SUSAN SCHAEFER KLIMAN, PHD, AIA

TEACHING PORTFOLIO

Pedagogical Philosophy

My career – in the classroom and in practice – has been grounded on the principle of ensuring the sustainability of the profession by educating and mentoring the next generation. I believe that the best path to this result is a blend of theory and practice within the context of a rapidly changing world. It is critical that architecture program graduates are prepared to tackle the challenges of the 21st century. There is no profession better situated to address the challenges of resiliency - not simply environmental, but social and economic as well. Graduates of architecture programs must have not just discipline-specific skills, but the broad education to be leaders – regardless of their career path. We in higher education are currently training students for careers and technology that we cannot envision. The foundational skills that are at the core of an architectural education, such as curiosity, critical thinking, and professional communication, are what will prepare these students to be the leaders of tomorrow.

I consider the most important part of my job as an educator to be that which occurs in the classroom and design studio and in the one on one sessions for supplemental instruction, advising and mentoring. There is something magical about the 'aha' moment when a student grasps a key concept and demonstrates the ability to apply new knowledge. It is those moments that confirm that I am having a positive impact on my students and helping to facilitate their future success.

A desire for knowledge and critical thinking and are among the most important skills for an architect. I have a deep-seeded conviction in the power of being a lifelong learner. As a professor, I believe that it is my responsibility to spark and foster a sense of inquisitiveness and love of learning that will help my students to be successful both in the classroom and in their chosen career. The acquisition of knowledge is only the first step, though. What one does with this knowledge is equally important. The ability to evaluate information, applying multiple perspectives and prior experience, are essential in determining the actions that follow. Finally, much knowledge and evaluation are meaningless if the information is not disseminated in a coherent way to the intended audience. In an academic environment, flexibility is critical to this entire process. Every student comes into the classroom with a different life experience and level of preparation. The job of the instructor is to deliver the course content and ensure student learning outcomes within this framework of meeting students where they are, and keeping students engaged with a variety of instructional delivery methods and tools. Heutagogy, students teaching others based on their own knowledge and experience, is an important aspect of this process. Finally, the appropriate measure of student learning outcomes through a variety of assessment tools.

An architectural education provides an excellent foundation for a myriad careers; however, I believe that it is imperative that educators not lose sight of the fact that a primary component of an architectural curriculum is training the next generation of architects. The importance of allowing the freedom to explore and implement design theory in an academic setting cannot be overstated. This freedom, however, cannot come at the expense of the realities of the industry. An architectural education must occur in a setting which merges both theory and practice. The realities of construction should not begin after graduation, but rather, should be a part of the curriculum. In fact, students need the background of the history and theory to put design into context. They need the reality of case studies and experiential learning to tie together what they are learning and be able to apply their skills in a broader context. I have had the pleasure of teaching a number of classes that address both of these components.

For several years, I have taught the sequence of the research methods course and thesis studios (ARCP-507; ARCP-502;

In my design studios, I have emphasized a combination of design and technical skills. I have used my background in practice as a basis for having students in the 2nd year construction documents studio (ARCP-201) design increasingly complex projects and create basic construction documents for their buildings. In completing their projects, students have learned to apply key portions of the building code, combine building components and assemblies, and lay out basic documents for use in construction.

At the graduate level, my studio (ARCP-501) has been taught as one half to two-course co-requisite integrated design studio and building systems curriculum. Lectures and readings are supplemented with students completing a series of short exercises that focus on cultures, design theory, and community. This work forms the basis for a lengthier, complex project that is completed through the work in both classes. Students demonstrate the ability to research and evaluate multiple aspects of the project, working both individually and in groups to produce their assignments. Learning outcomes are measured at multiple points in the process through presentations, completion of worksheets, semester course binders containing process work, and the final presentation. It is common for a significant percentage of the students in my studios to have work experience either in the office of an architect or engineer or on a construction site. This level of practical experience among these students adds a rich dimension to the studios, where they are able to impart as much knowledge as I am. I strongly encourage this dialog, as it enhances the overall learning experience.

I have used a similar approach to theory and practice for other courses I have taught. This blend has been particularly appropriate in Ethics and Practice (ARCP-414 and ARCP-514). My years of practice have allowed me to present a number of case studies for students to review, and these examples have fostered rich classroom conversations. Individual research and 'teacher for a day' assignments have been enhanced by robust online discussion boards. In cases where students are or have worked in offices, they have been able to introduce their own experiences into the overall conversation.

The most successful projects are those in which the architect assumes a leadership role to guide the project team. In today's world those teams are increasingly interdisciplinary and global. Effective leadership requires the ability to listen, to problem solve and to team build—hallmarks of an architectural education. A mixture of individual and team projects fosters these skills. In addition, the availability and diversity of software provides a lot of educational opportunities. These applications are power-

TEACHING—GRADUATE DESIGN STUDIOS

Description

The first semester of the graduate studio at UDC is taught with a co-requisite course in systems and environment and serves as the integrated design studio . Students complete several small projects in the first few weeks of the class as an exploration of the impacts of culture on design. The remainder of the semester is spent working on a complex project. Design development drawings are generated in studio. The technical documentation is created in the co-requisite course. Presentations are joint, with students showcasing a comprehensive solution and set of documentation. Projects embrace the tagline of the College "Healthy Cities—Healthy People" and are typically real projects on real sites in or around the District of Columbia. In recent years, there has been a partnership with a local firm to have the project either mirror one currently on the boards or serve as a 'what if' for a site in need of redevelopment. The building program always includes elements related to healthy living and food security. Student designs required to include elements and systems responsive to the local environment.

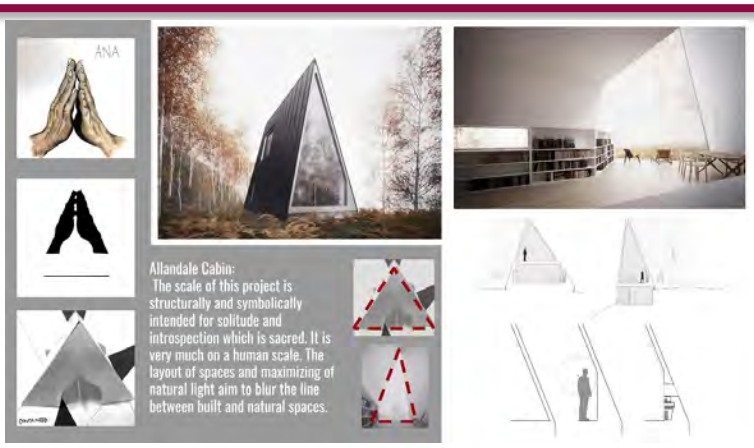
Low Income Assisted Living Facility in Southwest DC
Fall 2019 ARCP-501; Partnership with Perkins\Eastman, University of the District of Columbia

