture programs in the country to establish a satellite program in Europe. Since then, we have built a fluid campus with semester-long opportunities where students gain a greater understanding of architecture as a cultural discipline. With centers in Clemson, South Carolina; Genoa, Italy; Barcelona, Spain; and Charleston, SC; a Shanghai Fellowship; and a summer New York studio, our fluid campus centers are key to the fulfillment of our mission.

Students can attend fluid campus locations as a third-year undergraduate, or as a second-year graduate. It is a goal of the School to reach 100% participation in the fluid campus program by undergraduate and graduate students.

Each off-campus location utilizes local faculty and practitioners, makes use of local projects, and connects with local client and community groups. Location-specific guest lecturers and visiting critics in all locations provide students with opportunities to understand the global and vernacular breadth of professional opportunities, and be exposed to a diversity of points of view about how to make thoughtful, deliberate, informed choices. Visiting lecturers/critics are often engaged in workshops and studio crits in addition to their public lectures. Organized group travel at all locations, fieldtrips, and independent travel take students way beyond the boundaries of this small-town southern home campus.

Another means of exposing students to the breadth of professional opportunities is through participation in competitions. Clemson students have performed exceedingly well in national competitions. Recent awards include:

- Nate Boykin, graduate student in architecture from Sumter, SC, and a student in Assistant Professor Peter Laurence’s studio, won second place in the international School of Tomorrow Student Design Competition (January 2011) for his entry “FORMative Interaction.” The competition included more than 200 submissions from around the US, Canada, and overseas and
was sponsored by the American Institute of Architecture Students (AIAS) and Kawneer North America.

- The student team from Senior Lecturer Robert Bruhns’s studio of Allender Stewart, Charles Kane, Evaline Dadulla, and Michael Deere, was selected as one of the finalists in the 2011 USITT “Ideal Theatre” Design Competition, and will be attending the annual national conference in March 2011.

- A team of Clemson University architecture students - Jason Butz, Frank D’Andrea, and Carla Landa - placed third in the d3 Natural Systems International Architectural Design Competition 2010 for their RECIPROCITY project in Martha Skinner's 4th year undergraduate studio, Ecological Cities.

- The design submittal of 4th year architecture students Will Alport, Nick Barrett, and Jason Butz, and their studio professor, Dan Harding, "Subconscious Suspension," was awarded First Place in the 2009-2010 ACSA/AISC Steel Design Student Competition – Re-ligare Institute (Category I), Student Design Competition.

- Associate Professor Dan Harding and members of the Studio South design+build unit were presented with an award, through a juried submission process, to build "Haint BLUE", an architectural folly on the grounds of the Cameron Art Museum in Wilmington, NC.

- Clemson University Architecture graduate students Jonathan Keaffaber and Jonathan Edens won the 1st prize, and Amy Leong and Natalie Shovlin of our Comprehensive Studio won the 2nd prize in the nation-wide Air Force Village Chapel Design Competition (January 2010) held under the sponsorship of the American Institute of Architects. The competition had a total of 92 professionals and 33 student entries.

- A team of Clemson University architecture students - Jason Butz, Frank D’Andrea, and Carla Landa - was one of six finalists in the SELF-SUFFICIENT CITY Competition for their RECIPROCITY project in Martha Skinner's 4th year undergraduate studio, Ecological Cities. Their project was one of six projects selected from a huge pool of entries. The international competition, which was sponsored by The Institute for Advanced Architecture of Catalonia in Barcelona and supported by the Spanish Ministry of Housing, the Generalitat de Catalunya, Barcelona City Council, and the publishing house Actar, invited architects, planners, designers, and artists to participate, drawing 708 entries from 116 countries by a distinguished jury of architects, mayors and directors of institutions worldwide.

- Four Clemson architecture students were selected as finalists in an international competition to design new pediatric clinics for East Africa. Their work was showcased in May 2009 at a fundraiser in Seattle hosted by Humanity for Children, a non-profit organization dedicated to providing healthcare for children in developing countries. "Design For The Children" was an open, international design competition inviting architects and designers to create a pediatric clinic model that is both sustainable as well as culturally responsive in its use of local materials and methods of construction.

Students learn to develop the habit of lifelong learning through participation in many enrichment activities, such as fieldtrips, lectures, and workshops with professionals, and through developing habits of sketching and journaling particularly during off-campus semesters.

**CHANGE SINCE MOST RECENT APR:**

None. Clemson students have continued to excel in design competitions, including the following national and international recognition:

- 2011: Lindsey Wagener, Winner, Student Category, Healthcare Environments Awards 2011. Sponsored by Contract magazine in conjunction with The Center for Health Design and Vendome Group, LLC, the Healthcare Environment Award program has recognized excellence in new or renovated healthcare facility design since 1989.
• 2011: Eva Behringer, Honorable Mention, Student Category, Healthcare Environments Awards 2011, sponsored by the Center for Health Design, Concord CA
• 2012: Suzanne Steelman and Eric Laine, 1st place and $20,000 prize, Dow Solar Design to Zero Competition, which attracted 131 teams from 19 countries. Work completed under the guidance of Ulrike Heine, Dan Harding and Bernhard Sill.
• 2012: Caitlin Ranson and Daniel Kim, 2nd place and $10,000 prize, Dow Solar Design to Zero Competition.
• 2012: Mike Neizer and Adrian Mora, Honorable Mention, Dow Solar Design to Zero Competition
• Jason Drews and James Graham, Honorable Mention, Dow Solar Design to Zero Competition
• 2012: John Oxenfeld and Adam Wilson, Honorable Mention, Dow Solar Design to Zero Competition
• 2012: Diane Rosch, Merit Award, AIAS/AARP Student Design Competition, “Aging in Place – Kitchens”. Work completed under the guidance of Annemarie Jacques.
• 2012: David Fernando Herrero, Edgar Mozo, Joel Pominvill, Nicklos Tafel, Merit Award, AIAS/AARP Student Design Competition, “Aging in Place – Kitchens”
• 2012: Caitlin Ranson and Diahan Katzenberger, M.Arch students, received 1st place, 2012-13 Sustainable Lab Competition, sponsored by the ACSA. There were 120 submissions, two winners and 3 honorable mentions. Work completed under the guidance of Ulrike Heine.
• 2012: Nick Barrett and Sam Pruitt, South Region Winning Project, 2011-12 The Sustainable Home, A Habitat for Humanity Student Design Competition. There were 100 submittals, from which the jurors chose 4 regional winners and 3 other honors. Work completed under the guidance of Ulrike Heine.
• 2012: Jingjie Zhao, Honorable Mention, 2012 ACSA Steel Competition: Culinary Arts College. There were 303 entries, and the jurors awarded only 7 prizes. Work completed under the guidance of Keith Green.
• 2012: Honor Award in the international design competition, Structures for Inclusion 2011, for STEPS to Connectivity and Accessibility, a design-build project completed as part of a Creative Inquiry with the Student Organic Farm. Work completed under the guidance of Dan Harding.
• 2013: Two M.Arch. students won top prizes: Laura Boykin was awarded first place and Sam Pruitt was awarded third place in the 2012 AIAS and Kawneer Enlightening Libraries Competition.
• 2013: Nick Tafel, 4th year undergraduate, (faculty advisors, Annemarie Jacques and Dustin Albright), Winning entry, AIAS/AGA Ascension Design Competition. One of two winners to split $8,000 prize.

I.1.3.C. Architectural Education and the Regulatory Environment

Students enrolled in the M.Arch. programs are provided with: A sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program.

As the only school of architecture in the state, the School of Architecture has a unique relationship with the South Carolina Board of Architectural Examiners, and the students gain great benefit from this relationship. The South Carolina Board of Architectural Examiners provides two streams of funding to Architecture:

• Twenty-five thousand dollars ($25,000) annually to the Gunnin Architectural Library, (reduced to $12,500 this year due to state budget constraints);
• All the funds needed to pay the students’ IDP enrollment fees. All graduate students get the entire IDP fee paid and all undergraduate seniors are paid the initial fee to open their IDP files. If they move on to graduate school at Clemson, the balance of the total fee is paid for them. This consistent show of support is remarkable.

In addition to the resources provided above, the Chair of the School of Architecture has historically been appointed to the state board by the Governor. Following the previous School Chair’s resignation from the Board, the new Chair has submitted her request for appointment to the new Governor, and is awaiting response.

Another use of the South Carolina Board of Architectural Examiners Education and Research Funds is sponsoring continuing education workshops at a very reduced rate. In 2011, the board is partnering with the Rutland Institute for Ethics to provide three workshops in Greenville, Columbia, and Charleston. All of the M.Arch. students enrolled in Arch 882, “Economics, Cost and Legal Aspects” attended the all-day seminar in Greenville January 28th, 2011.

The School has an active and informed IDP Educator Coordinator in Associate Professor Rob Silance. He works with the state’s IDP State Coordinator to get students registered for IDP and to keep all up-to-date of changing standards and expectations.

In every fall semester, the School hosts an IDP Convocation. The state's IDP Coordinator and the state Board’s administrator come to Clemson to speak to a general convocation of students in the third and fourth year of the undergraduate program and all graduate students. These presentations touch upon issues of registration, practice, ethics and law. The IDP process is explained and students are enrolled in the program.

IDP credit is available to undergraduate and graduate students studying at the Clemson Architecture Center in Charleston (CAC.C) who participate in internships in architecture, landscape architecture and construction practices in the Charleston area. The economic downturn has reduced the number of these opportunities. Supervised site visits to the Lee 3 construction site in Clemson are providing IDP credit to interested students. Participants in the Shanghai Fellowship program are eligible for IDP credit during their summer fellowships.

Another venue where registration and practice issues are comprehensively covered is in both required professional practice courses, Arch 881 and Arch 882.

The School of Architecture is proud to have received four NCARB Prizes for the Creative Integration of Practice and Education in the Academy from the National Council of Architectural Registration Boards for the integration of practice and education. Since 2001 the Clemson Architecture Center Charleston (CAC.C) has won three NCARB Prizes, as well as the American Institute of Architect’s Best Mentoring Practices award in 2006. In 2008, the NCARB Prize recognized Architecture + Health’s overall program for innovation in applied learning in the area of health care environments.

**CHANGE SINCE MOST RECENT APR:** None.

**I.1.3.D. Architectural Education and the Profession**

Students enrolled in the M.Arch. programs are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.
It is a central goal of this School that its students and graduates understand the multi-faceted roles and responsibilities of the architect as leader, facilitator, and advisor in the profession and in the community. Again, as the only school of architecture in the state, we have a uniquely supportive relationship with the state’s professionals and the AIA. The South Carolina Chapter of the AIA is a partner with Clemson in the education of future professionals. Each year the chapter contributes funding to help support scholarships, lecture series, exhibits, student field trips, and visiting critics. Many members of the AIA and the professional community in the area are regular participants in design reviews and juries throughout the year.

Funding has been provided for students to attend the AIA South Carolina state chapter meetings, and these meetings are sometimes held in Clemson. Planning has begun for the Spring 2012 AIA SC convention which will be on campus. In spring 2011, the AIASC is helping to sponsor the Architecture Career Fair on the Clemson campus, the first architecture-only career fair in a very long time. Each spring, the AIASC Board holds one of their board meetings on campus in Clemson. Board members participate on studio reviews and interact socially with the students and faculty. Last fall, the newly formed Women in Architecture group of AIA Greenville, sponsored a lecture by Jeanne Gang, which over 100 students attended. This same group is initiating a mentoring program that will engage Clemson students. Faculty often participate in AIA section meetings as speakers or workshop leaders, as did Professor Yuji Kishimoto at the fall Grand Strand meeting.

The student leadership of the AIAS is an ex officio member of the AIA SC Board, and a number of the AIA sections’ boards. GASP (Graduate Architecture Student Partnership) is working specifically with the Emerging Professionals and Young Architects “arms” of the AIA, as they see the greatest opportunities for mentoring and synergy with the group that is most aligned with their own experience. As GASP gains maturity and becomes more known, we will work to get that group involved more formally, (i.e., liaison positions), within the AIA, as per the AIAS model. The AIA appoints a liaison to attend the School’s faculty meetings and receive all internal school communications; and the School appoints a liaison, Professor Lynn Craig, to the AIASC Board.

By maintaining close ties with colleagues in practice through a variety of structured contacts, we maintain an active awareness of the challenges of practice. Many among the current faculty maintain practices and are AIA members. Over the years, several have served on the leadership of the state chapter and on assignments to national committees and boards. The Chair is a former AIA national President. Many local professionals come to speak in the professional practice courses, and are also the core trustees of the Clemson Advancement Foundation.

The Architecture + Health students are involved with their specialty arm within the national AIA. The entire student and faculty body of the Architecture + Health program attended the national 2010 Healthcare Design Conference in Las Vegas, (supported by grants and the School), where the students participated in a charrette, the faculty made multiple presentations, and the School hosted an alumni reception.

Beyond knowledge and involvement with the AIA, the students gain knowledge of the profession’s diverse and collaborative roles through their vertical and interdisciplinary experiences in fluid campus locations. Many of the design studio and other class projects are team projects, and at off-campus locations they are also vertical and often include Landscape Architecture students. Clemson students are uniquely good at collaborating and delegating, learning the opportunities and challenges of teamwork through experience.