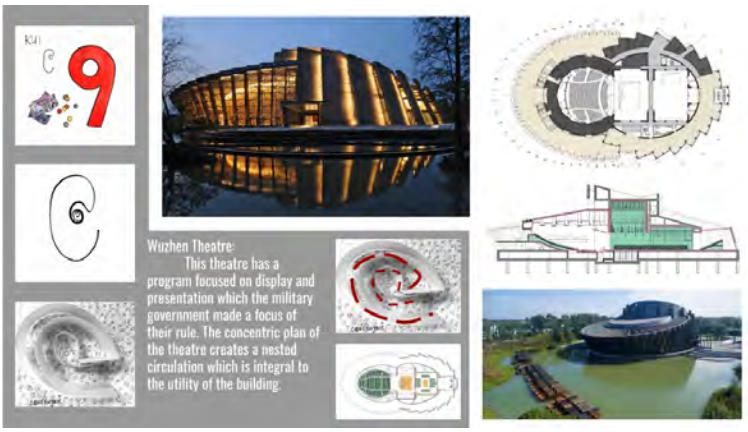
New Senior Living at Westfield Annapolis Mall, Annapolis, MD
Fall 2018 ARCP-501; Partnership with Perkins\Eastman, University of the District of Columbia

Intergenerational Activity Center in Northwest DC
Fall 2017 ARCP-501; University of the District of Columbia

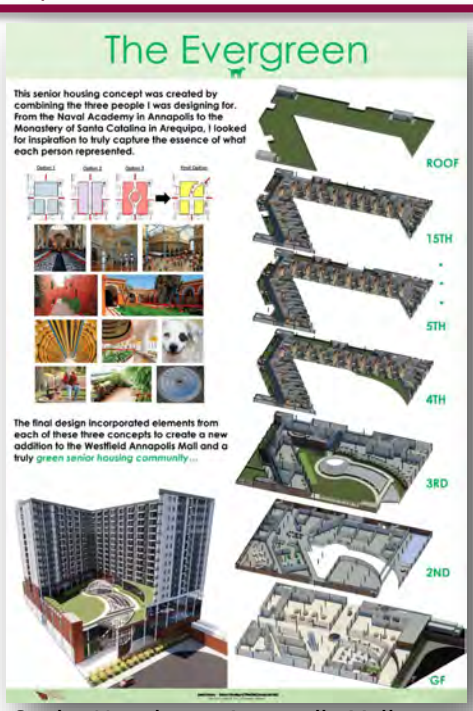
Intergenerational Activity Center in Northwest DC
Fall 2016 ARCP-501; University of the District of Columbia

Intergenerational Activity Center in Northwest DC
Fall 2015 ARCP-501; University of the District of Columbia



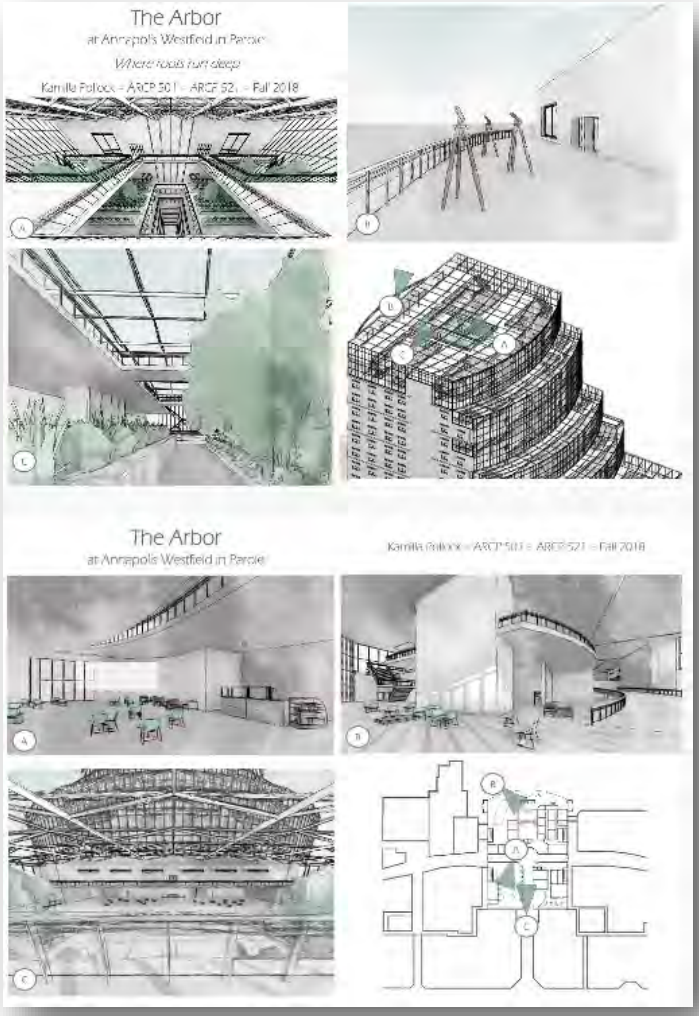


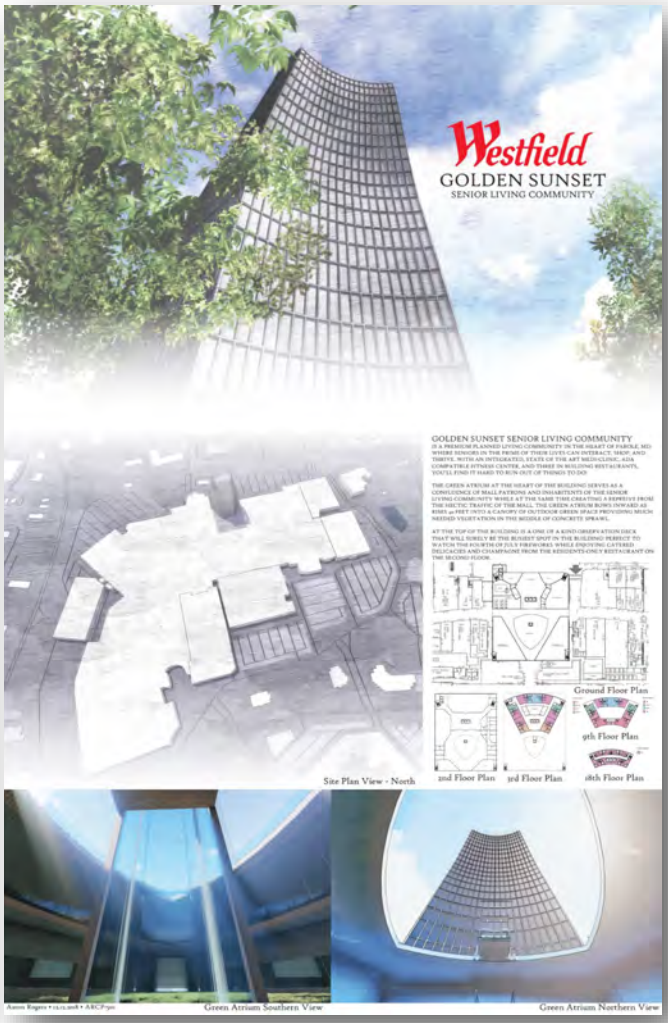
Cultures Research and Analysis Exercise
Kamilla Pollock (above), 2018
Eric Harris (below), 2017