Field trips, off-campus study and the lecture series at all campus locations provide students with exposure to practice defined beyond the boundaries of the AIA, as does the newly formed Professional Advisory Board. The mission of this group of a dozen architects from across the country, formed in the fall of 2010, is to provide a source of advice and counsel to the chair and school on matters relating to the direction, health, and future of the School of Architecture. The group’s primary purpose is to provide a
regular means of external assessment and advice for the School of Architecture. Additionally, the group provides a means of better bridging practice and education, connecting professionals to students and vice versa; and provides an alternative means of support (not necessarily financial) for the School.

**CHANGE SINCE MOST RECENT APR:** None.
See Dropbox folder, “1.b.1.3.D. Architectural Education and the Profession” for some new evidence of enrichment through the ongoing Architecture/CAF lecture series and unique events held to celebrate the school’s centennial in 2013.

### 1.1.3.E. Architectural Education and the Public Good

Students enrolled in the M.Arch. programs are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice, to understand the ethical implications of their decisions; to reconcile differences between the architect’s obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

While the relationship of the architectural profession and society may change over time, the School believes that architecture and architects play an ever-present role in the full development of the human potential. Students are challenged on a regular basis with exercises that involve them with a range of social issues and client needs. Graduate studios normally undertake design studios fully engaged with social and community issues. This is representative of what the school considers its most important goal, to produce graduates who are leaders, who are concerned, learned, and capable of responding to societal needs.

Every opportunity for engagement in projects of social concern is used to maximize the students’ exposure and understanding of these issues. A few examples of learning toward this goal are as follows:

- **Arch 893, Synthesis Studio, Fall 2010,** focused on a project for the expansion and renovation of the Greenville-Spartanburg airport. Airport board members were terrific resources for the faculty and students in the development of these comprehensive projects.
- **Arch 892, Comprehensive Studio, Spring 2011,** is using the 2010-2011 ACSA/AISC Steel Design Student Competition for a Homeless Assistance Center as its studio project. With sites in Greenville and Columbia, SC, the students and faculty have met with homeless assistance organizations in both cities; set up an exhibit of their research and site analysis at the “Citizen Architect” screening sponsored by the Columbia Design League, and will host a week-long exhibit of their final work and a public forum on homelessness at the Greenville Public Library the last week of April 2011.
- **Architecture + Heath students regularly work with healthcare clients,** including the Spartanburg Regional Healthcare System.
- **CRDC (Community Research and Design Center, formerly Studio South) projects** provide students with an opportunity to work collaboratively with communities to design and construct solutions to real needs within the community. Recent projects have ranged from an awardwinning architectural folly at Cameron Art Museum in Wilmington, NC, to a stair at the organic farm on Clemson’s campus.
- **Charleston (CAC.C) projects** provide additional opportunities for community engagement, ranging from designing proposals for a new library for the Medical University of South Carolina, to a metro Charleston Bike Plan, to the design and construction of a portable screen for the Bluesphere arts organization.
- **In addition the above domestic options,** students participating in fluid-campus programs abroad get the chance to engage in projects of community and social interest, often in very diverse contexts such as working with historic district challenges in Genoa, and redevelopment neighborhoods in Barcelona.
• Creative Inquiry and Special Topics courses provide additional venues for client engagement, engaged learning and responding to societal needs. Recent projects have included the Zero-Energy House, the SEED project in Haiti and Urban Gardening, all focused on issues of environmental and cultural sustainability.

Partly because of this wide range of client engagement, Clemson’s Architecture students are particularly articulate, very good talkers and listeners when communicating with non-architects.

CHANGE SINCE MOST RECENT APR: None.
See Dropbox folder, “1.b.1.3.E. Architectural Education and the Public Good” for some new evidence of the programs’ ongoing engagement with issues of public good, through the triennial reports of the Community Research + Design Center (CR+DC), Architecture + Health, and the Clemson Architecture Center in Charleston (CAC.C).

c. Long Range Planning

School of Architecture 2020 Planning Process

Clemson’s university-wide strategic planning process to establish priorities and strategies for the next decade kicked off in March of 2010 with a town meeting, followed by a leadership retreat at which all faculty and staff were asked to respond to the Provost’s “Questions for Colleges and Departments”, and all academic units were asked to develop 2020 plans, including “divest to invest” strategies.

The School of Architecture began its 2020 strategic planning in earnest in the middle of the summer of 2010, first through individual meetings between all faculty and staff and the chair; then through data collection and analysis, and a review of the School’s most recent strategic plans; then with a faculty retreat in early September; followed by a series of faculty meetings. The School’s new Professional Advisory Board participated during their November 2010 meeting. The plan was presented to the university’s vice presidents in late November 2010, as part of the university’s 2020 planning process, and approved by the architecture faculty on February 7, 2011. Specific tactics and metrics to measure the success of the plan are currently being developed.

The school’s 2006 Strategic Plan was reviewed as part of the 2020 planning. While a good and reasonable plan, its development was led by a temporary administrator, subsequent administrative changes have led to little implementation or assessment of this plan, and thus there was no sense of ownership by faculty, staff and students. Additional data and information that was used to inform the 2020 planning process included:

National trends in education:
Nationally in architectural education there are trends toward:
• Master of Architecture programs over Bachelor of Architecture programs (an undergraduate professional degree which Clemson eliminated some time ago);
• Shorter time to degree, (5 year masters degrees rather than 6 or 7);
• Increased graduate applications, (some of this is related to the economic downturn and unemployment);
• More specialized degrees like Architecture + Health, including dual degrees such as M.Arch/MBA, M.Arch./MCRP, M.Arch. + Historic Preservation, M.Arch. + Sustainable Design.
• Increased demands for sponsored funding;
• Increased cross-disciplinary research and scholarship;
• Increased demands for the PhD as requisite for TT faculty positions.

National trends in architectural practice:
• The number of architects in the nation and in South Carolina has held fairly steady for the past 10 years: 105,000 in the U.S., 900-1000 resident in South Carolina.
• There is increasing demand for specialized knowledge from the clients of architects.
• Big firms are getting bigger and taking a bigger share of total gross revenues, and also routinely experience the highest profit margins.
• Most large firms have global and multi-disciplinary practices.
• The recent economic downturn has been especially hard on the construction industry, with some reports of up to 40% un- or under-employment of architects.
• Certain market sectors, such as healthcare and other institutional work, have been less impacted by this recession.
• Sustainable design, integrated project delivery, digital production and fabrication, advanced materials/systems/assemblies, and global practice are major drivers of change in the practice of architecture.

10-year trends in School of Architecture, Clemson University
A review of the previous 10 years in the School of Architecture reveals the following trends:
• Overall enrollment has remained fairly steady;
• Graduate enrollment is increasing, while undergraduate enrollment is decreasing;
• Out-of-state enrollment is increasing;
• Increased applications to undergraduate and graduate programs, particularly the latter. For Fall 2010, the undergraduate program received 421 applications and the graduate program received 275 applications.
• Overall employee FTE’s in the school are down, (i.e., we’re doing more with fewer people);
• Total credit hours are on the increase, as are Credit Hours/faculty, (although a peer comparison would say that we have some additional capacity here);
• Expenditures are down after a peak in 2008;
• Sponsored programs are way up;
• Expenditures/major and /credit hour are decreasing after a peak in 07/08.

Peer Comparisons
A preliminary comparison with a number of regional and national peer architecture schools reveals 3 issues of note:
• Clemson’s School of Architecture has been producing a small number of accredited degree graduates compared to many of our peers. We are a small fish in a competitive pond. We have the market capacity for growth in the number of accredited degrees we produce.
• Graduate tuition at Clemson is low compared to many of the peers, supporting the possibility of a program-specific fee or a higher tuition tier without adversely affecting competitive advantage.
• Non-resident undergraduate tuition is relatively high at Clemson compared to peers, yet we continue to attract an increasing pool of out-of-state students, evidence of a strong reputation and a desirable location.

Curricular SWOT: (See I.1.5. below)

Architecture 2020 Plan

This strategic plan is a framework for guiding discussion, priorities, planning, and allocation. It is a directional document, built solidly on a past, but focused on the future, to guide decision-making without limiting opportunities. It defines where the School of Architecture wants to be in the next decade and outlines steps to get there. It is intended to be a dynamic document, subject to appropriate modifications through its application, assessment of its success, and inevitable changes in context.
Vision and Mission: (See I.1.1. above)

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 decisionmaking.
- **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

Strategies to Achieve the Goals: Divest to Invest

Divestments in support of the mission:

- Implement curricular streamlining where possible, thus reducing instructional demand
- Dual-list undergraduate and graduate offerings if/when it makes sense to do so
- Utilize online courses to reduce duplication at off-campus locations and to better integrate campuses
- Increase section sizes and decrease number of course sections in required courses where possible
- Investigate shared/overlapping courses with sister disciplines (LA, CRP, CSM, Art, RED) for enrichment and reduced redundancies
- Divest of some senior faculty, through retirements and resignations

Investments in support of the mission:

**Fluid Campus**:

- Investigate adding an Asian campus location
- Stabilize curricula to:
  - Ease students’ movements through fluid campus to graduation;
  - Ensure equivalent education across locations;
  - Optimize unique opportunities at each location
- Make each location “self-supporting”

**Design Culture**:
• Invest in faculty:
  o Improve salaries to be competitive
  o Continue to provide support for faculty development and scholarship
  o Improve mentoring of junior faculty
• Invest in students:
  o Increase graduate assistantships
  o Support student organizations
• Celebrate & communicate accomplishments:
  o Institute a more public means of faculty and student recognition
  o Institute a more celebratory and public system of final reviews
  o Increase communications with external constituents and alumni
• Strengthen connections with professional community

Degree Programs:
• Enlarge and improve accredited M.Arch. graduate programs
• Improve BA degree, (add Structures II), so that our undergrads are not disadvantaged in graduate programs
• Investigate a “fast-track” for seamless progression from BA through M.Arch.
• Investigate the initiation of new programs:
  o Certificate Program (or dual degree) in Historic Preservation
  o Other dual-degree opportunities: M.Arch. + Design-Build, M.Arch. + Public Health, M.Arch. + CSM
• Institute the Minor in Architecture
• Increase summer offerings

Distinctive Design-Research Streams:
• Strengthen and support:
  o Architecture + Health
  o Design/Build/South
  o Advanced Materials & Systems
• Hire Endowed Chair in Architecture + Health
• Increase interdisciplinary research and scholarship
• Hire new tenure-track faculty who can contribute to Design-Research Streams

Space & Resources:
• Improve digital & full-scale fabrication facilities and processes
• Use new and renovated spaces to make design reviews more public and celebratory
• Use new and renovated spaces to make Lee Hall more welcoming to non-Lee Hall occupants
• Invest in staff, with competitive compensation

Proposed New Revenues in Support of the Mission:
The School of Architecture is home to top tier programs within the university and the discipline. Planned growth and expanded programs will increase revenues and expenses. Moving to Tier 1 tuition from Tier 2 for students in the accredited M.Arch. will create new revenue and appropriately support the accomplishment of this 2020 Plan.

The 2020 Plan above sets a clear, ambitious and achievable path for the School of Architecture over the next 5-10 years, and is as integrated with the college and university plans as it can be at the moment. We are awaiting development of the college plan, and Trustees approval of the university plan. We will undoubtedly need to make modifications to the School of Architecture’s 2020 plan to better integrate with these other evolving plans.

The School is also developing strategic plans for Design/Build/Digital Fabrication, and the CAC.C (Charleston).
The five perspectives are obviously pivotal and fully entwined in the School’s strategic and longrange planning.

CHANGE SINCE MOST RECENT APR: None.
This is the strategic plan we continue to implement and assess.

d. Program Self Assessment

SWOT Analysis

As part of the 2020 Planning Process, the school’s faculty completed a SWOT analysis and program self-assessment. The analysis follows.

Program Strengths

1. Only accredited architecture program in the state: This “monopoly” provides the school with uniquely close and powerful relations with the state’s professional community.
2. Architecture + Health program: The Architecture + Health concentration in the Master of Architecture program remains an outstanding program, not only through the quality of student work, but also through its ability to involve and incorporate applied research into the studio environment.
3. McMahan Funds: The School of Architecture has been very fortunate to have the McMahan Excellence Fund in the amount of $250,000 each year for 9 years in support of faculty and student excellence. Faculty members and students have received design and research financial support over the past nine years that would have not been attainable without this fund. (Note: Mr. McMahan passed away in November 2010, without making his annual contribution, and the School is awaiting word on the future of the endowment. See more about this in I.2.4. “Financial Resources”.)
4. Fluid Campus concept and locations: The School continues to support pedagogically rich programs in Genoa, Italy, Barcelona, Spain and Charleston, South Carolina to prepare students for 21st century leadership. The School continues to expand program opportunities and financial support in terms of both scholarships and fellowships to make these programs as accessible as possible to all students.
5. Collegiality and sense of community of faculty and students: The School of Architecture has a very dedicated faculty. Their commitment to the students is very strong. In addition, the collegiality amongst the faculty is seen as a real strength by its members. This collegial attitude serves as a great example to our students as they continue their academic educations and enter the professional work force. Clemson has been able to attract a high caliber of student into its programs, and generally these students are very happy to be here.
6. National rankings of NAAB accredited architecture program and university: These rankings help attract high-quality students and faculty, and bring pride and support from alumni.