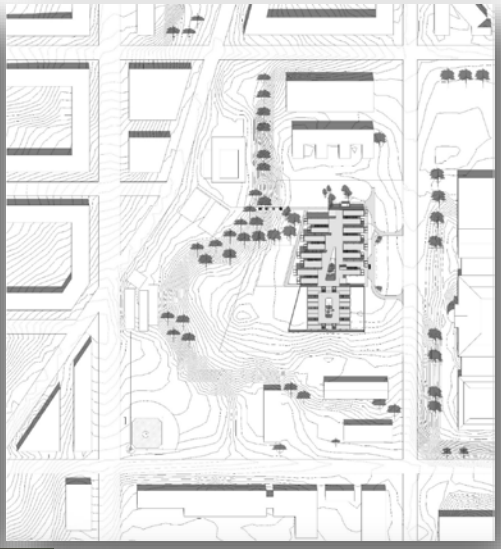


Senior Housing at Annapolis Mall

Jesus Munoz, Kamilla Pollock, and Aaron Rogers (2018)







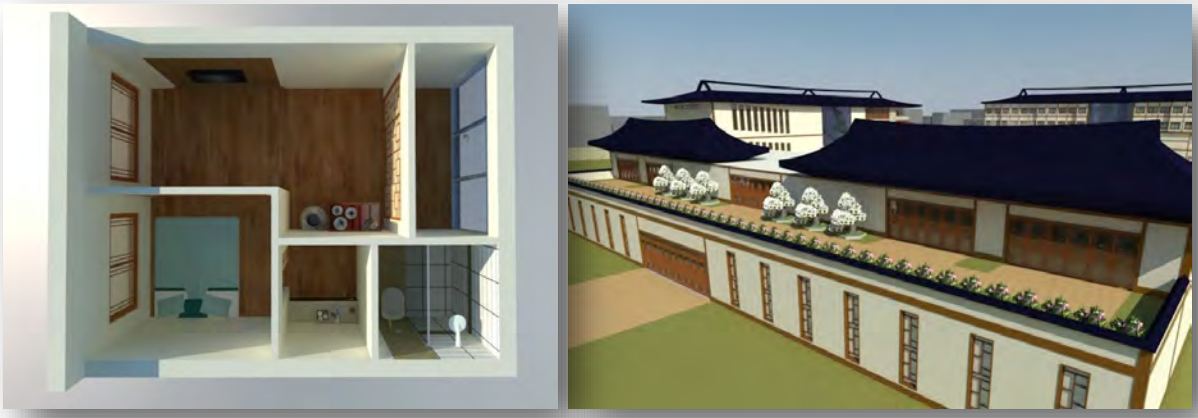
Intergenerational Activity Center

Jorge Zou (2016), Fazil Ozdas (2015), Leslie Alarcon (2015)

TEACHING—GRADUATE THESIS PROJECTS

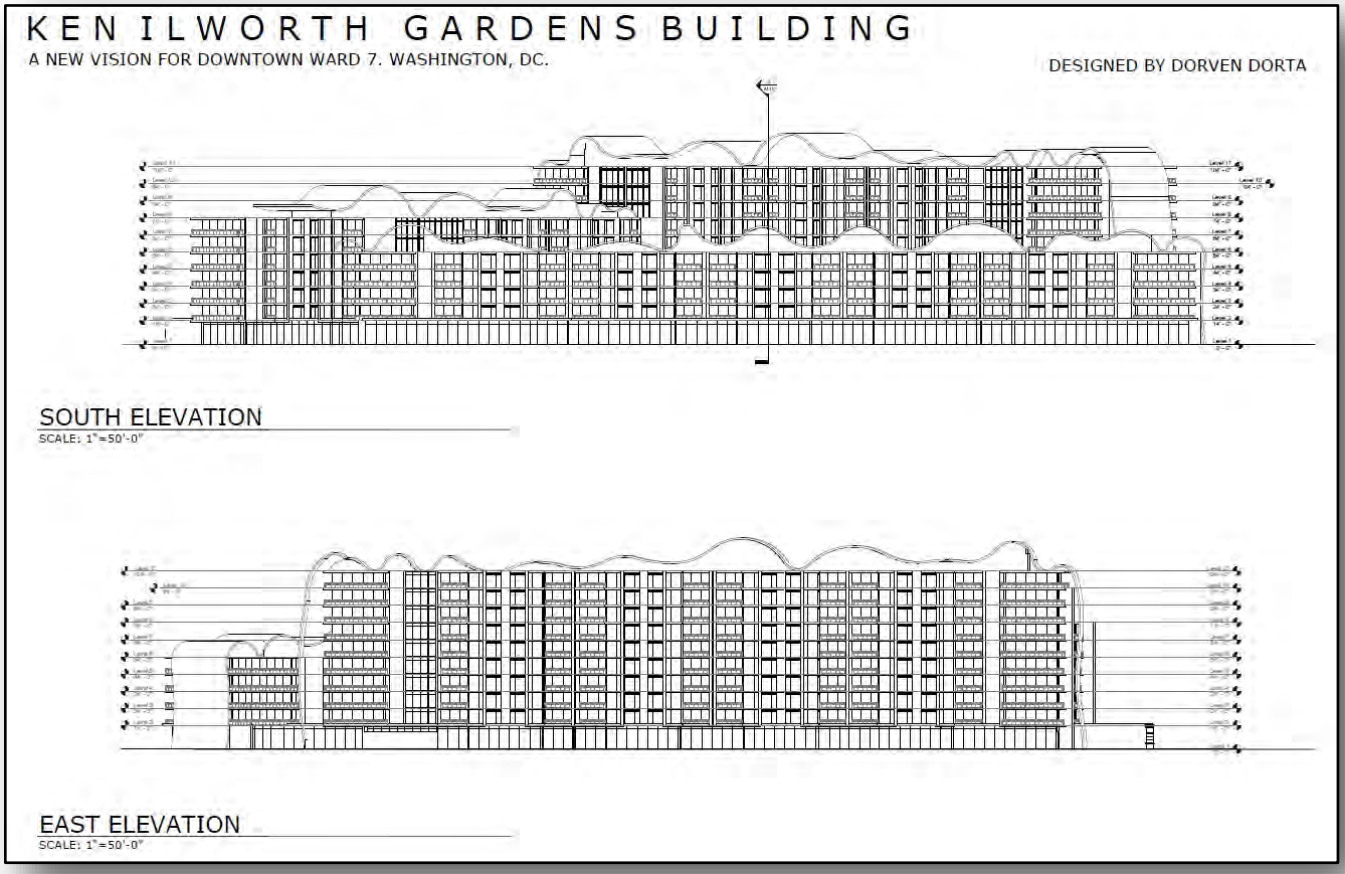
Thesis Studios

The master's thesis projects are a three– semester effort, beginning with the proposal written in the research methods course (ARCP-507). Students then spend two semesters completing the project of their choosing. The project must be relatively complex, have a research component to it, and demonstrate the student's ability to synthesize material from prior coursework. Theoretical design explorations, as well as material and systems research is also encouraged.



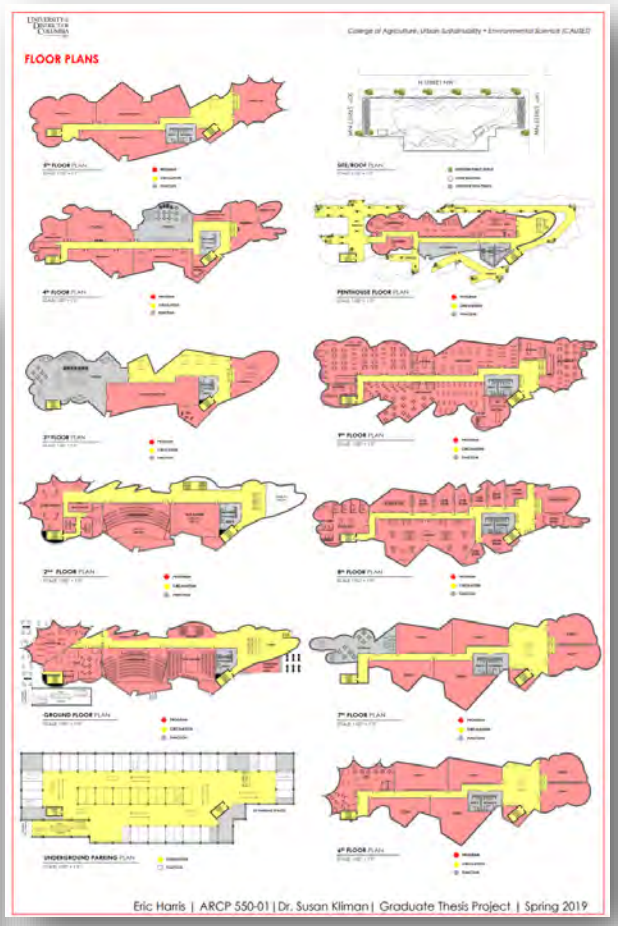
Exploration of Hanok—**Master's Thesis**
Seung in Han, 2018

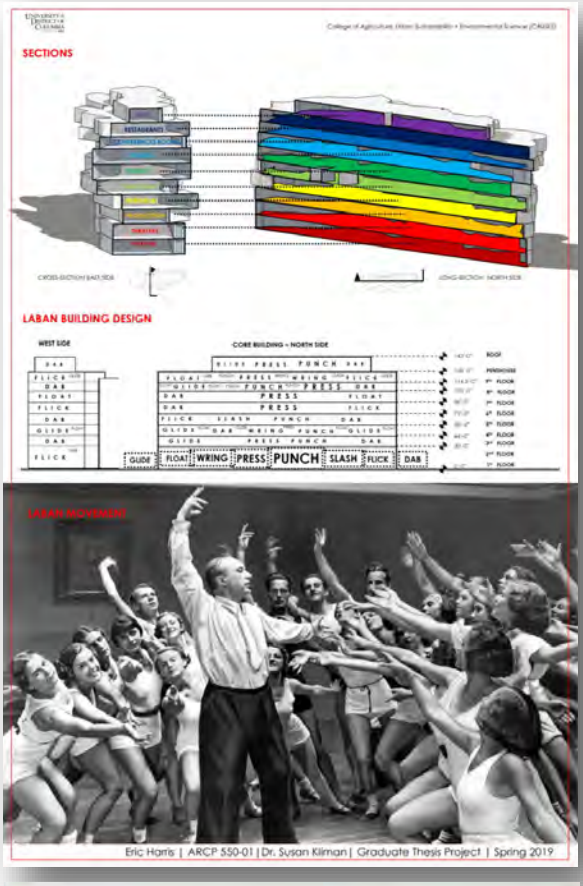
Mixed Use Housing—**Master's Thesis**
Dorven Dorta, in progress



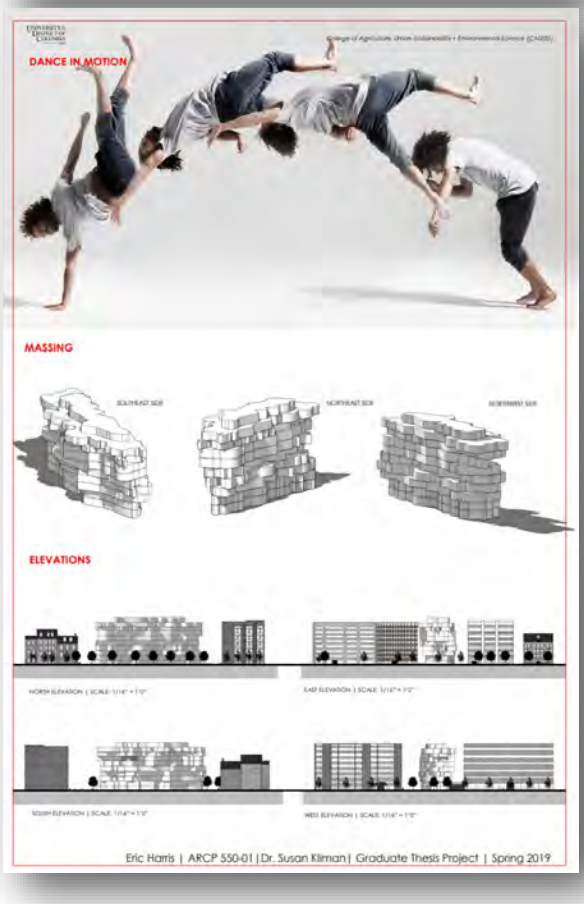
Master's Thesis— Dance and Architecture: Motif Dance Studio and Performance Theater, Washington, DC
Eric Harris—2019