Program Weaknesses

1. Curricula has lacked stability and produces uneven results: The School of Architecture has been in the process of curriculum development almost constantly for over a decade. And while most agree that we should let the existing curricula play out long enough that it can be assessed, a number of curricular issues have required immediate attention. Coordination across fluid campus locations has remained problematic, but is now being addressed rigorously and creatively. There has not been enough internal, collective review of the results of the curricula, which is also now being addressed. “Uneven results” are mostly in the undergraduate program, possibly due to students being able to select their studio critics every semester, another topic currently under discussion.
2. School’s unique program focus or profile/brand is not well defined or known: When asked to define what distinguishes Clemson’s architecture program from others, the response is not as clear as we would hope.

3. Fluid campus coordination and communication: See #1 above.

4. Institutional framework, including faculty mentoring: Lack of leadership stability has led to weakened institutional frameworks, including faculty mentoring, curricular assessment, and long-range planning. These issues are being addressed.

5. Resource shortcomings to support teaching, learning & research, particularly in postprofessional programs: The School’s resource shortcomings in its allocated budget have been overcome by endowments, contributions and the Richard A. McMahan Fund for Excellence. The School could not operate as it has without these resources. The PhD program was created without new resources allocated to it. It is resourced by informal reallocations of faculty from the participating departments. In short, it is operated either by faculty overloads or by reallocating from departmental needs to the PhD. This is not sustainable, and the Dean’s office is working to remedy this situation. Recent budget reallocations and realignments have also resulted in reduced staff at the unit, college and university levels. It is difficult to produce good external communications, (see next item), without adequate staff resources. The university has protected the academic core of the institution through successive budget reductions, but adequate and competent staff is required to make the academic core work. The school’s staff is more than competent, but are stretched by a workload that has increased.

6. External relations, communications and marketing: Again, partly due to changes in administration and budget reversions, the School’s external relations, communications and marketing have suffered. The School is currently working to improve relations and communications.

Program Opportunities

1. Curricular innovations, including Fluid Campus optimization: There are as yet unmined opportunities of the Fluid Campus, in which all locations can benefit more from the other. The online offering of Arch 872, Production and Assemblies, in Fall 2010, is an initial foray into the sort of innovation that is possible. The web-based format of this course required students to find, analyze and then share local examples of assemblies, and thus created a rich, global learning resource for all of the enrolled students, as they learned from each other.

2. Interdisciplinary research, scholarship and teaching collaboration within AAH and CU: The most interesting and important evolving research and scholarship of the School is interdisciplinary. There are many additional opportunities in Lee Hall and within the university, to which Architecture could and should be contributing.

3. Public service and community engagement: The heritage and ethos of public service and community engagement should and will serve as the foundation for even greater engagement.

4. New facility as teaching/learning & recruiting tool: Lee III has been designed as “a building that teaches”, and the School plans to take every opportunity of this potential. This is a remarkable opportunity.

5. Faculty expertise, current and future: Current and future Architecture faculty can and should make significant contributions to the university’s chosen 2020 “Areas of Emphasis”, Transportation, Health, and Sustainability.

6. Industry partners as research partners: Architecture + Health provides a great example of industry partners as research partners. The School has the opportunity to develop these partnerships in other areas of expertise.

Program Threats

1. Decreasing budgets and increasing tuition: As is the case at many institutions, as the state’s contribution to the university’s budget decreases even below 11%, the program
becomes more reliant on other revenue sources including sponsored funding, private giving and rising tuition. The revenue streams for the school’s programs are less reliable than they have been in the past, which affects the accomplishment of long-range plans. Rising tuition changes the marketability of the programs, and as the state legislature threatens to limit non-resident enrollment, the threat of decreased tuition revenues, diversity and quality becomes an increasing concern.

2. Strong regional & national competition for students & faculty: Frozen salaries, rising tuitions, and strong competing programs all contribute to an increasingly competitive market for faculty and students, a market in which this program needs to have a clear message and mission, and adequate resources, to compete for the best and brightest.

3. Complacency and inertia: Change is difficult, and inertia sets in if faculty and staff feel like they’re doing a lot of planning and changing without results or benefits. Some consistency in leadership and direction, at the unit and institutional level, should help overcome this threat.

4. Conflicting demands of being a top 20 Architecture School and top 20 Public Research University: The university’s focus on PhD programs and sponsored funding is not always in sync with the needs of a first-professional degree program. An example of this conflict is when university support shifts from masters to PhD students.

5. Loss/lack of intellectual capital & diversity, faculty & students: This is related to #2 above.

6. Bureaucracy at the expense of innovation: As with all bureaucracies, there are times when it seems that there is more focus on planning, reporting and assessment than on actual accomplishment and innovation.

Other Internal Means of Program Self-Assessment

The preparations for the university’s 2020 Planning process, the NAAB visit, including the preparation of this APR, have, as intended, encouraged significant self-assessment. In addition to all of the regular faculty and curriculum meetings and retreats, at the conclusion of the fall semester, the School’s faculty and staff met for a concise and comprehensive review of the outcomes of all of the fall courses. Using a slightly revised PechaKucha style format, each course was presented by its instructor with 10 images for 20 seconds each, (3 minutes 20 seconds max. per course). The courses were organized chronologically, thus quickly and efficiently illustrating progress through the curricula, and the gaps and overlaps between courses and topics.

The new Professional Advisory Board has also been a contributor to self-assessment, and will continue to evolve as an external assessor.

The above, along with the 2020 planning and SWOT, have led to curricular and operational improvements in this academic year, particularly in the coordination of required courses between fluid campus locations. At the end of this academic year, we will have another PechaKucha reviewing the spring’s offerings. This holistic focus on the outcomes of our curricula will allow us to make any further curricular revisions.

This spring, the Chair plans to meet with all of the programs’ students in year-level focus groups, to discuss the accreditation and assessment processes and seek greater student assessment. Exit interviews with graduating students are planned, and an Alumni survey is an important future assessment device yet to be implemented. We would hope to get this done sometime in the summer of fall, and then every 5 years after.

Institutional Requirements for Self-Assessment

Assessment is an integral part of the institutional strategy to maintain standards of performance and achievement. Self-assessment is an on-going process, but becomes more focused as part of the
preparation for accreditation and external review. In addition to regular NAAB accreditation of the architecture program, the Southern Association of Colleges and Schools (SACS) accredits Clemson University every ten years, while the South Carolina Commission on Higher Education (CHE) reviews individual college programs on a regular basis. This assessment is further reinforced by being the only architecture program in a state with only one chapter of the AIA. The School has historically benefited from a strong and open relationship with alumni, many of whom practice within the state or immediate region, and regularly, informally let us know how we’re doing.