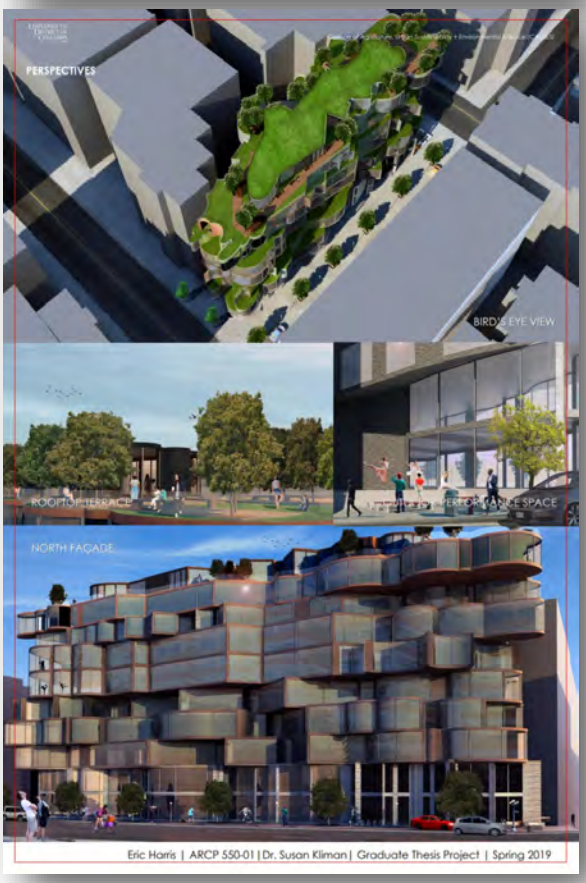
This project was inspired by dance and how movement creates architectural spaces. The premise behind the design is the Laban Movement Analysis which visualizes, interprets, and document human movement. The 8 Laban Efforts symbolizes the motif or pattern for the design concept. This motif communicates the dance idea or theme and is capable of being developed. It provides shape and structure to a dance. Similarly, dance is what creates spatial relationships and these relationships then form architecture. This building will be a catalyst in the DuPont Circle area by appropriating a dance facility in the heart of downtown DC.




SECTIONS
LABAN BUILDING DESIGN
WEST SIDE
CORE BUILDING + NORTH SIDE
GLIDE
FLOAT
WRING
PRESS
PUNCH
SLASH
FLICK
DAB
LABAN MOVEMENT
Eric Harris | ARCP 550-01 | Dr. Susan Kliman | Graduate Thesis Project | Spring 2019

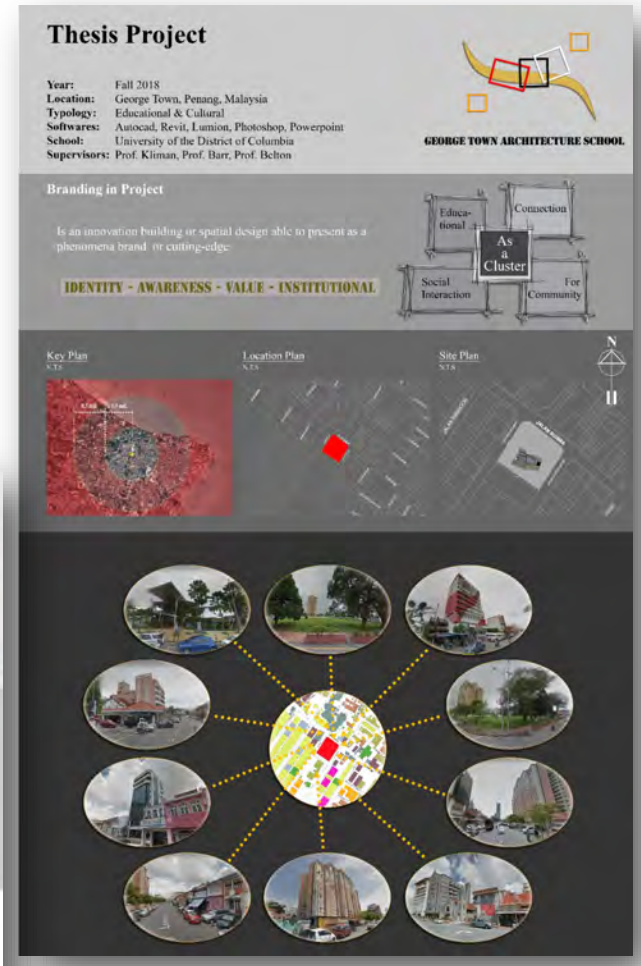

PERSPECTIVES
LOBBY/ENTRANCE
DANCE STUDIO
CAFE
MAIN THEATER
Eric Harris | ARCP 550-01 | Dr. Susan Kliman | Graduate Thesis Project | Spring 2019

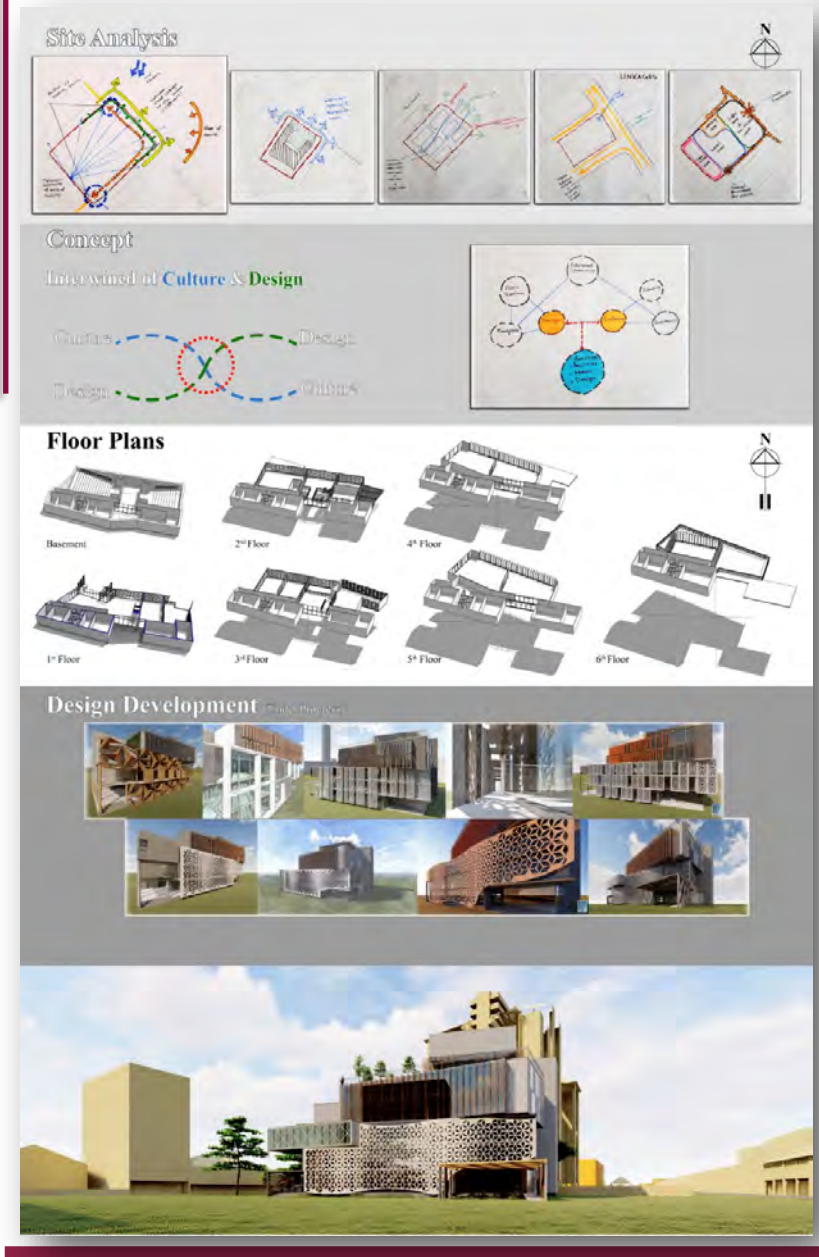

DANCE IN MOTION
MASSING
ELEVATIONS
Eric Harris | ARCP 550-01 | Dr. Susan Kliman | Graduate Thesis Project | Spring 2019


PERSPECTIVES
BIRDS EYE VIEW
ROOFTOP TERRACE
NORTH FACADE
Eric Harris | ARCP 550-01 | Dr. Susan Kliman | Graduate Thesis Project | Spring 2019

Master's Thesis— School of Architecture, Georgetown, Penang, Malaysia
Ahmad Zamani—2019

The primary purpose of this study was to propose a new educational institution which integrates with the public's participation to educate the people on the preservation of the city, providing a space for a new generation to be educated and a space for gathering. It was also important to create a new and modern architectural design in the historical urban context, thus revitalizing the existing architectural building facilities in the city.

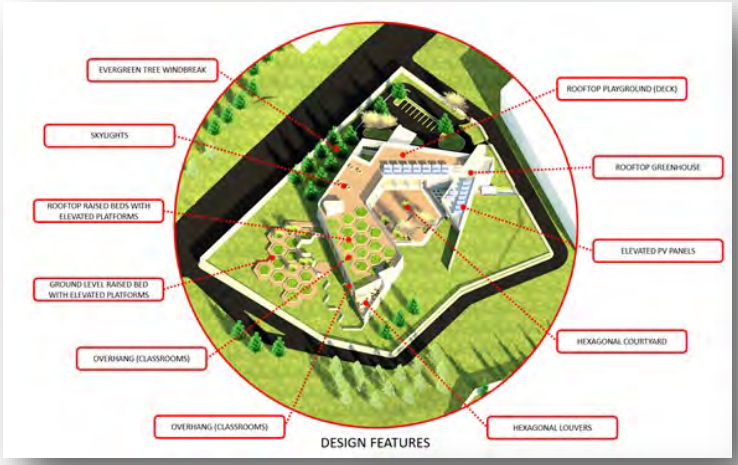




Master's Thesis— Preschool in Washington, DC
Jorge Zou—2017

The primary objective of this project was to propose and integral connection space for architecture and farming, where architecture on a strategic site would focus on responding to the high rates of obesity in children through an educational farm.

The solution was a preschool—with room for expansion—in northeast DC, where farming and healthy eating could be an integral part of the curriculum and the structure was designed in a way to facilitate those activities.



DESIGN FEATURES

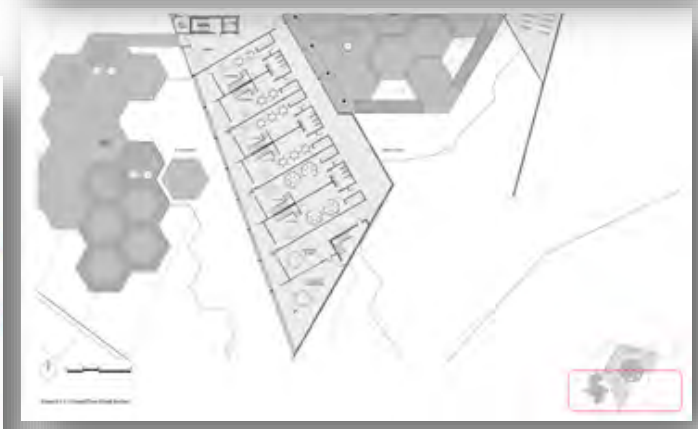
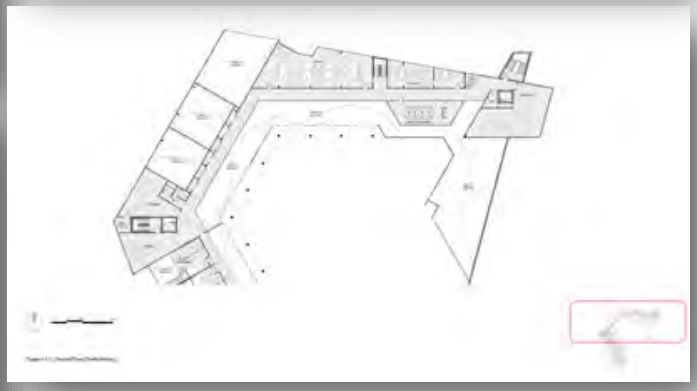