A variety of other assessment procedures are built into School and University practices that, together, form a system of checks and balances intended to maintain standards of performance and achievement at all levels. Among these are the following:

- Faculty evaluations - All faculty members in the School of Architecture complete the annual FAS (Faculty Activity System) statement of goals and end of year report. Goals are approved by the Chair and evaluated at the end of year.
- Reappointment review - Tenure track faculty are evaluated by the Peer Review Committee of senior faculty and the School Chair for annual reappointment.
- Tenure and promotion review - Review after six years by peer committee and Chair with recommendations to the Dean for final decision
- Post tenure review - the performance of all tenured faculty members is assessed by a committee and the Chair with recommendations made to the Dean for final decision
- Evaluation of the Chair - The Dean of the College evaluates the Chair every year. A formal review, with input from the faculty, is held after the initial 2 years of a new appointment, and then every 4 years after.
- Teaching evaluations - Students evaluate all courses and all instructors in the School through the course evaluation system required by the University. The Chair of the School reviews the student evaluation of classroom performance by every faculty member and takes those into account in their annual evaluation.
- Curriculum assessment and revision is entrusted to the School’s Curriculum Committee. Discussions on course content, pedagogy, program direction, and coordination of curriculumrelated matters occur at meetings of the faculty. Proposals for new or revised courses are formally considered first by the School Curriculum Committee before discussion at faculty meetings. After approval by the Chair, curriculum changes are brought before the College Curriculum Committee and the University Graduate or Undergraduate Curriculum Committees.

WEAVEonline, http://www.clemson.edu/assessment/weave/index.html, is a Web-based assessment management system that was developed by Virginia Commonwealth University that supports the SACS Principles of Accreditation. WEAVEonline® captures standard program-level assessment areas: mission, outcome/objectives, measures/findings, action plan and analysis. It has expanded capabilities in linking to larger institutional perspectives within each program's outcomes/objectives. This system is maintained by the university’s Office for Institutional Assessment, http://www.clemson.edu/assessment/index.html. All academic programs are required to annually update their WEAVEonline reports.

The University Assessment Committee provides leadership and assistance in developing and overseeing a program of evaluation and feedback to enhance the effectiveness of the University.

Assistant Professor David Lee is one of the College of AAH’s two representatives to that committee.

SACS, The Commission on Colleges of the Southern Association of Colleges and Schools is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The most recent complete self-study, 2002, is available online at http://www.clemson.edu/assessment/sacs.html. The university is preparing for its next SACS review in 2013.
CHANGE SINCE MOST RECENT APR:
The university’s SACS accreditation was fully reaffirmed as a result of its Spring 2013 review.

2. Plans for/Progress in Addressing Conditions Not Met from the Most Recent Visiting Team Report
   a. Conditions I.1-I.5 or II.2-II.3
      None
   b. Conditions II.1 (Student Performance Criteria)

B. 11 Building Service Systems

Comment from previous VTR (2011):
For Tracks 1, 2, and 3, Arch 874 – Technical Resolution included curriculum regarding electrical system design, and class Arch 892 – Comprehensive Studio demonstrated understanding of vertical circulation systems. Numerous studios demonstrated understanding of plumbing systems as they apply to sustainable systems for water conservation. That said, very little evidence was present demonstrating understanding of plumbing and electrical design, and no evidence was present indicating understanding of security or fire protection systems.

Plans for/Progress in addressing this concern:
ARCH 873: Environmental Systems, ARCH 874: Technical Resolution, and ARCH 8920: Comprehensive Studio, are endeavoring to be more attentive to these systems. As evidence see the folder “2.b.11.Building Service Systems”, which contains the Syllabi for all 3 courses, the schedule/calendar for ARCH 892(0) illustrating the course time devoted to systems; and 3 examples of student work.

C. 4 Project Management

Comment from previous VTR (2011):
For all tracks, while evidence was found in the class Arch 881 – Professional Practice Survey taught in Charleston, it was not found in the curriculum for the same class or other courses taught at Clemson.

Plans for/Progress in addressing this concern:
Project management is being covered in ARCH 8810: Professional Practice I. This course has been reinvented and is being taught by the school chair. As evidence see the folder “2.b.C.4.Project Management”, which contains the syllabus for this course; an in-class assignment on Project Mangement; the “Case Study Assignment” (the major project for the semester); and 2 examples of completed case study assignments by 2 of the class’s 14 student teams.

3. Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report

A. Structures Course Issue:

Comment from previous VTR (2011):
When the undergraduate program was changed from a Bachelor of Science in Architecture to a Bachelor of Arts and the number of required hours was reduced from 140 hours to 121 hours, a second structures
A course was removed from the mandatory undergraduate requirements. Undergraduate students are finding that without this course they are not eligible for 2-year M. Arch programs at Clemson and other institutions. Chair Schwennsen is addressing this problem, with the addition of a summer on-line structures class but many undergraduate students felt strongly that this is a major concern and needs an additional solution.

**Plans for/Progress in addressing this concern:**
This concern has been addressed with the addition of ARCH 2710 Structures II, as an elective in the undergraduate program. Students are advised to take this course if they are hoping to enter a 2-year M.Arch. program. The course is offered every spring semester and typically has an enrollment of 20-35 students. The syllabus is included in the Dropbox folder, “3.A.Structures Course Issue”.

**B. I.2.4. – Financial Resources:**

**Comment from previous VTR (2011)**
Though existing financial resources for the School of Architecture are adequate at present, there is concern regarding the future of the Richard A. McMahan Fund for Excellence, which has in previous years accounted for between 14% to 18% of School revenues. Following the recent passing of Mr. McMahon (who had provided the School of Architecture with a generous annual gift of $250,000), this funding source is in question. The loss of this revenue stream could result in significant financial challenges to the school.

**Plans for/Progress in addressing this concern:**
This concern has been addressed. Knowing how dependent the school was on those funds, the university generously replaced that “soft money” with a new annually recurring budget revenue line item of $250,000, “Architecture Program Development Budget”, which the school is utilizing in much the same way it used the previous fund.

**C. II.1.1. Student Performance Criteria**

**Comment from previous VTR (2011)**
B.4 Site Design: The team is concerned with the lack of diversity of site types and the opportunity to incorporate principles of site layout such as: grading, parking and handicap accessibility. The majority of the work presented involved projects on compact, flat, urban sites.