Figure 4.4.9.1 Side View of Site Model



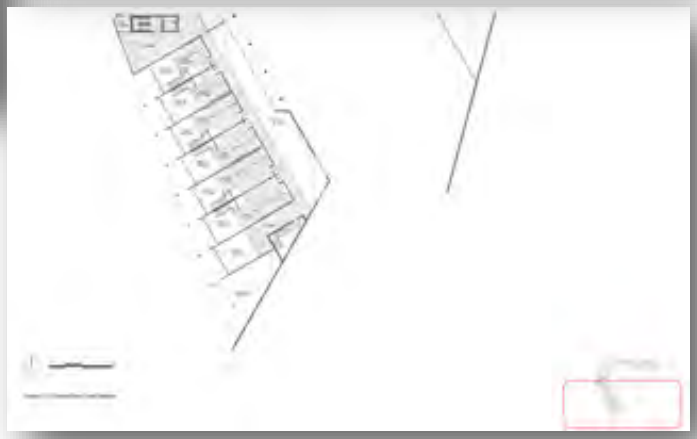


Figure 4.4.8.1 Entrance and Drop Off Area

Figure 4.4.8.2 Urban Farm Featuring Raised Beds And Elevated Platforms

Figure 4.4.8.3 Ground Level Playground and Classrooms In The Background

Figure 4.4.8.4 Hexagonal Courtyard

Figure 4.4.8.5 Outdoor Classroom

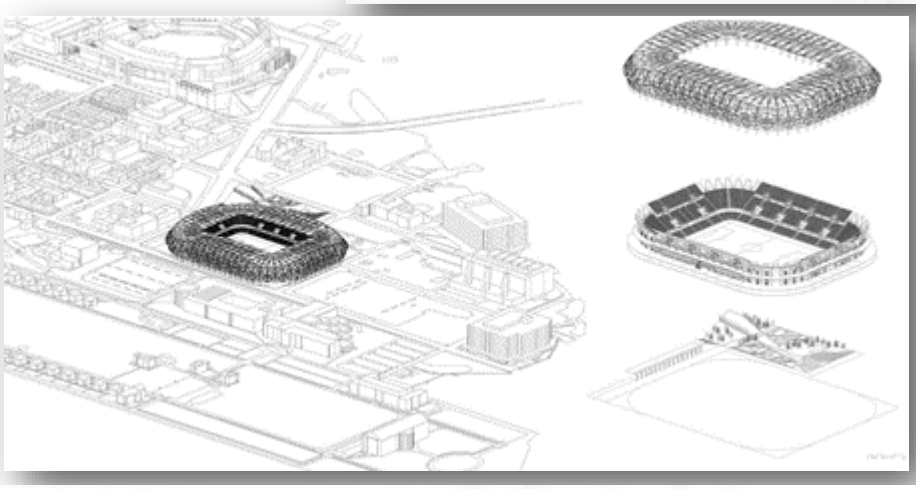
Figure 4.4.8.6 Rooftop Urban Farm Featuring Raised Beds And Elevated Platforms

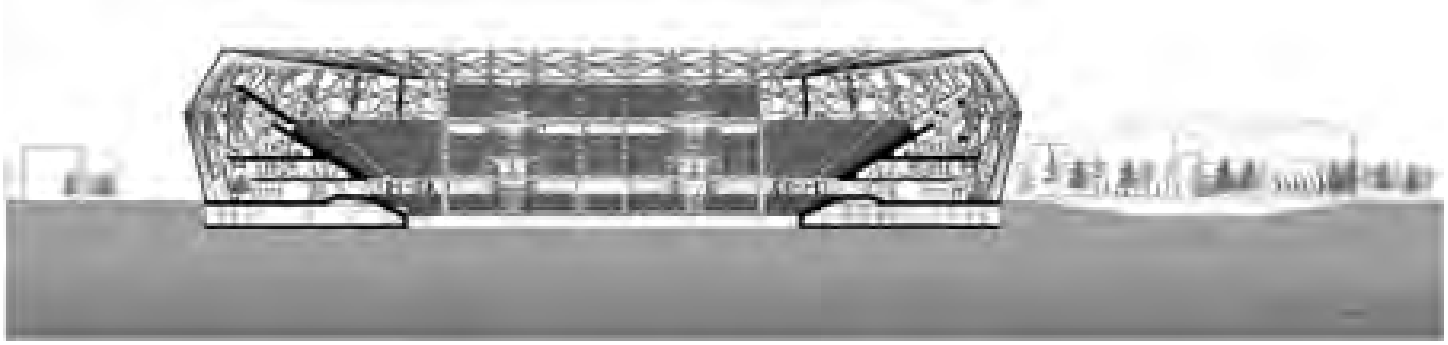
Figure 4.4.8.7 Display Area and Access to Classrooms

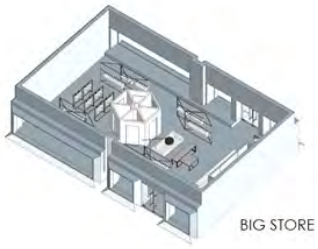
Figure 4.4.8.8 Activity Room

Master's Thesis— Revitalizing a Neighborhood Through Sport Architecture
Victor Salinas Furio—2017

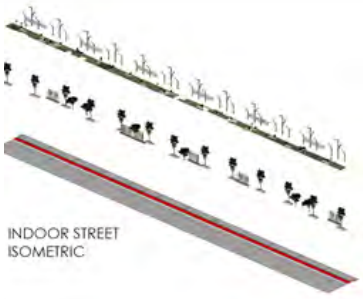
This project was study on how architecture can improve the soccer experience while revitalizing a neighborhood through retail and urbanism strategies. Soccer is a multi-million dollar business, however, the architecture of the newly built facility did not reach its potential in terms of designing the "perfect stadium". This proposed project analyzed all the aspects needed to create an improvement in terms of design and concept in the soccer stadium's world, so future supporters of a team can feel proud of their "home". Retail facilities and restaurants are intended to operate when the stadium is not hosting a function, thereby bringing activity and jobs to the neighborhood. The project also looked at transportation issues surrounding the construction of this type of facility.



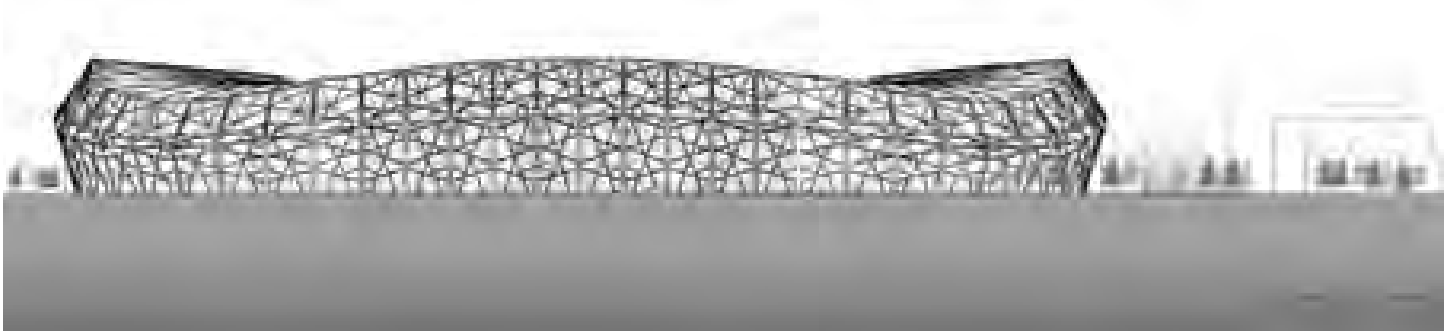



BIG STORE


SMALL STORE

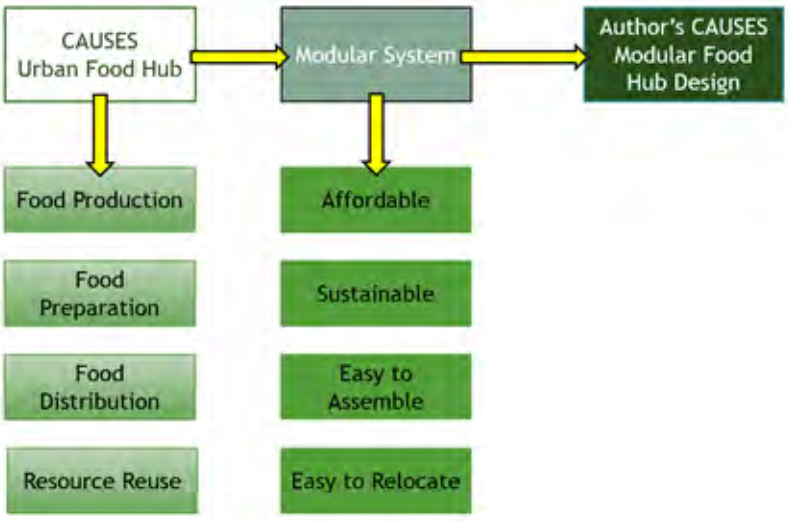

INDOOR STREET
ISOMETRIC


OFFICE SPACES
BIG RESTAURANT
SMALL RESTAURANT

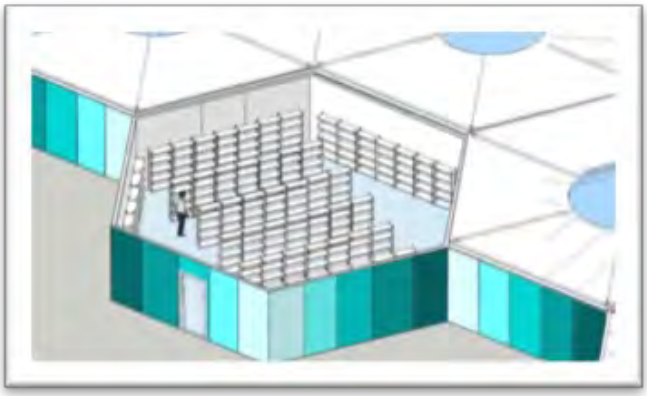


Master's Thesis— Modular Food Hub: An Archetype, Washington, DC
Sara Mousavizadeh, 2016

The objective of this project was to take the Food Hub Concept developed by the University of the District of Columbia's College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES), and turn it into a modular architectural solution. These food hubs are an effort to stem the food security issues in the DC area and beyond. The food hubs consist of four components: food production, food preparation, food distribution, and resource recovery. Creating a modular solution would allow these food hubs to be established easily across urban areas and modified as dictated by the needs of the area and the space available. This archetype is located at the first food hub developed by



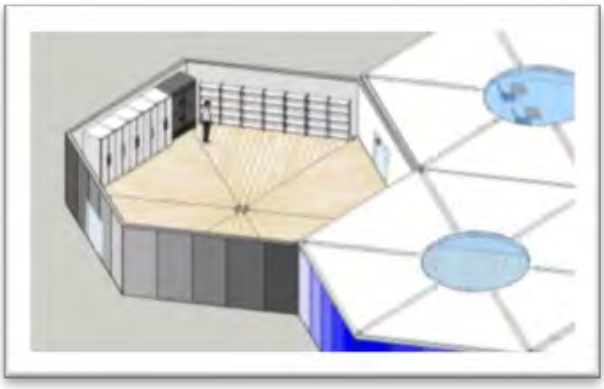
The difference between a mobile kitchen or a food truck and a modular food hub is that mobile kitchen or food truck has all spaces together as one unit whereas, a modular system has a capability of providing different configurations in different spaces.



Production module

Preparation module

Demonstration module

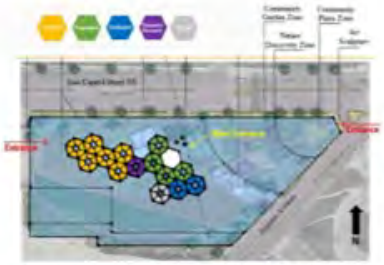


Storage module

MODULAR FOOD HUB: AN ARCHETYPE

CAUSES food hub concept

The modular food hub; an archetype, is a project that takes the CAUSES food hub concept and turns it into an innovative architectural format. This project will utilize the modular system as an innovative solution that is easy to assemble onsite, flexible to any configuration and setting on that particular site, cost efficient, and economically viable These modular hubs can be deployed to various locations and sites, nationally and internationally.

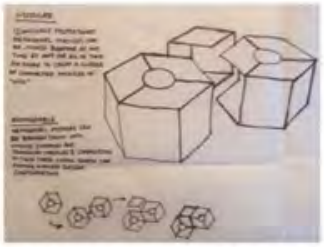


Configuration of the modules on 5929 East Capitol St. NE

Modules different configurations

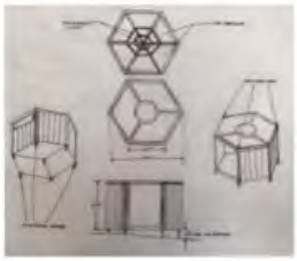
Modular food hub on site

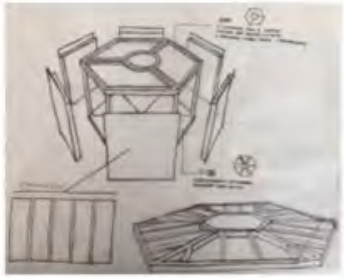
Site pictures



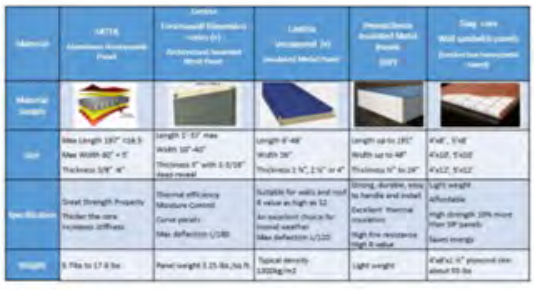
Hand sketch showing connection of the modules

East Capitol Street NE view





Hand Sketches showing details & construction of the modules



Different potential materials

Main entrance view of the food hub

Sara Mousavizadeh - Thesis Studio Lab VIII - ARCP 502 - Spring 2016
Instructor: Dr. Kliman, Advisors: Prof. Dixon, Dr. Jones