**Plans for/Progress in addressing this concern:**
This concern is being addressed in studios at all levels, by purposefully including a variety of site conditions beyond flat, urban sites. Beginning with ARCH 8410 Design Studio I, we are trying to avoid site-irrelevant object-making habits, and engaging students with a full range of site design issues. Evidence is included in the folder “3.C.B.4.Site Design”, which includes some images of student work from ARCH 8410 Design Studio I; 2 examples of student work from ARCH 8510 Design Studio III; and the Syllabus from Design Studio III.

4. Changes or Planned Changes in the Program

**A. Faculty and staff**

a. Retirements and other departures:
   - 3 tenured faculty retired: Associate Professor Harry Harritos, Associate Professor Jane Hurt and Professor Yuji Kishimoto
   - 1 tenure-track assistant professor departed: Bernhard Sill
   - 2 off-campus adjunct faculty departed: Kathrin Golda-Pongratz and Henrique Houayek
b. New hires, (CV’s for new hires are in Dropbox folder “4A.b. New Faculty CV’s”):
   • 3 new tenure-track Assistant Professors: Carlos Barrios, PhD; Ufuk Ersoy, PhD; Sallie-Hambright Belue, AIA
   • 1 new tenured Professor of Architecture, Associate Dean Akel Kahera
   • 5 new lecturers, (3 full-time and 2 part-time, all temporary): Dustin Albright, Nick Ault, Jacob Lindsey, Clarissa Mendez, Junichi Satoh
   • The school also created a new staff position, Manager of the Digital Design Shop and the Materials Lab: Brian Leounis, M.Arch. grad from Clemson with a few years internship experience post-graduation, fills this new position.

c. Changes in rank and status:
   • Ray Huff, AIA, is now a tenured Associate Professor and permanent Director of the Clemson Architecture Center, Charleston.
   • Vincent Blouin, PhD, was promoted to Associate Professor with tenure
   • David Pastre was promoted to Senior Lecturer

d. Future Plans
   • The school is still waiting on final approval to hire an endowed chair in Architecture + Health, a position for which the school competed successfully for $2 M. in state funds.
   • The school is searching for 2 new tenure-track hires this academic year, to fill an upcoming retirement, (Professor Lynn Craig), and another position currently filled by a lecturer.
   • The school continues to employ 2-3 PDBE PhD students as instructors in undergraduate courses
   • The Spaulding-Paolozzi Center, when completed, will create a need for some new positions for expanded and new programs.
   • The school’s long-time administrative assistant, Sandy Elgin, who worked for the school for 36 years, passed away recently. The school is in the process of hiring a replacement for this key staff position.

B. Administration changes

The previous provost, Doris Helms, stepped down in June 2013. She has been replaced with an interim provost, Nadim Aziz, who had been serving as Associate Provost, and prior to that had been the chair of the Department of Civil Engineering.

Long-time president James Barker, FAIA, last spring announced his plans to step down after 14 years of service as president, with the goal of returning to teaching architecture. His predecessor has been recently named and is James Clements, currently the President of West Virginia University. The new president will take office sometime in January 2014. President Clements will undoubtedly search for a new provost. The university’s Board of Trustees and the interim provost have the goal of getting Clemson into the top Carnegie research classification.

The School of Architecture will miss having an architect in the president’s office, but will welcome President Barker back to our faculty, knowing that our students and faculty will gain a tremendous in-house resource. Barker will be on a one-year sabbatical, and will re-start teaching in January 2015.

C. Changes in enrollment
Applications and admissions for our graduate programs remain very strong. Last year’s total application numbers were the same overall as the previous year, but showed a slight increase in domestic applications and a slight decrease in international (primarily Chinese) applications.

Applications and admissions for our pre-professional BA program are down, as seems to be the case with most such programs. Increased recruiting efforts, external communications, and focusing more on transfer students and articulation agreements are some of our strategies for addressing the decreasing pool of applicants.

D. **New opportunities for collaboration:**

New facilities, new relations with industry partners, and new leadership in sister disciplines are all providing opportunities for increased collaboration. Active collaborations of Architecture faculty with others include the following:

- Proposal for 2015 Solar Decathlon, led by Architecture faculty, but with 10 disciplines, represented by 20+ faculty.
- The Clemson University Wood Utilization + Design (WUD) Institute, (recently approved by the South Carolina Commission on Higher Education), is a unique collaboration between Architecture, Engineering (Civil, Material Science, Industrial, Environmental, Bioscience and Mechanical) and Forestry to provide: Unique multi-disciplinary educational opportunities for engineers and architects; Access to research and development for the wood-product industry; Marketing support to promote technical and design solutions for utilization of wood-based products; Opportunities to strengthen and grow the timber industry, a major source of revenue for the State of South Carolina. Architecture faculty and students have been key to getting this new institute started.
- Precast Concrete Industry and Foundation - supported multi-disciplinary studios: Faculty and students have begun working with industry partners and engineering and landscape architecture faculty and students to submit a proposal for a 3-year studio advancing the use of precast in reimagining mass transit in the Char-Lanta mega-region.
- Proposal for a Master of Urban Sustainable Design degree program: Faculty in Architecture, Landscape Architecture and Planning, (led by Architecture Assistant Professor Peter Laurence), are developing a proposal for a new Master of Urban Sustainable Design degree to be housed in the new Charleston facility.

E. **Changes in financial resources:**

The university's 2020 plan laid out a fiscal strategy, nicknamed “Divest to Invest”, that proposed 4 years of budget reallocations. By requiring budget reductions in base budgets across the board, monies have been reinvested in making faculty and staff salaries more competitive, and in creating new faculty positions in particularly critical areas, mostly STEM. Through this plan, and starting with the FY11 School base budget of a little less than $2.4 M, the school had a 3.72% budget reduction in FY12, a 3.33% budget reduction in FY13, a 3.97% budget reduction in this fiscal year of FY14, and are “looking forward” to the final 2.8% reduction in FY15. This amounts to a total reduction of almost 14% of the base budget, equal to over $300,000.

Concurrent with the reductions, the school's budget has been increased by centrally funded market and performance compensation increases, permanent reallocations, of $240,000. Faculty salaries are now generally competitive with peer market salaries.

All units are being encouraged to be entrepreneurial and seek greater funding from non-state revenue sources. Toward this end, the School of Architecture has:

- Raised its typical lab fees from $150 to $175 per studio;
• Changed its tuition tier from Tier 2 to Tier 1 for incoming graduate students, with the increased revenue coming in to the school's base budget. In AY 2013-14 Tier 2 resident graduate tuition is $3,981 vs. Tier 1 at $4,696; Tier 2 non-resident graduate tuition is $8,355 vs. Tier 1 at $9,768. Our graduate tuition remains very competitive when compared to our peers, and this provides the school with $120,000 in new revenue.

• Greatly increased development efforts, supported by the recently renamed Clemson Architectural Foundation, CAF.

• Experimented with increased off-campus and summer programs, with mixed results;

• Moved the funding of some staff and graduate assistant positions from state dollars to soft (fee-based revenues) dollars.

F. Changes in physical resources

a. The Thomas Phifer-designed addition to Lee Hall, Lee III, opened for occupancy in January 2012. Coupled with the renovations to the existing Lee building complex, the school’s facilities are now top-notch. Lee III is a LEED Gold, AIA national honor award-winning building that has received international attention, and locally is changing the culture of teaching and learning for our graduate program, a principal occupant of the new building. It is unquestionably a “building that teaches”, as intended, and is teaching our students wonderful things about daylighting and artificial lighting, clarity of structure and enclosure, materials and expression, solid and void, and the power of spatial adjacencies in creating opportunities for collaboration.

b. The proposed Spaulding Paolozzi Center in Charleston, designed by Alliedworks Architecture, has received final state approval, and the goal is for occupancy in January 2016. This 32,000 sf building is intended to be another “building that teaches”, and will provide new and expanded facilities for the existing Clemson Architecture Center in Charleston (CAC.C); existing Master of Science in Historic Preservation Program; provide space for expanding the Architecture + Health program to include a Charleston-based studio; and space for a new Master of Urban Sustainable Design (MUSD) program. There will be studio space for 100 students, with flex studio space for an additional 15 students, faculty offices, public and semi-public meeting spaces, library, lecture hall and seminar rooms, shops and garden space.

c. Other future needs: The school invested in a new digital fabrication facility as part of the Lee renovation, but still needs high-bay indoor space for CR+DC design/build projects, Solar D or similar projects, and Architecture + Health prototyping projects. The school’s professional advisory board is collaborating with the industry advisory board of the department of Construction Science and Management to create and champion a collaborative proposal for a joint facility.

G. Curricula and program delivery

a. The M.Arch. base-curriculum has been stabilized. The curriculum maps for the M.Arch. and the M.Arch. + Health degree programs are included in folder “4.G.Curriculum and Program Delivery”. The school has started 2 new elective certificate programs within the M.Arch, as follows:

1. The Architecture + CommunityBUILD certificate program involves required architectural design studios and required courses that address specific projects and research questions associated with community design, sustainable practices, and full scale design + building. The certificate requires 18 credit hours of design studios and courses in Clemson and at the Clemson Architecture Center in Charleston (CACC) that can be used
to partially fulfill the requirements for the M.Arch. and M.S. Arch. The earned certificate will be acknowledged on the recipient's academic transcript.

Admission to the Architecture + CommunityBUILD certificate program is granted through a competitive application process based on portfolio, GPA, and personal interview. Admission also requires application to and acceptance of placement for off-campus study in Charleston in Semester 5 (Fall).

The courses required to fulfill certificate requirements are the following:

**SEMESTER 4 (SPRING) in CLEMSON**
- ARCH 852 / A+CB Studio with Prof. Dan Harding (6 credits) in CLEMSON
- ARCH 832 Community 1:1 (3 credits) with Prof. Dan Harding in CLEMSON

**SEMESTER 5 (FALL) IN CHARLESTON**
- ARCH 857 / A+CB Studio with Prof. David Pastre (6 credits) in CHARLESTON at the CACC
- ARCH 677 Introduction to Craft (ITC) (3 credits) in CHARLESTON at the CACC

Note that these courses are open to those not enrolled in the certificate program, although space may be limited.

2. Starting with the 2012-13 academic year, graduate students in the M. Arch., M.S. Arch., and Ph.D. PDBE programs are offered the opportunity to earn the Certificate in Digital Ecologies. The primary objective of this certificate program is to cultivate design research and design practices that are responsive to and augment an increasingly digital society. More specifically, the program aims to cultivate the theory, application and innovation of the following sub-areas:
   - Computational Design and Morphology
   - Parametric Design and Shape Grammars
   - Digital Fabrication
   - Smart Materials and Smart Structures
   - Interaction design at the scale of the built environment
   - History and theory of digital tools, methods and environmental artifacts

The Digital Ecologies certificate program includes a range of courses that may be chosen to address specific research questions and interests. A minimum of 9 credit hours are required to earn the certificate; these credits can be used to partially fulfill the requirements of the M.Arch., M.S. Arch., and Ph.D. PDBE degrees. The courses that are currently available, from which students can fulfill program requirements, are the following:
   - Computation Design Methods (ARCH 8120) 3 credits, offered Spring
   - Architectural Robotics (ARCH 8680) 3 credits, offered Fall
   - Smart Materials & Kinetic Structures (ARCH 8760) 3 credits, offered Fall
   - Digital Manufacturing Processes (ARCH 8780) 3 credits, offered Fall
   - Networked Spaces (ARCH [tbd]) 3 credits, offered Spring
   - Design Science (ARCH 8790 Special Topics in Architectural Technology), offered in Spring

There is no procedure or criteria for the selection of students into the certificate program. Interested students need only: complete the minimum credit hours prior to graduation; submit a completed Graduate Certificate Curriculum Form to the School office for
signatures; and submit this signed form with the required form for requesting graduation. The earned certificate will be acknowledged on the recipient's academic transcript.

Future graduate curriculum plans include expanding the Architecture + Health program and initiating a Master in Urban Sustainable Design in Charleston.

b. In addition to a second elective Structures course in the BA curriculum, the existing required courses have been assessed and strengthened to continue to support our BA graduates being competitive to get accepted into the best graduate programs in the country, including ours. To diversify our undergraduate prospective student “pipeline”, and to make the possible paths from high school or community college more seamless, we have finalized one articulation agreement with the Greenville Fine Arts Center public high school, and are working to finalize another with Greenville Tech. Community College. We are also investigating agreements with some non-U.S. programs, (The American University of Sharjah, Ansal University, and Efaff University), for exchanges and/or 2+2 collaborative degree programs.

c. In the summer of 2012 the school issued a competitive call for partners for its Barcelona program, following some disagreements internal to our previous provider organization. We investigated 2 options and agreed to continue to work with Miguel Roldan and the Barcelona Architecture Center (BAC). The quality and accountability of the program has been improved, and it continues to be a very popular and educationally rich, one-semester off-campus option for our students.

5. **Summary of Activities in Response to Changes in the NAAB Conditions (NOT REQUIRED)**

**Supplemental Material**

Evidence that supports and demonstrates changes, as noted in the report above, is available via a Dropbox, at [https://www.dropbox.com/sh/vzdcodqmmfzxjzm/VZx10B75XL](https://www.dropbox.com/sh/vzdcodqmmfzxjzm/VZx10B75XL)